



WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

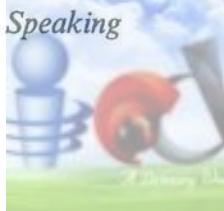
Some people think that universities should provide graduates with the knowledge and skills needed in the workplace. Others think that the true function of a university should be to give access to knowledge for its own sake, regardless of whether the course is useful to an employer.

What, in your opinion, should be the main function of a university?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

SPEAKING



PART 1

The examiner asks the candidate about him/herself, his/her home, work or studies and other familiar topics.

EXAMPLE

Travelling to work or college

- How do you usually travel to work or college? [Why?]
- Have you always travelled to work/college in the same way? [Why/Why not?]
- What do you like about travelling to work/college this way?
- What changes would improve the way you travel to work/college? [Why?]

PART 2

Describe a piece of electronic equipment that you find useful.

You should say:

what it is

how you learned to use it

how long you have had it

and explain why you find this piece of electronic equipment useful.

You will have to talk about the topic for one to two minutes.

You have one minute to think about what you are going to say.

You can make some notes to help you if you wish.

PART 3

Discussion topics:

Technology and housework

Example questions:

What kinds of machine are used for housework in modern homes in your country?

How have these machines benefited people? Are there any negative effects of using them?

Do you think all new homes will be equipped with household machines in the future? Why?

Technology in the workplace

Example questions:

What kinds of equipment do most workers need to use in offices today?

How have developments in technology affected employment in your country?

Some people think that technology has brought more stress than benefits to employed people nowadays. Would you agree or disagree? Why?

General Training Reading and Writing

Test A



SECTION 1 *Questions 1–14*

Read the text below and answer Questions 1–7.

EASTERN ENERGY

We are here to help and provide you with personal advice on any matters connected with your bill or any other queries regarding your gas and electricity supply.

Moving home

Please give as much notice as possible if you are moving home, but at least 48 hours is required for us to make the necessary arrangements for your gas and electricity supply. Please telephone our 24-hour line on 01316 753219 with details of your move. In most cases we are happy to accept your meter reading on the day you move. Tell the new occupant that Eastern Energy supply the household, to ensure the service is not interrupted. Remember we can now supply electricity and gas at your new address, anywhere in the UK. If you do not contact us, you may be held responsible for the payment for electricity used after you have moved.

Meter reading

Eastern Energy uses various types of meter ranging from the traditional dial meter to new technology digital display meters. Always read the meter from left to right, ignoring any red dials. If you require assistance, contact our 24-hour line on 0600 7310 310.

Energy Efficiency Line

If you would like advice on the efficient use of energy, please call our Energy Efficiency Line on 0995 7626 513. Please do not use this number for any other enquiries.

Special services

Passwords – you can choose a password so that, whenever we visit you at home, you will know it is us. For more information, ring our helpline on 0995 7290 290.

Help and advice

If you need help or advice with any issues, please contact us on 01316 440188.

Complaints

We hope you will never have a problem or cause to complain, but, if you do, please contact our complaints handling team at PO Box 220, Stanfield, ST55 6GF or telephone us on 01316 753270.

Supply failure

If you experience any problems with your electricity supply, please call free on 0600 7838 836, 24 hours a day, seven days a week.



Questions 1–7

Do the following statements agree with the information given in the text on page 104?

In boxes 1–7 on your answer sheet, write

TRUE

if the statement agrees with the information

FALSE

if the statement contradicts the information

NOT GIVEN

if there is no information on this

- 1 Customers should inform Eastern Energy of a change of address on arrival at their new home.
- 2 Customers are expected to read their own gas or electricity meters.
- 3 It is now cheaper to use gas rather than electricity as a form of heating.
- 4 Eastern Energy supplies energy to households throughout the country.
- 5 The Energy Efficiency Line also handles queries about energy supply.
- 6 All complaints about energy supply should be made by phone.
- 7 Customers are not charged for the call when they report a fault in supply.





Questions 8–14

The text on page 107 has seven sections, A–G.

Choose the correct heading for each section from the list of headings below.

Write the correct number, i–x, in boxes 8–14 on your answer sheet.

List of Headings

- i Re-heating
- ii Foods with skins
- iii Keeping your oven clean
- iv Standing time
- v Rapid cooking times
- vi Using a thermometer
- vii Small quantities of food
- viii Deep fat frying
- ix Foods low in moisture
- x Liquids

8 Section A

9 Section B

10 Section C

11 Section D

12 Section E

13 Section F

14 Section G

Using your new microwave oven

Some important points to note



- A As microwave cooking times are much shorter than other cooking times, it is essential that recommended cooking times are not exceeded without first checking the food.
- B Take care when heating small amounts of food as these can easily burn, dry out or catch fire if cooked too long. Always set short cooking times and check the food frequently.
- C Take care when heating 'dry' foods, e.g. bread items, chocolate and pastries. These can easily burn or catch fire if cooked too long.
- D Some processed meats, such as sausages, have non-porous casings. These must be pierced by a fork before cooking, to prevent bursting. Whole fruit and vegetables should be similarly treated.
- E When heating soup, sauces and beverages in your microwave oven, heating beyond boiling point can occur without evidence of bubbling. Care should be taken not to overheat.
- F When warming up food for a second time, it is essential that it is served 'piping hot', i.e. steam is being emitted from all parts and any sauce is bubbling. For foods that cannot be stirred, e.g. pizza, the centre should be cut with a knife to test it is well heated through.
- G It is important for the safe operation of the oven that it is wiped out regularly. Use warm, soapy water, squeeze the cloth out well and use it to remove any grease or food from the interior. The oven should be unplugged during this process.



SECTION 2 Questions 15–27

Read the text below and answer Questions 15–20.

CHOOSING PREMISES FOR A NEW BUSINESS

What you need

Three factors dominate the priorities of small businesses looking for premises: cost, cost and cost. Nobody ever has enough money, so there is an overwhelming temptation to go for the cheapest property. It is a mistake that can take decades to rectify – and even threaten the future of a promising business.

Ironically some firms swing too far in the other direction, committing themselves to a heavy initial outlay because they believe in the importance of image – and that does not come cheap. Finding the right premises is the real secret. That can, and will, vary enormously according to the type of business. But there are some general rules that apply to any operation.

Location

High street premises are important for shops which rely on passing trade – but these are expensive. Rents fall quickly within a few metres of main roads. Offices, however, need not be located centrally, particularly if most business is done on the phone or via email.

Manufacturing and storage relies heavily on access. Think about how vans and lorries will deliver and collect goods from the premises. Nearby parking can be important for staff, and public transport can be even more so, as traffic restrictions tighten.

Size

This is a crucial decision. Health and Safety laws provide basic guidance on how much room is required per office desk or manufacturing operation. But remember to allow for growth.

Growth

Every small business aims to become a big business, but this prospect can be obstructed if the wrong decisions are made early on. It is important to consider flexibility from the start. Can a building be physically altered internally by knocking down walls or by extending outwards or adding extra floors? Is there spare land next door to expand later if necessary?

Landlords obviously have to agree to any changes so it is important that the contract includes details of what will be allowed and how much extra will be charged on top of the costs of rebuilding or alteration. Planning rules must also be considered. Local authorities are not always open to discussion about the future of premises. They may have rigid rules about increasing density of development. The building may be in a conservation area or near housing, in which case it will be much more difficult to consider changes.



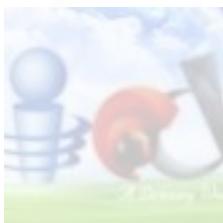
Questions 15–20

Complete the sentences below.

Choose **NO MORE THAN TWO WORDS** from the text for each answer.

Write your answers in boxes 15–20 on your answer sheet.

- 15 Some people choose expensive premises because they want to create an impressive for their company.
- 16 Businesses which depend on need to be on or near the principal shopping areas.
- 17 Businesses which produce goods must check there is to the premises for delivery vehicles.
- 18 When choosing a building for your premises, find out whether could be removed to create more room.
- 19 Make sure that the states what type of building alterations might be permitted.
- 20 If business premises are located close to , extensions may not be allowed.



Read the text below and answer Questions 21–27.



CALIFORNIA STATE COLLEGE

WORKING CONDITIONS AND BENEFITS FOR EMPLOYEES

Payday

Employees are paid every other Friday. If Friday is a holiday, payday will be the following Monday. Generally, employees pick up the pay checks in their department; if not, they may be picked up at the Business Office.

Overtime

All time worked over eight hours in one day and forty hours in a workweek, and also the first eight hours worked on the seventh day of work in a workweek is considered overtime for non-exempt employees. The supervisor must approve all overtime before overtime occurs. Hours in excess of eight hours on the seventh day and in excess of twelve hours in one day will be paid at double time. Exempt employees receive no additional compensation for overtime hours.

Parking

All employees who will be parking in a staff parking zone must obtain a parking permit. A monthly pre-tax payroll deduction can be made by visiting Human Resources. If you wish to pay cash, present your staff I.D. and license number to the Cashier's Office. The Safety Department will ticket cars without a parking permit and a fine will be applied.

I.D. Card

All employees are required to carry an I.D. card. If an employee loses his/her card, there will be an automatic charge of \$5.00 to issue a duplicate. If an employee gives up employment, his/her I.D. card must be returned prior to release of final paycheck.

Holidays

All regular and temporary full-time employees generally receive approximately 13 paid holidays during the course of each calendar year. Regular part-time employees will receive holiday benefits worked out using a prorated system. The holiday schedule is initiated annually.

Personal Holiday

Each employee is granted one extra day as a Personal Holiday at the time of hire, and at the beginning of each calendar year. Personal Holiday hours must be taken at one time (eight hours full-time or prorated based on the employee's time). Employees requesting Personal Holiday will be required to complete 'Leave Request' forms. No more than one Personal Holiday is authorized annually.

Birthday Holiday

All regular and temporary full-time or part-time employees are entitled to take their birthday off with pay. An employee has a fifteen-day span before and following his/her birthday to take the paid day off. What is known as a grace period through January 15th is given to those employees whose birthdays fall between December 16th and the end of the year.



Questions 21–27

Answer the questions below.

Choose **NO MORE THAN THREE WORDS** from the text for each answer.

Write your answers in boxes 21–27 on your answer sheet.

- 21 Where do most employees collect their wages?
- 22 Who has to authorise any overtime an employee wishes to do?
- 23 Who is not paid extra for working more than 40 hours a week?
- 24 Where should employees go if they wish to have the parking charge taken off their salary?
- 25 What method is used to calculate part-time employees' holidays?
- 26 Which documents must employees fill in to select their Personal Holiday?
- 27 What is the name of the special entitlement provided to employees with birthdays in the second half of December?



SECTION 3 *Questions 28–40*

Read the text on pages 112 and 113 and answer Questions 28–40.

A Very Special Dog

Florence is one of a new breed of dog who is making the work of the Australian Customs much easier.



It is 8.15 a.m. A flight lands at Melbourne's Tullamarine International Airport. Several hundred pieces of baggage are rushed from the plane onto a conveyor belt in the baggage reclaim annexe. Over the sound of roaring engines, rushing air vents and grinding generators, a dog barks. Florence, a sleek black labrador, wags her tail.

Among the cavalcade of luggage passing beneath Florence's all-smelling nose, is a nondescript hardback suitcase. Inside the case, within styrofoam casing, packed in loose pepper and coffee, wrapped in freezer paper and heat-sealed in plastic, are 18 kilograms of hashish.

The cleverly concealed drugs don't fool super-sniffer Florence, and her persistent scratching at the case alerts her handler. Florence is one of a truly new breed: the product of what is perhaps the only project in the world dedicated to breeding dogs solely to detect drugs. Ordinary dogs have a 0.1% chance of making it in drug detection. The new breeding programme, run by the Australian Customs, is so successful that more than 50% of its dogs make the grade.

And what began as a wholly practical exercise in keeping illegal drugs out of Australia may end up playing a role in an entirely different sphere – the comparatively esoteric world of neurobiology. It turns out that it's not Florence's nose that makes her a top drug dog, but her unswerving concentration, plus a few other essential traits. Florence could help neurobiologists to understand both what they call 'attention processing', the brain mechanisms that determine what a person pays attention to and for how long, and its flip side, problems such as Attention Deficit/Hyperactivity Disorder (ADHD). As many as 3 to 5% of children are thought to suffer from the condition in the US, where the incidence is highest, although diagnosis is often controversial.

The Australian Customs has used dogs to find drugs since 1969. Traditionally, the animals came from pounds and private breeders. But, in 1993, fed up with the poor success rate of finding good dogs this way, John Vandeloo, senior instructor with the Detector Dog Unit, joined forces with Kath Champness, then a doctoral student at the University of Melbourne, and set up a breeding programme.



Champness began by defining six essential traits that make a detector dog. First, every good detector dog must love praise because this is the only tool trainers have at their disposal, but the dog must still be able to work for long periods without it. Then it needs a strong hunting instinct and the stamina to keep sniffing at the taxing rate of around 300 times per minute. The ideal detector is also fearless enough to deal with jam-packed airport crowds and the roaring engine rooms of cargo ships.

The remaining two traits are closely related and cognitive in nature. A good detector must be capable of focusing on the task of searching for drugs, despite the distractions in any airport or dockside. This is what neurobiologists call 'selective attention'. And finally, with potentially tens of thousands of hiding places for drugs, the dog must persevere and maintain focus for hours at a time. Neurobiologists call this 'sustained attention'.

Vandeloo and Champness assess the dogs' abilities to concentrate by marking them on a scale of between one and five according to how well they remain focused on a toy tossed into a patch of grass. Ivan scores a feeble one. He follows the toy, gets half-way there, then becomes distracted by places where the other dogs have been or by flowers in the paddock. Rowena, on the other hand, has phenomenal concentration; some might even consider her obsessive. When Vandeloo tosses the toy, nothing can distract her from the searching, not other dogs, not food. And even if no one is around to encourage her, she keeps looking just the same. Rowena gets a five.

A person's ability to pay attention, like a dog's, depends on a number of overlapping cognitive behaviours, including memory and learning – the neurobiologist's attention processing. Attention in humans can be tested by asking subjects to spot colours on a screen while ignoring shapes, or to spot sounds while ignoring visual cues, or to take a 'vigilance test'. Sitting a vigilance test is like being a military radar operator. Blips appear on a cluttered monitor infrequently and at irregular intervals. Rapid detection of all blips earns a high score. Five minutes into the test, one in ten subjects will start to miss the majority of the blips, one in ten will still be able to spot nearly all of them and the rest will come somewhere in between.

Vigilance tasks provide signals that are infrequent and unpredictable – which is exactly what is expected of the dogs when they are asked to notice just a few odour molecules in the air, and then to home in on the source. During a routine mail screen that can take hours, the dogs stay so focused that not even a postcard lined with 0.5 grams of heroin and hidden in a bulging sack of letters escapes detection.

With the current interest in attentional processing, as well as human conditions that have an attention deficit component, such as ADHD, it is predicted that it is only a matter of time before the super-sniffer dogs attract the attention of neurobiologists trying to cure these conditions.



Questions 28–32

Choose the correct letter, **A**, **B**, **C** or **D**.

Write the correct letter in boxes 28–32 on your answer sheet.

28 The drugs in the suitcase

- A** were hidden inside the lining.
- B** had pepper and coffee around them.
- C** had previously been frozen.
- D** had a special smell to repel dogs.

29 Most dogs are not good at finding drugs because

- A** they don't work well with a handler.
- B** they lack the right training.
- C** the drugs are usually very well hidden.
- D** they lack certain genetic qualities.

30 Florence is a good drug detector because she

- A** has a better sense of smell than other dogs.
- B** is not easily distracted.
- C** has been specially trained to work at airports.
- D** enjoys what she is doing.

31 Dogs like Florence may help scientists understand

- A** how human and dog brains differ.
- B** how people can use both sides of their brain.
- C** why some people have difficulty paying attention.
- D** the best way for people to maintain their focus.

32 In 1993, the Australian Customs

- A** decided to use its own dogs again.
- B** was successful in finding detector dogs.
- C** changed the way it obtained dogs.
- D** asked private breeders to provide more dogs.



Questions 33–36

Choose **FOUR** letters, **A–J**.

Write the correct letters in boxes 33–36 on your answer sheet.

The writer mentions a number of important qualities that detector dogs must have.

Which **FOUR** of the following qualities are mentioned by the writer of the text?

- A** a good relationship with people
- B** a willingness to work in smelly conditions
- C** quick reflexes
- D** an ability to work in noisy conditions
- E** an ability to maintain concentration
- F** a willingness to work without constant encouragement
- G** the skill to find things in long grass
- H** experience as hunters
- I** a desire for people's approval
- J** the ability to search a large number of places rapidly

Questions 37–40

Do the following statements agree with the information given in the text?

In boxes 37–40 on your answer sheet, write

TRUE	<i>if the statement agrees with the information</i>
FALSE	<i>if the statement contradicts the information</i>
NOT GIVEN	<i>if there is no information on this</i>

- 37** Methods of determining if a child has ADHD are now widely accepted.
- 38** After about five minutes of a vigilance test, some subjects will still notice some blips.
- 39** Vigilance tests help improve concentration.
- 40** If a few grams of a drug are well concealed, even the best dogs will miss them.

WRITING



WRITING TASK 1

You should spend about 20 minutes on this task.

You have recently started work in a new company.

Write a letter to an English-speaking friend. In your letter

- ***explain why you changed jobs***
- ***describe your new job***
- ***tell him/her your other news***

Write at least 150 words.

You do NOT need to write any addresses.

Begin your letter as follows:

Dear ,

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Some people prefer to live in a house, while others feel that there are more advantages to living in an apartment.

Are there more advantages than disadvantages of living in a house compared with living in an apartment?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

General Training Reading and Writing

Test B



SECTION 1

Questions 1–14

Read the text below and answer Questions 1–7.

CALL ANYWHERE IN THE STATE FOR ONE LOW SHORT-DISTANCE RATE!

You have a choice of three Supafone Mobile Digital access plans: Leisuretime, Executive and Highflier. They are designed to meet the needs of light, moderate and high-volume users. Calls in each plan are charged at only two rates – short-distance and long-distance. You enjoy big savings with off-peak calls.

LEISURETIME

Your mobile phone is mainly for personal use. You use your phone to keep family and friends in touch. You don't want to strain your budget.

With this plan you enjoy the lowest monthly access fee and extremely competitive costs for calls. However, a monthly minimum call charge applies.

EXECUTIVE

You're in business and need to be able to call your office and your clients whenever the need arises. You value the convenience of a mobile phone but need to keep a close eye on overheads.

For frequent users: the monthly access fee is slightly higher, but you enjoy the savings of a discounted call rate.

HIGHFLIER

You are always on the move and communications are critical. You need to be able to call and be called wherever you are – world-wide.

As a high-volume user you pay an access fee of just \$60 a month but even lower call rates.

	LEISURETIME		EXECUTIVE		HIGHFLIER							
Monthly Access Fee	\$35		\$46		\$60							
	PEAK 30 sec. unit	OFF PEAK Save 50%	PEAK 30 sec. unit	OFF PEAK Save 50%	PEAK 30 sec. unit	OFF PEAK Save 50%						
Short-distance	21.0 cents	10.5 cents	16.8 cents	8.4 cents	15.1 cents	7.6 cents						
Long-distance	31.5 cents	16.8 cents	25.2 cents	12.6 cents	21.0 cents	11.4 cents						
Best if you spend this amount a month on calls	up to \$95		\$95 – \$180		more than \$180							
Peak time: 7 a.m. to 7 p.m. Monday-Saturday												
Off peak: all other times, including all day Sunday. Billing increments are in 30-second units. Call charges are rounded up to the nearest cent. In off-peak periods, calls are subject to a minimum charge of two 30-second units.												
Once-only Connection Fee: \$30 plus additional \$35 for your SmartCard.												



Questions 1–7

Classify the following statements as referring to

- A** the LEISURETIME plan
- B** the EXECUTIVE plan
- C** the HIGHFLIER plan
- D** ALL three of the plans

Write the correct letter, A, B, C or D, in boxes 1–7 on your answer sheet.

- 1** The monthly access fee is the highest but the call rates are the lowest.
- 2** Calls are charged at short-distance or long-distance rates.
- 3** This plan is NOT primarily intended for people who need a mobile phone for their work.
- 4** This plan is a cost-effective choice if you spend just over \$100 a month on calls.
- 5** It costs 21 cents for a 30-second long-distance call at 2 p.m.
- 6** The connection fee is \$30.
- 7** You will have to pay a minimum amount for calls each month.



Read the text below and answer Questions 8–14.

Westwinds Farm Campsite

Open April – September

(Booking is advised for holidays in July and August to guarantee a place.)

Jim and Meg Oaks welcome you to the campsite. We hope you will enjoy your stay here.

We ask all campers to show due care and consideration whilst staying here and to observe the following camp rules.

- **Keep the campsite clean and tidy:**

- dispose of litter in the bins provided;
- leave the showers, toilets and washing area in the same state as you found them;
- ensure your site is clear of all litter when you leave it.

- **Don't obstruct rights of way.** Keep cars, bikes, etc. off the road.

- **Let sleeping campers have some peace.** Don't make any noise after 10 o'clock at night or before 7.30 in the morning.

- **Dogs must be kept on a lead.** Owners of dogs that disturb other campers by barking through the night will be asked to leave.

- **Disorderly behaviour will not be tolerated.**

- **The lighting of fires is strictly prohibited.**

- **Ball games are not allowed on the campsite.** There is plenty of room for ball games in the park opposite the campsite.

- **Radios, portable music equipment, etc. must not be played at high volume.**

The management reserves the right to refuse admittance.



Questions 8–14

Do the following statements agree with the information given in the text on page 119?

In boxes 8–14 on your answer sheet, write:

TRUE

if the statement agrees with the information

FALSE

if the statement contradicts the information

NOT GIVEN

if there is no information on this

- 8 The campsite is open all year round.
- 9 You should book ahead for the busier times of the year.
- 10 The minimum stay at the campsite is two nights.
- 11 The entrance to the campsite is locked after 10 p.m.
- 12 No dogs are allowed on the campsite.
- 13 You are not allowed to cook food on open fires.
- 14 The owners of the campsite may not allow you to camp there.



SECTION 2 *Questions 15–27*

Read the text below and answer Questions 15–27.

The law on minimum pay

Who is entitled to minimum pay?

Nearly all workers aged 16 years and over, including part-time workers, are entitled to the National Minimum Wage. Amongst those to whom it does not apply are those engaged in unpaid work and family members employed by the family business.

What is the minimum wage that I am entitled to?

The National Wage Act specifies the minimum rates of pay applicable nationwide. Since 1 October 2007, the adult rate for workers aged 22 and over has been £5.25 per hour. The development rate for 18–21 year olds and for workers getting training in the first 6 months of a job is £4.60 per hour. The rate for 16–17 year olds starts at £3.40 an hour. There are special provisions for some workers, for example those whose job includes accommodation. Pay means gross pay and includes any items paid through the payroll such as overtime, bonus payments, commission and tips and gratuities.

I believe I'm being paid below the National Minimum Wage Rate. How can I complain?

If you are being paid less than this, there are various steps you can take:

- If you feel able, you should talk directly with your employer. This is a clear legal right, and employers can be fined for not paying the NMW.
- If you are a trade union member, you should call in the union.
- If neither of these is appropriate then you can email via the Revenue and Customs website or call their helpline for advice.

You have the legal right to inspect your employer's pay records if you believe, on reasonable grounds, that you are being paid less than the NMW. Your employer is required to produce the records within 14 days, and must make them available at your place of work or at some other reasonable place. If your employer fails to produce the records, you may take the matter to an employment tribunal. You must make your complaint within three months of the ending of the 14-day notice period.



Questions 15–21

Complete the sentences below.

Choose **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the text for each answer.

Write your answers in boxes 15–21 on your answer sheet.

- 15 The law on minimum pay doesn't cover you if you are working in your or if you are a volunteer.
- 16 You may be paid under £5 an hour if you are receiving at the start of a job.
- 17 There are different rules for people who are provided with with their jobs.
- 18 If you earn extra money, for example for working longer hours or in tips, this counts as part of your wage when you receive it via
- 19 Anyone being paid below the National Minimum Wage should speak to their if they can.
- 20 According to the law, you can ask to look at your boss's
- 21 You have a period of to complain if your boss does not co-operate within the specified period of time.

Read the text below and answer Questions 22–27.

Dealing with your office emails

Email has completely changed the way we work today. It offers many benefits and, if used well, can be an excellent tool for improving your own efficiency. Managed badly, though, email can be a waste of valuable time. Statistics indicate that office workers need to wade through an average of more than 30 emails a day. Despite your best efforts, unsolicited email or spam can clutter up the most organised inbox and infect your computer system with viruses. Here we give you guidance on protecting yourself.

Prioritising incoming messages

If you are regularly faced with a large volume of incoming messages, you need to prioritise your inbox to identify which emails are really important. If it is obvious spam, it can be deleted without reading. Then follow these steps for each email:

- Check who the email is from. Were you expecting or hoping to hear from the sender? How quickly do they expect you to respond?
- Check what the email is about. Is the subject urgent? Is it about an issue that falls within your sphere of responsibility, or should it just be forwarded to someone else?
- Has the email been in your inbox for long? Check the message time.

An initial scan like this can help you identify the emails that require your prompt attention. The others can be kept for reading at a more convenient time.

Replies in stages

Having prioritised your emails, you can answer them in stages, first with a brief acknowledgement and then a more detailed follow-up. This is particularly advisable when dealing with complicated matters where you don't want to give a rushed answer. If you decide to do this, tell the recipient a definite date when you'll be able to get back to him or her and try to keep to this wherever possible.

Some emails are uncomplicated and only require a brief, one line answer, so it's a good idea to reply to these immediately. For example, if all you need to say is, 'Yes, I can make the 10.00 meeting', or 'Thanks, that's just the information I needed', do it. If you are unable to reply there and then or choose not to, let the sender know that you've received the message and will be in touch as soon as possible.



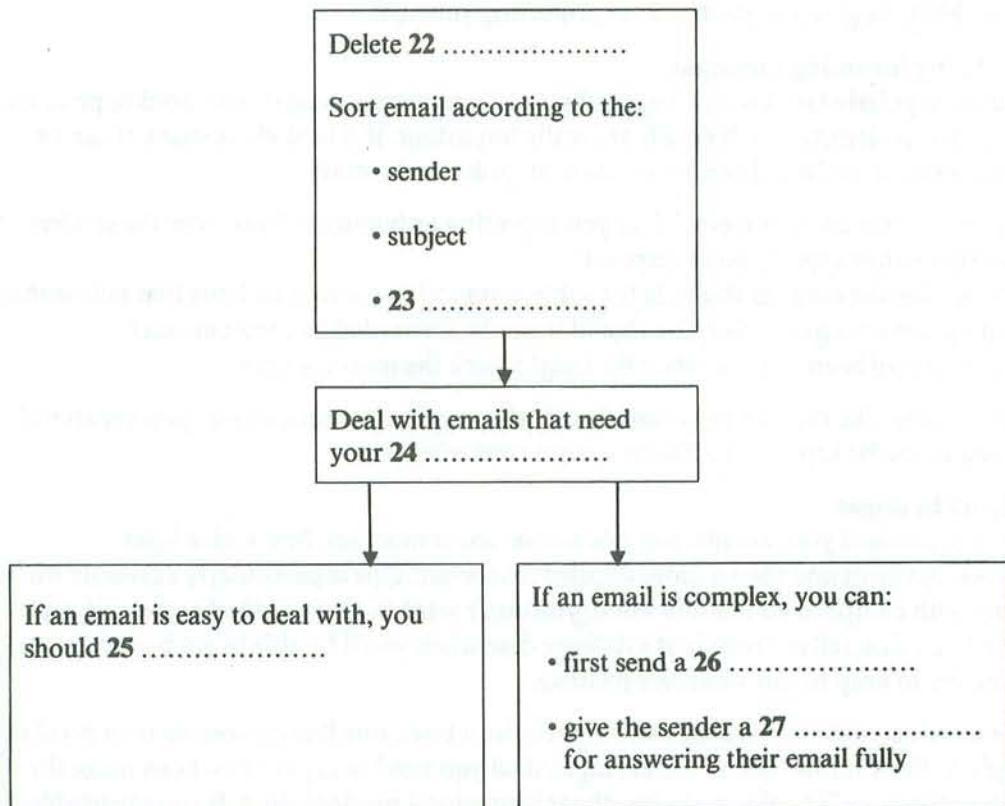
Questions 22–27

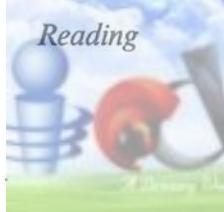
Complete the flow chart below.

Choose **NO MORE THAN TWO WORDS** from the text for each answer.

Write your answers in boxes 22–27 on your answer sheet.

Dealing with emails



**SECTION 3*****Questions 28–40***

Read the text on pages 125 and 126 and answer Questions 28–40.

THE IRON BRIDGE

The Iron Bridge was the first of its kind in Europe and is universally recognised as a symbol of the Industrial Revolution.



- A The Iron Bridge crosses the River Severn in Coalbrookdale, in the west of England. It was the first cast-iron bridge to be successfully erected, and the first large cast-iron structure of the industrial age in Europe, although the Chinese were expert iron-casters many centuries earlier.
- B Rivers used to be the equivalent of today's motorways, in that they were extensively used for transportation. The River Severn, which starts its life on the Welsh mountains and eventually enters the sea between Cardiff and Bristol, is the longest navigable river in Britain. It was ideal for transportation purposes, and special boats were built to navigate the waters. By the middle of the eighteenth century, the Severn was one of the busiest rivers in Europe. Local goods, including coal, iron products, wool, grain and cider, were sent by river. Among the goods coming upstream were luxuries such as sugar, tea, coffee and wine. In places, the riverbanks were lined with wharves and the river was often crowded with boats loading or unloading.
- C In 1638, Basil Brooke patented a steel-making process and built a furnace at Coalbrookdale. This later became the property of Abraham Darby (referred to as Abraham Darby I to distinguish him from his son and grandson of the same name). After serving an apprenticeship in Birmingham, Darby had started a business in Bristol, but he moved to Coalbrookdale in 1710 with an idea that coke derived from coal could provide a more economical alternative to charcoal as a fuel for ironmaking. This led to cheaper, more efficient ironmaking from the abundant supplies of coal, iron and limestone in the area.
- D His son, Abraham Darby II, pioneered the manufacture of cast iron, and had the idea of building a bridge over the Severn, as ferrying stores of all kinds across the river, particularly the large quantities of fuel for the furnaces at Coalbrookdale and other surrounding ironworks, involved considerable expense and delay. However, it was his son Abraham Darby III (born in 1750) who, in 1775, organised a meeting to plan the building of a bridge. This was designed by a local architect, Thomas Pritchard, who had the idea of constructing it of iron.
- E Sections were cast during the winter of 1778–9 for a 7-metre-wide bridge with a span of 31 metres, 12 metres above the river. Construction took three months during the summer of 1779, and remarkably, nobody was injured during the construction process – a feat almost unheard of even in modern major civil engineering projects. Work on the



approach roads continued for another two years, and the bridge was opened to traffic in 1781. Abraham Darby III funded the bridge by commissioning paintings and engravings, but he lost a lot on the project, which had cost nearly double the estimate, and he died leaving massive debts in 1789, aged only 39. The district did not flourish for much longer, and during the nineteenth and early twentieth centuries factories closed down. Since 1934 the bridge has been open only to pedestrians. Universally recognised as the symbol of the Industrial Revolution, the Iron Bridge now stands at the heart of the Ironbridge Gorge World Heritage Site.

- F It has always been a mystery how the bridge was built. Despite its pioneering technology, no eye-witness accounts are known which describe the iron bridge being erected – and certainly no plans have survived. However, recent discoveries, research and experiments have shed new light on exactly how it was built, challenging the assumptions of recent decades. In 1997 a small watercolour sketch by Elias Martin came to light in the Swedish capital, Stockholm. Although there is a wealth of early views of the bridge by numerous artists, this is the only one which actually shows it under construction.
- G Up until recently it had been assumed that the bridge had been built from both banks, with the inner supports tilted across the river. This would have allowed river traffic to continue unimpeded during construction. But the picture clearly shows sections of the bridge being raised from a barge in the river. It contradicted everything historians had assumed about the bridge, and it was even considered that the picture could have been a fake as no other had come to light. So in 2001 a half-scale model of the bridge was built, in order to see if it could have been constructed in the way depicted in the watercolour. Meanwhile, a detailed archaeological, historical and photographic survey was done by the Ironbridge Gorge Museum Trust, along with a 3D CAD (computer-aided design) model by English Heritage.
- H The results tell us a lot more about how the bridge was built. We now know that all the large castings were made individually as they are all slightly different. The bridge wasn't welded or bolted together as metal bridges are these days. Instead it was fitted together using a complex system of joints normally used for wood – but this was the traditional way in which iron structures were joined at the time. The construction of the model proved that the painting shows a very realistic method of constructing the bridge that could work and was in all probability the method used.
- I Now only one mystery remains in the Iron Bridge story. The Swedish watercolour sketch had apparently been torn from a book which would have contained similar sketches. It had been drawn by a Swedish artist who lived in London for 12 years and travelled Britain drawing what he saw. Nobody knows what has happened to the rest of the book, but perhaps the other sketches still exist somewhere. If they are ever found they could provide further valuable evidence of how the Iron Bridge was constructed.



Questions 28–31

Answer the questions below.

Choose **ONE NUMBER ONLY** from the text for each answer.

Write your answers in boxes 28–31 on your answer sheet.

- 28 When was the furnace bought by Darby originally constructed?
- 29 When were the roads leading to the bridge completed?
- 30 When was the bridge closed to traffic?
- 31 When was a model of the bridge built?

Questions 32–36

Do the following statements agree with the information given in the text?

In boxes 32–36 on your answer sheet, write

TRUE	<i>if the statement agrees with the information</i>
FALSE	<i>if the statement contradicts the information</i>
NOT GIVEN	<i>if there is no information on this</i>

- 32 There is no written evidence of how the original bridge was constructed.
- 33 The painting by Elias Martin is the only one of the bridge when it was new.
- 34 The painting shows that the bridge was constructed from the two banks.
- 35 The original bridge and the model took equally long to construct.
- 36 Elias Martin is thought to have made other paintings of the bridge.

Questions 37–40

The text has nine paragraphs, A–I.

Which paragraph contains the following information?

Write the correct letter, A–I, in boxes 37–40 on your answer sheet.

- 37 why a bridge was required across the River Severn
- 38 a method used to raise money for the bridge
- 39 why Coalbrookdale became attractive to iron makers
- 40 how the sections of the bridge were connected to each other

WRITING

WRITING TASK 1

You should spend about 20 minutes on this task.

Last month you had a holiday overseas where you stayed with some friends. They have just sent you some photos of your holiday.

Write a letter to your friends. In your letter

- *thank them for the photos and for the holiday*
- *explain why you didn't write earlier*
- *invite them to come and stay with you*

Write at least 150 words.

You do NOT need to write any addresses.

Begin your letter as follows:

Dear ,



WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Some people feel that entertainers (e.g. film stars, pop musicians or sports stars) are paid too much money.

Do you agree or disagree?

Which other types of job should be highly paid?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

Tapescripts

TEST 1



SECTION 1

MAN: Hello, this is Land Transport Information at Toronto Airport.

How may I help you?

WOMAN: Oh, good morning. Um, I'm flying to Toronto Airport next week, and I need to get to a town called um, Milton. Could you tell me how I can get there?

MAN: Milton, did you say? Let me see. I think that's about 150 miles southwest of here. In fact it's 147 miles to be exact, so it'll take you at least – say, three to four hours by road.

Example

WOMAN: Wow! Is it as far as that?

MAN: Yes, I'm afraid so. But you have a number of options to get you there and you can always rent a car right here at the airport, of course.

WOMAN: Right. Well, I don't really want to drive myself, so I'd like more information about public transport.

MAN: OK. In that case the quickest and most comfortable is a cab and of course there are always plenty available. But it'll cost you. You can also take a Greyhound bus or there's an Airport Shuttle Service to Milton.

Q1

WOMAN: Hmm, I think for that kind of distance a cab would be way beyond my budget. But the bus sounds OK. Can you tell me how much that would cost?

MAN: Sure. Let's see, that would be \$15 one way, or \$27.50 return. . . that's on the Greyhound.

WOMAN: Oh, that's quite cheap – great! But whereabouts does it stop in Milton?

MAN: It goes directly from the airport here to the City Centre and it's pretty fast. But you have to bear in mind that there is only one departure a day, so it depends what time your flight gets in.

Q2

WOMAN: Oh, of course. Hang on, we're due to get there at 11.30 am.

MAN: Hmm, too bad, the bus leaves at 3.45, so you would have quite a wait – more than 4 hours.

Q3

WOMAN: Oh, I see. Well, what about the Shuttle you mentioned?

MAN: OK. That's the Airport Shuttle that will take you from the airport right to your hotel or private address. It's a door-to-door service and it would suit you much better, because there's one every two hours.

Q4

WOMAN: So how much does that cost?

MAN: Let's see. Yeah, that's \$35 one way, \$65 return, so I guess it's a bit more expensive than the Greyhound.



WOMAN: Oh, that doesn't sound too bad, especially if it'll take me straight to the hotel.
 MAN: But you do need to reserve a seat.
 WOMAN: OK, is it possible to make a booking right now? Through you?
 MAN: Sure.

MAN: OK, I just have to fill this form out for you. So what date do you want to book this for?
 WOMAN: The 16th of October – oh, no, sorry, that's my departure date. I arrive Q5
on the 17th, so book it for then, please.
 MAN: So, that's the Toronto Airport Shuttle to Milton. And this is for just one person or . . . ?
 WOMAN: Yes, just me, please.
 MAN: Right. And you said your expected time of arrival was 11.30? So if I book your Shuttle for after 12.00 – let's say, 12.30: that should give you plenty of time to, you know, collect your baggage, maybe grab a coffee?
 WOMAN: Yeah, that sounds fine, as long as we land on time!
 MAN: Well, we'll take your flight details so you don't need to worry too much about that. Now, what about the fare? What sort of ticket do you want? One way or . . . ?
 WOMAN: Yes, that'll be fine, provided I can book the return trip once I'm there.
 MAN: No problem – just allow a couple of days in advance to make sure you get a seat. And what's your name, please?
 WOMAN: Janet, Janet Thomson.
 MAN: Is that Thompson spelt with a 'p'?
 WOMAN: No, it's T-H-O-M-S-O-N.
 MAN: OK. And you'll be coming from the UK? What flight will you be travelling on?
 WOMAN: Oh, it's Air Canada flight number AC936, from London Heathrow.
 WMAN: Right. Now, do you know where you'll be staying? We need to give the driver an address.
 WOMAN: Yes, it's called the Vacation Motel – and I think it's near the town centre. Anyway, the address is 24, Kitchener Street – that's KITCHENER Street.
 MAN: That's fine. Right, so that's \$35 to pay please. Have you got your credit card number there?
 WOMAN: Yes, it's a VISA card, and the number is 3303 8450 2045 6837.
 MAN: OK. Well, that seems to be everything. Have a good trip and we'll see you in Toronto next week!
 WOMAN: Yes, bye – oh, thanks for your help!



SECTION 2

Thank you all for coming to my talk this evening. It's nice to see so many people in the audience. For those of you who don't know very much about PS Camping, let me start by giving you some background information about the company.

The company started twenty-five years ago. It actually opened as a retail chain selling camping equipment, and then twenty years ago, it bought a small number of campsites in the UK, and began offering camping holidays. The company grew rapidly and has been providing holidays in continental Europe for the last fifteen years.

Q11

If you book a camping holiday with us, you'll have a choice of over three hundred sites. In Italy we now have some 64 sites that we either own, or have exclusive use of. France is where we have the majority of sites, and we currently have a project to expand into Switzerland. We also have a number of sites in Northern Spain, particularly in the mountainous region of Picos de Europa. We've upgraded all these Spanish sites, and improved them considerably from their original three-star rating.

Q12

We believe our holidays offer superb facilities for the whole family. Parents who want their children to be fully occupied for all or part of the day can take advantage of our children's activities. These are organised by our well-qualified and enthusiastic staff. Each day kicks off with a sports match, perhaps football, or volleyball, followed by an hour of drama for everyone. This may include singing or dancing, mime or other activities. In the afternoon, there's a different art activity for each day of the week including a poster competition or model making. What's more, our sites are truly child-friendly, and, with this in mind, we operate a no-noise rule in the evenings. Children's evening activities usually finish at 9.30, or occasionally 10, and from 10.30 holiday-makers are expected to be quiet in the areas where there are tents.

Q13

Q14

We want nothing to go wrong on a PS Camping holiday, but if it does, we also want all customers to be insured. If you haven't organised an annual insurance policy of your own you'll need to take out the low-cost cover we offer and we require that you arrange this when you make your holiday reservation.

Q15

There are many advantages to choosing PS Camping, and to recommending it to others. As a regular customer, you'll be kept informed of special offers, and your friends can benefit from ten per cent off their holiday, or book a luxury tent for the price of a standard one. In return, we'll send you a thank-you present, which you can choose from a list of high-quality items.

Q16

When it comes to our tents, these are equipped to the highest standard. We really do think of every essential detail, from an oven and cooking rings fuelled by bottled gas, to mirrors in the bedroom areas. If you don't want to cook indoors, you can borrow a barbecue if you ask in advance for one to be made available, and there's even a picnic blanket to sit on outside your

Q17



tent. Inside, a box of games and toys can be found, and children's tents can be hired if required. All tents have a fridge, and if you want to spend the day on the beach, for example, ask for a specially designed PS Camping cool box, which will keep your food and drinks chilled. There are excellent washing facilities at all our sites, with washing machines and clothes lines in the central areas, along with mops and buckets in case your tent needs cleaning during your stay. All sites have a café and/or a shop for those who'd rather 'eat in' than dine at a local restaurant.

Q18

Q19

Q20

SECTION 3

TUTOR: Well, you've both been looking at different styles of managing individuals in companies and the workplace. How's the research going, Philip?

PHILIP: Well, I've been looking at why individualism, I mean individual differences, are such an important area of management studies. When you think about any organization, be it a family business or a multinational company, they are all fundamentally a group of people working together. But it's what these individuals contribute to their places of work that makes you realize how important they are. Of course they bring different ideas, but it's also their attitudes and their experiences of learning. Diversity is important in these areas too.

Q21

TUTOR: So why do people behave so differently from one another at work?

PHILIP: There are lots of reasons but research has shown a lot of it comes down to personality. And the other factor is gender. It's a well known fact that men and women do lots of things in different ways, and the workplace is no different.

Q22

TUTOR: Did you look at the effects of this variation on companies?

PHILIP: Yes, I did. On the positive side, exposure to such diversity helps encourage creativity which is generally an asset to a company. But unfortunately individual differences are also the root of conflict between staff and they can lead to difficulties for management, which can sometimes be serious.

Q23

TUTOR: Thanks, Philip. So now I guess the two main things to remember here are to identify individual talent and then to utilize it. So Janice, *you* were looking at identifying different talents in workers. Do you think this is easy for managers to do?

JANICE: Well, currently teamwork is in fashion in the workplace and in my opinion the importance of the individual is generally neglected. What managers should be targeting is those employees who can take the lead in a situation and are not afraid to accept the idea of responsibility.

Q24

TUTOR: That's true Janice but unfortunately many managers think the entire notion of encouraging individuality amongst their staff is far too hard.

JANICE: Yes, that may be true but I think one of the most important tasks of managers is to consider the needs of the individual on one hand and group co-operation and conformity on the other. It requires creative thinking on the part of management to avoid tension.

TUTOR: So Janice, what kind of people do you think companies should be looking for?

JANICE: Well, it has to start from the very beginning when companies are looking for new employees. When the personnel department is choosing between applicants they need to look for someone who's broken the mould and can think for themselves. Instead, people making these decisions often use a range of psychological tests to see if a person is a problem solver, or will do as they're told. I'm not convinced these qualities are actually the most important.

TUTOR: So do you think being a good team player is overrated?

JANICE: No, it's not overrated. You do need to learn the rules and learn them fast. No individual can get around this if you're working in an organization.

TUTOR: So how should managers deal with this?

JANICE: Rewards. When an individual demonstrates the behaviour the organisation expects, some kind of incentive can be given. What's important here is that this happens right at the beginning so new recruits learn the rules of the system immediately. Also the incentive should be something the individual actually wants, and this isn't always just money.

TUTOR: To come back to you, Philip. You were saying that recognition of good performers is essential. What else should managers be looking for?

PHILIP: Well, managing people means you not only have an understanding of your employees, but you also recognise the culture of the organization. In fact, for some organizations creativity and individuality may be the last thing they want to see during working hours!

TUTOR: Very true.

PHILIP: Yes, but managing people isn't as easy as it looks. For example, change in the workplace can be quite tricky, especially if there's a need to increase profit. And at times like these managers may have to give priority to profit rather than individual staff needs.

TUTOR: Yes, and that creates difficult situations for people.

PHILIP: Yes but what's important is that managers are able to deal with quite high levels of personal stress. During times of change they should be thinking not only about the strain on their staff but take time out to think of themselves.

TUTOR: Absolutely. So what are the implications of that for . . .



SECTION 4

Good afternoon, everyone!

This is the first seminar in preparation for our archaeological fieldwork in Namibia; we are fantastically lucky to have received partial research funding for this trip from our Institute, so I shall expect 200% attention and participation from you all. First in this seminar, I'm going to give a brief introduction to contemporary research on rock art, and in the second part I'm going to give you some do's and don'ts for our fieldwork trip in April – so please listen very carefully.

Q31

I'm first going to focus on the interpretation of rock art in Namibia. We are very fortunate to be going to an area where you can find some of the most important sites in the entire world. And I hope to show you how easy it is for everyone to make mistakes in looking at cultures which are different from our own – the first and most important lesson we have to learn.

In Namibia there are both paintings and engravings – that's where the surface of the rock is cut out. Many of the engravings show footprints of animals and most scholars used to think that the purpose of these was simple and obvious: this rock art was like a school book with pictures to teach children about tracks: which track belonged to which animal – giraffe, lion Q32 and so on.

But there were some mysteries. First, when you look at a typical Namibian painting or engraving, you see the tracks are repeated, there are dozens of tracks for the same animal. You'd expect just one clear illustration if the reason – the aim – was to teach tracking.

Q33

Now there were two more problems. Why are some of the engravings of animals *very* accurate as you'd expect – all clearly identifiable – and others quite unrealistic?

And another mystery – some of these *unrealistic* animals – that's in the engravings – seem to be half human. Some, for example, have got human faces. Many researchers now think that these were pictures the wise men engraved of themselves. They believed they could use magic to control the animals they had drawn, so the hunters could then catch them for food.

Q34

Q35

This shows you some of the dangers of coming from one culture to another, as we'll be doing, without understanding it fully. Scholars imagined that children looked at rock art pictures to learn to track – just because they themselves had learnt skills from pictures; many researchers now believe that rock art had a much more complex purpose. And we'll talk more about it next week!

Now before I invite you to join in a discussion in this second part of the seminar, I'd like to make some very important points about our fieldwork – and in fact any field trip to look at rock art.



We're going to a number of sites, and we won't always be together. The single largest problem faced by people who manage the sites is – yes, I'm sure you've guessed – damage caused by visitors, even though it's usually unintentional.

Whenever you do go to a site, don't forget you can learn many things from observing at a distance instead of walking all over it. This can really help to reduce visitor pressure. People often say, 'Well, there's only two of us and just this one time', but maybe thousands of people are saying the same thing. Q36

And then some basic rules to guide you – we'll have our own camp near a village, but remember never to camp on a site if you go on your own. It may be disrespectful to the people of that culture, and certainly don't make fires, however romantic it may seem. It's really dangerous in dry areas, and you can easily burn priceless undiscovered material by doing so. Q37
Q38

So, how are we going to enjoy the rock art on our field trip? By looking at it, drawing it and photographing it – NEVER by touching it or even tracing it. Rock art is fragile and precious. Q39

Remember that climbing on rocks and in caves can destroy in a moment what has lasted for centuries. So no heroics in Namibia, please! Try to be extra careful and help others to be too.

And lastly please don't even move rocks or branches to take photographs – you should leave the site intact – I'm sure I can rely on you to do that. Q40

Well, that's about all I want to say before today's first discussion, but if you have any questions please ask them now – and don't forget you'll find some fascinating information about world-wide sites on the Internet. Right, first question then?

TEST 2

SECTION 1

- | | | |
|--------|---|----------------|
| WOMAN: | Hello . . . motor insurance department . . . | |
| MAN: | Oh hello . . . I'd like to ask about insurance for my car. | |
| WOMAN: | Yes, of course. I'll just take a few details. What's your name? | |
| MAN: | <u>Patrick Jones.</u> | <i>Example</i> |
| WOMAN: | And your address? | |
| MAN: | <u>It's 27 Bank Road.</u> | <i>Q1</i> |
| WOMAN: | 27 Bank Road. Is that in Greendale? | |
| MAN: | Yes. | |
| WOMAN: | And what's your daytime phone number? | |
| MAN: | My work number is 730453. | |
| WOMAN: | And could I ask what your occupation is? | |
| MAN: | <u>Dentist.</u> | <i>Q2</i> |



WOMAN: OK . . . now a few details about your car . . . What size is the engine?
MAN: It's 1200 ccs.
WOMAN: Thank you . . . and the make and model?
MAN: It's a Hewton Sable.
WOMAN: Could you spell the model name please?
MAN: Yes . . . S-A-B-L-E.
WOMAN: Ah yes . . . thanks. And when was it made?
MAN: 1997.
WOMAN: Lovely . . . right . . . I presume you've had a previous insurer?
MAN: Yes.
WOMAN: Right . . . we need to know the name of the company.
MAN: Yes . . . it was Northern Star.
WOMAN: Thank you, and have you made any insurance claims in the last five years?
MAN: Yes . . . one in 1999.
WOMAN: And what was the problem?
MAN: It was stolen . . . but . . .
WOMAN: That's fine, Mr Jones . . . that's all we need to know at the moment . . .

Q3

Q4

Q5

WOMAN: And will there be any other named drivers?
MAN: Just the one . . .
WOMAN: And his name?
MAN: Simon Paynter.
WOMAN: Could you spell the surname please?
MAN: P-A-Y-N-T-E-R.
WOMAN: OK thank you . . . And what relationship is he to you?
MAN: He's my brother-in-law.
WOMAN: And what will you or Mr Paynter be using the car for?
MAN: Well . . . mainly for social use . . .
WOMAN: Social use (*murmuring*). Will you be using it to travel to work?
MAN: Yes . . . sometimes.
WOMAN: . . . Anything else?
MAN: No. That's it . . .
WOMAN: And finally . . . when would you like to start the insurance?
MAN: I'll need it from the 31st of January.
WOMAN: Right . . . Mr Jones . . . I'm getting a couple of quotes coming up on the computer now . . . and the best bet looks like being with a company called Red Flag.
MAN: Yeah.
WOMAN: And that comes out at \$450 per year . . .
MAN: Well . . . that seems OK . . . it's quite a bit lower than I've been paying up to now . . .
WOMAN: Great . . . so would you like me to go ahead with that?
MAN: Sure . . . why not?
WOMAN: How would you like to pay?

Q6

Q7

Q8

Q9

Q10



SECTION 2

Thank you for calling the Tourist Line. There are many different ways of getting round the city and we'd like to suggest some you may not have thought of.

How about a city trip by boat? There are four main stopping points – from west to east: stop A Green Banks, stop B City Bridge, stop C Roman Landing and stop D Newtown. Q11 Q12

You can find the main booking office at stop A.

The first boat leaves at 8 a.m. and the last one at 6.30 p.m. There are also many attractions you can visit along the river. At Stop A, if you have time, you can visit the fine 16th century palace here built for the king with its beautiful formal gardens. It's very near the booking office. Now *you* can enjoy every corner of this superb residence. Q13 Q14

Stop B Why don't you visit Tower Restaurant with its wide range of refreshments? This is a place where you can sit and enjoy the wonderful views over the old commercial and banking centre of the city. Q15 Q16

Stop C is the area where, in the first century AD, invading soldiers crossed the river; this was much shallower than it is now. That's why this area is called Roman Landing. There's an interactive Museum to visit here with a large shop which has a good range of local history books. Q17

At the furthest point of the trip, stop D, the most exciting place to visit is the new Entertainment Complex with seven-screen cinema, bowling alley and video games arcade. Q18

Besides the boat tours, there are city buses. Two companies offer special services:

The Top Bus Company runs all its tours with a live commentary in English. Tours leave from 8.30 a.m. every 20 minutes. There are departures from Central Station, Castle Hill and Long Walk. This is a hop-on hop-off service and tickets are valid for 24 hours. For further details call Top Bus on 0208 9447810. Q19

The Number One Sightseeing Tour is available with a commentary in eight languages. Buses depart from Central Station every five to six minutes from about 9 a.m. with the last bus at around 7 p.m. There are also Number One services with an English-speaking . . . Q20

SECTION 3

INTERVIEWER: We're pleased to welcome Dr Martin Merrywhether of the Antarctic Centre in Christchurch, New Zealand who has come along to talk to us today about the role of the Centre and the Antarctic Treaty.

INTERVIEWER: Now my first question is about the choice of location for the centre. Why Christchurch? Was it because of the climate?



DOCTOR: Well actually New Zealand is the second closest country to Antarctica and Christchurch is often used on Antarctic expeditions.

INTERVIEWER: Right, so it's because of where we are . . . coupled with our historical role. So tell us – what is the main purpose of the centre?

DOCTOR: Well . . . we have two complementary roles. One is as a scientific base for expeditions and research and the other is as an information centre. Tell us something about the role as a scientific base.

DOCTOR: We're able to provide information about what scientists should take with them to the South Pole – for example, the centre contains a clothing warehouse where expeditions are supplied with suitable clothing for the extreme conditions.

INTERVIEWER: I suppose you need a bit more than your normal winter coat!

DOCTOR: Yes, exactly and then there's also the specialist library and mapping services.

INTERVIEWER: Right. And which countries are actually located at the centre?

DOCTOR: Well . . . the centre houses research programmes for New Zealand, for The United States as well as for Italy . . . there's even a US post office at the American airforce base here.

INTERVIEWER: Really? And what does the visitor's centre offer?

DOCTOR: Well, since very few people will ever experience the Antarctic first hand, the visitors' centre aims to recreate the atmosphere of Antarctica. There's a mock camp site where you can see inside an Antarctic tent and imagine yourself sleeping there. And the centre also acts as a showcase for the unique international co-operation which exists in Antarctica today.

INTERVIEWER: What is it actually like at the South Pole? I know you've been there on a number of occasions.

DOCTOR: Yes, I have and each time I'm struck by the awesome beauty of the place. It's magnificent but you can really only visit it in the summer months.

INTERVIEWER: October to March.

DOCTOR: Yes, because it's completely dark for four months of the year (*pause*) . . . and in addition it has to be the coldest place on earth.

INTERVIEWER: Colder than the North Pole? Why's that?

DOCTOR: Well, unlike the North Pole, which is actually a frozen sea, Antarctica is a land mass shaped like a dome, with the result that the winds blow down the slopes at speeds of up to 150 km an hour and that's what makes it so cold. And one other interesting thing is that Antarctica is the driest continent on earth, surprisingly, and so you have to drink large amounts of water when you're there.

INTERVIEWER: How old is Antarctica?

DOCTOR: We're pretty sure it was part of a larger land mass but it broke away from the rest of the continent 170 million years ago.

INTERVIEWER: How can you be certain of this?

Q21

Q22

Q23

Q24

Q25

DOCTOR: . . . because fossils and rocks have been discovered in Antarctica which are the same as those found in places such as Africa and Australia.

INTERVIEWER: Amazing . . . To think that it was once attached to Africa . . .

INTERVIEWER: Now let's just have a look at the Antarctic Treaty. How far back does the idea of an international treaty go?

DOCTOR: Well, as far back as the 19th century, when eleven nations organised an international event.

INTERVIEWER: When was that exactly?

DOCTOR: In 1870. And it was called the Polar Research Meeting. And then, not long after that, they organised something called the First International Polar Year.

INTERVIEWER: And that took place when exactly?

DOCTOR: Over two years from 1882 to 1883. But it wasn't until the 1950s that the idea of an international treaty was proposed. And in 1959 the Treaty was actually signed.

Q27

Q28

INTERVIEWER: What do you see as the main achievements of the treaty?

DOCTOR: Well, firstly it means that the continent is reserved for peaceful use.

Q29 Q30

INTERVIEWER: That's Article 1, isn't it?

DOCTOR: Yes . . .

INTERVIEWER: That's important since the territory belongs to everyone.

DOCTOR: Yes but not as important as Article 5, which prohibits any nuclear explosions or waste disposal.

Q29 Q30

INTERVIEWER: Which is marvellous. Well, I'm afraid we're going to have to stop there because I'm afraid we've run out of time. Thanks for coming along today and telling us all about the centre and its work.

SECTION 4

My topic is handedness – whether in different sports it is better to be left- or right-sided or whether a more balanced approach is more successful. I'm left-handed myself and I actually didn't see any relevance to my own life when I happened to start reading an article by a sports psychologist called Peter Matthews. He spent the first part of the article talking about handedness in music instead of sport, which I have to say almost put me off from reading further. But what I soon became struck by was the sheer volume of both observation and investigation he had done in many different sports and I felt persuaded that what he had to say would be of real interest. I think Matthews' findings will be beneficial, not so much in helping sportspeople to work on their weaker side, but more that they can help them identify the most suitable strategies to use in a given game. Although most trainers know how important handedness is, at present they are rather reluctant to make use of the insights scientists like Matthews can give, which I think is rather short-sighted because focusing on individual flexibility is only part of the story.

Q31

Q32

Q33



Anyway, back to the article.

Matthews found a German study which looked at what he called 'mixed-handedness', that is, the capacity to use both left and right hands equally. It looked at mixed-handedness in 40 musicians on a variety of instruments. Researchers examined a number of variables, e.g. type of instrument played, regularity of practice undertaken and length of time playing instrument . . . and found the following: keyboard players had high levels of mixed-handedness, whereas string players like cellists and violinists strongly favoured one hand. Also those who started younger were more mixed-handed.

Q34

Matthews also reports studies of handedness in apes. Apes get a large proportion of their food by 'fishing' ants from ant hills. The studies show that apes, like humans, show handedness – though for them right- and left-handedness is about equal, whereas about 85% of humans are right-handed. Studies showed that apes consistently using the same hand fished out 30% more ants than those varying between the two.

Q35

Matthews started researching several different sports and found different types of handedness in each. By the way, he uses 'handedness' to refer to the dominant side for feet and eyes as well as hands. Anyway, his team measured the hand, feet and eyes of 2,611 players and found that there were really three main types of laterality: mixed – you work equally well on both sides – both hand and eye; single – you tend to favour one side but both hand and eye favour the same side; and cross-laterality – a player's hands and eyes favour only one side but they are opposite sides. Let's start with hockey. Matthews found that it was best to be mixed-handed – this is because a hockey stick must be deployed in two directions – it would be a drawback to have hand or eye favouring one side. An interesting finding is that mixed-handed hockey players were significantly more confident than their single-handed counterparts. Things are slightly different in racket sports like tennis. Here the important thing is to have the dominant hand and eye on the one side. This means that there is a bigger area of vision on the side where most of the action occurs. If a player is cross lateral the racket is invisible from the dominant eye for much of the swing. It means that they can only make corrections much later . . . and often the damage has been done by then.

Q36

Q37

Q38

Q39

And moving to a rather different type of sport which involves large but precise movements – gymnastics. It's been found that cross hand-eye favouring is best. The predominant reason for this is because it aids balance – which is of course absolutely central to performance in this sport.

Q40

TEST 3



SECTION 1

- AGENT: Good morning.
- STUDENT: Oh, good morning. Is this . . . er . . . room number 26?
- AGENT: Yes, that's right.
- STUDENT: So is this the Student Job Centre?
- AGENT: It certainly is. How can I help you?
- STUDENT: Well, actually I'm looking for a job – a part-time job. Do you have anything available at the moment? Example
- AGENT: Ah, yes . . . Are you a registered student? I'm afraid this service is only available to full-time students.
- STUDENT: Yes . . . I am. I'm doing a degree in Business Studies. Here's my student card. Q1
- AGENT: Which year are you in?
- STUDENT: Well . . . I've been at uni for four years but I'm in the Third Year because I took last year off. Q2
- AGENT: Right . . . well, let's just have a look at what positions are available at the moment. There's a job working at the reception desk at the Sports Centre, for three evenings a week – that's Wednesdays, Thursdays and Fridays. Q3
- STUDENT: That sounds like fun but unfortunately I have evening lectures – so that's not possible, I'm afraid. Is there anything during the day?
- AGENT: OK, that's no good then. Um. What about cleaning? There's a position for a cleaner at the Child Care Centre. Q4
- STUDENT: Right . . .
- AGENT: But you'd need to be there at 6 am. Does that appeal?
- STUDENT: Six o'clock in the morning! Oh, that's far too early for me, I'm afraid. I'd never make it that early in the morning.
- AGENT: Mmm . . . Well – there was a position going in the Computer Lab. for three days a week that might be OK. Ah, here it is! No, it's in the Library, not the Lab., Clerical Assistant required – I think it mostly involves putting the books back on the shelves. Oh no – hang on. It's for Wednesday and Friday evenings again. Q5
- STUDENT: No – I can't manage that because of the lectures.
- AGENT: OK, I'm getting the idea. Look, I'll just get a few details from you anyway, and then we can check through the list and see what comes up.
-
- AGENT: We'll fill in the personal details on this application form first, if that's OK?
- STUDENT: Yes, that's fine.
- AGENT: Now, what's your name again?



- STUDENT: Anita Newman – that's N-E-W-M-A-N.
AGENT: And your address, Anita?
STUDENT: I'm in one of the Halls of Residence for post-graduate students, you know, International House. Q6
AGENT: OK – that's easy. What's your room number there?
STUDENT: Room B569 – no sorry B659. I always get that wrong. I haven't been living there very long. Q7
AGENT: Do you have any other skills? Typing, languages, that sort of thing?
STUDENT: Well, I speak some Japanese.
AGENT: Right, I'll make a note of that. Now – let's see what else is available. What do you think of administrative work? There is a position for an Office Assistant at the English Language Centre. Q8
STUDENT: That sounds interesting.
AGENT: It's for 3 days a week – Monday, Friday and Saturday mornings. Interested?
STUDENT: Mmm. I was hoping to have Saturdays free. But I need the work so . . . can you tell me what the job involves?
AGENT: Yes, sure. It says here that you'll be required to deal with student enquiries and answer the phone. Q9
STUDENT: I'm sure I can handle all that without a problem.
AGENT: Great. Well, would you like me to arrange an interview for you? Say, Friday morning, around ten?
STUDENT: Could we make it a bit later? Unfortunately, I've got something to do at ten. Would that be OK?
AGENT: Not a problem. How about eleven thirty? Hope it works out for you Anita. Q10
STUDENT: Me too. And thanks for all your help.

SECTION 2

Good morning. I'm very pleased to have been invited along to your club to talk about our Charity Sponsored Walking Holiday for Education Aid. I'll start by giving you a brief overview of what it entails. First of all let me explain what we mean by 'sponsored' here. This is where people promise to donate money to the charity if you achieve your goal, in this case to walk a certain number of miles.

Basically we are organizing a ten-day holiday, from the sixth to the sixteenth of November, with eight days actual walking, trekking in the Semira Mountains. Q11

Let's have a look at some of the details. We require you to raise sponsorship money of at least \$3,200, paying \$250 of it up front as a deposit and the rest in stages throughout the year. Out of this about thirty-five per cent will go on your expenses, and that leaves sixty-five per cent Q12 guaranteed to go to the charity.



Which brings me to the most important part. This trek is being specifically organized to help education in the Semira region. Last year we helped train teachers for the disabled, and this year we're focusing on the pupils. Each of the walkers' sponsorship money will go to help an individual special needs pupil in one of the mountain schools. In the second part of the talk I'll be giving you a lot more details, but back to the basic information.

Age limits. This is the second time we have run this kind of holiday and um, on the first we even had an eighty-year old, but we found it was wise to establish limits this time. You have to be at least eighteen and the top limit is now seventy, though you need to obtain a health certificate from your doctor if you are over sixty years old.

Now, the Semira Mountains are among the highest in the world but you mustn't be too daunted, we will mainly be trekking in the foothills only, although there will be spectacular views even in the foothills. However, you will need to be extremely fit if you aren't now and you're interested in coming with us. You have plenty of time to get into shape. You will be sleeping in tents so you must have quite a bit of equipment with you but you will be helped by local assistants. Your bedding and so forth will be carried by them. We ask that you only walk with a small rucksack with needs for the day.

I don't think I've really said enough about the marvellous area you'll be walking in. Let's have a look at some of the sights you'll be seeing. Apart from these spectacular snow-covered peaks and valleys, there are marvellous historic villages. The area has been famous for centuries for making beautiful carpets, although recently there has been a trend to move into weaving blankets and wood carving. The people are extremely friendly and welcoming. We deliberately keep the parties small in size to minimize disruption to people and landscape.

I hope that there are still some people interested. I will be distributing leaflets at the end where you can find out more information, but just for the moment I'll outline the itinerary, the main high points of the holiday. Obviously, you'll start by flying out to Kishba, the capital city, on Day One. After a couple of days to acclimatize yourself, you'll start the trek on Day Three walking through the enormous Katiba Forest which will take the whole of the Q17 day. Day Four takes us higher up, going through the foothills past a number of villages and visiting a school for the disabled in Sohan. Then you have a rest day, that's Day Five, before going to the spectacular Kumi Temple with twelfth-century carvings, set in a small forest by Q18 a lake and that's Day Six, the highlight for many. We stay near there for Day Seven because then comes the hardest day, walking through very mountainous country, but culminating in a swim in the Parteh Falls. This is the highest waterfall in the region. Day Nine is much easier, Q19 with part of the day spent in a village where they make some of the gorgeous red blankets. Q20 Then back down to Kishba and the journey home.

So you can see it's a pretty packed timetable . . .



SECTION 3

- SIMON: Thanks to all of you for coming along today to hear about how the robotic float project is helping with ocean research. Well, first of all we'll look at what a robotic float does and its use. So let's start with the device itself. It looks a bit like a cigar and it's about one and a half metres long. More importantly it's full of equipment that's designed to collect data. So, it can help us in building up a profile of different factors which work together within the world's oceans. Q21
- STUDENT 1: Sounds like a big project – isn't it too big for one country to undertake?
- SIMON: That's quite true but this project is a really good example of international co-operation. Over the last five years scientists from thirteen countries have been taking part in the project and launching floats in their area of ocean control. And next year this number will rise to fourteen when Indonesia joins the project. Q22
- STUDENT 2: That's impressive.
- SIMON: But let's move onto how floats work.
- SIMON: The operational cycle goes like this. Each of the floats is dropped in the ocean from a boat at a set point and activated from a satellite. Then the float immediately sinks about 2,000 metres. . . that's two whole kilometres down in the water. It stays at this depth for about 10 days and is carried around by the currents which operate in the ocean at this level. During this time it's possible for it to cover quite large distances but the average is fifty kilometres. Q23
- STUDENT 2: So what is it actually recording?
- SIMON: Well at this stage nothing, but as it rises to the surface it collects all sorts of data, most importantly variations in salinity, that's salt levels, and the changes in temperature, a bit like underwater weather balloons. Then when it gets back to the surface all the data it's collected is beamed up to the satellite. After about five hours on the surface the float automatically sinks, beginning the whole process again. Q24
- STUDENT 1: What happens to the data?
- SIMON: Well the information is transferred direct to onshore meteorological stations. . . like our one in Hobart. . . and within four hours the findings can be on computers and they can be mapped and analysed. Q25
-
- STUDENT 2: You say you're building models of the world's ocean systems but how're they going to be used, and more importantly, when? Q26
- SIMON: Some of the data has already helped in completing projects. For example, our understanding of the underlying causes of El Niño events is being confirmed by float data. Another way we're using float data is to help us to understand the mechanics of climate change, like global warming and ozone depletion. That's part of an ongoing variability study but the results are still a long way off. Q27



However, this is not the case with our ocean weather forecasting. Because we know from the floats what the prevailing weather conditions will be in certain parts of the ocean, we can advise the navy on search and rescue missions. That's happening right now and many yachtsmen owe their lives to the success of this project. In addition, the float data can help us to look at the biological implications of ocean processes.

Q28

STUDENT 1:

Would that help with preserving fish stocks?

Q29

SIMON:

Yes, and advising governments on fisheries legislation. We're well on the way to completing a project on this. We hope it will help to bring about more sustainable fishing practices. We'll be seeing the results of that quite soon.

STUDENT 2:

It sounds like the data from floats has lots of applications.

SIMON:

Yes it does. It's also a powerful agricultural tool. If we were aware of what the weather would be like, say, next year, we could make sure that the farmers planted appropriate grain varieties to produce the best yield from the available rainfall.

STUDENT 1:

That sounds a bit like science fiction, especially when now we can't even tell them when a drought will break.

SIMON:

I agree that this concept is still a long way in the future, but it will come eventually and the float data will have made a contribution.

Q30

SECTION 4

Good morning everyone. Today's lecture forms part of the Hospitality and Tourism module. Last week I looked at the economy end of the hotel business; this week I'm going to discuss the luxury end of the market. Let's consider the following scenario . . .

You wake up in the middle of the night in a strange hotel miles away from home, disoriented most probably from jet lag, when even the most expensive surroundings can seem empty and dispiriting. You have paid a great deal of money to stay in this first-class hotel with its contemporary technology, but according to recent research carried out by an international travel and public relations company, all is not well. The research suggests that even the most opulent, luxurious hotels seem to have underestimated the most basic needs of their customers – be they travelling for work or pleasure: the need to feel at home in surroundings which are both familiar and inviting.

Q31

Q32

Do these findings, however, apply only to hotels situated in particular areas? Is it possible that the external environment can affect a guest's well-being? The company's research covered a whole range of different hotel types, both independent hotels and those which are part of large chains. They investigated chic so-called boutique hotels in the heart of downtown business districts, stately mansions located in the depths of beautiful countryside, and plush hotels built at the edge of tropical beaches surrounded by palm trees and idyllic blue ocean.

Q33

And the research concluded that what was outside the hotel building simply didn't matter. This is a fascinating revelation and those of you hoping to move into careers in the travel and leisure industry would be well advised to look at the findings in more detail.

Q34



But back to the main point of this lecture . . . the need to feel at home. What can the hotel industry do about it? And is the very idea so subjective that it's impossible to do *anything* about it on a global basis?

However, nothing stands still in this world. One company has come up with the slogan 'Take Your Home With You', and aims to provide clients with luxury serviced apartments. Those in the business travel industry maintain that these serviced apartments dispense with all the unwanted and expensive hotel services that business travellers don't want, while maximising Q35 the facilities they do want. For example, not only sleeping and living accommodation, but also a sleek modern kitchen that allows guests to cook and entertain if they wish, at no Q36 additional cost. The attractions of such facilities are obvious and it'll be interesting to see whether the company manages to establish a trend all over the world and make a lasting Q37 impact on the luxury accommodation market.

Now, finally I want to consider the psychology underpinning the traditional holiday hotel industry. As a hotelier, how do you go about attracting people to give up the security of their own home and entrust themselves to staying in a completely strange place and sleeping in an unfamiliar bed? Firstly, hotels exploit people's need to escape the predictability of their Q38 everyday lives. For a few days people can pretend they are free of responsibilities and can indulge themselves. Secondly, there is something very powerful in our need to be pampered and looked after, it's almost as if we return to being a baby, when everything was done for us Q39 and we felt safe and secure. And not far removed from this is the pleasure in being spoilt and given little treats – like the minuscule bottles of shampoo and tiny bars of soap, the Q40 chocolate on your pillow at night – and we actually forget that we are paying for it all!

Next week, I'm going to look at eco-hotels, a fairly new phenomenon but increasingly popular . . .

TEST 4

SECTION 1

OFFICER: Yes, what can I do for you?

STUDENT: My friend is in homestay . . . and she really enjoys it . . . so I'd like to join a family as well.

OFFICER: Okay, so let me get some details. What's your name?

STUDENT: My name is Keiko Yuichini.

OFFICER: Could you spell your family name for me?

STUDENT: It's . . . Yuichini, that's Y-U-I-C-H-I-N-I. Example

OFFICER: And your first name?

STUDENT: It's Keiko. K-E-I-K-O. Q1



- OFFICER: That's Keiko Yuichini . . . okay . . . and you're female. And your nationality?
STUDENT: I'm Japanese.
OFFICER: Right and could I see your passport, please?
STUDENT: Here it is . . .
OFFICER: Okay . . . your passport number is JO 6337 . . . And you're how old? Q2
STUDENT: I'm twenty-eight years old.
OFFICER: Now, you live at one of the colleges . . . which one?
STUDENT: Willow College, umm . . . Room 21C
OFFICER: Right, 21C Willow College, and how long are you planning on staying with homestay?
STUDENT: About four months . . . longer if I like it . . . Q3
OFFICER: And what course are you enrolled in?
STUDENT: Well, I've enrolled for twenty weeks in the . . . um . . . Advanced English Studies because I need help with my writing . . . and I'm nearly at the end of my first five-week course.
-

- OFFICER: Okay . . . Do you have any preference for a family with children or without children?
STUDENT: I prefer . . . I mean I like young children, but I'd like to be with older people . . . you know . . . adults . . . someone around my age. Q5
OFFICER: Okay, and what about pets? Q6
STUDENT: I am a veterinarian so that's fine . . . the more the better.
OFFICER: All right, now what about you? Are you a vegetarian or do you have any special food requirements?
STUDENT: No, I am not a vegetarian . . . but I don't eat a lot of meat . . . I really like seafood. Q7
OFFICER: And what are your hobbies?
STUDENT: I like reading and going to the movies.
OFFICER: Do you play any sports?
STUDENT: Yes, I joined the handball team, but I didn't like that . . . so I stopped playing. Now I play tennis on the weekend with my friends . . . Q8
OFFICER: All right, let's see, name, age, now the location. Are you familiar with the public transport system?
STUDENT: No . . . I'm not really because I have been living on campus . . . I've been to the city a few times on the bus, but they are always late.
OFFICER: What about the trains?
STUDENT: I like catching the train . . . they are much faster . . . Q9
OFFICER: Now, let me go check on the computer and see who I've got . . . Listen, leave it with me . . . I'll check my records and I'll give you details this afternoon. Q10
STUDENT: Thank you for helping me . . .
OFFICER: It's a pleasure. Bye.
STUDENT: Bye.



SECTION 2

Welcome to all of you . . . can everybody see and hear me? . . . Good . . . I'm Sally, your guide for this tour of the Bicentennial Park . . . I hope that you're all wearing your most comfortable shoes and that you can keep up the pace. So let's get under way on our tour around this wonderful park.

I'll start today with some general background information. There used to be a lot of factories in this area until the 1960s. Creating the park required the demolition of lots of derelict buildings on the site, so most of the exciting park space all around you was originally warehouses and storehouses.

The idea of building a public park here was first discussed when a property developer proposed a high-rise housing development, but the local community wasn't happy. If the land was to be cleaned up, they wanted to use the site for recreation. Residents wanted open space for outdoor activities, rather than housing or even an indoor sports complex.

Now to the Bicentennial Park itself. It has two areas, a nature reserve and a formal park with man-made features and gardens. The tall blue-and-white building in front of us is called The Tower and is the centre point for the formal gardens. It stands twelve metres high, so follow Q14 me up the stairs to where we can take advantage of the fantastic views.

Well, here we are at the top of The Tower, and we're going to look at the view from each direction. Out to the east, the large buildings about a kilometre away are on the Olympic site. There's an indoor arena for gymnastics, a stadium for track and field and a swimming pool for races and synchronised swimming and also diving. If you look carefully down there, you can see the train lines. The Olympic site has its own station to encourage the use of public transport. There is also a car park, but it only holds a limited number of cars. Q15

The formal park has some specially-created water features. If you look out here to the south, you can see a circular ornamental pond.

And around to the west, you can relax and sit on a bench to smell the flowers in the rose garden, and finally up to the north, if you look in front of you now, there's a lake with a small island in the centre, you can hire rowing boats at the boat shed, which you can't see from here, but if you look through the trees, you can see the café, which has lovely views across the water. OK, let's climb down now. We will go now and have a look at the nature reserve section of the park, which has opened up natural wetland to the public. Q17

The Mangroves have been made more accessible to visitors by the boardwalk built during the park's upgrade. You'd think that people would come here to look at the unusual plant life of the area, but in fact it's more often used for cycling and is very popular with the local clubs. Q18

Q11

Q12

Q13

Q14

Q15

Q16

Q17

This is the far end of the park and over there you can see the Frog Pond, a natural feature here long before the park was designed. Just next to it we have our outdoor classroom, a favourite spot for school parties. The area is now most often used by primary schools for biology lessons.

And finally let's pass by the Waterbird Refuge. This area is in a sheltered part of the estuary, that's why the park's viewing shelter is a favourite spot for bird watchers who can use it to spy through binoculars. You can watch a variety of water birds, but most visitors expect to see black swans when they come to the shelter. You might spot one yourself right now!

Well, here we are back at our starting point, the Visitor Centre.

SECTION 3

JULIE: Remind me, Trevor . . . how long is the presentation?

TREVOR: Dr White said three per hour.

JULIE: So about twenty minutes?

TREVOR: Well . . . it'll be fifteen minutes per presentation.

JULIE: And five minutes for questions.

TREVOR: And is this one going to be assessed?

JULIE: No . . . not this time round . . . because it's the first one . . . you know.

TREVOR: Good news.

JULIE: Well, Trevor, what are we going to include?

TREVOR: Well . . . Do you think we ought to give some historical background?

JULIE: Oh no . . . definitely not . . . we won't have time!

TREVOR: OK . . . but I think we ought to say something about the geographical location . . . cos not a lot of people know where the islands are . . .

JULIE: Yes . . . OK . . . I'll take notes, shall I?

TREVOR: Yeah, that'll be a help . . .

JULIE: So . . . geographical location . . .

TREVOR: Then we ought to give an overview of the whole education system.

JULIE: Shouldn't we say something about the economy . . . you know agricultural produce . . . minerals and so forth?

TREVOR: Well . . . Dr White said we shouldn't go into that sort of detail.

JULIE: But it's pretty important when you think about it . . . you know because it does influence the education system . . .

TREVOR: Look . . . let's think about that one later shall we? Let's see how we're doing for time . . .

JULIE: OK . . . so . . . general overview of education

TREVOR: Of course . . . and then the role of English language . . .

JULIE: Nope . . . that goes in the Language Policy Seminar . . . don't you remember?

TREVOR: Are you sure?

JULIE: Positive.



TREVOR: All right . . . so those are the topics we're going to be . . . to be covering . . .

JULIE: We need to think about what to prepare . . . Dr White said he wanted us to use plenty of visuals and things and we might as well try them out when we're not being assessed . . .

TREVOR: Well, the most important thing is the overhead projector . . .

Q27

JULIE: No problem . . . we'll get that from the media room . . . must remember to book it . . .

TREVOR: Well . . . we'll need a map of course.

JULIE: Probably two . . . one of the islands . . . large scale.

TREVOR: And one of West Africa.

JULIE: Well, the West African one is no problem . . . There's one in the Resources Room.

Q28

TREVOR: Oh yeah, of course, the resources room; the islands are going to be more of a problem.

JULIE: Tell you what . . . there's a very clear map of Santiago in that tourist brochure I showed you last week. Don't you remember it?

TREVOR: Oh yeah . . . that's right; we can just use the tourist brochure.

JULIE: We also need statistics . . . on several different things.

TREVOR: Literacy rates.

JULIE: Yes, and school places.

TREVOR: How about the encyclopaedia?

JULIE: Nah . . . not up-to-date enough!

TREVOR: Mmm . . . why don't we call the embassy?

Q29

JULIE: Oh . . . someone's enthusiastic!

TREVOR: Well . . . if something's worth doing . . .

JULIE: I know . . . it's worth doing well . . . OK.

TREVOR: We can find out statistics on school places from them as well.

Q30

JULIE: Might as well.

TREVOR: Look, Julie, it's almost time for our tutorials . . . we can meet again on Monday . . . but we need to prepare some stuff before then . . .

SECTION 4

In today's lecture, I'm going to talk about Monosodium Glutamate, or MSG, as it's more commonly known. Now, MSG as you probably know, is a flavour enhancer which is used particularly in Chinese and Japanese cooking. Today I am going to explore why it is so popular in these cuisines and, more importantly, how does it enhance the flavour of food?

Q31

The main reason why MSG is more commonly used in Japanese meals is tradition. For many thousands of years the Japanese have incorporated a type of seaweed known as *kombu* in their cooking, as they discovered it had the ability to make food taste better. But it wasn't

Q32

until 1908 that the ingredient in *kombu* which was responsible for the improvement in flavour was actually discovered to be glutamate by scientists working there.

From 1908 until 1956, glutamate was produced commercially in Japan by a very slow and expensive means of extraction. It was in 1956 that the speed of the process was improved, and industrial production increased dramatically and still continues to increase to this day. In fact, hundreds of thousands of tonnes of MSG are produced all over the world today.

Q33

So what exactly is MSG? Well, Monosodium Glutamate contains seventy-eight point two per cent glutamate, twelve point two per cent sodium and nine point six per cent water. Glutamate is an amino acid that can be found naturally in all protein-containing foods, erm, so this includes food such as meat and cheese.

Q34

Q35 Q36

It is widely known that Chinese and Japanese food contains MSG but many people don't seem to be aware that it is also used in foods in other parts of the world. For example it is found in commercially made Italian pizzas, in American fast food and in Britain MSG is used in things like potato crisps.

So, how exactly does MSG work? Well, in the Western world, we commonly talk of four 'tastes', and I'm sure you're all familiar with the concepts of sweet, sour, bitter and salt. Well, in 1908, Kikunae Ikeda identified a fifth 'taste'. And it is thought that MSG intensifies this naturally occurring 'taste' in some food. It does make perfect evolutionary sense that we should have the ability to detect or taste glutamate because it is the amino acid which is most common in natural foods.

Q37

Q38

John Prescott, an associate professor at the University of Chicago, suggests that this fifth taste serves a purpose just as the other tastes do. He suggests that it signals to us the presence of protein in food, in the same way that sweetness indicates that a food contains energy-giving carbohydrates. Bitterness, he says, alerts us of toxins in the food, while sourness warns us of spoilage and saltiness signals the presence of minerals.

Q39

Q40

So, what else do we know about this fifth taste . . .

Listening and Reading Answer keys



TEST 1

LISTENING

Section 1, Questions 1–10

- 1 (a) taxi/cab
- 2 city centre/center
- 3 wait
- 4 door-to-door
- 5 reserve (a seat)
- 6 (the) 17th(of) October
- 7 12.30
- 8 Thomson
- 9 AC 936
- 10 3303 8450 2045 6837

Section 2, Questions 11–20

- 11 B
- 12 A
- 13 B
- 14 C
- 15 C
- 16 A
- 17 C
- 18 A
- 19 C
- 20 B

Section 3, Questions 21–30

- 21 attitude(s)
- 22 gender/sex
- 23 creativity/creativity
- 24 A
- 25 B
- 26 A
- 27 B
- 28 culture
- 29 profit(s)
- 30 stress/strain

Section 4, Questions 31–40

- 31 April
- 32 children
- 33 repeated
- 34 human
- 35 magic
- 36 distance
- 37 culture
- 38 fire(s)
- 39 touching
- 40 intact

If you score ...

0–11	12–27	28–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.



ACADEMIC READING

Reading Passage 1, Questions 1–13

- 1 B
2 A
3 A
4 E
5 D
6 phantom
7 echoes/obstacles
8 depth
9 submarines
10 natural selection
11 radio waves/echoes
12 mathematical theories
13 zoologist

Reading Passage 2, Questions 14–26

- 14 xi
15 vii
16 v
17 i
18 ix
19 ii

- 20 x
21 NO
22 YES
23 NOT GIVEN
24 NO
25 YES
26 NOT GIVEN

Reading Passage 3, Questions 27–40

- 27 D
28 A
29 B
30 C
31 FALSE
32 FALSE
33 TRUE
34 NOT GIVEN
35 NOT GIVEN
36 TRUE
37 F
38 H
39 K
40 G

If you score . . .

0–11	12–27	28–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

TEST 2

**LISTENING****Section 1, Questions 1–10**

- 1 27 Bank Road
 2 (a) dentist
 3 Sable
 4 Northern Star
 5 stolen
 6 Paynter
 7 brother-in-law
 8 (travel(ling/ing)) (to) work
 9 Red Flag
 10 450

Section 2, Questions 11–20

- 11 City Bridge
 12 Newtown
 13 6.30
 14 (formal) garden
 15 (Tower) Restaurant
 16 view(s)
 17 history
 18 7 screen
 19 every 20 minutes
 20 (from/the) Central Station

Section 3, Questions 21–30

- 21 B
 22 A
 23 C
 24 B
 25 A
 26 B
 27 1882 (to/-) (18)83
 28 signed
29&30 IN EITHER ORDER
 A
 D

Section 4, Questions 31–40

- 31 C
 32 B
 33 C
 34 A
 35 A
 36 2 directions
 37 confident
 38 vision
 39 corrections
 40 balance

If you score ...

0–11	12–27	28–40
<p>you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.</p>	<p>you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.</p>	<p>you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.</p>



ACADEMIC READING

Reading Passage 1, Questions 1–13

- 1 YES
2 NO
3 NOT GIVEN
4 YES
5 B
6 A
7 B
8 C
9 A
10 C
11 D
12 C
13 C

Reading Passage 2, Questions 14–26

- 14 E
15 B
16 C
17 B
18 YES
19 NOT GIVEN
20 NO

- 21 YES
22 food bills/costs
23 (modern) intensive farming
24 organic farming
25 Greener Food Standard
26 ***IN EITHER ORDER***
farmers (and)
consumers

Reading Passage 3, Questions 27–40

- 27 ii
28 v
29 x
30 i
31 NO
32 YES
33 NO
34 YES
35 NOT GIVEN
36 D
37 I
38 G
39 E
40 B

If you score ...

0–13	14–29	30–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

TEST 3

**LISTENING****Section 1, Questions 1–10**

- 1 business
2 third
3 Sport(s) Centre
4 (a) cleaner
5 Library
6 International House
7 B659
8 (an) office assistant
9 answer (the) phone
10 11.30

Section 3, Questions 21–30

- 21 cigar
22 13 (different) countries
23 activated
24 50 km(s)
25 temperature
26 A
27 C
28 A
29 B
30 C

Section 2, Questions 11–20

- 11 B
12 C
13 A
14 C
15 B
16 A
17 forest
18 temple
19 waterfall
20 village

Section 4, Questions 31–40

- 31 B
32 B
33 A
34 C
35 business
36 kitchen
37 world
38 escape
39 baby
40 chocolate

If you score ...

0–11	12–27	28–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.



ACADEMIC READING

Reading Passage 1, Questions 1–13

- 1 FALSE
2 TRUE
3 NOT GIVEN
4 TRUE
5 FALSE
6 NOT GIVEN
7 C
8 M
9 F
10 D
11 N
12 O
13 E

Reading Passage 2, Questions 14–26

- 14 iv
15 vii
16 x
17 i
18 vi
19 ii

- 20 E
21 D
22 C
23 B
24 A
25 A
26 A

Reading Passage 3, Questions 27–40

- 27 NOT GIVEN
28 FALSE
29 TRUE
30 FALSE
31 FALSE
32 FALSE
33 TRUE
34 J
35 A
36 E
37 B
38 G
39 D
40 B

If you score ...

0–13	14–30	31–40
<p>you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.</p>	<p>you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.</p>	<p>you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.</p>

TEST 4



LISTENING

Section 1, Questions 1–10

- 1 Keiko
2 JO6337
3 4 months
4 (Advanced) English (Studies)
5 (young) children
6 pets
7 seafood
8 tennis
9 trains/(the) train
10 this/that afternoon

Section 2, Questions 11–20

- 11 C
12 B
13 A
14 B
15 car park
16 rose garden
17 café
18 cycling
19 biology lesson
20 viewing shelter

Section 3, Questions 21–30

- 21 5
22 assessed
23 A
24 B
25 A
26 C
27 media room
28 resources room
29 embassy
30 statistics/stats

Section 4, Questions 31–40

- 31 B
32 C
33 A
34 water
35&36 IN EITHER ORDER
meat
cheese
37 5th/new taste
38 common
39 bitterness
40 minerals

If you score . . .

0–11	12–27	28–40
<p>you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.</p>	<p>you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.</p>	<p>you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.</p>



ACADEMIC READING

Reading Passage 1, Questions 1–13

- 1 TRUE
 2 FALSE
 3 NOT GIVEN
 4 TRUE
 5 FALSE
 6 NOT GIVEN
 7 TRUE
 8 (wooden) pulleys
 9 stone
 10 (accomplished) sailors
 11 (modern) glider
 12 flight
 13 messages

Reading Passage 2, Questions 14–26

- 14 FALSE
 15 NOT GIVEN
 16 TRUE
 17 NOT GIVEN
 18 TRUE
 19 TRUE

- 20 FALSE
 21 G
 22 E
 23 B
 24 A
 25 K
 26 F

Reading Passage 3, Questions 27–40

- 27 D
 28 C
 29 A
 30 B
 31 D
 32 F
 33 I
 34 B
 35 A
 36 D
 37 A
 38 E
 39 B
 40 C

If you score . . .

0–11	12–27	28–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

GENERAL TRAINING TEST A

**Section 1, Questions 1–14**

- 1 FALSE
2 TRUE
3 NOT GIVEN
4 TRUE
5 FALSE
6 FALSE
7 TRUE
8 v
9 vii
10 ix
11 ii
12 x
13 i
14 iii

Section 2, Questions 15–27

- 15 image
16 passing trade
17 access
18 walls
19 contract
20 housing
21 their department
22 (the) supervisor

- 23 exempt employees
24 Human Resources/HR
25 (a) prorated system
26 Leave Request forms
27 (a) grace period

Section 3, Questions 28–40

- 28 B
29 D
30 B
31 C
32 C
33–36 IN ANY ORDER
D
E
F
I
37 FALSE
38 TRUE
39 NOT GIVEN
40 FALSE

If you score ...

0–15	16–27	28–40
<p>you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.</p>	<p>you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.</p>	<p>you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.</p>



GENERAL TRAINING TEST B

Section 1, Questions 1–14

- 1 C
2 D
3 A
4 B
5 C
6 D
7 A
8 FALSE
9 TRUE
10 NOT GIVEN
11 NOT GIVEN
12 FALSE
13 TRUE
14 TRUE

Section 2, Questions 15–27

- 15 family business
16 training
17 accommodation
18 (the) payroll
19 employer(s)

- 20 pay records
21 3/three months
22 (obvious) spam
23 message time
24 prompt attention
25 reply immediately
26 brief acknowledgement
27 (definite) date

Section 3, Questions 28–40

- 28 1638
29 1781
30 1934
31 2001
32 TRUE
33 FALSE
34 FALSE
35 NOT GIVEN
36 TRUE
37 D
38 E
39 C
40 H

If you score ...

0–17	18–29	30–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

Model and sample answers for Writing tasks



TEST 1, WRITING TASK 1

SAMPLE ANSWER

This is an answer written by a candidate who achieved a **Band 5.5** score. Here is the examiner's comment:

This answer focuses on the key features of the information, clearly grouping the countries, using supporting figures and presenting an overview. However, there is no clear reference to what the percentages represent and key comparisons need more expansion.

Information is organised with clear signalling and some effective referencing and linking, although not all ideas are clearly linked and the overall progression is achieved by repetition in the final section.

The range of vocabulary is rather narrow and just sufficient for the task. The attempt to paraphrase the rubric shows limited flexibility. There are several spelling and word form errors, and quite a lot of repetition. Similarly, the range of sentence forms is not wide, with few examples of complex structures. However, apart from one or two errors in basic grammar, simple structures are accurate and easily understood.

Different countries' consumer spendings are quite different. The table shows the vary consumer spending on a seires of items in the five countries, namely, the Ireland, Italy, Spain, Sweden and Turkey in 2002.

Food, drinks and tobacco were in the most important position on consumer spending in all of the five countries, and in a different percentage. In Ireland and turkey. they were near 30%, while in the other three countries they are under 20%.

Clothing and footwear were the second important consumer spending in these countries. In Italy, they got 9%, and in Sweden, they were 5.4%. In the other three countries, the figure were very similar, all were near 6.5%.

The last consumer spending were leisure and education. In Turkey, they were 4.35%, and in the other four countries the figure were under 4%.

In conclusion, it can be said that in 2002, food, drinks and tabacoo were the most important consumer spending in the five countries, and the different countries' consumer spending were quite different.



TEST 1, WRITING TASK 2

MODEL ANSWER

This model has been prepared by an examiner as an example of a very good answer. However, please note that this is just one example out of many possible approaches.

The relative importance of natural talent and training is a frequent topic of discussion when people try to explain different levels of ability in, for example, sport, art or music.

Obviously, education systems are based on the belief that all children can effectively be taught to acquire different skills, including those associated with sport, art or music. So from our own school experience, we can find plenty of evidence to support the view that a child can acquire these skills with continued teaching and guided practice.

However, some people believe that innate talent is what differentiates a person who has been trained to play a sport or an instrument, from those who become good players. In other words, there is more to the skill than a learned technique, and this extra talent cannot be taught, no matter how good the teacher or how frequently a child practices.

I personally think that some people do have talents that are probably inherited via their genes. Such talents can give individuals a facility for certain skills that allow them to excel, while more hard-working students never manage to reach a comparable level. But, as with all questions of nature versus nurture, they are not mutually exclusive. Good musicians or artists and exceptional sports stars have probably succeeded because of both good training and natural talent. Without the natural talent, continuous training would be neither attractive nor productive, and without the training, the child would not learn how to exploit and develop their talent.

In conclusion, I agree that any child can be taught particular skills, but to be really good in areas such as music, art or sport, then some natural talent is required.



TEST 2, WRITING TASK 1

MODEL ANSWER

This model has been prepared by an examiner as an example of a very good answer. However, please note that this is just one example out of many possible approaches.

The graph illustrates changes in the amounts of beef, lamb, chicken and fish consumed in a particular European country between 1979 and 2004.

In 1979 beef was by far the most popular of these foods, with about 225 grams consumed per person per week. Lamb and chicken were eaten in similar quantities (around 150 grams), while much less fish was consumed (just over 50 grams).

However, during this 25-year period the consumption of beef and lamb fell dramatically to approximately 100 grams and 55 grams respectively. The consumption of fish also declined, but much less significantly to just below 50 grams, so although it remained the least popular food, consumption levels were the most stable.

The consumption of chicken, on the other hand, showed an upward trend, overtaking that of lamb in 1980 and that of beef in 1989. By 2004 it had soared to almost 250 grams per person per week.

Overall, the graph shows how the consumption of chicken increased dramatically while the popularity of these other foods decreased over the period.



TEST 2, WRITING TASK 2

SAMPLE ANSWER

This is an answer written by a candidate who achieved a **Band 7.5** score. Here is the examiner's comment:

This is a thoughtful and well-argued response to the task. The candidate examines the opposing views of the topic and gives a clear opinion that is well developed and supported. To reach the highest band a more clearly-signalled conclusion would be needed. The argument is well organised and linking is well managed throughout. The development of the answer is not helped, however, by poor control of paragraphing which sometimes confuses the links across different sections. This is a weak feature of the script which limits the overall rating. In contrast, an excellent range of vocabulary is used with a sophisticated level of control and only rare slips. The range of structures is also wide and most sentences are accurate and precise, but there are some errors and omissions. These, however, are only minor and do not affect communication.

Fixing punishments for each type of crime has been a debateable issue. There are many arguments supporting both views, those for and those against fixed punishments.

On the one hand, fixed punishments will have a deterring effect on society. Individuals knowing that they will be subject to a certain punishment if they are convicted with a given crime, will reconsider committing this act in the first place.

This deterring effect also leads to social stability and security, through minimising the number of crimes committed.

If people knew they would be able to convince the court or the jury of a reason for having committed the crime they are accused of, penal decisions would be largely arbitrary. This would result into criminals getting away with their crimes and into a high level of injustice caused by the subjective approach of different courts.

On the other hand, taking the circumstances of a crime and its motivation into consideration is a prerequisite for establishing and ensuring justice and equity.

A person killing in self-defense cannot be compared to a serial killer, moving from one victim to the next. In my opinion an intermediary position between both solutions is the perfect way to establish and ensure justice and equity.

There have to be fixed punishments for all crimes. However, criminal laws have to provide for a minimum and a maximum for the punishment and the laws also have to foresee certain cases of exemptions.

An example for setting minimum and maximum penalties is Competition Law where a person being held liable of a crime under this law will be convicted to pay a fine, according to the harm caused by the violation and the profit gained by the violator through committing the crime.

As for the exemptions, in some countries the law exempts thieves stealing food during a period of famine taking into consideration the distress and hunger.

Also, a person killing in self-defense will be exempted from punishment.



TEST 3, WRITING TASK 1

SAMPLE ANSWER

This is an answer written by a candidate who achieved a **Band 6.5** score. Here is the examiner's comment:

This answer clearly presents and illustrates the key points of the information. The writer groups the data effectively and draws clear comparisons, although these could be more appropriately extended in the overview. Information is well organised across the response and a range of linking devices is used.

The opening paragraph, however, is an inadequate paraphrase of language given in the task, and although there are some appropriate collocations in the response, overall the range of vocabulary is rather restricted. Control is good, however, with few examples of error.

A variety of structures is used with some fluency. There are occasional errors in punctuation and there are also some omissions and errors in grammar, but these tend to be minor and do not reduce communication.

The chart gives information about the percentage change in average house prices in five different cities located in five different countries over 12 year period between 1990 and 2002 compared with the average house prices in 1989.

According to the chart, during the period from 1990 to 1995 the average prices of houses in three cities decreased significantly by five percent in New York (USA) and about 7.5 percent in both Tokyo (Japan) and London (UK). While the average house prices increased slightly in two cities Madrid (Spain) and Frankfurt (Germany) by about 1.5 percent and 2 percent respectively.

As far as the next period (1996-2002) is concerned, it is clear that the average house prices decreased only in Tokyo (Japan) by 5 percent. In contrast the average house prices increased in the rest of cities. In New York it increased considerably by 5 percent, in Madrid it increased slightly by 4 percent, in Frankfurt it increased by 2 percent.

London has the largest increase in the average house price over the 6-year period from 1996 to 2002 as it increased dramatically by 11 percent.

All in all, there are wide differences in house prices between the five cities which are illustrated in this chart. These differences may be a result of the number of population or the number of houses required in a certain city.



TEST 3, WRITING TASK 2

MODEL ANSWER

This model has been prepared by an examiner as an example of a very good answer. However, please note that this is just one example out of many possible approaches.

Nowadays many adults have full-time jobs and the proportion of their lives spent doing such jobs is very high. So feelings about one's job must reflect how an individual feels about his or her life as a whole, and because of this, job satisfaction is indeed very important for the wellbeing of that person.

Employees get job satisfaction in a number of ways. Firstly, a person needs to feel that they are doing valued and valuable work, so positive feedback from superiors is very important in this respect. A sense of fulfilment is also encouraged if a worker feels the job is worth doing because it contributes to the society or the economy as a whole. Secondly, when someone feels they are improving or developing their skills through training opportunities, for example, then there is a sense of progression and purpose that rewards a worker. The sense of belonging to a team or a working community also contributes to job satisfaction because colleagues help each other to enjoy their working lives. Satisfaction is also increased by a sense of responsibility for and loyalty to a team.

Of course not everyone enjoys their work. Hard economic realities mean that many people have little choice in the kind of job they can get. In some cases an employee is working in a job that suits neither their skills nor their personality. Some jobs are repetitive and boring, and labour relations may be poor and lead to resentment and insecurity rather than to job satisfaction.

However, even though it is unlikely that all workers do feel happy in their work, I think it is not unrealistic to promote more job satisfaction in any job. If the factors identified above are implemented, then any job can be improved and more workers can feel greater degrees of job satisfaction.



TEST 4, WRITING TASK 1

MODEL ANSWER

This model has been prepared by an examiner as an example of a very good answer. However, please note that this is just one example out of many possible approaches.

The charts compare the sources of electricity in Australia and France in the years 1980 and 2000. Between these years electricity production almost doubled, rising from 100 units to 170 in Australia, and from 90 to 180 units in France.

In 1980 Australia used coal as the main electricity source (50 units) and the remainder was produced from natural gas, hydro power (each producing 20 units) and oil (which produced only 10 units). By 2000, coal had become the fuel for more than 75% of electricity produced and only hydro continued to be another significant source supplying approximately 20%.

In contrast, France used coal as a source for only 25 units of electricity in 1980, which was matched by natural gas. The remaining 40 units were produced largely from oil and nuclear power, with hydro contributing only 5 units. But by 2000 nuclear power, which was not used at all in Australia, had developed into the main source, producing almost 75% of electricity, at 126 units, while coal and oil together produced only 50 units. Other sources were no longer significant.

Overall, it is clear that by 2000 these two countries relied on different principal fuel sources: Australia relied on coal and France on nuclear power.



TEST 4, WRITING TASK 2

SAMPLE ANSWER

This is an answer written by a candidate who achieved a Band 5 score. Here is the examiner's comment:

This answer is less than 250 words and it does not address all parts of the question, so it loses marks. Nevertheless, some relevant ideas and a position on the issue are presented. Ideas are organised and the structure of the answer is clearly signalled. Paragraphing is not always logical, however. There is some good use of linkers, but there is also a lot of repetition due to inadequate use of referencing and substitution. The high level of repetition ['knowledge and skills' is repeated nine times] also indicates limitations in the range of vocabulary although, apart from language given in the rubric, there is just sufficient additional vocabulary for the task. The answer includes attempts at complex sentence forms, but these are generally awkwardly phrased and tend to require some re-reading to understand. Nevertheless, there are examples of accurate complex structures.

What knowledge and skills should universities provide has been argued for many years. Some people think that the true function of universities provide knowledge for their own purpose, but nowadays, more and more people point out that universities should provide graduates with the knowledge and skills according to the workplace.

The first reason for universities should provide these knowledge and skill is the students' needs. Obviously, the most of the students go to university purpose of is to get some knowledge

and skills which could make them have the ability to get a job. If a university does not provide these knowledge and skills, the students might not get a job and they would be very disappointed. As a result, the university would lose its students.

Moreover, providing knowledge and skills needed in the workplace makes a university progress. The new skills and information always are initiated in the workplace, so focusing on the needs of the workplace the university could get sound strategies to do research and make it more modernization.

Lastly, providing these knowledge and skills could benefit our country which usually gives a financial support to universities. Having these knowledge and skills, students are more easy to get a job, and this can make our countries' economy strong.

In conclusion, it can be said that providing the knowledge and skills which the workplace needs is every universities' basic function.



TEST A, WRITING TASK 1 (GENERAL TRAINING)

MODEL ANSWER

This model has been prepared by an examiner as an example of a very good answer. However, please note that this is just one example out of many possible approaches.

Dear Jenny,

I hope this finds you and your family well, and I'm sorry I haven't been in touch recently. I'm writing now to let you know about my new job.

You remember that I was working for that construction company a few miles outside the city? Well, I just got so fed up with it – I was working really long hours and, to be honest, the pay wasn't great. So basically I applied for a job at a new international company that was looking for admin staff for a new branch in the city centre.

I was a bit nervous in the interview, but in the end I got a job as one of the senior administrators. I am so happy! The pay is better, the working conditions are great and I don't have to drive to work anymore.

Anyway, I have to stop now because my sister is staying with me and has brought my baby nephew to meet me. She sends you lots of love and is asking when we can all meet up. Soon, I hope.

With love,

Tina



TEST A, WRITING TASK 2 (GENERAL TRAINING)

SAMPLE ANSWER

This is an answer written by a candidate who achieved a **Band 7** score. Here is the examiner's comment:

The response looks at the advantages of living in apartments and houses then briefly considers some disadvantages before giving the candidate's own opinion. Fuller development of the disadvantages would raise the candidate's score here. The ideas are clearly organised and paragraphing is logical. There is some under-use of cohesive devices and some incorrect referencing, but links between sentences and paragraphs can be clearly followed. The range of vocabulary used is varied and there is some good use of collocation, but there are occasional examples of inappropriate word choice, and better control of spelling would help to raise the candidate's score. The range of complex structures could be wider, but there is sufficient variation in sentence forms and sufficient control of grammar and punctuation to reach this band. Some errors occur, but most are minor and do not reduce communication.

In big business cities there are two options available for the type of accommodation: houses and apartments. Some people prefer to live in apartments and some like to live in houses.

In big business cities, where almost everyone is going out daily for work or study, apartments provide a much more comfortable and safe way of living. The advantages include the fact that there is one key and lock they have to take care of, and also the sense of being a part of a big family. Usually a guard sits at the main gate, so children can play around in the compound with their next door friends. In addition, not much daily cleaning is required in apartments as no staircase has to be clean, which is a difficult task - all housewives know it very well. But a key advantage is that it is safe to go on vacation for a long trip.

On the other hand, houses have their own attraction for its inhabitants. Garden lovers usually prefer houses as they can have their own garden. It is also easy to keep a pet, especially a dog in a house because dog can play around the garden. If someone is interested in maintaining cars himself, it can only be possible in houses where one can have his own garage.

Where people are sometimes much more concerned about their privacy, living in apartments can be a very difficult for them. It may also be the case that someone is not able to deal with other people, for instance next door neighbours, and then house can be a best choice for such people.

However, sometimes houses can be a bad choice for low income people. Maintaining a big house and running it properly can be a problem for such cases.

At the end I must say both options can be good or bad, depending on the personal considerations. But from my point of view, I must say apartments seem a gift of modern way of life which is not common in my home town.



TEST B, WRITING TASK 1 (GENERAL TRAINING)

SAMPLE ANSWER

This is an answer written by a candidate who achieved a **Band 5** score. Here is the examiner's comment:

This answer does not cover the bullets well because there are no thanks for the holiday and giving the address is not logical in the context. The second bullet is given rather too much focus, so the purpose of the letter is less clear, and the tone is inappropriate at the end of the letter. The information is organised according to the ordering of the task, and although few linkers are used, there is some clear referencing. The range of vocabulary is rather restricted, but generally sufficient for the task, although inappropriacies and some word form errors occur. A mix of structures is attempted but short, simple sentences are frequent. Control of tenses and verb phrases is weak in more complex structures and this impacts on the message at times.

Dear Taufik and Lina,

I'm so glad receiving your photos when we were in Singapore. The photos are so nice and bright. They remind me for my special holiday with you.

I'm sorry because I don't write a letter to you as soon as possible. After I came back to Melbourne, my boss asked me to had two weeks training in Wellington, New Zealand. I don't have any time to tell you because it happened suddenly.

My company wants to change the system of the computer into the online system. All of the staff's must have training first, before the system running.

I hope you can come and stay with me during next holiday. My address is: 888 Little Collins Street, Melbourne, Victoria, 3000. You can contact me first if you have a plan to visit.

Thanks for your kindness and I'm looking forward for your reply.

Yours sincerely,

Victor



TEST B, WRITING TASK 2 (GENERAL TRAINING)

MODEL ANSWER

This model has been prepared by an examiner as an example of a very good answer. However, please note that this is just one example out of many possible approaches.

I agree with the view that stars in the entertainment business are usually over paid. This is true whether we are considering stars of film, sport or popular music, and it often seems that the amount of money they are able to earn in a short time cannot possibly be justified by the amount of work they do.

However, it is also true that it is only those who reach the very top of their profession who can get these huge salaries. So the size of salary that stars expect is closely linked to the competition they have to overcome in order to reach success. They are, in effect, rare talents.

Furthermore, the majority of stars do not hold their top positions long. Sport stars and pop stars, for example, are soon replaced by the next younger, more energetic, generation, while the good looks of most film stars quickly fade. So this relatively short working life may be some justification for the very high pay.

Unfortunately, professionals from other fields, who make a much greater contribution to human society, are paid so much less that it is hard to disagree with the statement. Teachers, nurses, laboratory researchers etc. are never listed among the best-paid professionals, yet they are more important to our well-being and our future than the stars who earn their fortunes so quickly.

In conclusion, I think there may be some reasons why entertainment stars earn high salaries but overall I agree that they are overpaid. The gaps between their earnings and those of people who work less selfishly for the good of society cannot be justified. Such professionals should be much better appreciated and better paid.

TopSage.com

TopSage.com

Sample answer sheets



UNIVERSITY of CAMBRIDGE
ESOL Examinations

PENCIL must be used to complete this sheet

Centre number:

Please write your name below.



then write your six digit Candidate number in the boxes and shade the number in the grid on the right in PENCIL.

Test date (shade ONE box for the day, ONE box for the month and ONE box for the year):

Day: 01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

Month: 01 02 03 04 05 06 07 08 09 10 11 12 **Last 2 digits of the Year:** 00 01 02 03 04 05 06 07 08 09

IELTS Listening Answer Sheet

1		✓ 1 X	21		✓ 21 X
2		2	22		22
3		3	23		23
4		4	24		24
5		5	25		25
6		6	26		26
7		7	27		27
8		8	28		28
9		9	29		29
10		10	30		30
11		11	31		31
12		12	32		32
13		13	33		33
14		14	34		34
15		15	35		35
16		16	36		36
17		17	37		37
18		18	38		38
19		19	39		39
20		20	40		40

Checker's
Initials

Marker's
Initials

Band Score

Listening
Total

IEI TS 1 Page 9

DP500/392

© UCLES 2009

Photocopiabile



Are you: Female? Male?

Your first language code:

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

IELTS Reading Answer Sheet

Module taken (shade one box): Academic General Training

1	<input checked="" type="checkbox"/> <input type="checkbox"/>	21	<input checked="" type="checkbox"/> <input type="checkbox"/>
2	<input type="checkbox"/> <input type="checkbox"/>	22	<input type="checkbox"/> <input type="checkbox"/>
3	<input type="checkbox"/> <input type="checkbox"/>	23	<input type="checkbox"/> <input type="checkbox"/>
4	<input type="checkbox"/> <input type="checkbox"/>	24	<input type="checkbox"/> <input type="checkbox"/>
5	<input type="checkbox"/> <input type="checkbox"/>	25	<input type="checkbox"/> <input type="checkbox"/>
6	<input type="checkbox"/> <input type="checkbox"/>	26	<input type="checkbox"/> <input type="checkbox"/>
7	<input type="checkbox"/> <input type="checkbox"/>	27	<input type="checkbox"/> <input type="checkbox"/>
8	<input type="checkbox"/> <input type="checkbox"/>	28	<input type="checkbox"/> <input type="checkbox"/>
9	<input type="checkbox"/> <input type="checkbox"/>	29	<input type="checkbox"/> <input type="checkbox"/>
10	<input type="checkbox"/> <input type="checkbox"/>	30	<input type="checkbox"/> <input type="checkbox"/>
11	<input type="checkbox"/> <input type="checkbox"/>	31	<input type="checkbox"/> <input type="checkbox"/>
12	<input type="checkbox"/> <input type="checkbox"/>	32	<input type="checkbox"/> <input type="checkbox"/>
13	<input type="checkbox"/> <input type="checkbox"/>	33	<input type="checkbox"/> <input type="checkbox"/>
14	<input type="checkbox"/> <input type="checkbox"/>	34	<input type="checkbox"/> <input type="checkbox"/>
15	<input type="checkbox"/> <input type="checkbox"/>	35	<input type="checkbox"/> <input type="checkbox"/>
16	<input type="checkbox"/> <input type="checkbox"/>	36	<input type="checkbox"/> <input type="checkbox"/>
17	<input type="checkbox"/> <input type="checkbox"/>	37	<input type="checkbox"/> <input type="checkbox"/>
18	<input type="checkbox"/> <input type="checkbox"/>	38	<input type="checkbox"/> <input type="checkbox"/>
19	<input type="checkbox"/> <input type="checkbox"/>	39	<input type="checkbox"/> <input type="checkbox"/>
20	<input type="checkbox"/> <input type="checkbox"/>	40	<input type="checkbox"/> <input type="checkbox"/>

Checker's Initials	
--------------------	--

Marker's Initials	
-------------------	--

Band Score	
------------	--

Reading Total	
---------------	--

Acknowledgements



The authors and publishers are grateful for permission to reproduce copyright material. While every effort has been made, it has not always been possible to identify the sources of all the material used, or to trace all copyright holders. If any omissions are brought to our notice, we will be happy to include the appropriate acknowledgements on reprinting.

The publishers are grateful to the following for permission to reproduce copyright material:

Brockman, Inc. for the text on pp. 18–19 ‘Let’s Go Bats’ from *The Blind Watchmaker* by Richard Dawkins. Reproduced by permission of Brockman, Inc. on behalf of the author; Scientific American, Inc. for the adapted text on pp. 23–24 ‘Making Every Drop Count’ by Peter Gleick, *Scientific American* February 2001. Copyright © 2001 Scientific American, Inc. All rights reserved; Prof Bernie Neville for the text on pp. 26–27 from *Educating Psyche*, published by Collins Dove. Reproduced by permission of Prof Bernie Neville; The Economist for the text on pp. 40–41 ‘Why Pagodas don’t fall down’ from ‘An Engineering Mystery’, *The Economist* 20 December 2007. Copyright © The Economist Newspaper Limited, London, 2007; The Independent for adapted text on pp. 44–45 ‘The true cost of food’ from ‘The Way We Eat’ by Michael McCarthy, *The Independent* 5 September 2001. Copyright © Independent News & Media Limited; ITDG Publishing for the adapted text on pp. 49–50 ‘Makete Integrated Transport Project’ by T Stransberg from *Appropriate Technology* Vol 20, No 1, June 1993. Reproduced by permission of ITDG Publishing; text on pp. 65–66 ‘Ant Intelligence’ from *Sydney Morning Herald*; Annual Reviews for the text on pp. 70–71 ‘Population movements and genetics’ by Mulligan, Hunley, Cole, Long, *Annual Reviews*, 2004. Reproduced by permission of Annual Reviews; Council of Europe for the text on pp. 74–75 ‘Europe acts to defend forests’ from *Forum Magazine*, February 1991. Copyright © Council of Europe, 1991; New Scientist for the text on pp. 89–90 ‘Pulling strings to build pyramids from ‘Kite Fantastic’ New Scientist 27 October 2001, for the text on pp. 112–113 ‘A very special dog’ from ‘Pay attention to Rover’ written by Amy Davis Mozdy, *New Scientist* 10 May 1997. Copyright © New Scientist Magazine. www.newscientist.com; Kieran Mulvaney for the text on pp. 92–93 ‘Endless Harvest’ from *Living Planet*, Issue 3, March–May 2001. Reproduced by kind permission of Kieran Mulvaney; text on pp. 96–97 ‘Effects of Noise’ from *Environmental Psychology* by E W Hilgard; Crimson Business Ltd for the adapted text on p. 108 ‘Choosing premises for a new business’ from www.startups.co.uk. Reproduced by permission of Crimson Business Ltd.

Photo credits: IELTS 7

The publishers are grateful to the following for permission to include photographs:

Blickwinkel/Alamy p. 18, Raine Vara/Alamy p. 23, Headline Photo Agency/Alamy p. 40, WildPictures/Alamy p. 65, Tim Gartside/Alamy p. 74, Billy Gadbury/Shutterstock p. 112, AA World Travel Library/Alamy p. 125.

Design concept by Peter Ducker MSTD

Cover design by David Lawton

The audio CDs which accompany this book were recorded by Studio AVP, London and dsound, London.

Page make up by Servis Filmsetting Ltd, Stockport, Cheshire.