

Test 1

Section 1

Mary: Hello, Windward Apartments. Mary speaking. How may I help you?

Cook: Yes, I'm calling about the two-bedroom apartment advertised in the Toronto Star.

Mary: OK, well, I'm the owner of the apartment building.

Cook: Is the apartment still available starting in August?

Mary: There's been a slight change and it's now available in June.

Cook: Good. Can you give me some details?

I think the ad said the rent was \$1100 a month. Is that right?

Mary: Maybe you were looking at the ad for the one bedroom.

The one bedroom apartment is 1100, but this one is 1300.

Cook: Oh, I see. And what kind of floors does it have?

Mary: Well, it used to be carpeted, but we just put in wood ones.

Cook: Right. And could you tell me what appliances there are?

Mary: There's a fridge. That was new last year. And a stove which is a couple of years old.

Cook: So you mean there's no dishwasher?

Mary: No, I'm afraid not.

Although the kitchen is reasonably big, there isn't enough space for one.

Cook: Oh, and what about the laundry facilities?

Mary: We have a laundry room which is shared by all the apartments in the building.

It is brand new laundry machines that don't require coins to operate.

Cook: OK, so how do people use them?

Mary: All the tenants are given a card that they can use for the washers and dryers.

It means you don't have to carry any money.

Cook: That's a good idea.

I also wanted to ask if the apartment has a balcony.

Mary: Oh yes, it faces West and it's quite a nice size.

Cook: That's great because I really love to cook out on the balcony in summer.

Mary: OK, but I should let you know that because of the fire regulations, a barbecue isn't permitted.

But other types of cooker are fine if they're electric.

Cook: Oh, that's OK. And I've got another question. Is there a locker that comes with the apartment?

I'd like to put my bike in one.

Mary: We don't have any lockers available right now.

However, we do have racks for tenants right outside the building.

Cook: I guess that would be OK then.

Before you hear the rest of the conversation, you have some time to look at questions 6 to 10, now listen and answer questions 6 to 10.

Cook: So what facilities or services does the apartment building have?

Mary: Well, one of the important things is that we have security 24/7.

Cook: Great. Oh, another thing I wanted to ask was if you have exercise facilities

Mary: Yes, we do. And our aquafit classes in our pool are very popular.

There's no charge for tenants.

Cook: OK, that's good, because I like to swim, you know?

Well, this seems like a really nice apartment.

When could I come down and have a look at it?

I work during the day, so an evening appointment works best for me.

Mary: No problem.

Cook: How about Monday at 7.00?

Sorry. I'm afraid that time won't work as I'll be coming from downtown.

How about 7.40?

Mary: Yeah, sure, that would be fine.

In fact, it suits me better.

OK, so my name is Jim Cook.

Cook: Right. And I just need to confirm the location with you.

Mary: We're at 236 Kerridge Road.

Cook: How do you spell the road name?

Mary: K-E-R-R-I-D-G-E.

Cook: Oh, OK. I'll be coming by subway from downtown. How do I get there?

Mary: OK, let's see. You'll take the northbound line and go 5 stops.

Cook: Right.

Mary: Then you transfer to the bus and go West for three stops until you see the library at the main intersection there.

Then when you got off, you just walked for about 5 or 10 minutes.

Cook: OK.

Mary: Then you'll see a park. We're just opposite that.

Cook: Great. I got it.

Mary: Right. I'll see you Monday evening, Jim. Take care.

Cook: You too. See you then. Bye.

Section 2

Morning everyone and first a big thank you for volunteering at this year's beach races.

For those who are new, there'll be all types of races today.

Horses, running events and different kinds of vehicles.

All the races are along the beach.

It's a lot of fun, we get lots of visitors and we couldn't do it without you volunteers to organise everything.

Now the races themselves, some are more popular than others.

The bicycle race doesn't get so many entries.

It's hard work peddling on sand.

The only rule for the tractors is that they must be at least 50 years old.

That one always gets the biggest crowd, so we'll need lots of volunteers.

And this year we've got motorbikes for the first time.

Be interesting to see how they go.

Then, the horse race.

Obviously, the horses are unpredictable, so we must ensure everyone's safe.

People watching from boats on the sea must have their engines turned off.

The Coast Guard should see to that.

People can stand on the beach, but they must stand behind the barrier at all times.

And remember, the horses can't stop quickly, so make sure no one is anywhere near the finish please.

What else? Oh yes, the Beach Picnic.

There was some confusion about this last time.

So just to clarify, it's for the youngsters, those ten or under and no one else please.

They don't need to book in advance, just turn up.

It keeps them occupied while their parents are busy watching the races.

Um, OK, parking. Some of you will be organising the parking because it's always busy.

The good news is we haven't put up the prices at all for three years now.

It's a flat rate of \$10 for all vehicles regardless of size, but no trucks.

If they're making deliveries, they park on the street and contact the site manager.

Now, stalls. There are lots of stalls selling food, souvenirs and stuff.

All the registrations been dealt with, so don't worry about that.

But stalls holders must have penned up somewhere noticeable, a licence from the local council to run a business on public land.

And if any of the stall-holders ask you about insurance, only the stalls doing cooking actually need it.

Just send them to the admin tent.

And then just some final advice.

There's always unexpected delays at events like this, so we have to be flexible.

Just remember to look after yourselves.

It's going to be hot, so, throughout the day, make use of the water bottles and snacks and your volunteer packs.

Apart from that, today is about family, entertainment and supporting our local charities.

So as long as everyone's having fun, we're achieving our goals.

Before you hear the rest of the talk, you have some time to look at questions 17 to 20. Now listen and answer questions 17 to 20.

OK. I'll just tell you about a few important places.

So, can you all look at your maps?

Right now, we're standing in the car park at the bottom of the map, so the Admin Tent is obviously important.

To get there, from the car park, head north, go straight over the crossroads and then follow the road round to the left, View Road.

It runs parallel to the beach.

You'll see stalls on your left. Go straight on past them and the admin tents on the right beside the road, not on the beach.

Now people often lose things, so you need to know where Lost Property is.

If you find a bag or something, this is where to take it.

Go up to the crossroads and turn left, follow that road as far as you can go and it's at the end there.

Now the Sandcastle Competition, good for all ages, this one.

It's right at the western end of the beach, so probably best to walk along View Road to get there.

You'll see two enclosures on the beach.

It's the one nearest the sea and nearest the start line.

Finally, First Aid. Any medical problems go there.

So, from the car park, go up to the crossroads and turn left.
Then you'll see a little path heading north towards the beach.
It's down there.
Well, if anyone has any questions, you can...

Section 3

John: Hi, Annie. How's the research going?

Annie: OK, I guess, but I'm concerned about our presentation topic.

We're mainly going to be talking about how products are marketed differently for boys and girls.

And we know that's true in some countries, but is it the case everywhere?

John: I've been reading about the situation in the UK, some of the major retailers have been labeling their products to say which gender a product is meant for.

Annie: Really?

John: Yes. Apparently, toys connected to science subjects are labeled for boys and stuff like kitchen equipment says for girls.

Annie: Does that happen in other countries too?

John: Hopefully our survey can't tell us that, whether it's a global phenomenon or not.

Annie: Humm.

John: But it's interesting because in the UK so many parents have complained about this kind of labelling that the major retailers are having to abandon it.

Because of social media, consumers can put a lot more pressure on retailers to drop unpopular policies.

Annie: When it comes to how stores display toys, what most parents would find useful is for stores to indicate how old the child should be, so the toy isn't overly complicated.

I'm sure parents don't need gender specific labelling. You can see for yourself what the general idea is, whether it's for chemistry or building.

John: That book by that neuroscientist Liz Elliott. Well, what was it called?

Annie: Pink Brain, Blue Brain.

John: That's it. There was a lot of material on the way.

Advertising can affect children. Her arguments really make sense.

Annie: Yes, some claims are very convincing.

Even though she's mainly talking about the USA. I'm sure they can be applied elsewhere.

John: One thing I highlighted was how marketing products according to gender can cause problems for children in the future.

Annie: For example?

John: If you signal to girls that science and engineering stuff isn't for them, then surely, they grow up believing that that's what boys do.

Even if they study science and physics at school, they might not regard those subjects as something they'll eventually make a living from.

Annie: So those are jobs they won't consider.

And if you never encourage boys to play with toys that develop socialization skills, that's not fair either.

John: Maybe, but the consequences aren't as problematic.

Annie: Hmm, not sure about that. Actually, I think that's something we should address during the presentation.

Before you hear the rest of the discussion, you have some time to look at questions 25 to 30. Now listen and answer questions 25 to 30.

Annie: Let's talk through the section about clothes for children.

John: The way we've ended up with specific colours for each gender.

Annie: One thing I found surprising is that children in 19th century America used to be dressed in white.

John: Yes, until age six. It was because the outfits were a lot easier to clean.

Annie: Yes, they just bleached them to get the dirt out.

Nothing to do with fashion or cost. There was no other effective way to clean them.

John: Then in the early 1900s, I read that boys were dressed in pink and girls in blue.

Apparently pink was described as dominant whereas blue was seen as delicate.

Annie: Yes. And ordinary people, shoppers, I mean, they could read articles about the sons and daughters of the famous and how they were dressed.

And they wanted their own children to be dressed the same.

John: But by the 1940s the colours had changed and it was more about customer demand.

Retailers analyzed the shopping habits of parents and looked at the results.

And they interpreted them to mean that pink was now the favorite colour for girls and blue for boys.

So shops started to advertise the products accordingly.

Annie: Yes, and in the USA, it was a time when boys dressed like dad and girls like mum.

It wasn't until the 1960s that teenage girls rejected that.

And all the teenage girls started wearing clothes that could have been worn by either boys or girls.

By doing that, they felt the job opportunities usually only open to men, would now be available to them.

John: But then in the 1980s, for the first time, TV commercials targeted children specifically promoting different types of clothes for boys and girls.

And as a result, children started insisting their parents buy them the right kind of clothes.

Annie: That kind of consumer behaviour will be hard to change.

And one researcher power Letty, she maintains that women who never got to wear pretty typically feminine clothes when they were little,

Well, they're now dressing their girls and that style to make up for it.

John: They want their girls to have what they didn't...

That is the end of part three. You now have 30 seconds to check your answers to part three.

Section 4

Today, I will share the captivating story of the umbrella.

This common item has a rich history that spans across various cultures around the world.

It's more than just a tool to stay dry in the rain.

It has played a significant role in history and society.

The umbrella was once regarded as a power icon of authority among leaders.

More than just a practical item for shade or rain protection.

It was a status symbol carried majestically over the heads of kings and powerful leaders during parades and public gatherings.

It showcased their authority and ruling power to the people watching.

In ancient Rome, umbrellas were considered a luxury accessible only to wealthy women.

Owning an umbrella was a clear sign of wealth and high social rank.

This made the umbrella a prestigious item only accessible to those at the top of the social ladder, and it was seen as an exclusive accessory among the elite.

The materials used for making umbrellas varied greatly depending on where they were made.

In China, umbrellas were elegantly crafted from silk, demonstrating the artisan's skill and the cultural appreciation for beauty.

Meanwhile, in India, umbrellas were made from bone and sometimes by wood, which were readily available and commonly used, showing the resourcefulness of the people.

To make umbrellas more effective in the rain, they were coated with wax.

This process made them waterproof, greatly enhancing their functionality.

By adding this simple but clever modification, umbrellas became more reliable and effective at keeping the rain off, thereby becoming a more essential tool for anyone stepping outside in wet weather.

Originally, umbrellas were used to shield the body, not just from rain, but also from the sun and other natural elements.

Their use was crucial for those needing all around protection when outside, which made the umbrella a critical item for outdoor activities.

In their early designs, umbrellas resembled oversized lids.

They were large and dome shaped, which allowed them to cover a good amount of space, providing ample protection from the elements.

This design has greatly influenced the development of modern umbrellas, which still retain a similar shape for maximum coverage.

Umbrellas were frequently paired with gloves, especially with colder or rainier climates.

This combination provided not only practical benefits but also a touch of elegance to the wearer's outfit.

It allowed people to stay dry and warm, making those an essential pair for outdoor wear.

A major change took place in the 1850s when umbrellas started being manufactured with plastic.

This change made them lighter to carry and more durable against wear and tear and much easier for everyone to use.

However, in England, the use of steel for umbrella frames represented a significant advancement because these materials can make umbrellas much sturdier and capable of withstanding strong winds and harsh weather.

This change was particularly important in England, where the weather can often be unpredictable and windy.

Lastly, in Germany, the transition to using nylon for umbrellas represented another key development.

This material was chosen for its lightweight and waterproof qualities offered significant advantages.

It made umbrellas easier to carry and more effective in keeping people dry.

Boosting their popularity in various climates and conditions.