

## Questions 6–9

- 6 **murlins:** Put a box around the names of the types of brown algae. The names in italics of the two types of algae help you to locate the relevant part of the text. The names are long which also helps. The answer is in the first sentence of the fourth paragraph: see also *known as*.
- 7 **(basic) grant:** The name *Forbairt* helps you. The answer is in the penultimate sentence of the fourth paragraph. Use the words in the table, *Research funded*, to help you.
- 8 **hybrids:** You need to go to the next paragraph and look for the reason why the research is taking place. As in the fourth paragraph, the reason is given after the funding body, *Marine Research Measure*, is mentioned (in the third sentence).
- 9 **cross-breeding (studies):** Remember you are looking for an advantage (see the table). So as you look, scan for something good or positive. Look for the word *ideal* in the fifth sentence of the fifth paragraph.

## Questions 10–13

- 10 **(it) stimulates reproduction:** Scan for the words *red light*. The answer is just after the answer for question 9. The word *do* tells you that a verb is required.
- 11 **relatively high:** The answer is in the sixth paragraph, sentence 3. The word *be* tells you that an adjective is required.
- 12 **development and investment:** The answer is in the last paragraph, the first sentence. The word *need* tells you that (a) noun(s) is/are required.
- 13 **catholic food tastes:** The answer is in the last paragraph, the last sentence. The word *what* tells you that a noun/noun phrase is required. You are looking for the cause of the greater consumption/use.

## Further practice and guidance (p52)

### Matching names and statements

- 1 yes
- 2 yes
- 3 A EU directive  
B old products/redesigned  
C RoHS compliant product  
D RoHS exempt  
E planning and communications  
F design engineers  
G Pb-free systems

### Summary completion

- |             |  |
|-------------|--|
| Adjectives: | hostile, friendly, big, basic, insignificant, numerous, important, small, recognised |
| Nouns:      | requirement, variety, idea, increase, decline, need                                  |
| Verbs:      | decline, increase, solved, need, recognised  |

### Word type

- 18 adjective
- 19 verb
- 20 adjective
- 21 adjective
- 22 verb
- 23 adjective
- 24 noun

### Checklist questions 18–24

- 18 no
- 19 no
- 20 yes
- 21 yes
- 22 yes
- 23 yes
- 24 no

## p48–52 Reading Passage 2

### Questions 14–17

- 14 B: Once you have boxed the names, the answers are easier to find. The name *Manny Marcano* occurs several times in the text. Look at paragraph six; *including the need to redesign older products*.
- 15 C: In paragraph ten Stone says: ... *customer is going to choose a RoHS-compliant product*. The part of the text you have to look at is small.
- 16 E: This relates to Shultz in the ninth paragraph. Note this is not what he says, but what he is.
- 17 G: In paragraph five, you can see Stanwick is the one who talks about Pb-free.

### Questions 18–24

- 18 C (hostile): The relevant part of the text is paragraph 1. See the word *unfriendly*.
- 19 J (decline): The relevant part of the text is paragraph 1. See the words *lost sales*.
- 20 F (basic): The relevant part of the text is paragraph 3. See: *Other countries, ... are creating their own 'green' or RoHS-like legislation. That means RoHS compliance must become an integral part*. Note the word *integral*.
- 21 H (numerous): The relevant part of the text is paragraph 4. See: *A host of technical and reliability issues remain to be sorted out ...* The words *a host of* = numerous.
- 22 K (solved): The relevant part of the text is paragraph 4. See the words *sorted out*.
- 23 L (important): The relevant part of the text is paragraph 7. See: *'Previously, they looked at components based on size, performance ... . Now they have to add on a new constraint, .... environmental compliance.'*
- 24 A (requirement): The relevant part of the text is paragraph 7. See the word *constraint*.

### Questions 25–27

- 25 True: The answer is in paragraph 8: *any country that can prove a product does not comply can levy fines against the vendor*.

26 False: The answer is in paragraph nine. It says: *will continue to be complacent ... ; this means they are complacent now, i.e. not taking the changeover (transition) seriously*.

27 Not Given: The passage does not say when the directive will be introduced. See the last paragraph.

### Further practice and guidance (p57–58)

#### Multiple choice questions

##### Question 34

- 1 yes
- 2 alternatives – cause; stem – effect
- 3 The last sentence of the first paragraph
- 4 so ... and such ... that
- 5 no

##### Question 35

- 1 Heading vii
- 2 a no  
b no  
c no  
d yes
- 3 yes
- 4 cause–alternatives; effect–stem

##### Question 36

- 1 Heading i
- 2 disparaged
- 3 B and D are not given. A is false.

#### Finding true statements

##### Questions 37–39

- |              |         |
|--------------|---------|
| 1 classroom  | F and G |
| equipment    | E       |
| skills       | NONE    |
| remote areas | F       |
| business     | D       |

- 2 A yes  
B yes  
C no  
D no  
E no  
F yes

### Global multiple choice question

#### Question 40

- 1 yes  
2 no  
3 no

## p53–56 Reading Passage 3

#### Questions 28–33

- 28 iv: Look in the first paragraph for words that relate to *first*: *dawn of television, early, first*. The word *first* in the heading also gives you a clue. Look at the example heading (vii) for paragraph B. This tells you how something mentioned earlier developed.
- 29 i: The word *criticisms* in the heading shows what type of paragraph it is. Look for words which are negative. The word *disparage* (criticize, laugh at) may be unknown to you but there are other words that indicate the word is negative: *lack, can affect, camera conscious obstacles; former problem; hindered*.
- 30 vi: The words *How/benefits* tell you what type of paragraph it is. They show you the paragraph is organized around benefits. The plural shows there is more than one. Look for positive words: *enhanced, saving... time and money*. The prepositions, *through* and *by*, show the cause of the benefit. The rest of the paragraph gives other benefits.

31 viii: The phrase *various pieces* in the heading shows what type of paragraph you are looking for and the word *equipment* tells you the content of the paragraph. The paragraph lists different equipment: *ISDN lines, camera* etc. Heading v is not possible, because having two TVs is only part of the equipment.

- 32 ix: The word *lack* tells you that the paragraph is about something negative and *education* gives you the content. See the first line of the paragraph. Heading iii is not possible because it is not talking about ‘transmitting’ education by TV or radio.
- 33 ii: The word *future* gives you a clue that this may be the last paragraph. See the title of the passage and question 40.

#### Questions 34–36

- 34 A  
35 D  
36 C

#### Questions 37–39

- 37–39 A, B, F in any order.

#### Question 40

- 40 D

## p59–63 Academic Writing

### Further practice and guidance (p60)

#### Task 1

- a The pie chart shows that the overwhelming majority of both sexes approved of the design.
- b A greater proportion of women than men disliked the restaurants.
- c Customers expressed their general satisfaction with the complex.
- d There were more men than women who made no comment about the shops.

- e Equal numbers of both sexes said they were unhappy with the shops.
  - f The data show the approval rating of various aspects of a new shopping centre in Auckland, New Zealand.
  - g Only 5 per cent of males were displeased with the restaurants compared to 21 per cent of females.
  - h It is significant that the restaurants received a more positive rating overall among men than women.
- 2 i an introduction f  
ii an overview c  
iii a comparison b, d, e, g, h  
iv a noticeable feature a, h

Note that c is the only overview of all the charts. Some sentences like a give an overview of one of the charts.

- 3 1 a  
2 h  
3 d  
4 e

### Task 1 Authentic Student Answer

The tables and chart give the outcomes of a study carried out in 2006 about what people of male and female thought about aspects of a new shopping centre, constructed in Auckland, New Zealand. Both genders were asked whether or not they were happy with three things: shops, restaurants and design.

For shops, female respondents expressed greater satisfaction compared to males at a rate of 71% for women (34% very satisfied and 37% satisfied) against 61% for men (17% very satisfied and 45% satisfied). The impression of dissatisfaction was the same for both genders (20%), while a twofold percentage of men (18%) compared to women (9%) did not express their satisfaction.

As can be seen for restaurants, a large number of men seemed to be satisfied at a percentage of 80 (25% very satisfied and 55% satisfied). The rate of happiness about restaurants was less for women compared to the other gender only 59% (with 27% very satisfied and 32% satisfied). There were almost four times more dissatisfied females than males (21% females against 5% males).

As regards design, the complex seemed to make a good impression on both genders with a high satisfaction rate, (62% satisfied, 17% very satisfied with only 10% dissatisfied and the remaining 11% not making any comment).

Overall, the majority of respondents were happy with the new shopping complex.

Word count: 224

Grade: 6.5

All parts of the prompt are covered, but the detail tends to be presented mechanically. The overview could be more fully developed. There is a fair range of vocabulary, but there is also repetition, with inappropriacies of style. Sentence structures are reasonably varied, with few errors.

### Further practice and guidance (p62)

#### Task 2

##### 1 Possible introduction:

In the last few decades, flying on holiday or business or for commercial reasons has become more popular than it has ever been before. As with all developments, such flights have brought both benefits and drawbacks.

## Task 2 Authentic Student Answer

Nowadays people use more and more aeroplanes for holidays, business and commercial reasons. Besides numerous advantages offered by flights, lie some drawbacks which require to be highlighted.

By flying, life is becoming easier, because people travel long distances in a short time even from one continent to another. This time saving is great advantage for those who go to holidays or for businessmen. Delicate goods like exotic flowers can be easily exported. Both producers and consumers are then satisfied. The former are ensured that their products can easily reach the consumers to be sold because of the existence of aeroplanes. Consumers can also expect to receive products on time when they need them. Exotic flowers that lovers offer each others on Valentine's Day every 14th February is a great illustration of this.

Another particularity of flights is their convenience. This suitability attracts more travellers to use flights than other modes of transport. Despite all these benefits, flying is becoming a cause for concern.

One of the great problems caused by aeroplanes is the damage to the environment. By flying at high speed, they consume a great amount of fuel and they create a lot of noise which affects people living near airports. In matter of public health, aeroplanes can speed the spread of some epidemic diseases.

To sum up, flights which procure many facilities to people are also a cause of concern regarding the environment. In order to tackle this problem tough measures should be taken like huge tax increase to discourage people to use often aeroplanes. This money collected by the government could be used to repair the damage caused to the environment to save our planet for future generations.

Word Count: 281.

Grade: 6.5

Though the first paragraph adds nothing and follows the rubric too closely, the ideas are relevant and sufficient. Paragraphing is not well managed, though cohesive devices are generally well used. A good range of vocabulary gives flexibility and precision to the writing. Sentence structures are reasonably varied, without significant grammatical errors.

## p62 Speaking

### Further practice and guidance (p65)

#### PART 2

##### 2 Model answer

I would like to talk about a time when I was late for an important job interview earlier in the year. The appointment was at 11am and I had got up early, as I wanted to be there on time. I set off by train several hours in advance; in fact, I caught the train before I needed to. Unfortunately, the train stopped just outside my destination, because something had happened on the line. I was becoming very nervous and was even worried about telephoning. I used my mobile to leave a message with the receptionist, but I was anxious that she might not pass it on to the interviewers. When I eventually arrived at the interview I was very uneasy and tense because I felt that I hadn't had time to prepare. I apologized to the interviewers, but I needn't have been so panicky, because they made me feel very relaxed. The appointment was important, because it was my first job interview.

#### PART 3

##### Question 1

Synonyms: crucial, vital, necessary, critical

##### Question 2

Adjectives: irritating, annoying, rude, frustrating, stressful

# TEST THREE

## p66–71 Listening

### Further practice and guidance (p67)

#### Questions 1–7

- 1 c
- 2 c
- 3 b
- 4 b
- 5 a
- 6 a and c
- 7 c

## p66 Listening Section 1

#### Questions 1–5

- 1 **3.5 kg/kilogrammes/kilograms:** This is heavy these days as the Union Rep says.
- 2 **(only) 0.5/nought point five GB/gigabytes:** The speaker says: ... *only 0.5*.
- 3 **37.5 cm:** David says: *Well, mmm ... the screen is ... let's see, it's 37.5 cm.*
- 4 **2½:** David says: *The battery lasts for 2½ hours which is okay but not enough for long train journeys.*
- 5 **wireless:** The Union Rep again repeats the information: *Right. Okay. Not wireless.*

#### Questions 6–10

- 6 **scanner and headphones:** You can use your own knowledge to help you predict what equipment goes with computers. But always check that your prediction is correct.
- 7 **£300/Three hundred pounds:** Be careful with the numbers. The seller says: *It's worth about £900-£1000 new.* The Union Rep points out it's second hand. The Union Rep then says: ... *So shall we say £300?* and David says: *Okay put that.*
- 8 **Bristow:** Be careful with the letters *P, B* and *R*.

9 **09875 42 33 87.** Remember the numbers are usually said in threes or twos: zero nine eight/seven five/four two/three three (or double three)/eight seven.

10 **22nd October:** Note the correct spelling of October.

## p68 Listening Section 2

#### Questions 11 and 12

- 11 **permanent staff members:** Listen for the number 9. Be careful with the plural.
- 12 **(quick) tour:** The speaker says: *The main aim of the Open Day is to ...* When you hear these words you know the answer is coming.

#### Questions 13–15

13 **oversee training:** Listen for the name and then for the responsibility of the person. Once you hear the name *Sean Bond* and his responsibility, you know you are about to hear the others. In this case, the speaker says: *Next we have Margaret Lloyd. Her main function is to ...*

- 14 **manage bookings:** *The next person is James Todd, who is: ... our Liaison Officer. What he does is ...*
- 15 **prevent injuries:** For the next person, Edward Marks, the speaker says: *His main role is to ...*

#### Questions 16–18

- 16 E: In these three questions listen for the floor in each case and then afterwards comes the amenities. The speaker says: *On the ground floor there are ... with the shop and cafeteria over here ...*
- 17 C: The speaker says: *On the first floor, we have a full range of fitness machines ... around which there are various offices.*
- 18 B: The speaker says: *On the second floor, there is a series of small therapy rooms with waiting areas for clients.*

#### Questions 19 and 20

- 19 3/three: Check the other items on the table. This will help you predict the type of answer. In this case it is a number.

- 20 **Thursday 4.30:** Check the other items on the table. This will help you predict the type of answer. In this case it is a day and a time.

### Further practice and guidance (p70)

- 1 a yes
- b yes
- c systematic
- d appearance
- e to a third
- f the order
- g rated too highly
- h yes

2

- 23/24 Hand-outs: Mark probably says the hand-outs were good or something similar because Anna says they were the best part. However, the tutor makes a comment about reducing the length/volume by a percentage or a number: see the instructions.
- 25/26 Middle of presentation: According to Mark, there was problem in the middle of the presentation where something went wrong with the slides. Anna then gives a reason for this, saying that they were over confident about something, and the tutor agrees that they need more practice with the equipment.
- 27 Aims and objectives: Mark says something positive, very focused, and then Anna also gives a positive comment – they are clearly set out (arranged/presented). The tutor makes no comment.
- 28/29 Delivery: Mark makes a comment about this and Anna states a problem. The tutor then suggests something. You can predict that Mark's comment was either neutral or negative.
- 30 Score: Mark gives a number which is likely to be out of ten. Anna's mark is likely to be around the number six.

## p69 Listening Section 3

### Questions 21–30

- 21 **2nd December:** The word *Date* tells you what is required here.
- 22 **academic:** Use the heading on the table to the left to guide you. Listen for the tutor's question about what they thought overall and then Mark's comment that the presentation went well generally. Then listen for Anna's comment about what Mark says. The word *thorough* or a synonym follows this and prepares you for the answer.
- 23 **professional:** Use the heading on the table to the left to guide you. Listen carefully when Mark mentions the hand-outs.
- 24 **about a third:** After the two students comment on the hand-outs, the tutor then comments on the length and says : *Perhaps, you could have cut them by ...*
- 25 **sequence:** Use the heading on the table to the left to guide you. You can perhaps predict the meaning but not the exact word. The word *order* might come to mind first.
- 26 **technical ability:** The tutor's comment gives you a clue that it is something technical. Listen for synonym of *overestimated*: *rated ... too highly*.
- 27 **set out:** Use the heading on the table to the left to guide you. You can perhaps predict the meaning not the exact words. When the words *aims and objectives* are said by the tutor and Mark has given his comment, be ready for Anna's.
- 28 **average:** Use the heading on the table to the left to guide you. When the tutor asks about this be ready for Mark's comment.
- 29 **most improvement:** After the two students have given their comments and the tutor gives some negative feedback listen for the words: *To me this is the area that requires ...*
- 30 **7/seven:** Use the heading on the table to the left to guide you.

## p71 Listening Section 4

### Questions 31–33

- 31 A: Listen when the speaker says: *We established the Centre in response to approaches from several business people ... Moreover, they had all without exception come up against ...* B is incorrect because it is the opposite. C is incorrect because although obstacles is mentioned, the speaker says: *...enormous bureaucratic obstacles – we do not know how many.*
- 32 C: Listen for the words *centre* and *focus*. The other two are incorrect because neither are mentioned.
- 33 B: Listen for *snapshot research* and *conducted*. The speaker does not mention the Internet (A) or personal contact (C).

### Questions 34 and 35

- 34 **33/thirty-three %/per cent/percent:** Listen for: *The most common reasons given for the businesses closing were: first, high rents ...*
- 35 **2/two:** Listen for: *Since the centre came into existence three years ago, we have helped to change this climate of failure. The current statistics ...*

### Questions 36–40

Use the headings, Size of business/Companies to guide you and then the size and names of each business. When they mention what the company is doing, listen for the support given afterwards.

- 36 stock
- 37 production targets
- 38 expansion plans
- 39 (company's) product range
- 40 team building

## p72–86 Academic Reading

Further practice and guidance  
(p76–77)

### Reading passage 1

#### Question 4

- 1 yes    2 yes

#### Question 5

- 1 yes    2 yes

#### Question 6

- 1 yes    2 no

#### Question 7

- 1 yes    2 several things (plural noun)

#### Question 8

yes

#### Question 11

- 1 yes
- 2 no
- 3 yes
- 4 yes

#### Question 12

- 1 yes
- 2 yes
- 3 yes

#### Question 13

- 1 yes
- 2 no
- 3 yes
- 4 yes

## p72–75 Reading Passage 1

### Questions 1–3

- 1 **types:** The answer is in the second sentence of the first paragraph.
- 2 **tunnels:** The answer is at the end of the second sentence of the first paragraph. Note the number of words, so you cannot write the word *rough*.
- 3 **areas:** Look for the name, Te Kuiti Group. The answer is in the third sentence of the second paragraph.

### Questions 4–8

- 4 **cracks:** The answers for the flow-chart are in the third paragraph. The answer is in the third sentence after the cause of the cracks: *the earth's movements*. Note the word limit throughout the chart, and remember that this is in note form.
- 5 **fractures:** The answer is in the following sentence. The word is related to the word *cracks* in 4.
- 6 **passage:** The answer is in the fifth sentence. Note the one word answer – no auxiliary, no article.
- 7 **streams:** The answer is in the fifth sentence.
- 8 **erosion:** the answer is in the penultimate sentence in the paragraph.

### Questions 9 and 10

A and E in either order. B does not apply to all the caves. The answers are in the fourth paragraph. C is not possible because only some of them are vertical: *or high vertical water-worn shafts, ... . Caves in the harder, massive Mount Arthur Marble (a metamorphosed limestone) are mainly vertical in development*. The word *vertical* earlier in the paragraph relates to a cross-section of the cave, i.e. a view from the side. As regards D, see the beginning of the paragraph: *... often with passages on several levels ... .*

### Questions 11–13

- 11 **False:** The answer is in the first sentence of the second paragraph. Note how the questions here overlap. The key words to scan for are the numbers. The text gives information

about limestone of all ages, not just one. The limestone in New Zealand therefore is not restricted to one period as in the statement. Be careful with the articles in True/False/Not Given exercises.

- 12 **True:** The answer is in the third sentence of the fifth paragraph. Scan for the word *stalactites* and then the colours. The comparison is in the words *usually* and *occasionally*.
- 13 **False:** The answer is in the fourth sentence from the end of the fifth paragraph. Scan for the word *stalagmites* and something to do with size. Note that you should not expect that there will always be a Not Given answer.

### Further practice and guidance (p82)

#### Question 23

- 1 yes
- 2 yes
- 3 yes
- 4 no

#### Question 24

- 1 yes
- 2 yes
- 3 yes
- 4 yes

#### Question 25

- 1 yes
- 2 no
- 3 yes
- 4 yes

#### Question 26

- 1 yes
- 2 no
- 3 yes
- 4 no

## p78–81 Reading Passage 2

### Questions 14–18

- 14 C: The answer is in the third sentence of the first paragraph: A is not possible, because it is related to which hemisphere you are in. B also contradicts C. D is not possible because it was **reported** in the Daily Mail, not discovered by them.
- 15 B: The answer is in the third sentence of the second paragraph. It says: *Hereditary factors have been ruled out.* A, C and D contradict B.
- 16 A: The answer is in the last sentence of the second paragraph. B is not possible, because it is totally unknown rather than ambiguous. C is not possible, because Plato didn't work it out. D is not possible, because it is the opposite of A.
- 17 B: The answer is in the fourth sentence of the third paragraph. The passage says: *The non-judgmental term southpaw, by contrast, originates ... .* The term *southpaw* is not Anglo-Saxon. The statement contrasts with the other negative terms in the paragraph. So the other two are not possible.
- 18 D: The answer is in the fifth paragraph. A is not possible, because it contradicts D. B is not mentioned and neither is C. There is a mention of bird-flight, but not for many cultures.

### Questions 19–22

- 19 **Thomas Carlyle:** The answer is in the fourth paragraph. Scan the passage for the name.
- 20 **bird-flight:** The answer is in second sentence of the fifth paragraph. Scan the text for the words: *ancient Romans/predict future.*
- 21 **losing money:** The answer is in the second sentence of the sixth paragraph. Scan the passage for *itchy palm.*
- 22 **clockwise:** The answer is in the last sentence of the sixth paragraph. Scan the passage for the words *wine/table.*

### Questions 23–26

- 23 G: The answer is at the beginning of the seventh paragraph.

- 24 C: The answer is in the fourth and fifth sentences of the seventh paragraph.
- 25 F: The answer is in the last sentence of the seventh paragraph.
- 26 A: The answer is in the first sentence of the eighth paragraph.

### Question 27

- 27 C: A, D, and E only refer to part of the article and it is not about B.

### Further practice and guidance (p86)

#### Question 28

- 1 T  
2 T  
3 T

#### Question 29

- 1 T  
2 T  
3 F

#### Question 30

- 1 In the text two countries and Europe are mentioned.  
2 The paragraph describes the part or role played by governments.  
3 This is how the governments influence the professions.

#### Question 31

- 1 F: The word *client* is related to the word *professional* in the paragraph.  
2 T  
3 T

#### Question 32

- 1 T  
2 T  
3 F: Only the first part of the paragraph is about the lack of a clear definition.

## p83–86 Reading Passage 3

### Questions 28–32

- 28 F: Use the word *how* to give you the organization of the paragraph: ways/methods. Scan for the words *socio-cultural* and *developments* (or a synonym: *changes*). The paragraph describes different changes professionals have made.
- 29 D: Use the word *characteristics* to tell you what type of paragraph it is: examples of characteristics. Scan for the word or a synonym (*features*). Also look for words which indicate a list: *in addition/also*.
- 30 C: *Role* here gives you the clue; look for words like *shape*, *intervention*, etc. Scan for the words *governments/different countries*.
- 31 B: The paragraph describes how clients and professionals interact. The word *relationship* is not mentioned in the paragraph.
- 32 A: The answer is at the beginning of the paragraph.

### Questions 33–37

- 33 (specialist) advice: Use the answer to 31 above to help you locate this. Questions 28 to 32 were general questions about the same passage.
- 34 academic institutions: Use the answer for 30 above to help you. Scan for the words: *US*, *liberal markets*, *impact* (or a synonym).
- 35 licence to practise: The answer is in the third sentence of paragraph D. Scan for the words *qualifications* and *experience*. The question relates to 29 above.
- 36 (long-term) decline: The answer is in paragraph E, the second sentence. Scan for the number 50 or a synonym: *half a century*, *from 1950* etc.
- 37 self-regulation: See the first word of paragraph G and the sentence before the last. Scan for *social and economic privileges*.

### Questions 38–40

- 38 more open: The answers for these three questions are in paragraph F. See the fourth sentence.

39 demanding: See the fifth sentence.

40 specialisation: See the last sentence.

## p87–91 Academic Writing

### Further practice and guidance (p88 and 90–91)

#### Task 1

- The best order is C A B
- All of the verbs except for *fall* are used in the passive.
- supply/send*; *pipe/send*; *purify/treat*; *clean/treat*; *carry/send*
- collection, storage, recycling, treatment, purification, supply

#### Task 1 Authentic Student Answer

The diagram show the way rainwater is collected and reused for domestic purposes.

When the rain falls, it increases the water in the dams and streams for a period of time. The water is pumped to a water treatment plant in order to produce drinking water. The purified water are released for the household consumption as drinking water. In the house water are used first of for drinking, then washing clothes, cleanings in the kitchen and gardens. Following that the household waste is sent back to the water treatment plant in order to make it fit for human consumption again.

When it rains, the rainwater running from the roofs of houses is also collected and stored in a water tank. The water cannot be used for drinking but can be used for other household purposes. Most of this water are used by many people for their garden.

Rainwater fall to the ground and is sent via drains to the river.

Word count: 160

Grade: 6

Most details are included, but there is no real overview. The order and paragraphing of ideas is mostly logical and vocabulary is adequate for the purpose. Sentence structure is adequate but limited and lacking flexibility. There are grammatical errors, which do not impede communication, but do attract the reader's attention unduly.

### Further practice and guidance (p90–91)

#### Task 2

- 1 a yes b yes c no  
 2 a yes b yes c yes d no e yes f yes  
 3

Paragraph 1: However; This ...; and so ...

Paragraph 2: because; not only...but also...;  
 For example, if; Moreover; when; As a result; so...that

#### Task 2 Authentic Student Answer

As human being, we got the capacity to be forged depending on which factors we are exposed to. External influences such as the Internet and TV on the one hand and politicians on the other are an example of this. However, in my opinion, the former has more great impact on us than the latter.

The human behaviour develops since childhood. At that stage we are likely to be in contact with the TV and now the Internet rather than politicians. For example, children usually watch cartoons on TV, where they copy good and bad behaviour. This therefore would impact on them, influencing and building up their personality.

It is not rare to discover that many of us chose our career like teaching or engineering because they enjoyed to watch movies or cartoons relating to this subject.

However, there is no doubt that politicians as well impact on us through their speech and campaign. But this is occurred in at a later stage in our life, after being shaped by the TV and the Internet. Most of time politicians address their speech to a mature audience who have the ability to judge and to decide on their proposals and society plans. That is why children are not allowed to vote in opposite to adults. Certainly, because being underage they don't possess the sense of judgement to make a political choice.

In conclusion, for the reasons advanced above, I consider the Internet and the TV have a greater impact on us as a consequence of being around us from the earliest stages of our life. Politicians, on the other hand intervene only later when we acquire maturity from education and the media.

Word count: 281

Grade: 6.5

All parts of the prompt are covered, but the content is somewhat repetitive and needs further development. Organization and paragraphing is satisfactory, with a limited but effective use of links. Vocabulary is adequate for the purpose. However, both simple and complex sentences frequently contain grammatical errors which are quite obtrusive.

### p92 Speaking

#### Further practice and guidance (p93)

#### PART 3

- 1   **b** better accommodation
- c more leisure time
- d more holidays
- e fewer injuries
- f fewer money problems
- g no problems with managers

# TEST FOUR

## p95 Listening Section 1

### Questions 1–4

- 1 C: Listen for the words: *two types of membership/life-time membership*. Be careful about the order of the numbers.
- 2 C: The answer comes fairly closely after number 1. When you hear *ordinary membership*, listen carefully.
- 3 B: You can perhaps predict from the question that there is a discussion about week-day and week-end openings. Listen carefully when you hear the words: *week-days* and *opening times*.
- 4 B: Once the woman asks about the programme, listen for an adjective (*extensive*) to describe it. A is the opposite of B and C is not mentioned.

### Questions 5–10

- 5 **Rochester:** Be careful with the name spelling, especially the ending.
- 6 **Stone Avenue:** Remember not to write the number as it is in the question. Be careful with the letter 'e' at the end of the words *Avenue* and *Stone*.
- 7 **MA7 4PQ:** Be careful with the numbers.
- 8 **6633:** You will normally hear the numbers in pairs: six six/three three/rather than sixty-six/thirty-three or double six/double three.
- 9 **(monthly) instalments:** Note the plural.
- 10 **fortnight:** Listen when the woman asks about bringing in a friend as a guest.

### Further practice and guidance (p97)

#### Questions 11–20

- 11 ... nothing/won't be charged anything ...
- 12 ... not have to/won't have to pay anything ...
- 13 Beach Shop

- 14 square
- 15 later/will not meet earlier
- 16 not all/most/the majority ...
- 17 ... winners ...; book-tokens/will not receive money ...
- 18 ... (specialist) apparatus/will not pay for specialist technicians
- 19 ... badly-organized/not well organized
- 20 glass and plastic .../... will not be put

## p96 Listening Section 2

### Questions 11 and 12

**B** and **D** in any order. When the speaker mentions the word *changes*, listen carefully. Listen for the nouns in the list A–E and listen for the adjectives or their synonyms (for the word *free*: *without charge/will not have to pay*).

### Questions 13–15

- 13 **shop:** When the speaker mentions the number of teams, listen for the name of the first which is the Beach Team. Follow through the information in the table. After the speaker mentions the litter, listen carefully.
- 14 **seating:** Immediately the speaker mentions the second team, listen for their purpose: *...will be responsible for setting out seating*.
- 15 **9.30:** The time is given after the meeting point is mentioned.

### Questions 16–20

- 16 A: The speaker says: *On the whole, the judges will have had experience of judging before*. So not all the judges, but most of them will have experience. So C is wrong and B is not possible.
- 17 B: The winner will be given a cash prize, not vouchers (A). The two runners up will receive book tokens (C).

- 18 A: The purpose of the donation is: *to help fund much needed specialist apparatus* (equipment). B and C are not mentioned.
- 19 B: The speaker mentions last year's organization: *to help make sure the actual parking is more organized than last year, which was a mess*. This means there was a problem. A and C are not mentioned.
- 20 C: The speaker mentions that the bags are only for all the recyclable material, like glass and plastic, not all rubbish (A) and not food (B).

## p98 Listening Section 3

### Questions 21–23

- 21 B: When Mary asks about the exam, Adam replies: *Of the seven exams, ...* So A and C are incorrect.
- 22 A: Listen when Adam and then Mary mention the two essay papers. Adam says: *I don't think it's a good way of testing our theoretical medical knowledge*. So B is wrong as it mentions *practical* and C is the opposite of A.
- 23 C: Mary and Adam have a discussion about multiple-choice questions. Listen carefully when Mary says they disadvantage women. She then says: *Multiple-choice questions benefit men more than women. They are a male construct*. A is wrong because this is not mentioned and B says they benefit females not males.

### Questions 24 and 25

B and E in any order. Listen when they start discussing the role-play. Be careful with A (*rest* not *test*). There is no mention of C and D.

### Questions 26–30

- 26 **prioritize/prioritise actions:** With the summary, pick the key words to help you predict when the answer is coming. Listen first for *problem-solving* and then *working in groups of four*.
- 27 **(four/4) examiners:** Listen carefully when Adam asks if Mary felt comfortable with 'four examiners' watching.

- 28 **listen:** Listen carefully when Adam says: *The test doesn't just assess whether people can talk a lot. It's about ...*
- 29 **team:** The answer comes immediately after number 28.
- 30 **appeal:** When Adam asks about the policy on re-sits, the answer is coming.

### Further practice and guidance (p101)

### Questions 31–40

- 31 correct
- 32 incorrect: The size is in relation to the world's total ocean area
- 33 correct
- 34 correct
- 35 correct
- 36 correct
- 37 correct
- 38 correct
- 39 correct
- 40 incorrect: The machines have already played their part by processing and collating.

## p99–100 Listening Section 4

### Questions 31–33

- 31 A: The speaker says: *the Indian Ocean is different from the two larger oceans in that it is landlocked to the north*. She does not say it is warmer (B) nor does she say it does not extend into cold regions (C).
- 32 B: Listen carefully when the speaker starts talking about figures. She says: *... the ocean constitutes approximately one-seventh of the earth's surface and about 20 per cent of the world's total ocean area*. The word one-seventh relates to the proportion of the total earth's total surface (seven in A). C is incorrect.

- 33 C: The speaker says: *Madagascar (and Sri Lanka)... structurally parts of the continents of Africa and Asia.* The Seychelles are mentioned in relation to submerged ridges (A). Mauritius and Reunion are volcanic cones (B).

### Questions 34 and 35

- 34 **acidity:** Listen for the words *oceanographers* and *meteorologists*.
- 35 **habitats, peoples:** Listen for the words *assessment* and *impact*.

### Questions 36–40

- 36 **observing ice packs:** When the speaker starts talking about the ship and the buoys, she is beginning to talk about the data collection and processing. Immediately after she mentions the number of buoys, she gives the answer.
- 37 **size:** Listen for the word *satellite*.
- 38 **raw:** When you hear the phrase: *here at the Institute*, listen for the type of data that is received.
- 39 **bank:** Listen for the phrase *constantly processed* shortly after the answer for number 38.
- 40 **experts/centres:** Both answers are correct. Listen for the word *collated* and then *analysis*.

## p102–114 Academic Reading

### Further practice and guidance (p106)

#### Question 1

The words are all related to strength/toughness and lasting for a long time.

#### Question 2

The words relate to the production of a plaque.

#### Question 3

Yes. The words are linked to panels/groups of people meeting to consider suitability for selection of a plaque.

#### Question 4

The words are related to considering the conditions/criteria that need to be met for selection.

#### Question 5

The words relate to a house being honoured/commemorated and what factors have to be considered first.

#### Question 6

The words talk about the past/start; there are dates and words like *first*.

## p102–105 Reading Passage 1

### Questions 1–6

- 1 H: The word *toughness* helps you find the paragraph. Paragraph H has several words and phrases which relate to the word.
- 2 E: Note this sentence relates to a fact in the paragraph rather than the whole paragraph. Look for *time* and anything to do with production. See the fourth sentence.
- 3 C: The name of the Panel in capital letters helps you find the correct paragraph. The vocabulary in the paragraph relates to the way the Panel operates: *representatives, considers* etc.
- 4 B: The word *conditions* shows there is more than one. Another word for conditions is *criteria*: things that people must meet. See the third sentence.
- 5 D: The words *factors* (reasons), *house* and *honour* (commemorate) help to locate the paragraph.
- 6 A: The words *first* and *started* are good clues.

### Questions 7–10

- 7 **Blue glaze:** The answer is in paragraph G, third sentence.
- 8 **characters:** The answer is in paragraph G, the fourth sentence. Note the word *characters* refers to the letters of the inscription (second sentence).

- 9 **border:** The answer is in paragraph G, fourth sentence.
- 10 **19.5 inches/ins; 495mm:** The answer is in the last sentence of the paragraph.

### Questions 11–13

- 11 **True:** The answer is in the first paragraph, the third sentence from the end. The GLC erected 262 plaques, and English Heritage has erected nearly 300, the last sentence.
- 12 **Not Given:** The answer is in paragraph C. The rejection of proposals is mentioned, but there is no mention of an explanation being given.
- 13 **False:** The sentence contradicts the first sentence of paragraph F: The exact form of the blue plaque, as we see it now, was a relatively late development.

### Further practice and guidance (p111)

#### Paragraph headings

#### Question 14

classes: categories, types, kinds

#### Question 15

- 1 **way:** method; how ...; means
- 2 **forecast:** predict; project; anticipate; estimate

#### Question 16

forecast, prediction, assumption, projection, anticipation, estimation

#### Question 17

means; technique; test; examination

#### Question 18

no

#### Question 19

yes. self-response: first word of paragraph H.

### p107–110 Reading Passage 2

#### Questions 14–19

- 14 **ix:** Always remember to check the examples first. See the last sentence of the paragraph: *classified/categories*.
- 15 **ii:** The key words are *way* (test), *forecast* (predict) and *future*.
- 16 **viii:** The key words here are: *way*, *subjective interests* and *future behaviour*. See the second sentence. Compare heading ii.
- 17 **vii:** The words *method* and *psychologists* help you to find the paragraph. See the first sentence. Note iii is not correct, as it is only a detail.
- 18 **vi:** Look for the word *intelligence*.
- 19 **xi:** Look for *self-response*, the first word in paragraph H; *self-report* in the fourth sentence of paragraph H. Heading v is not possible, as it is only a detail in the paragraph.

#### Questions 20–23

- 20 **C:** The answer is in the third sentence of paragraph B. Look for the words *published*, *on the market* and *validity and reliability*. You can expect this answer to be near the beginning of the passage. The stem is talking about tests in general. A is not mentioned; B contradicts C; and D is not mentioned.
- 21 **B:** The alternatives show you the question is to do with aptitude tests, paragraph D. See the second sentence. A contradicts B; the comparisons in C and D are not mentioned.
- 22 **D:** See paragraph E. The purpose of this type of test is given in the second sentence: *in order to make predictions about some future behavior or activity*. Note the American spelling of 'behaviour'.
- 23 **A:** See the first sentence of paragraph G.

## Questions 24–26

- 24 **No:** See the end of paragraph G. Note the word *only*. The passage says: *the most commonly used*, which indicates others are used.
- 25 **Yes:** See the first sentence of paragraph H.
- 26 **Not Given:** The scale is mentioned in the middle of paragraph H, but there is no comparison between the scale and other techniques, and there is no mention of accuracy.

## Question 27

- 27 **D:** See the first paragraph. The other three alternatives focus on parts of the text: see the last sentence of paragraph B – note the list of five categories.

## p112–114 Reading Passage 3

### Questions 28–31

- 28 **C:** Put a box around the four names as a first step. The answer is in the first sentence of paragraph nine. The words *scientific data* help you scan for the information.
- 29 **F:** See paragraph six. Scan for the words *nano**particles* and *carbon, breathe in* (inhale) *brain and blood*.
- 30 **G:** See the last paragraph, the second sentence.
- 31 **A:** Matsuura is mentioned more than once. See the end of the third paragraph. Scan for *biotechnology*.

### Questions 32–35

- 32 **genetically modified organisms/GMOs:** See the second paragraph, the second sentence. Scan for (*strong*) *public disapproval*.
- 33 **scepticism:** See the third paragraph, the penultimate sentence. Scan for the word *European(s)*.
- 34 **absurd:** See the fifth paragraph, the fourth sentence. Scan for *nanobots*.
- 35 **ill-health:** See the seventh paragraph, the fourth sentence. Scan for *photocopier toner*.

## Questions 36–40

- 36 **L comparable:** An adjective is required. See the last sentence of the second paragraph, where nanotechnology and biotechnology are compared: *wondering whether nanotechnology ..... could be in for similar treatment*.
- 37 **F latter:** The sentence is about biotechnology, the latter of the two in the previous sentence.
- 38 **G dangers:** A negative noun is required. See the fifth sentence of the third paragraph: *risks*.
- 39 **I advantages:** A positive noun is required. Contrast this with *dangers* in 38. See *benefits* in the fifth paragraph.
- 40 **K attitude:** A noun is required. See the phrase *public opinion* in the second sentence of the fifth paragraph.

## p115–118 Academic Writing

### Further practice and guidance (p116)

#### Task 1

- 1 Corrected sentences:
- a Generally speaking, men tend to be more/women tend to be less involved in managerial jobs like skilled trades, senior officials and professional occupations.
  - c Males and females work in (very) different areas of the job market.
  - d By contrast, women are more common/men are less common in professions like sales and customer service and administrative posts.
  - e Men are ten times more likely than women to be employed in skilled trades and also more likely to be managers and senior officials. / Women are ten times less likely than men to be employed in skilled trades and also less likely to be managers and senior officials.

### Task 1 Authentic student answer

The bar chart gives the proportions of the workforce by gender and type of work in the UK in the year 2005.

Overall, it appears that male workers did not choose to follow the same jobs as those taken by their female peers in the year 2005. The most noticeable difference is illustrated in the field of skilled trades, where men outnumbered women by ten to one, (approximately 20% against 2%). For managers and senior officials men are also dominant (about 18% against approximately 12% for women) and among professionals there are also more men than women (around 14% as opposed to about 12%). Also in the sector of processing, plant and machinery, there were far more men than women with the ratio being approximately six to one in favour of men, i.e. approximately 12% for men to around 2% for women.

On the other hand, in the field of personal service and also in sales and customer service, these occupations were dominated highly by women. For example, in the personal service sector, for example, there were more women by a ratio of approximately 8 to 1 (approximately 14% compared to around 2%).

Word count: 193

Grade: 7.5

Some data are omitted, but key points are mostly presented logically, and are suitably highlighted by cohesive devices. The range of vocabulary adds flexibility and precision. Sentence structures are varied and well managed, though there are some grammatical and spelling errors which do not affect communication.

### Further practice and guidance (p118)

#### Task 2

##### Paragraph 1 possible answer

Some people feel that electronic books or e-books will become very popular, while others believe that the future of media such as books is safe. I agree more with the second group because I think people will find it difficult to give up using books and magazines etc. that they can touch.

##### Paragraph 2 possible answer

When people hold a book or a newspaper in their hands, they feel good, because a book is made from a naturally growing product, trees. However, if they have only a lifeless piece of electronic equipment or a screen on a computer to look at, they do not feel close to it. Moreover, books and magazines are attractive to look at compared to information on a screen. And so, I think printed media are here to stay for a long time yet. But I also think that with more and more newspapers and some books online, it is impossible to stop e-books entering our lives.

### Task 2 Authentic student answer

Recent decades have seen huge advances in technology on various levels.

Unsurprisingly an increasing number of people think that the printed media as we know it shape- and form-wise, such as books and magazines will soon be history.

However, there are still those who believe that the familiar forms of media such as this material that you are handling now, will never die out. Or, at least, it will live for generations to come.

Those who they believe that media in its current shape and form will inevitably disappear have may reasons for that. For example they argue that everything is now changing rapidly and there is no reason why the media as it exists today should be an exception, because it cannot remain static in a changing world. Technology is affecting every aspect of our lives and therefore publishers have to follow the trend to keep up with other fields by producing electronic books; otherwise, they will find themselves out of business.

Customers and readers in this case will also be looking for a more convenient, more reliable, more affordable and more modern services. Technology is undoubtedly proving day after day its capability to offer all these desirable qualities in one package to satisfy them.

In the other camp, there are those who believe that the existing form of media is going to last for ever. They argue that in addition to the cost involved of accessing and using e-books, there are other factors to be taken into consideration like the sentimental relation between the reader and the book or newspaper itself. The feeling of turning the pages of a novel while you are lying on the bed or sitting on a long distance train journey. These things will never be easy for technology to replace no matter how far it can go.

In my opinion, sooner or later, e-books will replace the book and newspapers as we have known it since our first experience with the printed word. How long will it take before this becomes a reality? It is really very difficult to predict.

Word count: 347

Grade: 8

Ideas are well supported and presented logically, with skilfully managed paragraphing and cohesive devices. The text is enlivened by appropriately used rhetorical techniques. The wide range of vocabulary is used precisely, and with awareness of connotations. Occasional uncertainties in handling complex structures and minor spelling errors do not affect communication.

## p119 Speaking

### Further practice and guidance (p121)

#### PART 3

**1** Students 1 and 2 answer:

Do sportsmen and women make good role models for young people? Why? Why not?

Student 3 answers:

Do you think people are happy to stay in the same job for a long time these days?

**2** **1** e

**2** f

**3** a

**4** d

**5** b

**6** h

**7** g

**8** c

# Listening scripts

## TEST ONE Section 1

### Questions 1–4

Receptionist: Good afternoon, Italiabreaks. My name's Margaret. How can I help you?

John: Hi. I'd like to book a short break in Italy – hotel and flights combined.

Receptionist: Anywhere in particular?

John: Yes. Venice, if possible. We've been looking at some of your brochures and I want to check if you have any special deals.

Receptionist: Right. Let's have a look and see what we've got. Right, mmm. Okay ... I've got the screen up. Can you just give me a few personal details?

John: Sure.

Receptionist: First, can I just take your name please and a contact telephone number?

John: Certainly. It's John Framlington. That's F-R-A-M-L-I-N-G-T-O-N and I'll give you my mobile number ... I can't always remember it. ... Yes, here it is ... It's 07987 44 11 92.

Receptionist: ... 44 11 92.

John: That's it.

Receptionist: And how many people is it for?

John: Just two adults.

Receptionist: Okay. Any particular price range?

John: It's our first wedding anniversary and ...

Receptionist: Congratulations!

John: Thank you. So we wanted somewhere nice, but not too expensive. We would like to make it something to remember. Maybe, in the medium price range.

Receptionist: Okay. How many nights do you plan to stay?

John: Five nights only. That gives us plenty of time to do sight-seeing and to relax.

Receptionist: Right, that's five nights only. And what type of hotel?

John: We initially thought of going for a five star, but that might be too expensive. So we've been looking at four star hotels.

Receptionist: We've got quite a few in our brochure, but the one I would recommend is the Hotel Scotland. It's four star and I know there are rooms available because I have just made a booking for another client there.

John: I didn't notice that one. I don't know how I didn't see it.

Receptionist: It's easy to miss them. I've also stayed there myself as we sometimes have to go and check out the hotels and of all the ones I visited this was my favourite.

John: Oh, right.

### Questions 5–10

John: What's the hotel like?

Receptionist: It has a courtyard for breakfast. It's got 50 rooms. It's just been renovated and so it's very stylish.

John: Is it in the brochure?

Receptionist: It's on page 63.

John: Ah yes! I can see it's right next to the railway station, ...mmm, but what appeals to me most of all is that the hotel's very convenient for all the water buses. And the idea of having a terrace with the room I really find very appealing. These are big plusses!

Receptionist: It's probably the most central hotel we have. You might think it would be a bit noisy as it's in the main commuter area and a place where tourists go. But from experience I can assure you the hotel is very quiet. Most of the rooms are facing away from the main thoroughfare.  
Can you tell me when you'd like to leave?

John: 17th March coming back on the 22nd.

Receptionist: Okay. I'll just check again if there are places available. Two adults sharing, Hotel Scotland. ... Yes. That's gone through.

John: Okay. And how much is the break including flights?

Receptionist: There's a special rate at the moment because it's off-season. For five nights, let's see, it's £716 for a double room and flights. That includes airport taxes, but not insurance.

John: Each?

Receptionist: No. For two adults sharing.

John: That doesn't sound too bad at all. What reductions do you have at the moment?

Receptionist: Well, if you make the booking before the 17th February you get a further 15% reduction subject to availability.

John: That's a big saving.

Receptionist: Yes. It makes the price very reasonable indeed.

Do you need travel insurance?

John: Yes I suppose we better had.

Receptionist: For seven day cover for both of you it's £17. 88.

John: Okay.

Receptionist: Do you want to book today?

John: I think we should, but can I just check with my wife? Can you hold the booking for me?

Receptionist: I can hold it until 1pm.

John: Okay. That's fine. I'll get back to you immediately.

Receptionist: I'll just give you a reference for the reservation.

John: Okay.

Receptionist: It's FAPSIJM15.

John: Thanks. I'll get back to you as soon as I can and definitely before 1pm. This is too good an offer to miss.

## TEST ONE Section 2

### Questions 11–13

Good afternoon, ladies and gentlemen, my name is Councillor Norma Boyd and welcome to this exhibition about the development of the old Paper Mill factory and gas works site, which has been lying unused for more than a decade. There has been pressure on the council to use the land to build a training centre and a small business park. However, we have been encouraged by local people to create an open area for the benefit of the community, providing much needed space for recreation.

And I now have pleasure in announcing that the plans for the creation of a park, to be called Park Royal, and for flats have now been approved. I am also pleased to announce that we have secured sponsorship from local organizations.

More detailed plans of the developments are available from the council website, details of which are in your pack. In the meantime, I'd just like to take you through the plan here on the screen.

### Questions 14–20

If we start here at the bottom you can see Parkside Street, where the main entrance to the park is. On the left of the entrance, in the bottom left-hand corner of the plan, there will be a block of 40 studio flats. On the other side of the entrance there will be some workshops for local businesses. There will also be another entrance here on the top right which leads into Pear Street.

Here in the centre of the park we will have an ornamental lake with paths radiating north, south, east and west to the different areas of the park. In the top right-hand corner just by the Pear Street entrance, there will be a large sports area with two football pitches and four tennis and volley ball courts. Just here beside the pitches on the same side of the path will be an outdoor swimming pool.

Now, in the top left-hand corner, a walled flower garden is planned with a rockery and a water feature with walkways, seats and lots of shady areas for the summer. Next to this, a sculpture garden is also planned. Now let's see, just here below the walled garden there will be a grassy amphitheatre with a permanent covered stage for open-air concerts. We hope that local schools and colleges will use this theatre to showcase student work. In the bottom left-hand corner of the plan, you can see that above the block of flats there will be a play area for children and directly to the right of this just near the main entrance there will be a wild area. More trees will be planted here and in the middle will be built an educational centre for use by local schools to encourage children to take care of the wildlife and look after the trees and plants.

And finally in the bottom right-hand corner of the park will be a café, opening on to Pear Street.

And now for questions. If anyone would like to ask anything I and my colleagues are only too happy to oblige. Yes, the lady in the front row ...

Andy:

Yes. I've had an email from your tutor, David Vine. Let me just call it up. ... Here we are. It says tutee ... Rosana McLaren ... is on the Wednesday part-time course and wants to change to the distance learning programme. Have you any problems with the course itself?

Rosana:

Oh no. I love it. I think the course is really worthwhile. The theoretical sessions once a week on Wednesday from 10am to 3pm are really good.

Andy:

You have two two-hour sessions then?

Rosana:

Yes that's it. And I have to say I think the practical session from 4 through to 9 in the fashion workshops are also good fun, but I am finding it all very tiring and it makes me too exhausted for my work on Thursdays and Fridays.

Andy:

You work the other four days of the week?

Rosana:

Yes, and some Saturdays.

Andy:

I see. So what do you want to do?

Rosana:

I'd like to change to the programme with the distance-learning component instead of the Wednesday sessions.

Andy:

Yes. That is a possibility. I see from your tutor Dr Vine that he has no problem with this, but you realise it's possible you'll have a different tutor.

Rosana:

Yes. I'm aware of that. It's a shame because he's a very good tutor. What do I need to do now?

Andy:

First, we just need you to fill in this transfer form and the claim form for the reduction in fees.

Rosana:

Oh. I didn't realise it was cheaper!

Andy:

Oh yes. It's a thousand pounds less a year!

## TEST ONE Section 3

### Questions 21–25

Rosana: Hi. My name is Rosana McLaren. Mmm. I'm a bit early, but I have an appointment to see the assistant Registrar, Andy Matthews, at 10am.

Andy: Hi, I'm Andy Matthews. Nice to meet you.

Rosana: Nice to meet you. My tutor advised me to come to see you about changing my course.

- Rosana: It gets even better! Can I start the distance-learning programme from now?
- Andy: I don't see why not. I just need to get a signature from your tutor, which should take only a short time. I'll email it to him now and then he can sign it and put it in the internal mail.
- Rosana: Okay.
- Andy: But I also need to go through with you what is involved in the distance-learning programme to make sure you are clear about everything.
- Rosana: Well, I understand I attend the weekend course once a month and that I can book a bench in the fashion workshop at any other time.
- Andy: You have a computer at home for the distance-learning?
- Rosana: Oh yes. I have the necessary equipment for making video calls over the Internet already. It's the flexibility of the distance-learning over the Internet that is very useful. And what makes it even more interesting is that I don't have to spend a lot of time travelling to and from the university on the Wednesday. I can adapt it to my own routine, as I will be able to do the theory over the Internet from home when I want. The same is true of booking a tutorial on line using Skype.
- Andy: Yes it is amazing, isn't it? It's in its infancy but it's been up and running for a year now and it's going rather well.
- Rosana: Can I just ask if it's possible to have a face-to-face tutorial at any time as well?
- Andy: There is no reason why you shouldn't be able to.

### Questions 26–30

- Rosana: What about the assessment for the distance-learning? I take it that it's the same as for the other programme?
- Andy: Let me see. Each month you are expected to keep a written course diary and to present a seminar paper and at the very end of the course there will be a written exam which will account for 30 per cent of the total marks.
- Rosana: What about the course work? How much does it account for?
- Andy: The design portfolio, which you need to present at the end, accounts for 50 per cent. I would point out just one thing and that is that on the distance-learning programme some tutors like to see the design portfolio twice each term to make sure you are on the right track. But of course you can take it in at any time to show your tutor. And as part of the assessment for the portfolio, you have to present at least one fashion item at a fashion show at the end of the course.
- Rosana: Is there anything else?
- Andy: No, that's it.
- Rosana: Thank you for all your help.
- Andy: No problem. Hope it all works out well for you now.

# TEST ONE Section 4

## Questions 31–37

Student:

My group has been doing a project on the importance of architecture in people's lives and whether it has any impact on the lives of people in general. The main part I have played is in the collection of data to find out what effect, if any, various buildings have on people's mood, i.e. whether ugly buildings make people unhappy and whether beautiful buildings do the opposite.

We had originally thought of starting measuring people's reactions by using a questionnaire with about 40 questions, which we were going to hand out to people including students at the university. But we were worried that doing the questionnaire would be too time-consuming for people to fill in, so we gave up the idea. I then asked several of the postgraduate students for advice. One of them came up with the simple idea of showing people images of various buildings from different eras and styles instead of giving out the questionnaire and asking them to indicate how they felt on a scale of 1–5 about the images where 1 was unhappy and 5 was very happy. People would also be given the option of not saying what they felt. Using the scale meant that it would be much simpler to record people's reactions.

I decided to follow this advice and so the first stage was to collect a large number of images. I used Google to print off colour images of views of houses and apartment blocks where people live and different types of buildings where they work. I started with about 30 or 40 and then reduced them to ten images.

Media resources in the Amory Building at the Judd Street branch of the university helped me produce the final images. I had them blown up to A4 size and we used colour rather than black and white to make the detail on the images clearer. We made five sets of images and for protection when handling we pasted the images onto hard card. Then using a machine to wrap them with plastic we laminated the cards.

Five of us targeted different age groups; we went to a local school where we obtained permission to ask a group of teenagers between 11 and 18. We also asked a sample of the general public including tourists from all over the world, as they exited the Tate Modern in London, what they

thought. We aimed to ask people from different age groups, namely 20 to 40 and 50 and over.

What our group learnt most from the project was first of all the value of teamwork. And secondly we found that we had to appoint a leader to stop us pulling in different directions and falling apart, so this turned out to be an invaluable lesson for all of us.

## Questions 38–40

As to the findings, for us they proved intriguing. In the end the sample consisted of 311 respondents. I thought initially that people wouldn't be interested in taking part. With the youngest age group, their reaction was very mixed. It was clear that the youngest group had no pattern of preference at all, as they frequently gave no reaction to the pictures. For the 20–40 age-group, we found that they tended to score more in the middle range around 3.

We found that out of the three groups the most likely to be favourably affected by the images, that is, they were more likely to score the images as 5, were those aged 50 and above. And nobody in this age group failed to say what their reaction was, which was unique for the three groups. In total, I have to say that about 71 people indicated that they had no reaction at all to an image.

Our general conclusion is that we need to find out more about why people react as they do by perhaps giving them a chance to give reasons for their decisions. I would like to finish there and give my team-mates a chance to add anything I have missed, or take any questions or suggestions.

**TEST TWO Section 1****Questions 1–4**

- Man: Hi. Good morning. My name's Pete. How can I help you?
- Woman: Hi. My name's Maria Lincoln. I understand you hire out rooms in the community centre as venues for parties.
- Man: Yes we do. We have various sized accommodation; it depends on what you're looking for really.
- Woman: We're looking to hold a party, ... a children's birthday party, and we need a room that will hold about 70 people with space for a small disco area, games, dancing, and food.
- Man: Well, we have a large room and it would certainly hold at least 100 people comfortably. It is used a lot for parties, things like that.
- Woman: Mmmm. That sounds as if it might be suitable. I've tried various venues and they are either booked up or they don't hold enough people.
- Man: Can you tell me when you were thinking of holding the party?
- Woman: I know it's short notice, but we wanted to hold it Saturday week, that's September 15th.
- Man: Let's have a look ... Mmm yes. You're in luck. The Mandela Suite is free then.
- Woman: I'll just write that down. M-A-N-D-E-L-A.
- Man: And the time? When were you thinking of holding it?
- Woman: In the afternoon from 3.30pm to 9pm.
- Man: Yes. Okay. There is no smoking on the premises and we are only licensed to have soft drinks.
- Woman: That's okay. I think I'm happy to go ahead.

**Questions 5–10**

- Man: Can you just give your postcode?
- Woman: Yes. It's PA5 7GJ.
- Man: Fine. And the flat and street number?
- Woman: It's Flat number 40, and the street number is 35.
- Man: Okay. So .... That's Flat 40, 35 Beeches Street.
- Woman: Yes, that's right.
- Man: And a contact number?
- Woman: My landline is 22 32 79 with the code. But I'll give you my mobile number which is 07897 29 33 81.
- Man: OK. ... 29 33 81.
- Woman: Mhmm. Can you tell me how much it will cost?
- Man: It's quite reasonable actually. It's £115 for the hire of the room, with tables and chairs, but if you want to hire disco equipment we've got a basic system with speakers and other equipment for £25, but there is no technician around in case anything goes wrong. And of course it's optional.
- Woman: That would save us carting something from home, but maybe we should bring a spare sound system just in case.
- Man: We have never had any problem with the system but you might not want to take any chances. What about catering?
- Woman: Well, we had thought of getting everyone bringing something.
- Man: We have someone who can do catering for £9 a head including the cake if required.
- Woman: That's handy, but it's a lot as we have a fairly tight budget.
- Man: So you want to go ahead with the booking?
- Woman: Yes certainly.

- Man: Okay. I need to take a deposit of £30, which is refundable. The balance needs to be paid two days before the event at the latest.
- Woman: Fine.
- Man: You can cancel up to two days before, but after that you lose the deposit.
- Woman: We don't intend to cancel, but is there any insurance we can take out?
- Man: Yes there is a form here somewhere.
- Woman: How much?
- Man: It's .... let me see it's only £9 for the 24-hour period and that covers you for cancellation, damage and injury.
- Woman: Well. At least we'd better have a look at it.
- Man: How would you like to pay the deposit?
- Woman: Cash.
- Man: I'll just give you a receipt.
- Woman: There you are. 10, 20, 30.
- Man: £30. Maria Lincoln.
- Woman: Thank you very much. I'm really glad I've found somewhere. We have been trying to book a place for the past two weeks. So thank you again and bye for now.

## TEST TWO Section 2

### Questions 11–13

And now it's straight into the Eco Hotspot for today's programme. We are in fact going to look at an intriguing trend in recent years in the world of eco-friendly developments. There has been a constant stream of new 'green products' coming onto the market for the environmentally conscious. A new departure, which I feel needs greater attention drawn to it, is the increasing interest in grass roofs.

Environmentalists sing the praises of grass roofs as interest in sustainable ecological building has led to the greening of the rooftops of residential

and commercial buildings around the world. And what does this type of roof consist of? Instead of tiles which allow water to run off and create flash flooding, the roof has a waterproof underlay which is laid over the roof deck. This waterproof layer is then covered with layers for insulation and drainage. Then on top of the insulation and drainage layer is added a final layer of soil or crushed stones for the plants and/or grass to grow on. The roof can be planted with wild flowers to add colour and life to your rooftop.

### Questions 14–20

As for the benefits of grass roofs, in spring and in summer they are very pretty as flowers spring into bloom. Moreover, in summer grass roofs are of particular benefit in cities because they keep any building cool by reflecting the sun's rays. In winter the grass roofs insulate the building, helping to prevent heat loss. The roofs require little maintenance and are better than any other roofing material. They encourage biodiversity by attracting bees and birds and they absorb water run off which helps prevent flash flooding. In fact, the gravel layer retains 71 percent of the rainwater that falls, thus helping to prevent flash flooding. In winter, the brown soil is a bit more evident, which can look unattractive, if the roofs are not tended carefully, but that is a price worth paying and I would say that they come highly recommended by those who have them.

If you compare grass roofs with tiles, the latter do certainly look very tidy, but at a price to the future of the planet. The main drawbacks of tiles though are the water run-off and the absorption of heat from the sun's rays in summer. So if we are to save the planet from the ecological point of view, tiles do not come recommended. The only roof that I can think of which has similar ecological credentials to the grass roof is the thatched roof. Thatched roofs are good insulators and very attractive, but very pricey and not ideal for cities.

How can we make more of our roofs green? That is, how can people be persuaded to install grass roofs? The World Green Roof Conference in Australia was a very good start. At a grassroots level, the best way to raise the profile of grass roofs is to make them trendy by highlighting them in fashionable magazines so that people begin to feel that they cannot do without them. But the idea I like best is holding competitions for the best designed grass roofs.

Next week Eco-Hotspot is going to look at .... .

**TEST TWO Section 3****Questions 21–23**

- Karen: Excuse me Dr Owen, I ....
- Dr Owen: Oh hello Karen.
- Karen: Have you got a few moments?
- Dr Owen: Yeah. Sure. How can I help you?
- Karen: Well, I've had difficulty finding data on the original question and I was wondering if I could change my paper to "Investment in knowledge" comparing some European countries with the United States and then with others throughout the world including the OECD average. I've found lots of data by way of graphs etc.
- Dr Owen: Where did you get the data from?
- Karen: From various sources, books and journals.
- Dr Owen: How are you going to present the material?
- Karen: I am going to use the electronic whiteboard as suggested and do a blend of graphs, pictures, text and podcasts to illustrate my presentation.
- Dr Owen: It sounds very impressive.
- Karen: Yes. Let's hope the whiteboard works, but I'm also going to have a power-point presentation for a back-up – just to cover myself.
- Dr Owen: A back-up is a good idea, but it's a lot of work doing everything twice.
- Karen: It is, but at least I'll have experience of both. Before we talk about how to use the data I've selected, could you give me the names of a few websites I should look at for more specific background material? When you type in anything to do with knowledge there are millions of sites listed.

**Questions 24–30**

- Dr Owen: Let's see. ... I'll print you off this list. .... There we go.
- Karen: Right. Do I really need to study everything on these?
- Dr Owen: No. I suggest there are five or six you can look at. The one you have to go through is the IT department section on the university site, which is [www.kmul.org](http://www.kmul.org). It has articles by all of us in the department and has links to useful information. So I think it is essential to look at this.
- Karen: Okay. I've already been on it, but I'll tick that one as a must read.
- Dr Owen: And there's a site, which is hosted by Pollock, it's [investment\\_IT.com](http://investment_IT.com). All you need to do is to skim the abstracts of the articles on the site; they'll give you a general idea about the effects of investment in knowledge.
- Karen: Yes. That sounds good. It cuts out having to read everything. What about this one, [knowledge\\_journal.com](http://knowledge_journal.com)?
- Dr Owen: If I remember it's not that useful. I would say that there are very few things that you need to read there. Then there's [IT\\_knowledge\\_review.com](http://IT_knowledge_review.com). It's got loads of articles, but it's probably best just to read those that have come out in the last term or so.

- Karen: Do you have to subscribe?
- Dr Owen: No. It's free from the university library. And another free journal on line is IT\_online.com. I wouldn't say it's essential to read it, but it is beneficial and so I think it is worth a look.
- Karen: If you think it's useful, there is no harm in looking at it.
- Dr Owen: But NationalStatistics.com is worth looking at and trying out the links that it gives. I think these are probably enough to be getting on with.
- Karen: I think so. There's another thing I want to ask about. How much material should I use in my presentation?
- Dr Owen: Avoid crowding the screen. If you have lots of information at one time, people will not be able to follow it and will just switch off.
- Karen: That's worth remembering. I've been in lectures where there was too much detail on the screen and it was impossible to read quickly. But what about visuals? Do you think it's okay to mix visuals and text?
- Dr Owen: Visuals are very useful, but they must be relevant or else people will get confused about what they mean and why they are there. And they won't pay attention to what you are saying. So be careful. From what I can see you have the makings of a very good presentation.
- Karen: Thank you!

## TEST TWO Section 4

### Questions 31–37

I am here to give you a brief outline of the work of this new department. The Department of the Printed Word has a very short history, having been created just ten years ago. Some statistics to start with. The first intake of undergraduate students consisted of 20 students, which rose to 37 in the second year and we now have about 50 in the first year, doing a wide range of courses, full and part-time. We have a thriving research department with 17 students on the taught MA course and 7 students doing research full-time. In all we have 9 full-time lecturers and 16 part-time lecturers who work mainly but not exclusively in our evening department. Of the total student body, approximately 21 percent are from outside the country, a number which has been increasing steadily over recent years.

Although students from overseas have to reach a minimum level of competence in English before they follow a course at the university, some may require remedial help with their English and we can offer help through the Student Support Services as part of the general assistance given to all students. For home students, both graduate and undergraduate, there are bursaries to help with travel and accommodation, for which I would advise you to contact Mrs Riley at the end of this session.

Increasingly, we are forging external links with organizations in the publishing world. And we have been very fortunate in that we have received money to sponsor not just various students within the department but also technicians and lecturers. Each year we hold a series of lectures, which are given by external speakers in the world of printing and the media. The series of workshops that you see around you have been built thanks to a very generous donation which has allowed us to develop our facilities for book binding and restoration.

Now the main work of the department relates to teaching the mechanism of printing and as most printing is now so highly technological, all our students have to be computer-literate. For those of you who are interested in taking a module in this department from another department and who feel that you may not have the necessary computer skills, don't let the technology put you off. We have a number of specialist technicians who can support and deliver crash programmes in the computing technology required. As long as you can switch on the computer you are half way there.

### **Questions 38–40**

We have what can only be called state-of-the-art facilities especially for those wishing to move into the publishing world working not just as printers, but also in editing, page design, layout and book-binding. With the extensive facilities we have for book restoration, some of our former students are now employed as expert book restorers and conservationists, skills which were once almost dying out. In the display you will notice samples of work on book cover design, and as well as having all the necessary computer programmes for dealing with printing we have some old printing presses.

Despite being largely a modern department, we do have an increasing interest in research into the history of the printed word, ranging from early European to Chinese and Japanese printing techniques. We have in fact some very well-known experts on early printing in Europe in the 15th and 16th centuries. If this area appeals to you, you can talk to Dr Fred Clare afterwards. From China we are lucky to have as a visiting lecturer Dr Yu, who is an authority on early Chinese manuscripts and printing machines. If you are thinking about doing a module with us or you are interested in doing research after you have finished your first degree, the person to talk to is Professor Clarkson who will be able to give you all the details. For postgraduate research, you should really be thinking about applying now even though we are only in December, as the department now attracts large numbers of people and we always have many applications for each research position.

# TEST THREE Section 1

## Questions 1–5

- Union Rep: Hi. I'm Debbie. How can I help?
- David: Hi. My name's David. I'm just looking to place an advertisement on the main Union notice-board to sell a laptop and a few accessories, if that's possible.
- Union Rep: Sure. That's not a problem. I take it you are a member of the Students' Union?
- David: Yes, I am.
- Union Rep: Right then. I'll just get a form up and as there is no one around and it looks as if it's going to be quiet for a while, I'll just type the details straight into the computer for you.
- David: Thanks very much.
- Union Rep: No problem. Shall we just title it Laptop for Sale?
- David: Yeah OK.
- Union Rep: Can you describe it generally?
- David: Well, it's in very good condition; in fact it's hardly been used.
- Union Rep: Why are you selling it, if I may ask?
- David: Well, I've got another one which is much lighter and I don't really need two.
- Union Rep: I see. What weight is the one you are selling?
- David: It's 3.5 kilogrammes.
- Union Rep: That is heavy these days. Can you give more details about the one you want to sell?
- David: Right. Mmm. Well, It's an Allegro and it's got all the latest programmes.
- Union Rep: Okay. What about the memory?

- David: The memory is only 0.5 Giga-bytes.
- Union Rep: And what about the screen size and the other features?
- David: Well, mmm ... the screen is ... let's see, it's ... mmm ... 37.5cm with a standard size keyboard and a touch pad, but I've got a cordless mouse that I can put in with it if necessary. Some people don't like using a touch pad.
- Union Rep: What about ports or holes for attaching things to the laptop?
- David: It's got two ports.
- Union Rep: Mmm. More modern laptops have more than two ports for all the extra attachments.
- David: They do. Let's see what else is important? Oh yeah. The battery lasts for 2½ hours, which is okay but not enough for long train journeys.
- Union Rep: But one thing is that it's not wireless.
- David: Right. Okay. Not wireless.
- Questions 6–10**
- Union Rep: Anything else I can put on the advertisement?
- David: There's a web cam built at the top of the screen and I can throw in a printer, a scanner and headphones, which I got with it in a special deal. It also comes with its own case for carrying it around. Actually the case is quite smart. I'm hoping these things will help it sell.
- Union Rep: They should do. Right. I think I've got all that. How much do you want for it?
- David: That I'm not sure about. It's worth about £900-£1000 new.
- Union Rep: Yeah, but you won't get that much if it's used and even if it's in good condition.
- David: What about £500?

Union Rep: I doubt if you'd get as much as that. More like £200 or £300. If you look at the notice board there is one on there which is comparable to yours and it's not more than about £250, I think.

David: As little as that?

Union Rep: I'm afraid so. Shall we say £300?

David: Okay put that.

Union Rep: Can I take some contact details for the advert?

David: The name's David Bristow.

Union Rep: B-R-I-S-T-O-W.

David: Yes that's it, and a mobile or email?

Union Rep: Both if you want.

David: It's DIB\_7791@hotmail.com

Union Rep: Okay and the mobile?

David: That's 09875 42 33 87.

Union Rep: That's it. If you send the picture, I'll add it and print it out and stick it up for you.

David: Okay, I can get that to you today.

Union rep: Right. I'll type in here: Advert placed: the 22nd October.  
Fine, and good luck with the sale!

David: Thanks.

Bond, who is the Technical Manager and his job is to supervise equipment, like computers and all the electrical equipment. And this is Margaret Lloyd. Her main function is to oversee training and she is therefore in charge of all the full-and part-time therapists. The next important person I need to introduce you to is James Todd. He is our Liaison Officer. What he does is manage bookings for the Club rooms and equipment, as they are open to different organizations, from the local College to corporate clients like banks and so on.

Last but not least is our physiotherapist, Edward Marks, who works part-time Monday, Wednesday and Friday. Edward plays an important part in the life of the Club. His main role is to prevent injuries.

### Questions 16–20

Now for the various amenities. You see that the Club has quite a large capacity and is arranged over three floors. There is a lift by the Reception and the stairs. On the ground floor, there are two large halls, which are used for yoga, Tai Chi, Pilates and dance and fitness classes for different age groups, with the shop and cafeteria over here. On the first floor, we have a full range of fitness machines, which are available in the large central hall, around which there are various offices. The changing rooms are also on this floor. On the second floor, there is a series of small therapy rooms with waiting areas for clients. These may be booked by individual therapists. There are also three classrooms, which are used for teacher training and group therapy classes.

We have a very extensive therapy training programme accredited to the university of Manwich with training in counselling, for which we have three programmes at the moment. As regards the various types of yoga, acupuncture and the Alexander Technique, there are currently nine different training classes going on. Information about the training can be obtained from the brochure, which you can pick up at Reception, and from the Club website. There will be a chance to talk to trainers for those interested in counselling this Saturday at 10 am. For yoga etc, there will also be an informal gathering of trainers on Thursday at 4.30 pm. So if you are interested in becoming involved, this is your chance.

## TEST THREE Section 2

### Questions 11–15

Good morning, and welcome to the Open Day of our new Alternative Health Club, here at Chelsea Bridge. I have to say it is very pleasant to have so many people turn up. My name is Harry Wilkinson and I work as one of the nine permanent staff members employed here at the Club.

The main aim of the Open Day is to give you a quick tour of the building, but before we do that I'd like to introduce you to a few people employed at the Club. Not all of us are here at the same time. In case you need to contact any of us our contact details are here on the notice-board below the photographs. First of all, this is Sean

## TEST THREE Section 3

## Questions 21–26

Tutor: Now, Mark, and Anna, I have to say that I thoroughly enjoyed your joint presentation on the application of robotics in a non-industrial setting to the group on 2nd December and it is clear that you have both devoted quite a lot of time and effort to it. Have you had a chance to fill in the self-evaluation form for the session?

Mark: Yes, we have.

Tutor: So Mark, what do you think overall?

Mark: Well, generally, I felt the presentation worked very well; in fact, we seemed to hold the attention of the others throughout. And the pace of delivery was fairly even as were the range of activities we organized.

Anna: I agree with Mark, but I'm not sure we were comprehensive or academic enough.

Tutor: No comment really except that I don't think there was any question of it not being thorough.

Anna: I think we were a bit too chatty and too jokey at times rather than formal.

Tutor: Okay. What do you think were the best areas and which do you think can be improved on?

Mark: Everything could have been improved on. I felt very good about the hand-outs; we had spent a lot of time putting them together. They had a very professional appearance as we bound them into a booklet.

Anna: To me the hand-outs were the best part as we had a very extensive bibliography and the booklet seemed to go down well.

Tutor:

The booklet you did for the hand-outs certainly showed you had done a lot of work. But I think that you put too much material into it and people got distracted by it. Perhaps, you could have cut the hand-outs by about a third.

I see. When I come to think about it, maybe you are right.

Okay.

But there were times in the middle of the presentation where things did go a bit astray. I think that was my fault when I got the power-point slides out of sequence and I had difficulty getting back on track.

Mmmm. I also think we rated our technical ability too highly especially when operating under pressure. I had never done a presentation with technical equipment before, so it was a steep learning curve for me in particular.

Anna:

Yes, I think you could have done with a bit more practice with the equipment beforehand.

### Questions 27–30

Tutor: What about the next item on the feedback form? The aims and objectives?

Mark: I think they were very focused and we followed them through well, I think. We wanted to show how Europe was lagging behind other areas of the world.

Anna: Yeah, I think they were clearly set out.

Tutor: Yes. Agreed. No comment there.

Mark: The diagrams and charts were appropriate.

Anna Yes, I have put that too.

Tutor: They did work well in helping to illustrate and break up the presentation by cutting down on the number of words and text on the screen.

**TEST THREE Section 4****Questions 31–35**

The subject of this evening's talk at the North Bank Business Centre is local businesses in the area surrounding the university, and the benefit they bring to the employment prospects of people in the local area, especially young people at the beginning of their career.

We established the Centre in response to approaches from several business people in the area who had wanted to start up new businesses, but who had not managed to find any help locally and did not know where to turn. Moreover, they had all without exception come up against enormous bureaucratic obstacles. We therefore invited them in as a group to meet the members of the department and the students. Stemming from that is the Centre, which now focuses mainly but not exclusively on business start-ups.

Just after the Centre was set up, snapshot research conducted by the department over the telephone gave some startling results. The information about local businesses revealed that three out of every ten local business start-ups, that we could collect information on, had failed within the first six months, and another five had gone within the year, leaving only two. The most common reasons given for the businesses closing were: first, high rents, which are 33% higher than the national average due to the area being very central; second, lack of knowledge about grants, basically because of ignorance about how to access them; and thirdly a lack of business support, because they did not know where to obtain advice from.

Since the Centre came into existence three years ago, we have helped to change this climate of failure. The current statistics show a remarkable turnaround in the fortunes of local businesses. And now, after a year, only two businesses close out of every ten compared to eight before the Centre was set up.

- |        |  |
|--------|--|
| Tutor: | What about delivery?   |
| Mark:  | Well, I think our performance was average.   |
| Anna:  | It was difficult to coordinate speaking and presenting the material at the same time. I was quite self-conscious of what I was doing. It was down to a lack of experience.   |
| Tutor: | Unfortunately, both of you had the habit of standing in front of the projector so you kept blocking the image on the screen. To me this is the area that requires the most improvement.                                      |
| Mark:  | The section on the predictions of the commercial application in the future, I think appeared a bit haphazard. To me it was a weak point of the presentation. And I think that some of the slides could have had fewer words. |
| Anna:  | And we could have done some fancy graphics with the words.   |
| Tutor: | If you had to give yourselves a mark overall how much would you give out of 10?  |
| Mark:  | Six maybe. I would be happy with that, though bits were probably nearer a seven. So I'd say a six. Anna, what do you think?  |
| Anna:  | I think for me it's perhaps a seven.   |
| Tutor: | Okay. Did you find the task and the evaluation useful?   |
| Anna:  | I think ...  |

### Questions 36–40

Six local businesses are now taking part in a work-placement and monitoring scheme, which is of mutual benefit to ourselves and the companies involved. O-foods, a small start-up company with nine employees involved in organic food and based at a local market, has one final year graduate doing a year-long study on improving the stock turnaround. This was a particular problem because the company found that they were losing sometimes up to 30 percent of their stock. Another start-up is Innovations which deals with producing video games. This company, which employs only five people all under the age of 25, is receiving support in attracting business partners and achieving production targets.

In the smaller business category, Sampsons Ltd, a courier company, which is interested in developing a taxi service, is being offered help with their business expansion plans. Another small niche company, called Vintage Scooter, which specializes in revamping old scooters, is taking part in a product-monitoring scheme, offering customer service up to a year after purchase to check the quality of their restoration.

The first of the two medium-sized companies that the scheme is monitoring is Build Ltd, which employs 47 people. A comparison of their products and services with other businesses in the area is being carried out by a researcher, who is trying to support them in their efforts to extend the company's product range.

The last company, Jones Systems, is perhaps the most interesting, because it has been the victim of considerable personnel problems, which have been affecting the day-to-day operations of the company. And so we are looking at conflict management and team building within the company.

To sum up, advisors help the companies look at different business options and models, apply for grants, deal with employment issues, systems creation, and also provide accommodation at the centre to help them start up. E-mentoring for fledgling businesses is also in operation for those who find it difficult to attend the centre personally. The programme is funded by grants from local authorities.

# TEST FOUR Section 1

## Questions 1–4

- Woman: Hi. I'd like some information about joining the International Arts Society.
- Man: That's no problem. What exactly can I help you with?
- Woman: First of all, I'd like to know about the membership fee.
- Man: Well, there are two types of membership.
- Woman: Can you tell me what they are?
- Man: First, there is life-time membership which means that you can have access to all the facilities at the society itself and all exhibitions. Plus you can have discounts to various events at affiliated arts organizations here and abroad. And on top of that you can use the life-time members' room.
- Woman: How much is that type of membership?
- Man: Well, the life-time membership fee is £1,537.
- Woman: Mmm. Okay. It's rather a lot to pay in one go. What about the other membership?
- Man: The ordinary membership; that's £193 per year.
- Woman: That sounds a bit more reasonable. What does that entitle you to?
- Man: You can visit the society, including the exhibitions, the library and follow the arts programmes on week-days during the opening times from 10am to 9pm and at the weekend between 10am and 5pm. On Saturday, if there is a special event like a lecture or restricted showing of an exhibition, then it opens until 9pm.

- Woman: So what is the difference between this and the life-time membership?
- Man: In the long-run, you save money as you are making a one-off payment, and you have exclusive use of the life-time members' room.
- Woman: Okay. What arts programmes do you run?
- Man: Well, the Society has a very extensive programme to cater for all tastes. There's a series of exhibition rooms for the permanent collection of paintings, watercolours and sculpture and then there's a new exhibition area, which opened at the beginning of the year. And we run a series of courses and lectures that go with the exhibitions.
- Woman: Can I ask about the lectures? What is scheduled for this year?
- Man: The latest list is in this leaflet.
- Woman: Oh yes, that looks very good. Are all the exhibitions etc. free if I join?
- Man: Yes. Everything is free.
- Woman: That's fair enough. I think, in that case, I'll join.
- Questions 5–10**
- Man: I just need to take your name, address and telephone number. First, your name?
- Woman: Margaret Rochester.
- Man: I take it that's R-O-C-H-E-S-T-E-R?
- Woman: Yes, that's it.
- Man: And the address?
- Woman: It's 55 Stone Avenue.
- Man: Okay ..... Avenue. And the post-code?
- Woman: Mmm. Let's see. It's MA7 4PQ.
- Man: And a day-time telephone number?

- Woman: Can I give you my work number?
- Man: Yeah. That's fine.
- Woman: It's 0207 895 2220 and the extension is 6633. Can I pay by credit card?
- Man: Yes of course. Do you want to pay for the full year at one time or by monthly instalments? You pay £4 extra a month if you pay by instalments.
- Woman: Okay. I think I'll pay by monthly instalments.
- Man: Right. If you just complete this form, ... then we can set up the monthly payments. .... Okay. If you just put your pin number in the machine, I can deduct the first month's payment. ... Right. That's gone through. Here's your card. I now just need to take your photograph over here and then I can put it on your membership card.
- Woman: Okay.
- Man: That's it. I'll just print out your membership card. Right. Here you are.
- Woman: Thank you. By the way, can I bring any friends to the Society exhibitions and lectures?
- Man: With the ordinary membership, we can issue a day pass once a fortnight which allows you to bring a friend in, but you have to accompany them.
- Woman: Thank you. Can I go in now?
- Man: Yes. You just swipe your card here.

First of all, this time we are going to make the concert on the beach open to everyone without charge. This is because we have been given money by the council for the celebration and also because last year we had so many problems with keeping people out who had not paid. And on top of this, people will not have to pay for refreshments either, as these are being donated.

Right now, mmm, we are going to divide into four teams: the first one, the Beach Team, will be responsible for cleaning up the beach on the Saturday morning, picking up litter, bottles, plastic bags, wood and anything else that's lying around. Everyone is meeting at the Beach Shop at 8 am. It's an early start, but we want to give everywhere a good thorough clean. We have had permission from the council to close the beach to get it ready for the anniversary celebration on Sunday.

The second team will be responsible for setting out seating in the square for the speeches and prize giving. Again an early start is preferable, but the vans with the seats can't be there until 9 am, so shall we say that everyone should meet at the Village Hall at 9.30? Starting then will allow extra time if the vans are late.

## Questions 16–20

Now the third team will be the judges. For each of the various competitions we will have three judges. On the whole, they will have had experience of judging before. There will be a boat race, a swimming competition and the best fancy dress. A cash prize will be given to the winner in each category and for the two runners-up there will be book-tokens.

There is a sponsored mini-marathon and by the deadline lunch-time today we had 263 applicants with ages ranging from 15–60. That's 80 more than last year. Each entrant has paid a £20 registration fee to enter and all the profits will go to the local Children's Hospital to help fund much needed specialist apparatus.

The fourth team consists of the wardens for the day itself. We are expecting at least 10,000 people if last year is anything to go by. The fields near the entrance to the beach can be used as car parks and we need wardens to help make sure the actual parking is more organized than last year, which was a mess. We also need someone to be in charge of the first-aid, which will be at the entrance to the beach.

## TEST FOUR Section 2

### Questions 11–15

And now for the preparation plans for the town's 250th anniversary celebrations. We are going to follow the same system we had last year, but with a few changes to increase the party spirit.

Finally, we need some volunteers for the clean-up. Last year we didn't do this very well and so the Council has agreed to provide large bags to collect all the recyclable material like glass and plastic etc., but we have to deal with the rest like left-over food ourselves. We don't want to leave piles of rotten food around or dangerous bottles.

## TEST FOUR Section 3

### Questions 21–25

- |   |   |
|---|---|
| <p>Adam: So what did you think of the practice exams last week?</p> <p>Mary: You mean the mock exams?</p> <p>Adam: Yeah. I thought some of them were tough.</p> <p>Mary: They were certainly hard and generally they were very long.</p> <p>Adam: Yeah. They were spread over a whole week, which made it impossible to relax.</p> <p>Mary: Exactly. But what did you think of each test?</p> <p>Adam: Of the seven exams we did, the least enjoyable for me were the two three-hour essay papers.</p> <p>Mary: Why didn't you like the essay papers?</p> <p>Adam: I am not particularly good at writing things down like that in a short space of time. And I don't think it's a good way of testing our theoretical knowledge of medicine.</p> <p>Mary: I'm the opposite, I'm afraid. I'm much better in the written essay exams than the other types of tests. But what about the two multiple choice exam papers in basic science and anatomy?</p> <p>Adam: They weren't too bad. If you didn't know the answer, all you had to do was guess.</p> | <p>Mary: Mmm. That's okay but I never feel comfortable with guessing. And you know that there is research that shows that women are disadvantaged when doing multiple-choice questions compared to men.</p> <p>Adam: You have mentioned this before, but I am not sure I believe it.</p> <p>Mary: It's true. Multiple-choice questions benefit men more than women. They are a male construct.</p> <p>Adam: If you say so!</p> <p>Mary: It's not if I say so. Anyway, you have to be careful with multiple-choice questions because of the negative marking. That can really bring the score down if you keep guessing and get all of the guesses wrong. It's double negative.</p> <p>Adam: Yeah, that is a danger.</p> <p>Mary: What about the role-play? Did you like that?</p> <p>Adam: Yeah, with the actors and actresses as simulated patients. Yeah, I thought that was by far the best part of the exam.</p> <p>Mary: Why was that?</p> <p>Adam: What I liked about it was during the 24 test stations, we had a chance to show what we know about communicating with patients and show our practical medical knowledge etc.</p> <p>Mary: Yes. I think I agree with you there. I enjoyed all of the stations, but I can tell you I was tired at the end. I have done a practice exam with 12 test stations, but not 24. It was exhausting, but also exhilarating.</p> <p>Adam: I agree completely. It lasted nearly four hours in total with the break.</p> |
|---|---|

**Questions 26–30**

- Adam: What did you think of the other two exams?
- Mary: The two problem-solving tests? Mmm ... I didn't think I was going to handle them very well, but in the end I think they went better than I thought they would. What I liked most was the test where we had to work in groups of four and to solve a problem we had to prioritize actions.
- Adam: That was very interesting! I am not sure I did very well in that, though. Did you feel comfortable being in a group of four and having four examiners watching you as you discussed the problem?
- Mary: We did practise it several times before. You learn to forget that someone is watching you.
- Adam: But some people are better at speaking in group situations like that and they get the best marks.
- Mary: The test doesn't just assess whether people can talk a lot. It's about showing you can listen, organize your thoughts and then show you can be part of a team, allowing other people to speak.
- Adam: Well, we'll have to see how it goes. When do the results of the mocks come out?
- Mary: They said next week. And then it's the Finals two weeks later.
- Adam: Yeah, we've got that to look forward to. What is the policy on re-sits?
- Mary: Why? Are you planning to fail?
- Adam: No, but .... well, you know what I mean.
- Mary: The re-sits are held in September and if there is any problem after that, it goes to appeal.
- Adam: We'll just have to make sure we don't fail any part of the whole examination. I certainly wouldn't want to do any of it again.

- Mary: Me neither. It's hard when you are not allowed to fail any of the exams.
- Adam: I bet they don't have that policy in any other subject.
- Mary: Probably not.

**TEST FOUR Section 4****Questions 31–35**

In this the first lecture in our series on the changing face of the oceans of the world, we are going to look at the Indian Ocean, into which the Oceanography Department at the Institute here in Australia has been doing pioneering research over the past five years.

Let us start with some facts about the Indian Ocean to give you an idea of the scope and complexity of the enterprise we have undertaken. As you can see from the diagrams here on the screen showing the relative size of the planet's five oceans, the Indian Ocean comes third after the Pacific and Atlantic Oceans, but is larger than the Southern Ocean and the Arctic Ocean.

On this slide you can see that the Indian Ocean is different from the two larger oceans in that it is landlocked to the north and does not extend into the cold regions of the North Pole. Covering some 73,440,000 sq km, the ocean constitutes approximately one-seventh of the earth's surface and about 20 percent of the world's total ocean area. At the equator it is around 6,400 km wide with the average depth being about 3,400 metres and with the deepest point being the Java Trench at 7,450 metres.

Flowing into the Indian Ocean we have some of the world's greatest rivers: the Zambezi here, the Ganges here, the Indus, The Brahmaputra and the Tigris-Euphrates just here.

The two largest islands in the Indian Ocean, Madagascar, here off the coast of Africa and Sri Lanka, here off the southern tip of India, are structurally parts of the continents of Africa and Asia, while islands like the Seychelles are exposed tops of submerged ridges. The Maldives are low coral islands and Mauritius and Reunion are volcanic cones.

The surface waters of the ocean are warm, except where the ocean touches the cold waters to the south. A network of scientists, mainly oceanographers and meteorologists, from around the world, are monitoring changes in the ocean's temperature and acidity, especially where it meets the Southern Ocean, in order to see how global warming is having an effect on the waters there. An assessment is also being carried out on how this is impacting on low-lying habitats and peoples in the more populated coastal regions around the rim of the ocean. In the warmer north, islands are vulnerable to even the subtlest changes in sea levels and tides, so they are being closely watched. Moreover, a close eye is being kept on wind changes, especially alterations to the monsoon rains, typhoons, cyclones and any other natural phenomena.

The work at the Institute is now into the fifth year of a ten-year data collection, which began in ...

### Questions 36–40

In addition to the information sent from the ship that we have stationed off Antarctica in the south of the Indian Ocean, data are being transmitted round the clock from buoys anchored at various points around the Ocean. Five of these buoys are observing ice packs and icebergs coming into the Indian Ocean from Antarctica. Besides the buoys, data on cloud cover and wind and temperature change are received by satellite. Satellite images are also being used to record the size of the icebergs from the moment they break off from Antarctica. Their course is then mapped as they move out into the Southern Ocean.

Here at the Institute, the raw data from the various sources are received and the information is then constantly processed by a bank of computers. Once the data have been collated, the next step in the process is the analysis by experts here and at centres around the world, looking for even the slightest shift in patterns of temperature, wind and sea levels. In the light of the fact that this is a global enterprise, the institute is staffed 24 hours a day with researchers working in shifts and we are in constant contact with centres all around the world. In total, 900 experts from around the globe are involved in the programme.



**PENCIL must be used to complete this sheet**

**Centre number:**

**Please write your name below,**

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

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**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 digit of the Year: **0 1 2 3 4 5 6 7 8 9**

IELTS Listening Answer Sheet

Version  
number

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## IELTS Reading Answer Sheet

Module taken (shade one box): Academic General Training 

## Version number:

Please enter the number in the boxes (one digit per line, starting at the top) and shade the number in the grid beside the box.

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18	18	38	38
19	19	39	39
20	20	40	40

Marker's Initials	Band Score	Reading Total
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# IELTS Results

After you have completed the IELTS test, you will receive a Test Report Form which details your score. For each module of the test (Listening, Reading, Writing and Speaking) you will receive a Band Score of whole or half numbers between 0 and 9. These individual module scores are then added together and averaged for an Overall Band Score reported as a whole band or a half band (e.g. 6.5). The table below gives a summary of the English of a candidate classified at each band level.

An IELTS Overall Band Score of 6.0 or 6.5 is usually required for entry to universities and colleges in Australia, New Zealand, Canada and the United Kingdom. However, some institutions may ask for a higher score.

## **Band 9 – expert user**

Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.

## **Band 8 – very good user**

Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.

## **Band 7 – good user**

Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.

## **Band 6 – competent user**

Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.

## **Band 5 – modest user**

Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.

## **Band 4 – limited user**

Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.

## **Band 3 – extremely limited user**

Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.

## **Band 2 – intermittent user**

No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty in understanding spoken and written English.

## **Band 1 – non user**

Essentially has no ability to use the language beyond possibly a few isolated words.

## **Band 0 – did not attempt the test**

No assessable information provided.

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## CD ONE

### TRACK TEST ONE

- |   |   |
|---|---|
| 1 | Test instructions   |
| 2 | <b>Section 1</b><br>Instructions<br>Questions 1–4<br>Instructions<br>Questions 5–10<br>End of section instructions    |
| 3 | <b>Section 2</b><br>Instructions<br>Questions 11–13<br>Instructions<br>Questions 14–20<br>End of section instructions |
| 4 | <b>Section 3</b><br>Instructions<br>Questions 21–25<br>Instructions<br>Questions 26–30<br>End of section instructions |
| 5 | <b>Section 4</b><br>Instructions<br>Questions 31–40<br>End of test instructions                                       |

### TEST TWO

- |    |   |
|----|---|
| 6  | Test instructions   |
| 7  | <b>Section 1</b><br>Instructions<br>Questions 1–4<br>Instructions<br>Questions 5–10<br>End of section instructions    |
| 8  | <b>Section 2</b><br>Instructions<br>Questions 11–13<br>Instructions<br>Questions 14–20<br>End of section instructions |
| 9  | <b>Section 3</b><br>Instructions<br>Questions 21–23<br>Instructions<br>Questions 24–30<br>End of section instructions |
| 10 | <b>Section 4</b><br>Instructions<br>Questions 31–40<br>End of test instructions                                       |

## CD TWO

### TRACK TEST THREE

- |   |   |
|---|---|
| 1 | Test instructions   |
| 2 | <b>Section 1</b><br>Instructions<br>Questions 1–5<br>Instructions<br>Questions 6–10<br>End of section instructions    |
| 3 | <b>Section 2</b><br>Instructions<br>Questions 11–13<br>Instructions<br>Questions 14–20<br>End of section instructions |
| 4 | <b>Section 3</b><br>Instructions<br>Questions 21–26<br>Instructions<br>Questions 27–30<br>End of section instructions |
| 5 | <b>Section 4</b><br>Instructions<br>Questions 31–40<br>End of test instructions                                       |

### TEST FOUR

- |    |   |
|----|---|
| 6  | Test instructions   |
| 7  | <b>Section 1</b><br>Instructions<br>Questions 1–4<br>Instructions<br>Questions 5–10<br>End of section instructions    |
| 8  | <b>Section 2</b><br>Instructions<br>Questions 11–15<br>Instructions<br>Questions 16–20<br>End of section instructions |
| 9  | <b>Section 3</b><br>Instructions<br>Questions 21–25<br>Instructions<br>Questions 26–30<br>End of section instructions |
| 10 | <b>Section 4</b><br>Instructions<br>Questions 31–40<br>End of test instructions                                       |