

Recording script

The parts of the script that contain the answers are underlined.

Track 1

NARRATOR *Practice Test*

You will hear a number of different recordings and you will have to answer questions on what you hear. There will be time for you to read the instructions and questions, and you will have a chance to check your work. All the recordings will be played ONCE only. The test is in four sections. At the end of the real test you will be given ten minutes to transfer your answers to an answer sheet.

Now turn to Section 1.

SECTION 1

You will hear a telephone conversation between a travel agent and a company that organises tours. First you have some time to look at questions 1 to 5. (pause)

You will see that there is an example that has been done for you. On this occasion only, the conversation relating to this will be played first.

- MICHAEL Hello. Sydney Harbour Bridge Climb. Michael speaking.
- JULIA Oh, hi! It's Julia calling from Hotspots Travel in Seattle in the United States. Good afternoon, or should I be saying 'Good evening?'
- MAN Well, it's Good morning, in fact.
- JULIA Oh, of course. You're a day ahead of us, aren't you? So what's the time over there in Australia? 9.30 or 10?
- MAN It's nine in the morning.
- NARRATOR *The time is 9am so the answer is A. Now we shall begin. You should answer the questions as you listen because you will not hear the recording a second time. Listen carefully and answer questions 1 to 5.*
- MAN Hello. Sydney Harbour Bridge Climb. Michael speaking.
- JULIA Oh, hi! It's Julia calling from Hotspots Travel in Seattle in the United States. Good afternoon, or should I be saying 'Good evening?'
- MICHAEL Well, it's Good morning, in fact.
- JULIA Oh, of course. You're a day ahead of us, aren't you? So what's the time over there in Australia? 9.30 or 10?
- MICHAEL It's nine in the morning. ... And how can I help you?
- JULIA Well, I've got some clients who would like to climb your Harbour Bridge when they come to Sydney. That is open to tourists, isn't it?
- MICHAEL Absolutely!
- JULIA It sounds like a fantastic thing to do. But I do have a couple of questions before I go ahead with any bookings.
- MICHAEL Sure.
- JULIA First question. Are there any restrictions on the number of people who can do the climb at the same time? I only ask because we've got a group of 18 people who want to do this together.

- MICHAEL Well, there's actually a limit of 12 people for every climb. So we'd have to split them up, I'm afraid. Twelve in one group and then the other six could join a later group. The tours go every ten minutes, so they wouldn't be far behind.
- JULIA OK. That sounds fine. And what's the cost? I had a look on your website, but I just want to confirm the prices.
- MICHAEL Well, there are a couple of different rates depending on when you want to go. During the week, it's \$169 ...
- JULIA Is that American dollars?
- MICHAEL No! Australian dollars, so that's a little less, and it costs \$189 at the weekends.
- JULIA So, \$169 weekdays ...
- MICHAEL That's for an adult, and for a child it's \$100 dollars during the week.
- JULIA Right.
- MICHAEL But do bear in mind that children under 10 are not permitted to climb.
- JULIA Ah ha ... So ... how long does it take?
- MICHAEL The whole experience takes just over three hours, so you'll need to allow the whole morning.
- JULIA Wow! So will they be climbing for all that time?
- MICHAEL No, no. The climb itself is shorter than that. The first hour involves a comprehensive safety briefing and demonstration on the ground.
- JULIA Ah ha!
- MICHAEL And after the briefing they'll spend approximately one hour getting to the top of the bridge. And then another hour to come back down.
- JULIA Right, I see. And if you don't mind my asking, is it safe? Have you had anybody fall off?
- MICHAEL Well, safety is our number-one priority. Everyone wears a safety harness while they're doing the climb. It's quite secure.
- JULIA Oh, good! And the view must be fantastic from up there. Great for taking photos.
- MICHAEL Yes, the view is fantastic, but you're not actually permitted to carry cameras on you, I'm afraid.
- JULIA Oh! That's a shame. Why's that?
- MICHAEL Because there's a risk of dropping them down onto the cars below, and that could be very dangerous.
- JULIA Ah ha! So does that mean we don't have any photographic record of the climb?
- MICHAEL No, not at all. We have our own photographer who goes with you and takes lots of shots and we then provide you with one free photo when you get back down. And they can buy more, of course, if they like. That's up to them.
- NARRATOR *Before you hear the rest of the conversation you have some time to look at questions 6 to 10. (pause) Now listen and answer questions 6 to 10.*
- JULIA It must get pretty windy up there, so should they wear some windproof clothing? You know, an anorak or jacket of some sort?
- MICHAEL No need for that because all climbers are provided with our special suit to wear.

- JULIA Oh, really! Sounds more like a moon walk – with the safety harness and suit!
- MICHAEL Yeah. A number of people have said that! So climbers should make sure they bring something which isn't too heavy ... such as a T-shirt.
- JULIA I see ... because they need to be able to put the suit on over their own clothes.
- MICHAEL Exactly, and we do stipulate that climbers must wear rubber-soled shoes such as trainers. So avoid open shoes with leather soles, or sandals, as they might slip. Because, you see, they'll have to climb up and down 465 steps and squeeze in and out of the girders.
- JULIA Boy! So you need to be pretty fit to do this climb.
- MICHAEL Yes. It's certainly not recommended for anyone with a medical condition, such as a heart problem.
- JULIA Well, I don't think we have anyone in that category in this group but I'll let them know. Meanwhile could we look at some possible dates?
- MICHAEL Certainly. Let me get some contact details from you first.
- JULIA Sure. Well, my name is Julia Kramer – that's K R A M E R and I'm with Hotspots Travel. We're based in Seattle.
- MICHAEL Do you have an email address that I can contact you on?
- JULIA Sure. It's info@hotspots.com That's I N F O at Hotspots H O T S P O T S dot com. The group will be in Sydney for the week commencing August 21 for 4 days. We'd really like to do this on August 22 or 23 if possible.
- MICHAEL Well, let's see ... we do have a vacancy for the 22nd oh ... but ... hang on ... that won't do, because there are 18 of you, aren't there? It'll have to be on the 23rd, to accommodate that number.
- JULIA Great! I just need to run that date past my clients.
- MICHAEL Fine. Or you can book online, you know, if that's easier for you.
- JULIA Yeah! That might be best ... and thank you so much.
- NARRATOR *That is the end of Section 1. You now have half a minute to check your answers.*
(pause)
Now turn to Section 2.

Track 2

- NARRATOR *SECTION 2*
You will hear an extract from a talk about clocks.
First you have some time to look at questions 11 and 12.
(pause)
Now listen carefully and answer questions 11 and 12.
- PRESENTER Good morning and welcome to the programme, and this week we're talking about famous objects, and in particular – clocks. And in the studio with us is Dylan Reece, a man with a passion for clocks.
- DYLAN Thanks, Chris. Well ... I've always been fascinated by clocks and in particular I like public clocks. For me they represent everything that is good about a society: civic pride, social stability and a sense of community. If you forget your watch one morning, or you can't afford a watch for

that matter, you can always rely on there being a public clock somewhere nearby to help you out. By definition, such clocks are designed to be noticed, so they tend to be in prominent positions such as church towers, railway stations or other tall buildings. Sometimes they function as advertisements too. And so far, nobody has found a way of charging you to use them!

Unlike digital clocks, which just show the time as a set of boring electronic numbers, the hands on the face of a clock represent time itself by moving round. Others announce the time by making some kind of noise.

NARRATOR *Before you hear the rest of the talk, you have some time to look at questions 13 to 20.*
(pause)

Now listen and answer questions 13 to 20.

DYLAN For today's programme, I've selected four clocks from four different countries to share with you. I suppose the most famous clock has to be the Clock Tower at the north-east end of the Houses of Parliament in Westminster in London. Most people know it as 'Big Ben', but this is actually only a nickname for the main bell rather than the clock itself. The clock first went into service in September 1859. The main bell, which weighs 13.8 tonnes, is the biggest bell in England. It rings every hour ... on the hour. It also has four smaller bells, which ring on the quarter hour. You find it on things like postcards, biscuit tins, tourist brochures and I think that's what I love about it – the fact that it's so very well-known.

My next clock is very different and certainly much smaller. You'll find it in the suburb of Gastown, in Vancouver in Canada. It's unusual in that it's powered by steam and is known quite simply as 'The Steam Clock'. The steam comes from a system of pipes running under the ground, which also provide heating for many of the buildings in the square. It's based on an original design dating back to 1875, but the clock itself is relatively new, as it was only built, and first used, in 1977. Although it doesn't look like Big Ben, it does play the famous Westminster chimes every hour. And every quarter hour a loud whistle sounds, so you won't have to wait long to hear it! At night time you can see steam rising from the top of the clock and it's certainly more impressive at night than during the day, but I always find it charming.

One of my real favourites is the magnificent clock in the cathedral in Strasbourg in France. The actual clock mechanism was constructed in 1842 by Swiss watchmakers, but there were other craftsmen involved in its construction. Not only does it show the time – it also shows time passing. Every day at 12.30 the clock puts on a special show depicting the story of our human journey. It does this with four different characters. First, you see the figure of a child move onto the stage, followed by a teenager. Then the adult makes his appearance and finally an old man. For me, it's not just a clock, it's a work of art.

My last clock is in Tehran in Iran – very different from the others we've looked at because it's not in a tower or on a building. It's called The Flower Clock and it sits in a prominent position on a hill in a park, visible from the highway. It was built in 2005 and is the largest of its type in the world. It measures 15 metres across and weighs 750 kilogrammes. Being in such an exposed position in the open air, it has to withstand all weather conditions – rain, snow and wind. The mechanism's controlled by a computer, with a separate motor for each hand, guaranteed to operate with minimum error. I like it because it's such an unusual design.

NARRATOR *That is the end of Section 2. You now have half a minute to check your answers.
(pause)
Now turn to Section 3.*

Track 3

NARRATOR SECTION 3

*You will hear a tutor and two students discussing preparations for a fieldwork project.
First you have some time to look at questions 21 to 26.
(pause)*

Now listen carefully and answer questions 21 to 26.

TUTOR So ... today we're going to prepare the ground for the fieldwork project that you need to do for your mid-term assessment. Last week I said that we'd start by looking at some of the positive and negative sides of fieldwork and I asked David and Maria to begin the session by doing this.

DAVID Um yes, we've decided to present these in the form of a table, and to do it by briefly comparing the strengths and weaknesses of fieldwork as against research in the laboratory.

TUTOR That's a good idea.

MARIA Yes, um so first of all, the difference between the two methods ... research *in the field* – and by that we mean research in what's termed a 'real-life' situation, is ... well a lot of family research, for example, is field-based, because you need to have your subjects behaving as they would normally. I guess when we think of lab research, we often think of medical research or psychological tests.

DAVID Yes, the lab's good for this because you need to make sure that you know exactly what people are doing, so this is a major strength of lab work – which we've highlighted – the lab provides a controlled environment.

MARIA Yeah, you can really make sure that the variable that you want to study is isolated – you can keep all the others under control.

DAVID The other big strength of the lab is that you might need things, um, for example, a running machine if you're doing an experiment on fitness.

MARIA Or medical machinery.

DAVID There's no limit really to the amount of technical equipment that you can have in a lab.

MARIA So that's another strength.

DAVID But there are a few negatives to lab experiments, and the main ones for us were what we've called

the ecological validity – this refers to the 'false' nature of lab experiments.

MARIA Mmm. And another problem is that in the field you can pick and choose your subjects, but you have to ask people if they'll participate in the lab.

DAVID Which means that you only get subjects who are willing to take part, and the big question then is – will this have an impact on the research findings? So that's the second main weakness of lab research.

MARIA With field research, the main advantage is that the ecological validity is improved, because the surroundings aren't specially designed in any way. But there are certain drawbacks and they're quite big ones.

DAVID Yeah, it's much harder to keep some effects – that you don't want – out of the experiment.

MARIA If you want to examine the effects of noise on sleep, say, this would be tricky because you never know what noises are going to occur outside a lab.

DAVE In the lab, you can control the noise.

MARIA Right.

DAVE And finally – big, big disadvantage – though a lot of wildlife researchers do amazingly well with this ... it can be really hard when it comes to setting up the whole experimental area.

MARIA There's all the issues like how long you leave things like cameras, recorders, that kind of thing there, once they've been set up ... how it's looked after and so on.

NARRATOR *Before you hear the rest of the discussion you have some time to look at questions 27 to 30.
(pause)*

Now listen and answer questions 27 to 30.

TUTOR Thanks, that's a very clear overview. So, we're going to do some fieldwork research that doesn't require very much equipment – but it does, like much research of this kind, involve the production of a questionnaire. There's a new housing estate here and we're going to find out how people feel about living there.

MARIA Oh, that sounds interesting.

TUTOR Now, before we start talking about questionnaire design, let's consider all the practical things that have to be done when you administer a questionnaire.

MARIA Are we going onto the street to interview people?

DAVE I'm not very keen on that.

TUTOR Why?

DAVE Well, people can be quite hostile, can't they?

TUTOR Well, you'll be relieved to hear, Dave, that we're going to visit people in their homes.

DAVE Oh.

TUTOR So, what do you need to consider first?

MARIA Um, things like deciding which residents to interview?

TUTOR Exactly, and you can't just do it in a random way – you know, go out and deliver it and think you'll remember who had one.

DAVID And presumably you can't cover all the occupants, that would be too many. So, do you have to write down which households have been given a questionnaire?

- TUTOR Yes, and the best thing is to set up a database to do this.
- DAVID And the collection ... I guess you need to think about how long to leave it with them.
- MARIA Oh, but aren't we going to do it with them at the door?
- TUTOR Well, your input might influence them then. It's better if they complete them on their own.
- MARIA Oh, I see.
- TUTOR So, when you design the questionnaire, you need to have an idea about the sort of information you want and how long you want to give them to respond.
- DAVID Like how well they get on with their neighbours. They wouldn't know that straight away, would they?
- TUTOR No, so you have to give them long enough to find out. OK. Now let's go on to the questionnaire design, I think.
- NARRATOR *That is the end of Section 3. You now have half a minute to check your answers.*
(pause)
Now turn to Section 4.

Track 4

- NARRATOR SECTION 4
You will hear part of a lecture about traffic management.
First you have some time to look at questions 31 to 40.
(pause)
Now listen carefully and answer questions 31 to 40.
- TUTOR I'd like you to give a warm welcome to our guest speaker today, Dr Carl Wingfield from the Faculty of Engineering. Dr Wingfield is an expert in road systems and he's going to talk to us about the use of technology in traffic management and the effects that this technology is having on our lives.
- DR WINGFIELD Thank you very much, Irene. Well ... let me start by asking: 'Hands up everyone who came here today by car.' Mm ... looks like about half of you. And hands up those of you who went through a set of traffic lights on your way here, or past a speed camera or used a toll road. Mm ... most of you, in fact. So, whether you like it or not, you've left an electronic data trail behind you. And this means that first, the traffic authorities can track where your car has been today and second, at what time you made the journey. The question is: Is this a good or a bad thing? Well, the transport authorities think it's a good thing. They say that their tracking systems, and by that I mean speed cameras, red-light cameras, E-tags for tolls and bridges, are for our own good. They argue that there's an urgent need to reduce the number of traffic accidents on our roads, and the technology is being used to encourage safe driving. They also say, and I think everyone who has ever been stuck in traffic before would

have to agree on this one, that they need to manage the increasing volumes of traffic more efficiently by keeping the traffic flowing smoothly to minimise traffic jams.

And there are some other advantages which have less to do with traffic and more to do with law and order. The road traffic authorities, and in particular the police, are keen to tackle the increasing problem of car theft, by making it harder for thieves to steal cars in the first place and easier to find the cars after they've been stolen.

So ... let's have a look at what's happening in a number of other countries. In the UK, a company has come up with the idea of E-plates. These are electronic number plates that have a radio frequency identification tag – that's an RFID – embedded in them, which acts as a tracking device. These RFID tags transmit a unique code that can't be seen or removed from the car, but which allows the car to be tracked from a considerable distance. The manufacturers say that a single 'reader' at the roadside can identify dozens of vehicles fitted with an E-plate, and they can do this from as far away as 100 metres or approximately 300 feet. One potential problem, however, is that they might not last as long as the cars themselves, because the E-plates have a battery life of 10 years.

So how do countries feel about E-plates? The E-plates project has been under development in the UK for the past three years at a cost of more than £1 million, and is currently being trialled there. The British government is extremely interested in the idea of E-plates to replace standard registration plates, and other governments are taking note too.

Officials in the United States say they'll be watching the British trials closely as they contemplate the introduction of the plates to make vehicles electronically trackable, for all the reasons we've mentioned already. However, at this stage, they say they will wait to see what the outcome of the UK trial is before they make a decision.

In Malaysia, the government is going ahead with E-plate trials and they plan to implement the system in two stages, starting with new cars, followed by those already on the road. They see this technology as being state of the art and are convinced that it will bring many advantages.

Here in Australia, we're biding our time on the question of E-plates, although we've embraced the electronic toll systems with great enthusiasm and most cars are now fitted with an E-tag on the windscreen. I know there have been high level discussions,

but so far the Australian traffic authorities say they do not intend to trial E-plates.

We do anticipate, however, that by the year 2012 all new vehicles will be equipped with GPS satellite navigation systems as a standard fitting.

NARRATOR *That is the end of Section 4. You now have half a minute to check your answers.*

(pause)

That is the end of the Listening test. At the end of the real test you will have ten minutes to transfer your answers to the Listening answer sheet.

Answer key

LISTENING

Section 1

- 1 B
- 2 B
- 3 A
- 4 cameras / (a) camera
- 5 (a / one) (free) photo
- 6 (a) T shirt / tee shirt / T-shirt
- 7 trainers / rubber(-)soled shoes
- 8 KRAMER
- 9 info(@)hotspots(dot)
- 10 23 August / 23rd August / August 23

Section 2

- 11/12 C/E in any order
- 13 main bell
- 14 well(-)known
- 15 (the) Steam Clock
- 16 1977
- 17 human journey
- 18 work of art
- 19 (the) Flower Clock
- 20 computer

Section 3

- 21 real(-)life
- 22 controlled / under control
- 23 (technical) equipment
- 24 (research) findings
- 25 (outside) noise(s)
- 26 setting up
- 27 (new) housing estate
- 28/29/30 B/D/F in any order

Section 4

- 31 what time / the time / when
- 32 safe driving
- 33 (traffic) jams
- 34 car theft / vehicle theft
- 35 unique code
- 36 battery life
- 37 A
- 38 C
- 39 A
- 40 B

READING

Reading Passage 1

- 1 E
- 2 C
- 3 A
- 4 B
- 5 video camera
- 6 motion sensors
- 7 arm
- 8 juggling (balls)
- 9 reflection / (arm) movement
- 10 neither

- 11 limbs (*not* arms)
- 12 false belief
- 13 cognitive development

Reading Passage 2

- 14 E
- 15 B
- 16 G
- 17 F
- 18 D
- 19 bottled water (*must have both words*)
- 20 fitness
- 21 imported brands (*must have both words*)
- 22 design / features / design features
- 23 purchaser
- 24 buyers and users
- 25 (waste) disposal
- 26 recycling

Reading Passage 3

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

ACADEMIC WRITING

Task 1

The first graph shows the trend in world population growth between 1800 and 2100, while the second graph gives predicted urban population figures for the twenty-five years from 2005.

Until now, the number of people in the world has risen each year. Between 1800 and 1950, the population grew quite slowly from just under 1 billion to 2.5 billion people. After that, the rate increased and currently the figure is around 6 billion. However, forecasters predict that this growth will peak in about 2050, and then decline to around 7 billion by 2100.

If we look at the population figures for cities, it is predicted that between 2005 and 2030, the figure will rise from 2.2 to 4 billion in developing regions. On the other hand, the urban population of developed regions is predicted to remain steady at about 1.3 billion people.

The graphs show that the global population increase will not occur evenly throughout the world, but will be greater in some areas than others.

168 words

Task 2

It is certainly true that famous people in some countries are very wealthy. Many would argue that this promotes a wasteful lifestyle. However, I tend to think it is their money and that, as long as they pay their taxes, no one can tell them what to do with it.

Popular magazines often show pictures of the homes and possessions of the biggest celebrities in our culture. Some top footballers in my country, for instance, can earn as much as €150,000 a week and pop singers may get that amount for doing one concert. This seems really unfair, when there are still people in the world who do not have simple homes or enough to eat.

However, newspapers and magazines do not always tell their readers everything. They may suggest that being a celebrity is all about wearing a different dress every day or owning several very expensive cars, but forget to mention that these same celebrities are also regularly giving money away.

Obviously not every celebrity is generous. Some, I am sure, keep all their money for themselves, but there are people like Bill Gates who are well known for making donations, attending charitable functions and taking part in a range of activities that support people less fortunate than themselves.

If rich people were forced to pay more taxes to help the poor, they would only end up earning even more money. So I do not think there is any way of changing the situation. Perhaps more publicity should be given to the good that people do, rather than the extravagant lives they lead.

265 words

General Training Reading

- 1 R
- 2 V
- 3 G
- 4 V
- 5 E
- 6 O
- 7 S
- 8 Q
- 9 B
- 10 G
- 11 J
- 12 F
- 13/14 B/D in any order
- 15/16 D/F in any order
- 17 (the) lid
- 18 steam wand / pipe
- 19 water tank
- 20 professional medical help / medical help / professional help
- 21 this / the manual
- 22 DVDs and posters
- 23 (your / your own) progress
- 24 (real) patient
- 25 key terms
- 26 case studies
- 27 study questions
- 28 D
- 29 E
- 30 C

- 31 G
- 32 A
- 33 F
- 34 B
- 35 C
- 36 A
- 37 alarm bells
- 38 dial locks
- 39 digital technology
- 40 conventional keys

GENERAL TRAINING WRITING**Task 1**

I am a resident of Waterfall Road and I have recently read in the local newspaper that a shopping centre is going to be built near where I live.

This news was rather a surprise to me. I have been living in Waterfall Road for three years now and it has always been a very quiet street with very few tall buildings. I think a construction like this will change the atmosphere of the area considerably and, like many other residents I've spoken to, I am not at all happy about it.

I think people who live in the area have a right to know more about the plan before it goes ahead, so I would like to request further details regarding the dates of the planned building work and the size of the centre. Also, I sincerely hope you are planning to provide a car park, as otherwise parking will become very difficult for everyone in the area.

I look forward to hearing from you.

Yours faithfully,

Mr J Lim

171 words

Task 2

It may be true that schools don't really teach young people how to handle their finances on a grand scale, but it isn't true that they ignore the topic altogether. The problem may be that students don't see the relevance of what they are taught.

At primary school children learn to do mental arithmetic and simple calculations including fractions and decimals. At my school, maths problems at this level were set in a real context such as working out the cost of buying a T-shirt at 10% discount, or calculating interest when you put your pocket money in a savings account.

Unfortunately, some children do not realise how useful these things will be later in life. For instance, if you borrow money to buy a car, you need to know how to work out for yourself how much it will cost you without relying on the finance company to tell you. Similarly people should only buy things on credit if they know how much it is really costing them if they don't pay the debt off each month.

It is possibly true that schools could try to make children understand the importance of all these areas, but children are young and cannot look into the future or predict the skills that they will need.

Ultimately, people have to make their own decisions about what money is worth, based on their earnings and lifestyle. An education system can equip us to work out what is best, but it cannot save the money for us.

253 words