

CAMBRIDGE



# New Insight into IELTS

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## Practice Test



CAMBRIDGE  
UNIVERSITY PRESS

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# Listening

## 1 Section 1 Questions 1–10

### Questions 1–3

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

*Example* What time is it in Australia when the woman telephones?

- A** 9.00am
- B** 9.30am
- C** 10.00am

- 1 How many people can climb the bridge in one group?
  - A** 6
  - B** 12
  - C** 18
- 2 How much does it cost for an adult to climb during the week?
  - A** \$100
  - B** \$169
  - C** \$189
- 3 How long does it take to climb to the top of the bridge?
  - A** one hour
  - B** two hours
  - C** three hours

### Questions 4–7

Answer the questions below.

Write **NO MORE THAN THREE WORDS** for each answer.

- 4 What are the climbers not allowed to take with them?  
.....
- 5 What do the climbers receive after the climb?  
.....

Which **TWO** things must the climbers bring to wear?

- 6 .....
- 7 .....

**Questions 8–10**

Complete the form below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

CUSTOMER ENQUIRIES	
Caller's name	Julia 8 .....
Calling from	Seattle, USA
Email address	9 .....@.....com
Date of climb	10 .....

 **Section 2 Questions 11–20**
**Questions 11 and 12**

Choose **TWO** letters, **A–E**.

Which **TWO** things does the speaker mention about public clocks?

The fact that they are

- A** old
- B** accurate
- C** useful
- D** beautiful
- E** free
- F** noisy

**Questions 13–20**

Complete the table below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

**PUBLIC CLOCKS**

City	Name	First year of service	Special feature	Favourite aspect for speaker
London	Big Ben refers to the 13 .....	1859	Biggest bell in England	It is very 14 .....
Vancouver	15 .....	16 .....	Whistle sounds on the quarter hour	It is charming.
Strasbourg	Strasbourg Cathedral clock	1842	The clock tells the story of the 17 .....	It is a 18 .....
Tehran	19 .....	2005	Run by a 20 .....	It is an unusual design.

 **Section 3 Questions 21–30**
**Questions 21–26**

Complete the table below.

Write **NO MORE THAN TWO WORDS** for each answer.

**RESEARCH METHODS**

	<b>Strengths</b>	<b>Weaknesses</b>
<b>IN THE LABORATORY</b> e.g. medical research	The environment is <b>22</b> ..... It is easier to isolate key variables. The researcher can use <b>23</b> .....	Constraints affect the ecological validity. Subjects must agree to participate, so there may be a possible distorting effect on <b>24</b> .....
<b>IN THE FIELD</b> or <b>21</b> ..... setting, e.g. family research	Good ecological validity	There may be unwanted effects, e.g. <b>25</b> ..... in a sleep experiment. <b>26</b> ..... the research can be difficult.

**Question 27**

Answer the question below.

Write **NO MORE THAN THREE WORDS** for the answer.

**27** The students' research will take place on a .....

**Questions 28–30**

Choose **THREE** letters, **A–G**.

Which **THREE** practical aspects of the research does the tutor highlight?

- A** conducting street interviews
- B** selecting subjects
- C** deciding delivery methods
- D** recording addresses of subjects
- E** helping subjects respond
- F** deciding on a timescale
- G** interviewing neighbours

**4 Section 4 Questions 31–40**

**Questions 31–36**

Complete the notes below.

Write **NO MORE THAN TWO WORDS** for each answer.

An electronic trail allows authorities to track

- first, where your car went
- second, **31** ..... you travelled.

<b>Tracking systems:</b>	
• reduce traffic accidents	and promote <b>32</b> .....
• manage the traffic	and reduce <b>33</b> .....
• discourage <b>34</b> .....	and help police locate vehicles

**Electronic plates (E-plates)**

- fitted with ID Tag
- send out a **35** .....
- cars identified from distance of 100 metres
- ten-year **36** .....

**Questions 37–40**

How do the countries feel about E-plate trials?

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

**Countries**

- 37** United Kingdom .....
- 38** United States .....
- 39** Malaysia .....
- 40** Australia .....

<b>A</b> in favour of trialling
<b>B</b> no plans to trial
<b>C</b> undecided on trialling

# Academic Reading

## READING PASSAGE 1

You should spend about 20 minutes on **Questions 1–13**, which are based on Reading Passage 1 below.

### Robots with a sense of self

**At Yale University, scientists have created a humanoid robot named Nico. When Nico sits in front of a mirror and raises an arm, he recognises the arm moving in the mirror as his own. It may not sound like much of a feat, but he has just become the first of his kind to recognise his own reflection in a mirror.**

The ability to recognise your reflection is considered an important milestone in infant development and as a mark of self-awareness, sociability and intelligence in a non-human animal. Nico's ability to perform the same feat could pave the way for more sophisticated robots that can recognise their own bodies even if they are damaged or reconfigured.

The achievement is one of a cluster of recent instances in which robots have begun to approach the major milestones in cognitive development. If robots can be taught to move from one developmental stage to the next, as infants do, they may eventually be capable of learning more complicated tasks and therefore become more useful to humans. 'It's less about recreating a human than making a human-compatible being,' says Matt Berlin, a robotics researcher at Massachusetts Institute of Technology.

To give Nico the ability to recognise himself, Kevin Gold and his supervisor Brian Scassellati equipped Nico with a video camera behind one of his eyes. They also gave him a jointed arm with an attached computer running some clever software. When Nico points his camera eye at the mirror, the software assigns sections of the image a probability of being 'self', 'another' or 'neither'. At the same time, motion sensors in Nico's arm tell the software when he is moving. Whenever a section of the image changes at the same time as his motion sensors detect movement in the arm, he assigns that section a high probability of being 'self'. If a section of the image shifts and Nico detects no movement in his arm, he assigns that image section a high probability of being 'another', while static sections are likely to be 'neither'. This allows him to recognise not only his own moving limbs, but those of other robots or people.

To test the self-recognition software, Gold programmed Nico to move his arm for four minutes while filming it with his camera, allowing him to learn when movement of his arm, detected by his arm sensors, corresponded to motion of the arm in the video. Nico was then positioned so that he could see both his own

reflection in a mirror and Gold standing beside it. Gold carried out a range of different tasks, including juggling balls, while Nico moved his arm around. Nico's software was able to correctly classify the movements corresponding to his own reflection and those of Gold 95% of the time.

The same system should also make it possible for robots to recognise their own limbs even if they are damaged, or wearing different clothes by correlating movement detected by on-board cameras with those reported by sensors on their limbs, says Gold. This should help them carry out tasks such as manipulating objects or let them adapt the way they walk to a changing terrain, when conventional vision software can be fooled by changes in appearance or environment.

The ability to tell self from other should also allow robots to carry out more sophisticated tasks, says Olaf Sporns, a cognitive scientist and roboticist at Indiana University in Bloomington. For instance, researchers are investigating imitation as a way of helping robots learn how to carry out tasks. To successfully and safely imitate someone, though, robots will need to distinguish between their own limbs and those of another person, as Nico can.



‘The distinction between self and other is a fundamental problem for humanoid robotics,’ says Sporns.

Meanwhile, a furry robot called Leonardo, built at MIT recently, reached another developmental milestone, the ability to grasp that someone else might believe something you know to be untrue. You can test the capacity for ‘false belief’ in children by showing them a scene in which a child puts chocolate in a drawer and goes away. While he is out of sight, his mother moves the chocolate somewhere else. Young children are incapable of seeing the world through the other child’s eyes, and so predict that he will look for the chocolate in the place his mother has left it. Only when they reach four or five can they predict that the other child

will mistakenly look for the chocolate in the drawer.

Leonardo, developed by Cynthia Breazeal together with Berlin and colleague Jesse Gray, uses face, image and voice recognition software running on an array of attached computers to build a ‘brain’ for himself – basically a list of objects around him in the room and events that he has witnessed. Whenever he spots a new face, he builds and stores another ‘brain’ which processes information in the same way as his own but sees the world from the new person’s point of view.

When faced with the false-belief test, Leonardo knows that the object has been moved and also that a person who left the room before this would not know this. It is more than just a cute trick, however. Gray found that the

ability to model other people’s beliefs allows Leonardo to gain a better understanding of their goals.

As well as helping to build better robots, such research could ultimately enhance our understanding of cognitive development in infants. Developmental milestones such as self-recognition and modelling other people’s beliefs are believed to be associated with the development of other important capabilities, such as empathy and sociability. By performing feats associated with these milestones, such robots could help researchers understand what capabilities infants need to reach them, says Sporns. ‘It shows us that complex phenomena can sometimes be explained on the basis of simple mechanisms.’

### Questions 1–4

Look at the following people (Questions 1–4) and the list of statements below.

Match each person with the correct statement, **A–E**.

Write the correct letter, **A–E**, in boxes 1–4 on your answer sheet.

- 1 Matt Berlin
- 2 Kevin Gold
- 3 Olaf Sporns
- 4 Jesse Gray

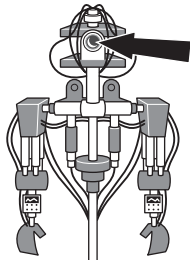
- |   |
|---|
| <p><b>A</b> suggests that robots cannot yet discriminate between themselves and others</p> <p><b>B</b> thinks that research using robots can help us understand the skills young children need to develop</p> <p><b>C</b> wants robots to be able to respond to varying conditions</p> <p><b>D</b> is working on a number of different versions of a robot</p> <p><b>E</b> is not trying to make a human being but a machine to help humans</p> |
|---|

**Questions 5–8**

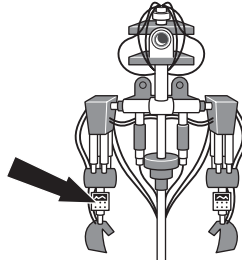
Label the diagrams below.

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

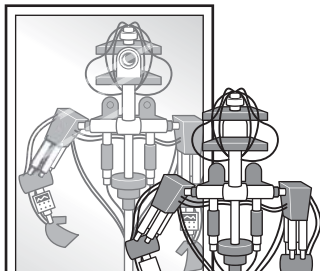
Write your answers in boxes 5–8 on your answer sheet.



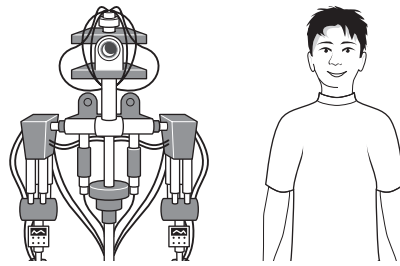
5 .....  
placed inside robot's 'head'



6 robot's arm fitted with computer software and  
.....



7 robot films own  
.....  
movement



8 researcher performs separate actions, e.g.  
.....

**Questions 9–13**

Complete the sentences below.

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

Write your answers in boxes 9–13 on your answer sheet.

- 9 Nico has reached a significant developmental stage by identifying a ..... as his own.
- 10 Nico classifies what he sees as being '.....' if he detects no movement on the image or his sensors.
- 11 Researchers are developing robots that can recognise broken ..... belonging to them.
- 12 Researchers investigate ..... among youngsters using chocolate.
- 13 Robotic research can help us learn about children's .....

## READING PASSAGE 2

You should spend about 20 minutes on **Questions 14–26**, which are based on Reading Passage 2 below.

## Consumer behaviour

- A** 'Consumer behaviour' is the behaviour that consumers display in seeking, purchasing, using, evaluating and disposing of products and services that they expect will satisfy their personal needs. The study of consumer behaviour is the study of how individuals make decisions to spend their available resources (money, time and effort) on products and services. Consumer behaviour includes both mental decisions and the physical actions that result from those decisions. Although some social scientists limit their understanding of 'behaviour' to observable actions, it is apparent that the reasons and decisions behind the actions involved in human (and consumer) behaviour are as important to investigate as the actions themselves.
- B** People engage in activities for many purposes other than consumption but, when acting as a customer, individuals have just one goal in mind – to obtain goods and services that meet their needs and wants. All consumers face varying problems associated with acquiring products to sustain life and provide for some comforts. Because solutions to these problems are vital to the existence of most people, and the economic well-being of all, they are usually not taken lightly. The process is complex, as choices must be made regarding what, why, how, when, where and how often to buy an item.
- C** Take, for instance, the product bottled water – a multimillion-dollar industry. A study of consumption behaviour in this area would investigate what kinds of consumers buy bottled water, and why, when and where they buy it. The study might find that, among some consumers, the growing use of bottled water is tied to concerns with fitness; and, among others, with the quality of tap water. It might find that domestic brands have a totally different image from imported brands, and that the reasons and occasions for usage vary among consumers. By contrast, a more durable product such as a document scanner would have a very different target market. What kinds of consumers buy, or would buy, a scanner for home use? What features do they look for? How much are they willing to pay? How many will wait for prices to come down? The answers to these questions can be found through consumer research, and would provide scanner manufacturers with important input for product design modification and marketing strategy.
- D** The word 'consumer' is often used to describe two different kinds of consuming entities; the personal consumer and the organisational consumer. The personal consumer buys goods and services for his or her own use (e.g. shaving cream), for the use of the whole household (television set), for another member of the household (a shirt or electronic game) or as a gift for a friend (a book). In all these contexts, the goods are bought for final use by individuals who are referred to as 'end-users' or 'ultimate consumers'.
- E** The second category of consumer includes profit and non-profit businesses, public sector agencies (local and national) and institutions (schools, churches, prisons), all of which buy products, equipment and services in order to run their organisations. Manufacturing companies must buy the raw materials and other components to manufacture and sell their products; service companies must buy the equipment necessary to render the services they sell; government agencies buy the office products needed to operate agencies; institutions must buy the materials they need to maintain themselves and their populations.
- F** The person who purchases a product is not always the sole user of the product. Nor is the purchaser necessarily the person who makes the decision or pays for the product. Thus the marketplace activities of individuals entail three functions, or roles, as part of the processes involved in consumer behaviour. The three functions are the consumer, the person who consumes or uses the product or service; the purchaser, the person who undertakes the activities to obtain the product or service; and the payer, the person who provides the money or other object of value to obtain the product or service. Marketers must decide whom to direct their marketing efforts toward. For some products or services, they

must identify the person who is most likely to influence the decision. Some marketers believe that the buyer of the products is the best prospect, others believe it is the user of the product, while still others play it safe by directing their promotional efforts to both buyers and users. For example, some toy manufacturers advertise their products on children's television shows to reach the users, others advertise in magazines to reach the buyers, and others run dual campaigns designed to reach both children and their parents.

- G** In addition to studying how consumers use the products they buy, consumer researchers are also interested in how individuals dispose of their once-new purchases when they are finished with them. The answer to this question is important to marketers, as they must match production to the frequency with which consumers buy replacements. It is also important to society as a whole, as solid waste disposal has become a major environmental problem that marketers must address in their development of products and packaging. Recycling is no longer a sufficient response to the problem. Many manufacturers have begun to remanufacture old components to install in new products, because remanufacturing is often cheaper, easier and more efficient than recycling.

### Questions 14–18

Reading Passage 2 has seven paragraphs, **A–G**.

Which paragraph contains the following information?

Write the correct letter, **A–G**, in boxes 14–18 on your answer sheet.

- 14** a description of the organisational consumer  
**15** the reason why customers take purchasing decisions seriously  
**16** reference to a way of re-using materials  
**17** ways of exposing products to a range of potential customers  
**18** a term used to describe someone who buys for the family

### Questions 19–22

Complete the summary below.

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

Write your answers in boxes 19–22 on your answer sheet.

#### Market research

Market research carried out on non-durable products like ....**19**... aims to find out who buys these goods and why. Researchers look at what motivates buyers, such as issues of personal ....**20**... or environmental factors. They may discover that ....**21**... are viewed differently from a local product.

Alternatively, research on durable, manufactured goods is likely to focus more on pricing, and the results may help suggest appropriate changes to the ....**22**... of the product, as well as showing how best to market it.

**Questions 23–26**

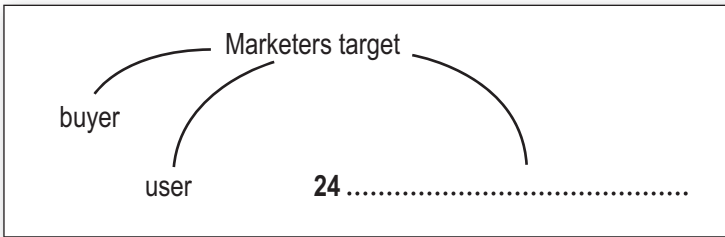
Complete the notes below.

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

Write your answers in boxes 23–26 on your answer sheet.

**Marketplace activities involve:**

- consumer
- **23** .....
- payer



**Researchers study:**

- patterns of consumer usage
- methods of **25** .....
- product replacement frequency

Remanufacture is replacing **26** .....

## READING PASSAGE 3

You should spend about 20 minutes on **Questions 27–40**, which are based on Reading Passage 3 below.

# You are what you speak

## Does your mother tongue really affect the way you see the world?

### Alison Motluk looks at some of the findings

Does the language you speak influence the way you think? Does it help define your world view? Anyone who has tried to master a foreign tongue has at least thought about the possibility.

At first glance the idea seems perfectly plausible. Conveying even simple messages requires that you make completely different observations depending on your language. Imagine being asked to count some pens on a table. As an English speaker, you only have to count them and give the number. But a Russian may need to consider the gender and a Japanese speaker has to take into account their shape (long and cylindrical) as well, and use the number word designated for items of that shape.

On the other hand, surely pens are just pens, no matter what your language compels you to specify about them? Little linguistic peculiarities, though amusing, don't change the objective world we are describing. So how can they alter the way we think?

Scientists and philosophers have been grappling with this thorny question for centuries. There have always been those who argue that our picture of the Universe depends on our native tongue. Since the 1960s, however, with the ascent of thinkers like Noam Chomsky, and a host of cognitive scientists, the consensus has been that linguistic differences don't really matter, that language is a universal human trait, and that our ability to talk to one another owes more to our shared genetics than to

our varying cultures. But now the pendulum is beginning to swing the other way as psychologists re-examine the question.

A new generation of scientists is not convinced that language is innate and hard-wired into our brain and they say that small, even apparently insignificant differences between languages do affect the way speakers perceive the world. 'The brain is shaped by experience,' says Dan Slobin of the University of California at Berkeley. 'Some people argue that language just changes what you attend to,' says Lera Boroditsky of the Massachusetts Institute of Technology. 'But what you attend to changes what you encode and remember.' In short, it changes how you think.

To start with the simplest and perhaps subtlest example, preparing to say something in a particular language demands that you pay attention to certain things and ignore others. In Korean, for instance, simply to say 'hello' you need to know if you're older or younger than the person you're addressing. Spanish speakers have to decide whether they are on intimate enough terms to call someone by the informal *tu* rather than the formal *Usted*. In Japanese, simply deciding which form of the word 'I' to use demands complex calculations involving things such as your gender, their gender and your relative status. Slobin argues that this process can have a huge impact on what we deem important and, ultimately, how we think about the world.

Whether your language places an emphasis on an object's shape, substance or function also seems to affect your relationship with the world, according to John Lucy, a researcher at the Max Planck Institute of Psycholinguistics in the Netherlands. He has compared American English with Yucatec Maya, spoken in Mexico's Yucatan Peninsula. Among the many differences between the two languages is the way objects are classified. In English, shape is implicit in many nouns. We think in terms of discrete objects, and it is only when we want to quantify amorphous things like sugar that we employ units such as 'cube' or 'cup'. But in Yucatec, objects tend to be defined by separate words that describe shape. So, for example, 'long banana' describes the fruit, while 'flat banana' means the 'banana leaf' and 'seated banana' is the 'banana tree'.

To find out if this classification system has any far-reaching effects on how people think, Lucy asked English- and Yucatec-speaking volunteers to do a likeness task. In one experiment, he gave them three combs and asked which two were most alike. One was plastic with a handle, another wooden with a handle, the third plastic without a handle. English speakers thought the combs with handles were more alike, but Yucatec speakers felt the two plastic combs were. In another test, Lucy used a plastic box, a cardboard box and a piece of cardboard. The Americans thought the two boxes belonged together, whereas the

Mayans chose the two cardboard items. In other words, Americans focused on form, while the Mayans focused on substance.

Despite some criticism of his findings, Lucy points to his studies indicating that, at about the age of eight, differences begin to emerge that reflect language. 'Everyone comes with the same possibilities,' he says, 'but there's a tendency to make the world fit into our linguistic categories.'

Boroditsky agrees, arguing that even artificial classification systems, such as gender, can be important.

Nevertheless, the general consensus is that while the experiments done by Lucy, Boroditsky and others may be intriguing, they are not compelling enough to shift the orthodox view that language does not have a strong bearing on thought or perception. The classic example used by Chomskians to back this

up is colour. Over the years many researchers have tried to discover whether linguistic differences in categorising colours lead to differences in perceiving them. Colours, after all, fall on a continuous spectrum, so we shouldn't be surprised if one person's 'red' is another person's 'orange'. Yet most studies suggest that people agree on where the boundaries are, regardless of the colour terms used in their own language.

### Questions 27–31

Do the following statements agree with the information in Reading Passage 3?

In boxes 27–31 on your answer sheet, write

- TRUE**                      if the statement agrees with the information  
**FALSE**                     if the statement contradicts the information  
**NOT GIVEN**            if there is no information on this

- 27 Learning a foreign language makes people consider the relationship between language and thought.  
 28 In the last century cognitive scientists believed that linguistic differences had a critical effect on communication.  
 29 Dan Slobin agrees with Chomsky on how we perceive the world.  
 30 Boroditsky has conducted gender experiments on a range of speakers.  
 31 The way we perceive colour is a well established test of the effect of language on thought.

**Questions 32–36**

Look at the following features (Questions 32–36) and the list of languages below.

Match each feature with the correct language, **A–E**.

Write the correct letter, **A–E**, in boxes 32–36 on your answer sheet.

- 32** the importance of the relative age of speakers  
**33** the use of adjectives to distinguish the names of objects or things  
**34** a need to use some numbers with the correct gender  
**35** a relationship between form and number  
**36** the need to know how friendly your relationship is with the person you are addressing

**List of Languages**

- A** Russian  
**B** Japanese  
**C** Korean  
**D** Spanish  
**E** Yucatec Maya

**Questions 37–40**

Complete the summary using the list of words, **A–J**, below.

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

**Lucy's Experiments**

In the likeness task, Lucy gave his subjects three combs. Two of these were made of the same ....**37**.... and two were alike in that they had the same ....**38**.... In another experiment, plastic and ....**39**.... items were used.

The ....**40**.... that English and Yucatec speakers used to group these objects helped him show that speakers of different languages think about things differently.

- |                    |                   |                     |
|--------------------|-------------------|---------------------|
| <b>A</b> method    | <b>E</b> purpose  | <b>I</b> similarity |
| <b>B</b> language  | <b>F</b> gender   | <b>J</b> wood       |
| <b>C</b> cardboard | <b>G</b> box      |                     |
| <b>D</b> design    | <b>H</b> material |                     |



# Academic Writing

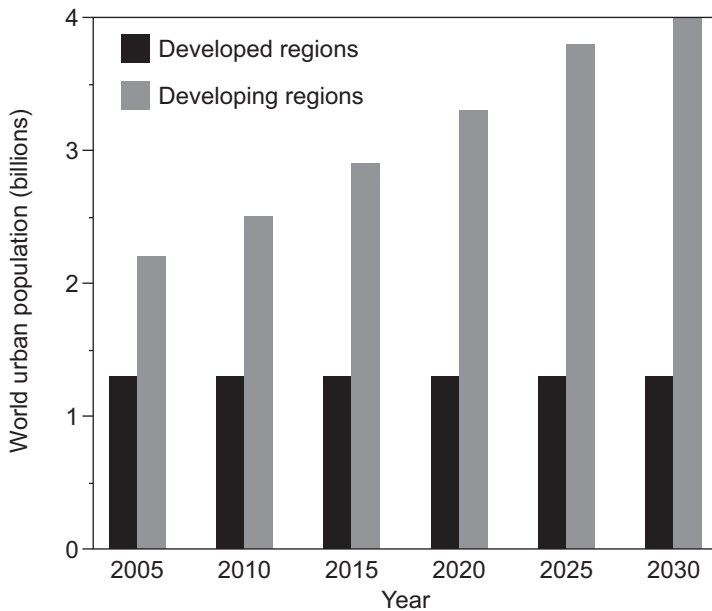
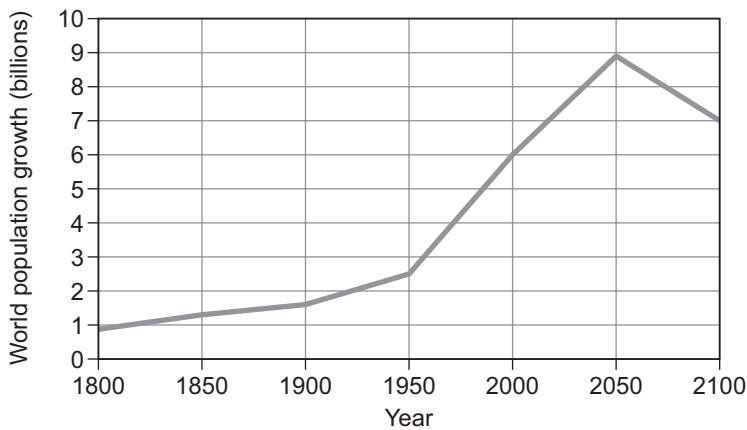
## TASK 1

You should spend about 20 minutes on this task.

*The graphs below provide information on global population figures and figures for urban populations in different world regions.*

*Summarise the information by selecting and reporting the main features, and make comparisons where relevant.*

Write at least 150 words.



## TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

***Celebrities such as singers and film stars earn too much money, buy too many goods and care too little about other people.***

***To what extent do you think this is true?***

***Should anything be done to change the situation?***

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

Write at least 250 words.

# Speaking



## Part 1

Ask and answer these questions.

Do you enjoy studying?

Do you usually study in the evening? Why? / Why not?

What qualifications would you like to get in the future? Why?

Do families in your country like having pets? Why? / Why not?

Which animals are most popular as pets in your culture?

Did you have a pet when you were a child? Why? / Why not?

Do you think people eventually get bored with pets? Why? / Why not?

What sort of indoor games, like card games, do you like playing?

Do you learn anything from playing these types of games?

When is it a good time to play indoor games?

Do people of all ages in your culture enjoy indoor games? Why? / Why not?



## Part 2

Take a minute to prepare and then record your talk.

**Describe an important rule or law in your country.**

**You should say:**

- what it is
- who it is designed to protect
- what people think of it

**and explain why it is important.**



## Part 3

Ask and answer these questions.

*Rules in the home*

What sort of rules do families often have in the home?

How important is it for family members to respect these rules?

Have the typical family rules changed since your parents were children?

*Rules at school*

Why do schools need to have rules?

What is the best way to ensure that school rules are obeyed?

Do you think the focus of school rules should be discipline or fairness?

*Law and society*

Why do you think societies need to have laws?

Is prison always the best form of punishment?

Should state legal aid be available for everyone?

# General Training Reading

## Section 1 Questions 1–14

### Questions 1–5

Read the information below about events taking place at four Historic Houses in Sydney.

Classify the location of the following things.

In boxes 1–5 on your answer sheet write

**G** if it's happening at Government House

**R** if it's happening at Rouse Hill Estate

**E** if it's happening at Elizabeth Farm

**V** if it's happening at Vaucluse House

- 1 a demonstration of 19th century skills
- 2 the first event ever run by the Historic Houses Trust
- 3 a garden performance with refreshments on sale
- 4 a view of the water
- 5 a celebration of early Australian agriculture

**Sunday 6 March 3pm–7pm**

### **GOVERNMENT HOUSE**

Treat yourself to a musical feast for an autumn afternoon in the gardens and grounds of Government House, listening to some of Sydney's best musicians.

Government House was built between 1837 and 1845 and sits within an important historic garden with exotic trees, pathways, and terraces.

Bring a picnic or just a rug and purchase something from the selection of refreshments available.

**Grounds open daily 10am–4pm**

**7 & 8 November 10am–5pm**

### **OUT OF THE WOODWORK**

The festival of traditional woodwork

### **ROUSE HILL ESTATE**

On this beautiful rural property, once occupied by six generations of one family, you can watch talented craftsmen at work and learn about the construction of houses and farm buildings in the early 19th century.

Bring the family and enjoy a weekend that includes live music, kids' activities, arts and crafts, and much more.

**Weekend 14 & 15 November**

### **ELIZABETH FARM**

Come and enjoy the fruits of the olive tree, open air dining, and experience the music and dance of the Mediterranean region at our Olive Festival.

The olive, now part of Australia's modern multi-cultural society, is an important aspect of our history. Today the oldest olive tree in the country, planted at Elizabeth Farm in 1805, is the inspiration for the festival.

**Open daily 10am–5pm**

### **Jazz in the Gardens**

**Sunday 27 November 6pm–9pm**

### **Vaucluse House**

The Jazz Festival is the longest running and most successful of the Historic Houses musical events.

On a perfect summer's evening, pack a picnic dinner, come along with friends or family and enjoy some of Sydney's best jazz in the idyllic gardens of Vaucluse House.

Vaucluse House is the only surviving example in Sydney of a 19th-century estate overlooking the harbour, with house, stables and outbuildings, set in its own magnificent gardens.

Read the text below and answer Questions 6–12.

## ★ City Cycle Guide

### Helpful tips for new cyclists:



#### **Your local bike shop is the best place for advice on:**

- ★ bike set-up – a simple adjustment can make cycling safer and more comfortable
- ★ condition of brakes, tyres, chain, gears, etc.
- ★ lights, bells, helmets, locks, luggage carriers
- ★ reflective or fluorescent and specialist clothing for cycling in the rain.

#### **Good Cycling code**

- ★ Traffic regulations apply to cyclists.
- ★ Cycling is permitted on all roads apart from motorways, as well as many places where motor vehicles are not permitted.
- ★ It is illegal for cyclists to ignore red lights, disobey 'one-way' and other road signs or to ride on the pavement and areas that are exclusively for pedestrians.
- ★ The police have powers to impose a £30 fine for cycling offences.

#### **Cyclists' Touring Club (CTC)**

The national cyclists' organisation CTC works for all cyclists and has developed national standards and accreditation for cycling training. It offers legal advice, cheap insurance and organises tours and social events. Adult joining fee is £32 or five years for the price of four at £128.

**Questions 6–12**

Complete the summary using the list of words, **A–S**, below.

Write the correct letter, **A–S**, in boxes 6–12 on your answer sheet.

### Cycle Guide

This brochure is for people who have recently taken up cycling.

For mechanical advice you should go to your nearest cycle shop. They can make sure that your bike is ....**6**.... and comfortable. They also have a wide range of accessories for sale, such as specialist gear for ....**7**.... conditions.

You need to be aware of the ....**8**.... of the road, as these apply to everyone, not just motorists. Although ....**9**.... are often allowed to go where many others may not, if you break the law, you run the risk of getting ....**10**....

It pays to belong to the CTC. Members can get help from ....**11**.... and take part in tours and specially arranged ....**12**....

- |                    |                        |                      |                |
|--------------------|------------------------|----------------------|----------------|
| <b>A</b> benefits  | <b>F</b> entertainment | <b>K</b> lost        | <b>P</b> rocky |
| <b>B</b> bicycles  | <b>G</b> fined         | <b>L</b> motorists   | <b>Q</b> rules |
| <b>C</b> clean     | <b>H</b> hurt          | <b>M</b> pedestrians | <b>R</b> signs |
| <b>D</b> contours  | <b>I</b> insurance     | <b>N</b> people      | <b>S</b> wet   |
| <b>E</b> difficult | <b>J</b> lawyers       | <b>O</b> reliable    |                |

Read the text below and answer Questions 13 and 14.

## **Mitchell College**

### **Emergency Fire Procedures**

#### **If you discover a fire, you should**

- sound the fire alarm
- report the fire to Reception from any of the green phones in the building
- evacuate (leave) the building and go to your meeting point.

#### **If you hear the fire alarm**

- leave the room immediately via the nearest safe exit, shutting the doors behind you
- do not use the lift
- do not take any personal belongings
- assist disabled people and visitors to leave the building
- go to the arranged meeting point
- do not return to the building until the fire safety officer has told you it is safe to do so.

#### **Questions 13 and 14**

Choose **TWO** letters **A–F**. Write your answers in boxes 13 and 14 on your answer sheet.

Which **TWO** things must you do if the fire alarm goes off?

- A** ring the fire brigade
- B** close all doors as you leave the building
- C** pick up only essential personal belongings
- D** help anyone in need to get out
- E** check that everyone has gone to the meeting point
- F** return to the building when the fire alarm stops

**Section 2 Questions 15–27**

Read the text below and answer Questions 15–19.

**Become a professional barista –**

**Sign up for a “Coffee World” coffee-making course today**

The Coffee World course deals with the practical skills and knowledge required to make and serve a great cup of coffee, from selecting the right beans, using and caring for an espresso coffee machine, to final presentation.

It covers essentials such as storage of coffee beans, as well as machine care and maintenance procedures. Each successful student will receive a copy of our Coffee World instruction booklet on how to keep your coffee machine in top working order.

The course is limited to six students per class so everyone is kept busy from start to finish with ‘hands-on’ experience. At the end of the course, the students are assessed by our experienced trainers for their national barista certificate.



**Extract from the booklet**

Every coffee machine is a bit different. For simplicity, this diagram illustrates a single-reservoir steam machine. The raised area on the top of the machine is called the lid. This is where you put the beans. Just below this is the steam valve. In the centre of the machine is a pipe through which the steam can exit, which is used to froth up the milk. The technical name for this pipe is the steam wand. The wand can also be used for warming cups.

The model shown here has one single water tank. The water is heated in this tank in all steam machines.

**Questions 15 and 16**

Choose **TWO** letters, **A–F**.

Write your answers in boxes 15 and 16 on your answer sheet.

The list below mentions topics you can cover on the Coffee World course.

Which **TWO** topics are mentioned in the text?

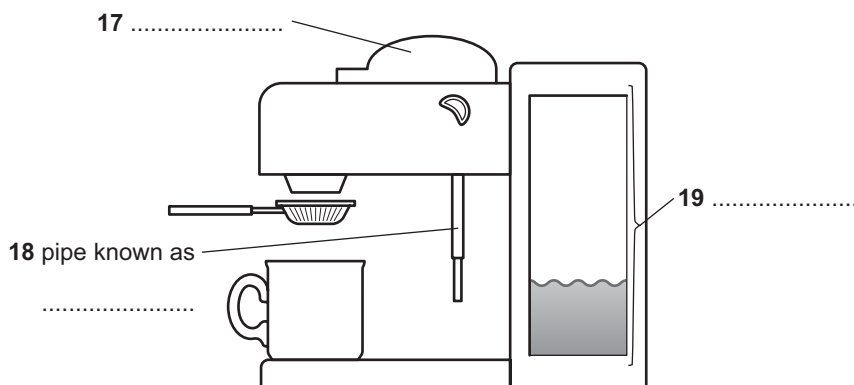
- A how to run a coffee shop
- B where coffee comes from
- C where to buy the best coffee
- D how to choose the best coffee beans
- E how to select a good coffee machine
- F how to look after your machine

**Questions 17–19**

Label the diagram.

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

Write your answers in boxes 17–19 on your answer sheet.





Read the text below and answer Questions 20–27.

## Why You Should Complete A First Aid Course

People need to know what to do in an emergency before medical help arrives. A First Aid course will prepare you to make appropriate decisions regarding first aid care and to act on those decisions.

The first critical step in any emergency depends on someone being there who will take the right action. After completing the course you should be able to:

- recognise when an emergency has occurred
- follow the step-by-step plan of action for any emergency
- provide care for injuries until the arrival of professional medical help.

### **How you will learn**

Course content is presented in various ways. This manual, which is essential reading for everyone undertaking a First Aid course, contains the information that will be discussed in class. DVDs and posters will support this information, as well as discussions and other class activities. The audio-visual materials will emphasise the key points to remember when making decisions in emergencies and will help you provide appropriate care. Participating in all class activities will increase your confidence in your ability to be effective.

The course has been designed to enable you to evaluate your own progress in terms of skills, knowledge and decision-making. Certain chapters in the manual include practice sessions that are designed to help you learn specific first aid skills. Many of these skills can be practised with another student. This will give you a sense of what it would be like to care for a real patient in an emergency situation and help reduce any concerns you may have about providing care.

### **The manual**

This manual has been designed to facilitate your learning and understanding of the material presented in it. It includes the following features.

At the beginning of each chapter there is a list of key terms with definitions. You will need to know these terms to understand the contents of each chapter.

Case studies are included in all the chapters and are easily recognised as they appear in yellow-coloured boxes. They present a variety of material ranging from historical information to application of the information in the text. You will not be tested on these case studies.

At the end of each chapter you will also find study questions that have been designed to test your memory and understanding of chapter content. The answers are in Appendix A.

**Questions 20–27**

Complete the sentences below.

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

Write your answers in the boxes 20–27 on your answer sheet.

- 20 The course will equip you to provide care while waiting for .....
- 21 You must read ..... if you undertake this course.
- 22 Everything you learn is backed up by visual material in the form of both  
.....
- 23 The course allows you to assess ..... in three main areas.
- 24 Working with another student helps you become more confident about looking after  
a .....
- 25 A knowledge of the ..... will help you understand what each chapter in  
the manual is about.
- 26 A knowledge of the ..... will not count towards your final assessment.
- 27 Use the ..... to help you remember the information.

**Section 3 Questions 28–40**

Read the text below and answer Questions 28–40.

## Unlocking the history of locks and keys

- A** Keys have always represented authority, security, and power. Kings, emperors, court nobles, and cities and towns across the globe have incorporated the symbol of the key into banners, coats of arms and official seals. The delivery of keys to a castle, fortress or city was a symbolic event, as is the presentation of the Key-to-the-City today to a visiting dignitary. It was a way of showing people that they were both welcome and trusted.
- B** Many centuries ago in ancient Egypt, the importance of the ‘head of the household’ was determined by the number of keys he owned. These were large keys, and were carried by slaves on their shoulders. If he had several slaves, or key bearers, he was considered to be a man of great wealth and distinction. And in this tradition, through the ages, the lock and its key have become an intricate part of our culture. Locking up personal property, the key symbolizes our desire for privacy and security for our possessions.
- C** The earliest known locks date back well over 3,000 years. They were made of wood and were large and crude in design; yet their principle of operation was the forerunner of the modern pin-tumbler locks in use today. Since the earliest times, chests were secured with strong and often very large locks. They were used to protect precious metals, money, jewels, to store clothing, and church vestments, archives and arms, linens and other household articles, bridal dresses, and even for burial of important people. Chest locks were ornamented for household use, or were very plain and sturdy for chests that were to be transported. So the design and appearance of a lock usually depended on the use to which that lock would be put.
- D** Padlocks were known to the ancient Greeks, Romans, Egyptians and other cultures including the Chinese, and were particularly favoured because they were portable. It is generally believed that the padlock was first used as a ‘travel’ lock to safeguard merchandise from thieves along ancient trade routes and seaboards and waterways where commerce was centred. Brass and iron padlocks found in Europe and the East were popularised by the Romans and the Chinese.
- E** Another type of padlock, the push-key padlock, was of simple construction, the bolt being kept in locked position by the projection of a spring or springs. To unlock, the springs were compressed or flattened by the key, which freed the bolt and permitted it to slide back. Padlocks were often highly decorated with dragons, horses, dogs and even elephants, and were presented in pairs as gifts, with congratulatory messages. For better efficiency, letter locks, otherwise known as combination padlocks, were later developed, which eliminated the need for an actual key and worked by aligning letters or numbers on revolving disks. Padlocks were used throughout the centuries to lock up prisoners as well as possessions. They were usually made of iron, bronze or brass, and were rough in construction, but had the disadvantage of being easy to defuse.

- F** Throughout the 14<sup>th</sup> and 15<sup>th</sup> centuries in Europe, there was little significant improvement made in the design of locking mechanisms, although ornamentation became increasingly important. Craftsmen at this time excelled in metal work and designed and produced locks for gates, doors, chests and cupboards. This was the age of the ‘Masterpiece’ lock, that had to be designed and produced as a one-of-a-kind by a journeyman<sup>1</sup> locksmith, in order to qualify him as a Master. Masterpiece locks, which were never actually used on a door, were often displayed without covers to show the component parts of the mechanisms, their functions, the decoration and method of assembly.
- G** During the era of the Renaissance in the 15<sup>th</sup> and 16<sup>th</sup> centuries in Europe, master locksmiths were inspired to produce the most intricate and the finest ornamental locks of all time. This was the period when iron craftsmen and lock artisans were highly sought after and became internationally famous. They excelled in the forging, embossing, engraving, and etching of metals, and were invited to make locks and keys for many of the great courts of Europe.

### Beating the burglars

When lock-picking<sup>2</sup> became prevalent in the 18<sup>th</sup> century, the inventor met the challenge of confounding the burglar with increasingly complicated locking mechanisms. Among the new improvements were keys with changeable bits, as well as alarm bells and what were known as ‘puzzle’ padlocks. These early puzzle padlocks had from three to seven rings of characters or letters which released the lock when properly aligned. Dial locks were similar in operation, and both types were set to be unlocked by words or patterns of numbers known only to the owners or responsible persons.

The introduction of digital technology in the late 20<sup>th</sup> century revolutionised the science of locks and security systems. But despite the advances made in this field, most of us still rely on conventional keys to lock our front doors or start the car, possibly because we prefer the mechanical satisfaction of turning a key to remembering a security number.

<sup>1</sup> apprentice, someone who is learning his/her trade

<sup>2</sup> the art of opening a lock without a key, usually illegally

**Questions 28–34**

The text has seven paragraphs, **A–G**.

Which paragraph contains the following information?

Write the correct letter, **A–G**, in boxes 28–34 on your answer sheet.

- 28** the reason why a certain lock was used to protect goods for sale
- 29** an explanation of how a particular lock works
- 30** examples of the relationship between form and function
- 31** a time when locksmiths were in big demand
- 32** reference to an ancient ceremony
- 33** how certain lock-making skills were tested
- 34** the use of keys as a measure of a person's social status

**Questions 35 and 36**

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

Write your answers in boxes 35 and 36 on your answer sheet.

- 35** According to the writer, early padlocks were popular because they were
  - A** made of wood.
  - B** extremely secure.
  - C** easily transported.
  - D** common to many cultures.
- 36** What does the writer say about Masterpiece locks?
  - A** They were used to demonstrate design features.
  - B** They were made to lock up small items only.
  - C** They were made for the royal families of Europe.
  - D** They were produced to last for centuries.

**Questions 37–40**

Complete the notes below.

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

Write your answers in boxes 37–40 on your answer sheet.

**Anti-burglar devices**

Security mechanisms have included:

- keys with changeable bits
- **37** .....
- puzzle padlocks
- **38** .....

In recent years, alternative methods of security have been made possible by **39** .....

However, people continue to prefer **40** .....

# General Training Writing

## TASK 1

You should spend about 20 minutes on this task.

***You have heard that a developer plans to build a shopping centre near your home.***

***Write a letter to the council. In your letter***

- ***say how you heard about the plan***
- ***explain how you feel about it***
- ***ask for more information about it***

Write at least 150 words.

You do **NOT** need to write any addresses.

Begin your letter as follows:

*Dear Sir or Madam,*

## TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

***Very few schoolchildren learn about the value of money and how to look after it, yet this is a critical life skill that should be taught as part of the school curriculum.***

***Do you agree or disagree?***

Discuss both these views and give your own opinion.

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

Write at least 250 words.

# 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

# Acknowledgements

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New Scientist for the article on pp. 8–9 ‘Robots with a sense of self’ by Celeste Biever, *New Scientist* 16 May 2007, and for the article ‘You are what you speak’ on pp. 14–15 written by Alison Motluk, *New Scientist* 30 November 2002. Copyright © New Scientist; Pearson Education Australia for the adapted extract on pp. 11–12 from *Consumer Behaviour*. Reproduced with permission from Schiffman, L; Bednall, D; O’Cass, A; Paladino, A; S and Kanuk, L; *Consumer Behaviour, 2nd edition*, 2001. p.5. Copyright © 2001 Pearson Education, Australia; Historic Houses Trust of New South Wales for the adapted text on p. 20 from the *Exhibitions and Events Calendar 2005*. Reproduced by kind permission of the Historic Houses Trust of New South Wales; Dafor Oy for the adapted text ‘Unlocking the history of locks and keys’ from the website <http://www.locks.ru/germ/informat/schlagehistory.html>. Reproduced by permission of Dafor Oy, Finland.

The publishers are grateful to the following contributors:

Alyson Maskell: editorial work

Ian Harker: audio recordings

Kamae design: illustrations on p. 10.