

Recording scripts

Listening 1

Track 02

1 Good morning, everybody. How nice to see so many of you here this morning. My name is Richard Brambles and I'd like to welcome you all to the Brambles International College of English. Now let me begin by introducing the teaching staff.

2

MAN Good morning! I'd like to check in, please.
WOMAN Do you have a reservation, sir?
MAN Yes, I do. In the name of Matthews.
WOMAN Let me just check ... How do you spell that?
MAN M-A- double T-H-E-W-S.
WOMAN Oh, here we are. Room two-two-six.

3

DRIVER 'Scuse me. Are you giving me a parking ticket?
INSPECTOR Yes, I am. The meter has run out.
DRIVER But I was only in the bank for two minutes. Surely you can allow that.
INSPECTOR Sorry - but the meter ran out of money ten minutes ago.
DRIVER So how much is that going to cost, then?
INSPECTOR There's a fine of \$75.

4

MALE Oh, hi Susan. Thank goodness I've run into you! I'm trying to find my way to the Economics building but I seem to be totally lost!
FEMALE Yes, you're on completely the wrong side of the campus, actually. You need to be on the other side of City Road. Go back to the main entrance and then take the pedestrian bridge across the main road. The Economics building is over there.

5

Oh, hello. Is that customer service? ... I'd like to organise a service call, please ... Yes ... Well, the door doesn't close properly and so water pours out the front when you turn it on ... Yes, well it should still be under guarantee, we've only had it six months ... Right. I see. Oh, well ... I'll have to wait till Thursday then, if that's the earliest day your technician can get here.

6

DAUGHTER You would not believe what happened to me today, Dad!
FATHER No. What?
DAUGHTER I got a \$75 parking ticket outside the bank. It's so annoying!
FATHER How long had you been parked there?
DAUGHTER Oh. About twenty minutes, but even so!
FATHER Oh well. You won't do that again, will you?

Track 03

Melbourne is situated on the northern shore of Port Phillip Bay in Victoria. The Mornington Peninsula is the eastern arm of the bay and it's a one hundred and twenty kilometre journey by car from Melbourne to Phillip Island along the Bass Highway. It's a very popular holiday destination for people living in Melbourne. You can do the trip by car in roughly two hours and take in the magnificent scenery along the way. You need to get the ferry across to the island. Phillip Island is famous for its little penguins, and many tourists go there just to see them. People like to watch the penguins making their way along the beach at the end of the day. Other visitors enjoy the chance to do some seal-watching from boats or through the telescopes set up on the hill.

Track 04

MAN Good morning! I'd like to check in, please.
WOMAN Do you have a reservation, sir?
MAN Yes, I do. In the name of Matthews.
WOMAN Let me just check ... How do you spell that?
MAN M-A- double T-H-E-W-S.
WOMAN Oh, here we are. Room two-two-six.
MAN Thanks.
WOMAN Would you like a wake-up call?
MAN Yes, please.
WOMAN What time?
MAN Um, about 7.00 ... Actually ... half past should be all right.
WOMAN Fine. And a newspaper?
MAN No thanks, I'll get one on the way to the meeting.
WOMAN Breakfast is included in the price, but you do need to book. So will you be having the full breakfast, that's the cooked breakfast, or the buffet ... or breakfast in your room?
MAN I'll have the full breakfast thanks.
WOMAN How do you intend to pay, sir? Visa, American Express ...?
MAN I think my company's paying.
WOMAN Oh, sorry, that's fine then.

Recording scripts

Track 05

- MOTHER Hello. Justine Cox speaking.
- BEN Oh. Hi Mum! It's Ben. Just calling to say that the six o'clock train has been cancelled and we're now getting the 7.15 which gets in at 8.30. Can you pick us up from the station?
- MOTHER Yes, of course. But can you do me a favour? Can you wait outside under the clock? 'Cos I'll never get parked in the station car park.
- BEN Sure. And Mum! Can you bring my leather jacket because it's absolutely freezing and I haven't got a coat.
- MOTHER Right ...
- BEN Oh and yes, I need to pay Charlie back for the train ticket. I had to borrow £13 from him, so could you bring that too?
- MOTHER OK! See you both soon.

Listening 2

Track 06

- A** Oh hi, everybody. It's Julia here. It's Thursday afternoon. I'm just ringing to remind you that I'm coming for dinner on Friday night. I'll be there about 7.30. See you soon.
- B** Johnson's Repairs here. Your DVD player's now working and ready for collection. You'll need to pay \$45 for the work that's been done. Bye.
- C** This is the university bookshop here. I'm afraid we haven't been able to obtain the book you ordered on Asian Economies as unfortunately it's out of print. Sorry about that.
- D** Dr Boyd's surgery here. I'm afraid we'll have to cancel your appointment tomorrow as unfortunately Dr Boyd has the flu. Could you come on Monday at 3.30pm instead?
- E** Hello, this is Sam. Message for Ian. We're having a farewell party for Prof. Hall on Saturday. You know he's going to China for two years. Give us a call on 98184078.

Track 07

- RECEPTIONIST Good morning. City Aquarium, Georgina speaking.
- TEACHER Oh hello. I'd like some information about the cost of visiting the aquarium.
- RECEPTIONIST Certainly.
- TEACHER I'm thinking of bringing a group of people to the aquarium. What would be the cheapest way of doing that?
- RECEPTIONIST Well ... you have a couple of options. The standard price for a ticket for a child is \$14.
- TEACHER OK.
- RECEPTIONIST But they must be under 15 years of age. Otherwise they rank as an adult, in which case it would be \$27 for a single admission.

- TEACHER Right. I see. Well ... they're all over 15, I'm afraid.
- RECEPTIONIST So it would be the adult entry fee then. But the good thing about this ticket is that there's no booking required.
- TEACHER Yes. That's an advantage, but I think that's a bit expensive for us, quite honestly. Is it possible to get a student concession? These people are all studying English here at the moment and they're on a bit of a budget, if you know what I mean.
- RECEPTIONIST Yes. Students can get in for \$19 a head.
- TEACHER Oh, OK ... That's about a 30% reduction, isn't it? I suppose that's not bad, when you think about it.
- RECEPTIONIST To be eligible for that price they do need to show a passport.
- TEACHER OK. I'll remember that. And do I need to book if I'm bringing a group?
- RECEPTIONIST How many of you are there?
- TEACHER Why? Are there group prices as well?
- RECEPTIONIST Oh yes. If you have a minimum of ten people.
- TEACHER So how much does that work out at?
- RECEPTIONIST Well, there's a flat fee of \$250 for a group of ten.
- TEACHER Um ... that's even more expensive!
- RECEPTIONIST Yes, but you do get the added benefit of a guided tour.
- TEACHER Yes. I'm sure it's very interesting but it does still seem to be quite pricey for our students.
- RECEPTIONIST Um ... Also, I should tell you that if you want to come as a group, you'll need to buy the tickets in advance.
- TEACHER Right. Look ... I think we'll just come down on our own.

Track 08

- RECEPTIONIST Can I give you a word of advice?
- TEACHER Yes. Sure!
- RECEPTIONIST Well ... for \$4 you can buy a copy of the guidebook and that basically has all the information in it that you need. It has a full plan of the aquarium and information on all the different fish.
- TEACHER Oh, what a good idea!
- RECEPTIONIST Yes, you can get a copy at the gift shop here. Do you know where that is?
- TEACHER Is it near the entrance to the building?
- RECEPTIONIST No ... not exactly at the entrance. It's actually beside the café.
- TEACHER Oh, I think I know where you mean. Thanks. I might pop down this afternoon and pick one up and then I can give the students my own little tour. What time do you close tonight?

RECEPTIONIST We close at 6pm most evenings, but this evening we'll be open until 7.30.

TEACHER Thanks very much. I should be able to get down there after work.

RECEPTIONIST And one last thing.

TEACHER Yes?

RECEPTIONIST If you buy your tickets on the Internet you get a discount of 10%.

TEACHER Gee. That's worth knowing. Thanks a lot.

Track 09

WOMAN Good morning! *Golden Wheels* car rentals. How can I help you?

MAN Yes, good morning. I'd like to make a booking for a car, please.

WOMAN Can I just get your name, sir?

MAN Yes, Frank Moorcroft.

WOMAN Could you spell that please?

MAN Yes, Frank F-R-A-N-K Moorcroft M-double O -R-C-R-O-F-T.

WOMAN And the address?

MAN My home address?

WOMAN Yes, please. We need a home address.

MAN OK. It's number 26, Lake Road, Richmond.

WOMAN Right ... and could I get your home telephone number there?

MAN Yes. Sure. Well ... the area code is zero-two, and the number is ... let me think ... three-three, no, sorry, I haven't learned this number yet, um, it's three-six-eight-seven-four-five-double zero.

WOMAN Thank you. And do you have a current licence, sir?

MAN Yes, I do. But it's not an Australian licence. I haven't had time to get that organised since I arrived here.

WOMAN Oh ... well, you do need an Australian one if you're living in this country.

MAN Oh, but I have an international licence. That should be OK, shouldn't it?

WOMAN Oh, that'll be fine. We'll just need to see it when you pick up the car. Right, now what kind of car were you looking for?

MAN Well ... I've got my wife and our three children with me and quite a lot of luggage so ...

WOMAN So you'll need a station wagon or a ...

MAN I don't mind what make it is, but I'd like a four-door car ... it's much easier with the kids, or maybe even something larger.

WOMAN Well, if you go up to a six-seater, you'll be into the next price bracket.

MAN No thanks.

WOMAN And when do you need the vehicle?

MAN Well, I'd like to pick it up in the morning, if that's possible.

WOMAN Not a problem. Let me just note that on the computer. Collect ... car ... on the ... 23rd ... of June.

MAN No. Tomorrow's the 24th of June, not the 23rd.

WOMAN Oh, of course, it is. I'm sorry.

MAN And what's the rental cost?

WOMAN Well, the rate is \$70 a day if you have it for more than three days. Otherwise it's \$90 a day.

MAN We'll need it for a week.

WOMAN Well, then it'll be \$70 a day ... That's \$490 all up.

WOMAN And where would you like to collect the car, sir? At our Melbourne city branch?

MAN No. We're arriving by plane so we'd like to pick it up from the airport.

WOMAN Yes, certainly. At approximately what time?

MAN The flight gets in at 11.00 in the morning, so by the time we've collected our bags, I'd say we'd need the car at around lunchtime.

WOMAN Right, I'll make sure it's available for you then. And do you require any other special equipment? Maps? GPS? That sort of thing?

MAN Yes, actually, we do. Thanks for reminding me. We have a two-year-old so she needs a child's seat. Can you organise that?

WOMAN Certainly can. I'll see that there's one in the car for you.

MAN And what about insurance? Is the car fully insured?

WOMAN You're partially covered, but we do recommend that you take out extra cover, in case you have an accident. Otherwise you'll have to pay the first \$1,000 of any repairs. What do you think?

MAN Oh ... I suppose I'd better have the extra insurance. Better to be safe than sorry!

WOMAN Good idea. I'll get that organised for you too.

Listening 3**Track 10**

Every home and office should have a fire extinguisher. Although there's a good chance that it will sit on the wall for years collecting dust, it could end up saving your property, or even your life. So, what does a fire extinguisher consist of? The main part of the extinguisher is simply a large metal container that is cylindrical in shape rather like a bell jar. In the past these used to be red but nowadays they come in many different colours. The container is full of water or some other substance, such as foam, that can be used to smother a fire. At the top of the container is a lever and attached to the lever there is a thin, extended pin that goes down into a gas cartridge. This looks rather

Recording scripts

like a small bottle or flask and is right in the centre of the extinguisher. Below the lever there's a curved handle, which is used to hold the extinguisher and direct it at the fire. On the other side from the handle there is a horizontal nozzle that opens when the lever is pressed and emits a jet of water. At the neck of the container there is a small coiled spring that holds the pin in place and this is connected to a long tube which runs from the spring to the bottom of the container. This is called the discharge tube which is where the water comes out of the extinguisher into the air.

Track 11

A fire extinguisher can quickly put out a small fire before it spreads. First of all, take the extinguisher out of its case and pull out the safety pin. Nothing will happen when you do this, it just unlocks the extinguisher. Holding it by the handle, point the extinguisher at the fire or whatever is burning. Then all you have to do is to press the lever at the top of the container. This pressure causes the long pin to move down into the gas cartridge. As it does this, it releases gas into the upper part of the cylinder. The gas then forces the water in the main part of the container up the discharge tube and out of the nozzle, producing a jet of water which can put out burning materials such as paper and wood.

Track 12

1

- YOUNG MAN So how did your first week of architecture go?
- YOUNG WOMAN Not bad. But Monday is incredibly busy – I've got three two-hour lectures that day.
- YOUNG MAN Really? What are they?
- YOUNG WOMAN Well ... we start with construction at ten o'clock. That's really just engineering theory. Then I have an hour off, to go to the library and catch up on some reading, and at one o'clock we have a lecture on computer assisted drawing. That's learning how to use computer programs to help you design buildings.
- YOUNG MAN No time for lunch, then!
- YOUNG WOMAN No, exactly! And we finish the day with a lecture on history.
- YOUNG MAN Woah, that *is* a full day.

2

Now we recommend that you get yourself a small bag to carry your supplies in. But, please, not a heavy rucksack, the lighter the better. Make sure you wear a good pair of hiking boots with thick socks. You'll need a decent-sized plastic water bottle that can be

easily refilled. Don't bring cans of soft drink as they don't quench your thirst! And we'll be stopping for a picnic lunch, so please bring sandwiches or fruit, that sort of thing. And we recommend a wide-brimmed hat to protect you from the flies which can be pretty irritating at this time of year. You may need sun tan lotion too, and of course, don't forget your binoculars, because the view from the top of the mountain is fantastic but you won't get the full benefit if you're just wearing sunglasses.

3

- INTERVIEWER In what way are sharks different from other fish?
- STUDENT Well, for one thing ... they have to keep moving constantly.
- INTERVIEWER And that's not the case with other fish?
- STUDENT No. Bony fish can stay still because they have a kind of bladder which keeps them afloat, but not sharks. Basically they're heavier than water, you see, so if they don't keep moving, they sink.
- INTERVIEWER Is that so?
- STUDENT And another interesting thing is that they can't swim backwards, though they're not alone there actually. And we've recently discovered that even though they're big, they can still leap into the air from really deep water to catch their prey, things like seals, but they have that in common with other large fish.
- INTERVIEWER Wow! They're pretty awesome creatures, aren't they?

4

The Tjibaou Centre is a magnificent building that symbolises the existence of the Kanak people, the original inhabitants of the islands of New Caledonia in the Pacific Ocean. It was designed by the world-famous Italian architect Renzo Piano, and was opened to the public in 1997. The Centre itself is based in every detail on the layout of a traditional Kanak village, made up of three sections which contain exhibition spaces, a library, as well as conference and lecture rooms. It's surrounded by beautiful gardens, and is naturally ventilated, with many spaces open to the elements.

5-7

I've always been interested in plane spotting, ever since I was a little kid growing up in Holland. I think I just like the look of them, you know ... how each airline has a different tail to identify it, like a flag. I used to go to the international airport with my dad and we'd try to see

every plane in an airline's fleet. They each have a serial number though it's quite a job to see them all. And I love seeing planes from unusual places, even though I don't really want to go there myself. I also like souvenirs from planes and I get my friends to bring me things whenever they fly anywhere. I've got tray tables and knives and forks. And I've even got a seatbelt. I take about 7,000 photos of planes a year, and I'm often down here at five in the morning to catch a shot of the planes landing. You're not actually supposed to get too near the airfield; you should be three metres away from the fence. Quite often the patrol cars come round and tell you to move away. But I love the sound of the jet planes, the louder the better for me! I've never flown in a plane, you know. I'm actually scared stiff of flying.

Track 13

Paddling around on a river in a small boat is not everyone's idea of fun and it can sometimes be a lot riskier than you think. But more and more people are getting involved in this new sport and taking their boats onto dangerous rivers to enjoy what is called *white-water canoeing*. Canoes, which are narrow boats to start with and usually hold only one or two people at the most, are particularly well known for being unstable and turning over in the water. Cynthia Barton, one of Britain's top canoeists, talks about what the sport is and how to get started if you're thinking of taking it up.

Track 14

A lot of people may be familiar with what I call recreational canoeing. That's where you take a canoe out onto a nice calm river ... with a picnic and have a relaxing time. But if you're doing white-water canoeing, then you're doing something very different. White-water canoeing actually gets its name from the fact that when you do it you've got to be paddling very rapidly through the water and when you're doing that, you make a lot of froth and bubbles and the water looks white. First of all, you will need to think about equipment. You'll need to get yourself a good canoe and these can set you back anything from £500 to £1500 depending on the material they're made of. Personally, I wouldn't go for a cheap one, although obviously this depends on your budget. And to protect yourself against rocks when you fall out of the canoe, and believe me you *will* fall out, you'll need a good quality helmet. It needs to meet certain government standards, so make sure you go to a reputable supplier. And there's no point, particularly as a beginner, in wearing anything but a wetsuit. That's a must. I'd recommend one with short sleeves, rather than long sleeves. Then you'll have to get a life jacket too and I would also suggest that you get yourself a pair of river shoes. These are made out of the same material as the wetsuit. Some people think that ordinary rubber boots

will do, but they're much too loose and fill up with water. It is also essential to wear something to protect your hands from the paddles, and stop them from being rubbed.

Track 15

The popular rivers are, in fact, graded from one to six in the same way that ski runs are graded to tell people just how flat or steep they are. Once you're an expert, which can take some time, you can, of course, try anything ... and really serious canoeists, who want a real challenge, go out a lot more in the winter when the water level is high and deliberately look for the most dangerous rivers. Whatever you say about this sport, it is never dull. Generally it's a fantastic sport for ...

Listening 4

Track 16

Coming from Tudor Park, walk west along Marble Street past Cedar Square and a set of traffic lights. Turn left into Port Lane and the library is a circular building in the middle of Port Lane, opposite the dance centre.

.....
Go east along Marble Street, past Saxon Road, and there's a statue in the middle of Cedar Square. Why don't we meet there?

.....
The hospital is a square building on the corner of Moon Crescent and Marble Street.

.....
To get to the tennis courts you go east along Beach Road, past the fish market, and they're on your right.

.....
Go south down Box Lane and the café is on the corner of Tudor Park opposite the sea life centre.

Track 17

The airport has three terminals which are joined together to form one large building shaped rather like a crescent. If you're coming from the city by car, you'll see a big cargo building *on your left* as you approach the airport and then the car park is a rectangular building beyond this. You can park your car there and then make your way back into the terminals using the pedestrian walkway. For those who arrive from the city by bus, there are two bus stops at the airport. If you are flying to a city within Australia, you should get off at the first bus stop opposite the first building, on your right. This is the Domestic Terminal where all the flights to the major cities within Australia leave from. If you are going overseas, you will need to go to the International Terminal which is *in the centre* of the complex, so get off at the next bus stop. This terminal has a long, narrow concourse leading down to the departure gates. When you walk into the International Terminal through the main entrance

Recording scripts

you'll find yourself in a large hall where you check in for your flight. The toilets are on the left side of the concourse and there are lifts leading up to the next floor on the right. You'll find a variety of restaurants and bars on the first floor and shops selling clothes and souvenirs, but remember, there are strict hand-luggage limitations, so don't buy more than you can carry in one bag. If you are flying to one of the small country towns, you will need to go to the Regional Terminal at the north end of the airport. Facilities are limited in this terminal but there is a small café where you can buy sandwiches and wait for your flight. To hear this information again, press ...

Track 18

- VISITOR Excuse me. Could you tell me how to get from the Jing'an Temple to the Peace Hotel?
- LOCAL Um, yes. The best way to get from the temple to the hotel is to take the metro. It's really much faster than taking a taxi or a bus. You travel two stops and get off at the People's Square. When you come up to street level, you just walk along Nan Jing Road East.
- VISITOR Oh yes, I've heard of Nan Jing Road. Is that the pedestrian mall?
- LOCAL Yes, that's right. So there's no traffic there, which is good. The mall is packed with people and there are all sorts of shops to see there, new buildings, old buildings, you name it. Anyway, at the end of the mall is an area called the Bund, and the Peace Hotel is on the left-hand corner of this. There's a pedestrian tunnel which runs under the Huang Pu River, known as the Tourist Tunnel and the entrance is just outside the hotel. The tunnel comes up at the Oriental Pearl radio and TV tower which is one of the most famous landmarks in Shanghai.
- VISITOR Oh, thank you so much!

Track 19

The Hillside Water Park is an ideal place for anyone who wants to have fun and cool down during the hot summer months. It is open seven days a week from 7am to 8.30pm and the enthusiastic staff are ready to help you enjoy your visit. So how do you get there? The park can be found in the northern part of Sunshine City and sits on a hill directly overlooking the tourist area and beach, which is how it gets its name. If you are staying in one of the local hotels, you can walk to the park but it will take about half an hour and, of course, it's all uphill. So you may prefer to go by public transport. The local buses will take you there for a small charge and these run every 15 minutes from the Grand Hotel. The number 45 takes you through the market and then up to the water park. This is a more

scenic route and takes a little longer than the number 57 bus, which goes straight along Beach Road, turns left into Cricket Street and then arrives within ten minutes at the park entrance. Alternatively, you can take a taxi and if you are in a group or family this is probably the best option. However, don't expect your cab to be air-conditioned as very few have this luxury.

.....

When you arrive, the entrance is at the south end of the park just to the right of the coach park. You have to go up quite a lot of steps to reach the pay kiosk and unfortunately there is no shade here, so do remember to bring a cap or hat with you. You can purchase drinks at the gift shop, which is near the stone arch. The main part of the park consists of a circular waterway and you can have great fun here floating round on a large inflatable ring. These are available everywhere but if it's so crowded that you can't find one, go to the lifeguard's hut at the north end of the park. It's easy to find as it's surrounded by trees. So back to the entrance. If you've already changed into your swimwear before you arrive at the park, you may want to head straight to one of our deckchairs in the sunbathing area. To get here, go through the arch and turn right. Walk alongside the circular waterway to the kids' pool, carry on past the shaded picnic ground on your right and, as the footpath bends left, the sunbathing chairs are in a large rectangular area on the right. There are other parts of the park where you can sunbathe, near the changing rooms and around the water slides, but this is the quietest spot. There are three pools in the park: the adult pool in the centre is the biggest. On one side of this is the kids' pool and on the other side is the fountain pool, which is suitable even for non-swimmers. However, don't dive in the pools. This is too dangerous with young children and for this reason there are no diving boards in the park. There is a first-aid centre on the site if you need it, just north of the water slides, but if you follow all the notices and rules that shouldn't be necessary. So have fun!

Listening 5

Track 20

- 1
- MAN Would you mind answering a few questions for a survey I'm doing?
- WOMAN Not at all.
- MAN How do you feel about the funding for university education? Do you think it should be free or should people have to pay?
- WOMAN Well ... in the past I used to believe that university education was a basic right and should be free but –
- MAN But you don't now?

WOMAN Well ... it's hard to say. I definitely believe everyone should have access to free secondary schooling but I'm not so sure about university. People sometimes don't value things when they're free.

MAN Oh! I don't know about that!

2

MAN As a medical student, how do you feel about the idea of private health care?

WOMAN I'm really against it. I think it's everybody's basic right to receive free medical treatment.

MAN Yes ... but ... look at the mess the National Health Service is in here! The hospitals are over-crowded, the young doctors are doing 16-hour shifts. It's exploitation!

WOMAN Yes, but at least we have a health service.

MAN Well, I think basic treatment should be available in public hospitals, but if people have the money, they should also be able to have private treatment.

WOMAN Ah, but then you have a dual system, one for the rich and one for the poor.

3

STUDENT A So, Jo, how are you going with your assignment on alternative energy sources since our discussion last week?

STUDENT B Well ... one thing is certain. The nuclear debate is back. We've seen how much pollution oil and coal-fired power stations generate and the consequences of global warming are now really clear. So we have to find an alternative.

STUDENT A But it doesn't have to be nuclear, surely? What about wind or solar energy and ...

STUDENT C Yes, we know about all that, but it isn't sustainable. It's not going to keep a city of 12 million people going through the winter. Whereas nuclear energy could.

4

MAN Do you think it's a good policy to encourage young people to stay on at school after the age of 16?

WOMAN A I don't believe in forcing teenagers to stay on at school if they really aren't enjoying it.

WOMAN B Oh, I'm not sure about that. They're not really old enough to know what's good for them, are they?

MAN Yes, but school can be very boring! I think a lot of kids are better off leaving school at 16 and learning a trade ... you know, something like hairdressing, or building or carpentry. There's a desperate shortage of these people, you know.

WOMAN B Maybe ... but ... I really regret leaving school early, just because I wasn't encouraged to stay on.

5

STUDENT A I've been looking at the pros and cons of public versus private funding for highways, as part of my Economics assignment. Private funding is really the way to go.

STUDENT B Well ... it may get the roads and tunnels built, but then we, the motorists, have to pay a fortune to use the roads. I mean, look at the cost of the City Tunnel here.

STUDENT A But that's OK. If you use the road, you should pay for it. They've been building toll roads like this for years in places like France and Italy and America.

STUDENT B Yes, I know. But I still think the state should fund this kind of thing.

STUDENT C Well, if you don't pay when you use it, you'll have to pay higher taxes. Either way, you're going to pay!

STUDENT B She's got a point, you know.

6

MAN OK, Marion, how did you go with your newspaper survey? Are people still buying papers, or are they a thing of the past?

WOMAN A Well ... our survey has basically shown that older people still buy papers, but that most young people don't.

MAN Can you tell us a little more?

WOMAN A Yes, well ... 80% of the people under 25 that I interviewed said they didn't buy a paper but read the news on the Internet.

MAN That's interesting. And what did you discover, Rosa?

WOMAN B Well, my group of over 25s nearly all bought a newspaper each day.

Track 21

1

STUDENT A Jamie, what did your tutor think about your essay on wildlife conservation?

STUDENT B Oh, I got quite a good grade but there was a long written comment at the end of it.

STUDENT A Yeah, I got one too. He said I could have spent more time on the background!

STUDENT B Yes, me too. I should have done a bit more reading.

STUDENT A I left out all that stuff about polar bears, which is pretty important, I guess.

STUDENT B He said he liked the fact that I'd used lots of statistics to support my argument.

2

TUTOR I'd like everyone to prepare a presentation for the tutorial sessions throughout the semester.

STUDENT A Are you going to give us a list of topics or can we choose our own?

Recording scripts

TUTOR It's up to you to come up with a suitable topic, as long as it's related to the course.

STUDENT B What if we all choose the same topic? Should we get together as a group to discuss this?

TUTOR No ... but I'd like you to make a time to come and discuss it with me personally so that I can see if you're on the right track.

STUDENT A Wouldn't it be easier to just give us a list of topics?

TUTOR I think you'll find my suggestion allows you more flexibility ...

Track 22

STUDENT A What are you hoping to study at university?

STUDENT B I'd like to do medicine because, even though it's very competitive to get in, I feel it's a really worthwhile profession and I think you'd always find yourself employed, whereas I'm not so sure how useful a straight science degree is these days, unless you want to be a chemistry teacher.

STUDENT A Yeah, that's possibly true perhaps, which is why I'm hoping to study law, because I feel with this degree you can go in any direction. You don't have to be a lawyer as such, there are lots of different areas you could work in. But ... you know ... if you're a dentist then that's what you are: you're a dentist. And what happens if you find out you don't like the work after all those years of study? What about you, Stan?

STUDENT C I'm aiming to do languages at this stage. There's a lot less pressure to get in and I think an arts degree gives you a good broad education. I toyed with doing computing, but there are so many people out there studying IT that I thought I'd prefer to study something I'm really interested in.

STUDENT B Fair enough.

Track 23

INTERVIEWER Jim Torque is editor of the monthly automobile magazine *Steering Wheel* and he's here to tell us about a recent study they've done.

JIM Hello.

INTERVIEWER Now ... let's start with how you went about your study.

JIM Well, we picked four similar cars, in four different categories, and compared a number of features. To ensure objectivity, we refer to them here as Vehicles One, Two, Three and Four.

INTERVIEWER OK ... so tell us what you looked at.

JIM Well, we tried to balance the good with the bad. For instance, the first car we tested had quite comfortable seats, was well finished, but the passengers complained that it was cramped, especially in the back seat. It proved very economical on fuel, so good for city driving.

INTERVIEWER But not the car for tall people, eh? And the next one?

JIM Well, by contrast, when it came to petrol consumption Vehicle Two proved far from economical, but did have the advantage that you could go from 0 to 100 in only 8.2 seconds. Good on the corners, so good road-holding, but definitely not cheap at \$85,000.

INTERVIEWER Bet I can guess what car that was!

JIM Um ... well, our findings on Vehicle Three were quite interesting. It appeared to be good value for money, and so looked attractive, but in fact we found that many standard features are not included in the price, such as air-conditioning and remote locking, so the buyer needs to be aware of this.

INTERVIEWER Yes, I've noticed that many manufacturers now include a lot of things that you used to have to pay for.

JIM Exactly. By contrast, Vehicle Four had a great many features included in the price, and so is good value for money, but our test drivers found that they were not able to see well through the rear window especially when reversing, so this is a potential danger and something we felt the manufacturers had overlooked.

Listening 6

Track 24

A

STUDENT A Oh hi. I thought I might find you two here in the library! How are you going with this assignment on road transport?

STUDENT B Not well! I just don't seem to be able to get hold of any of the textbooks that the lecturer put on the reading list.

STUDENT C No. Neither can we. They're either out of print or out of the library.

B

- WOMAN Dr Manfredi, welcome to *Radio Affairs*.
 DR MANFREDI Thank you for having me on the programme, Julia.
 WOMAN Now, there's been a lot of discussion in the media recently about the new tunnel which has been built to carry traffic under the city of Sydney. It's been open for 18 months but practically nobody, it seems, is using it. Is that because it's too expensive?
 DR MANFREDI Well ... it's a very complex issue ...

C

- SPEAKER A Oh hi, Murray. Hello, Jan. How's it going?
 Not too good by the look on your faces.
 SPEAKER B Yeah! Well ...
 SPEAKER A What's the problem?
 SPEAKER B Well ... we're having a lot of trouble getting more funding for our research centre for next year.
 SPEAKER C Basically, if the government doesn't come through with the five hundred thousand they'd initially promised us, we're going to have to close down the centre and lay off our two PhD students.
 SPEAKER A Mmm, I see.

D

- SPEAKER A OK ... so let's have a look at the final marks for this group. Sandra, have you got the marks for the end of term exam?
 SPEAKER B Well ... there is a bit of a problem because several of the students were away for the exam, and so they've had to sit a supplementary, and we're still waiting for Mary to get back to us.
 SPEAKER A But overall the standard was well above average for this group and I think we should feel quite happy with their performance.

Track 25

- JOURNALIST Can you tell us, minister, what your government plans to do if they are returned to office after the next election? Particularly in the areas of health, research and education.
 POLITICIAN We certainly plan to raise the level of funding for public hospitals, including providing funds to create more hospital beds.
 JOURNALIST So that means building more hospitals?
 POLITICIAN Yes. That is definitely on our agenda.
 JOURNALIST And would your health package include an increase to the subsidy on prescription drugs? Many essential medicines are terribly expensive and some people can't afford them at all.

- POLITICIAN We already have a very high level of subsidy for prescription medicines, and negotiations are currently taking place with the major drug companies to try to get them to improve efficiency and lower their prices. We see this as a more useful approach, which should result in less government money being spent on this.
 JOURNALIST Oh. OK. Education is another very important area. Do you anticipate allocating more money to build schools, in particular primary schools, some of which are now very old?
 POLITICIAN Yes, we do of course see education as important, but we feel that the current level of funding is appropriate and we hope that by closing some schools in areas where the population has dropped, that we'll be able to find the money to subsidise schools that are in need.
 JOURNALIST And what about R and D, research and development? Compared to many other countries, the amount of money provided for scientific research in this country is extremely low. So much so that many of our best scientists are forced to go overseas.
 POLITICIAN This is an area of serious concern, and we are planning to allocate over 3 billion dollars in university research grants over the next five years. We accept that this is an area that has been under-funded.
 JOURNALIST Finally, minister, let's look at our road transport system. The current trend seems to be for the government to seek private funding for the construction of major roads ... which the drivers then pay to use. Do you see this as fair?
 POLITICIAN Basically, it makes sense. If a road or tunnel is built by a private company, then that company must be entitled to charge motorists to use it. This allows us to have a safe, modern road system at no additional cost to the state, which in turn means that we, as a government, don't have to set any additional funds aside for public works of this nature.
 JOURNALIST I think there are many drivers who would disagree with you there, minister, but we'll have to leave it there for this evening, I'm afraid. Thank you for coming into the studio.
 POLITICIAN Thank you.

Recording scripts

Track 26

TUTOR OK, come on in ... hi Ben, hello Mark, Sally.
Let's get going shall we, because we've got a lot of ground to cover this afternoon. It's Ben's turn to give his tutorial paper today but, remember, we do encourage questions from the rest of you, so do try to join in and ask questions.

BEN OK.

TUTOR Now, I believe Ben's going to talk to us today about the exploration of the Red Planet.

BEN That's right. I'm going to be looking at the recent landing by the Americans of a spacecraft on the planet Mars and in particular focusing on the small rover robot.

MARK Is that the little robot that functions as a geologist?

BEN Yes, that's right. It's called a rover, like a land rover I suppose, and it can detect the geological composition of the ground it's standing on so, yes, it's a sort of geologist. It's actually quite amazing.

TUTOR I heard it described as being like a microwave oven on wheels.

BEN Yeah, well, from an appearance point of view, that's a fair description. I've photocopied a picture of it for you so you can keep this for reference and make some notes and I'll just hand that out now.

CLASS Thank you.

MARK Wow, you'd actually expect it to look more space age than this, wouldn't you? Like, more sophisticated.

BEN OK, well as you can see it's quite small. It actually only weighs 16 and a half kilos.

TUTOR Right, and what kind of speed is it capable of, Ben?

BEN Um, well I suppose that depends on the terrain, but I understand that it has a top speed of 2.4 kilometres, which isn't very fast, really.

TUTOR And can you tell us how it works ... explain some of these things we can see here?

BEN Well ... first of all on the top it's fitted with solar panels. It runs on solar energy, of course.

SALLY Does that mean it can't work at night?

BEN Yes, indeed it does. I guess it sleeps at night! So you have the solar panels on the top and underneath this is the part known as the 'warm box'.

MARK What's the purpose of that?

BEN Well, at night the temperatures on Mars can go below 100 degrees, so the warm box is designed to protect the electronics from the extreme cold. It is also fitted with two cameras on the front.

TUTOR OK. And what about its wheels?

BEN It's got aluminium wheels, each 13 centimetres in diameter. Each one has its own motor, so it's individually powered, which allows the vehicle to turn on the spot if necessary. And as you know, aluminium is very light.

Mark And how do they steer it?

BEN Good question! It's steered using virtual reality goggles worn by someone back on Earth, believe it or not.

SALLY What do you mean exactly?

BEN Well, you see, it takes 11 minutes for a radio signal to travel from command headquarters in California to Mars and the same amount of time for the answer to come back.

SALLY Oh of course ... So there's a time delay.

BEN Yes, exactly. And, it's impossible to steer the rover in real time because of this. So they photograph the area around the rover and the scientists will decide where they want the rover to go.

TUTOR In other words, they plot a course for the rover.

BEN Exactly.

TUTOR OK, Ben, that's very interesting. Now can you tell us anything about this space mission itself? Why Mars?

BEN Well, people have been fascinated by Mars for a long time and it's generally believed that Mars is the only other planet in the solar system to have lots of water.

TUTOR Is it possible that people might one day be able to live on Mars?

BEN Well, of course, there's a lot of work to be done yet but, theoretically, I can't see why not.

TUTOR Thanks Ben, that was very interesting.

Listening 7

Tracks 27 and 28

- 1 Governments often make promises that they cannot keep. For instance, this government *says they will reduce unemployment, but the number of people out of work remains the same.*
- 2 This is how to approach writing an essay. First of all you should read the question very carefully. Then you should make some notes.
- 3 It is now extremely expensive to travel by train in many countries. Consequently many people prefer to drive or even fly.
- 4 Idioms are a colourful and fascinating aspect of English, but you must use them carefully.
- 5 On the one hand, it may be advisable to study hard the night before an exam. On the other hand, it's wise to go to bed early and get a good night's sleep.

- 6 Firstly I'm going to talk about the early life of Mahatma Gandhi. Secondly we will look at his life in South Africa, and thirdly we'll cover the period when he became an activist in his homeland.

Track 29

The McDonald brothers opened their first hamburger restaurant in California in 1940 *but* within eight years, they had closed it down and re-opened as a take-away restaurant. This was a place that offered food that was both cheap *and* good quality. They *also* offered practically no service. *For example*, you lined up for your food, paid at the counter and took it to your own table or car. *For this reason* the McDonald brothers were seen as restaurant pioneers *because* they were the first people to do this, to invent the idea of fast food. But that wasn't the only novel idea they came up with. They *also* brought in the entirely new concept of specialisation, where staff in the kitchen each had their own job. *In other words*, they had one person cooking the burgers, while another person was doing the milkshakes, and so on. They liked to advertise their sales success and *so* in 1950 they proudly put up a sign outside their restaurant telling the world that they had sold one million burgers. That doesn't seem so many nowadays, *but* in those early days it was quite an achievement. *Then* in 1961 the brothers decided they'd had enough of the hamburger business and *so* they sold the company for 2.7 million dollars *along with the name*. Today there is barely a country in the world where you cannot get a McDonald's hamburger.

Listening 8

Track 30

- A Have you ever wondered why you can recognise people's handwriting? The many styles of handwriting which exist have attracted a wide range of scientific studies, each with its own aims. And, of course, each writing system, European, Semitic, East Asian, has its own complex history. Let's look at each of these in turn ...

Track 31

- B One of China's most famous plants is bamboo and you may be surprised to know that there are actually more than 300 species of bamboo plant covering about 3% of the total forest area in China. Bamboo is cultivated for use as a building material as well as a source of food so let's have a look at ...
- C The most common staple foods are bread, rice and pasta and most people are familiar with them all. Nevertheless, we each have our own idea of what a loaf of bread should look and taste like, or the best way to serve rice or to cook noodles, so let's consider some of the most common methods ...

- D Today, in our series of lectures on language, we are going to be looking at the way in which children acquire language. This area of study is characterised by three main features which may explain the interest in the topic ...

Track 32

- ANNOUNCER Jon Getnick is in with us in the studio tonight to talk about the origins of the game chess. Welcome Jon.
- GETNICK Thank you. I'm sure you are all familiar with the wonderful game of chess. But have you ever stopped to think where it came from and when? Well, we believe the game dates back to before AD 600 and was first played in either Afghanistan or what is now northern India. The oldest written references that we have to chess date from then, but there are claims that chess existed earlier than this. We think the version played by Europeans and Americans today travelled through Iran to the main commercial centres of Europe by the year 1000. The game was then taken to Scandinavia by the sea-faring Vikings, so by the 1400s chess was played throughout Europe. There are quite a few variations to the game found in other parts of the world. For instance, one variation called Shogi is played in Japan. Another variation is played in China. One person whose name stands out in the history of chess is the chess master Howard Staunton. Staunton lived in England in the mid 1800s and gave his name to the chess pieces that are still used in competitions all over the world today and are, in fact, synonymous with the game. Other shapes and sizes exist, but these are by far the most common. Interestingly enough, however, the idea of chess competitions is relatively recent when we consider how long the game has been in existence. The first championship was played in 1866 in London and was won by a man from Bohemia called Steinitz. He was, in effect, the world's first official champion and he held the title until 1894 when he was beaten by a German called Emanuel Lasker, who in turn lost the title in 1921 to a Cuban called Capablanca. Many people today consider Capablanca as one of the top three players ever to live. His game influenced many who followed him and keen professional players today still study his game.

Recording scripts

Track 33

Today, in our series of lectures on language, we are going to be looking at the way in which children acquire language. This area of study is characterised by three main features which may explain the interest in the topic. *Firstly*, people find it fascinating. This stems from the natural interest that people take in the developing abilities of young children. They are amazed by the way in which children learn, particularly their own children! *Secondly*, it's important to study how we acquire our first language, *because* the study of how children learn can lead us to a greater understanding of language as a whole. *The third point* is that it's a complex area of study. *This is because* of the enormous difficulties that are encountered by researchers as soon as they attempt to explain language development, especially in the very young child. In today's lecture we will cover a number of topics. *We will start* by talking about the research methods that are used. There are a number of ways that researchers can investigate children's language and these include the use of diaries, recordings and tests and later in the course we'll be looking at how researchers make use of these. We will *then go on to* examine the actual process of language learning, starting with the development of speech in young infants during their first year. This is the time associated with the emergence of the skills of speech perception, *in other words*, an emergence of the child's awareness of his or her own ability to speak. We will *then* move on to look at language learning in the older child, *that is*, in children under 5. As they mature, it is possible to begin analysis in conventional linguistic terms and so in our analysis we will look at phonological, grammatical and semantic development in preschool children.

.....
In the *second part* of the talk I would like to review some broad educational approaches to how linguistic skills can be developed in school-age children. *Put another way*, how can we, as teachers, assist our young learners to develop language in the classroom? *First* we will look at some issues related to getting children to express themselves confidently when they talk, so we'll be looking at spoken language. We will *then* move on to that area which causes some children a lot more difficulty, and review a number of approaches in relation to teaching children to read. *For instance*, issues *such as* whether to teach them to recognise whole words or go back to the more traditional methods of spelling the words out to find their meaning. *And finally*, we'll *conclude* with an account of current thinking on perhaps the most neglected area of all, the child's developing awareness of written language, and how best to help them achieve in this area ...

Track 34

In today's lecture I want to look at one of Australia's least loved animals, *but* one that has an interesting history from which, I think, we can learn a fundamental lesson about problem solving. *While* Australia is famous for its many wonderful native animals, in particular the kangaroo and the koala, it *also* has some less attractive animals, many of which were actually brought to Australia in the 19th and 20th centuries. *First*, perhaps the most well known introduced animal is the rabbit, brought originally by the early settlers as a source of food. *Another* animal to be introduced by the settlers was the fox, and this was for the purpose of sport in the form of fox hunting. *But* perhaps the most unusual animal ever brought here was the cane toad. Here is a picture of one. It's a large and, some people would say, very ugly species of toad and was deliberately imported to this country by the sugar cane farmers in 1935 in an attempt to eradicate the beetle which destroys the sugar cane plant. *So* how does the beetle do this? Well, it lives in the cane and drops its eggs onto the ground around the base of the plant. The eggs develop into grubs and then they eat the cane roots. This, as you would expect, is far from good for the plant and the result is, of course, that within a short period of time the plant dies. The problems all happened because in the mid thirties there was a serious outbreak of cane beetle and the farmers became desperate to get rid of the pest which was ruining their livelihood. About this time, news was trickling in from overseas about a toad which supposedly ate the beetles which killed the cane. It was reported that this 'cane toad', which was native to Central America, had been taken to Hawaii, where cane is also grown, and introduced with apparent success. *So*, with the backing of the Queensland authorities, the farmers arranged to import one hundred toads from Hawaii. The toads were then released into the cane fields to undertake the eradication of the cane beetle. As predicted, the toads started to breed successfully and within a very short time their numbers had swollen. *But* there was one serious problem. It turned out that cane toads do not eat cane beetles. *And the reason for this* is that toads live on insects that are found on the ground and the cane beetles live at the top of the cane plant well out of reach of the toads; in fact they never come into contact with each other. Now you may well ask: how did this terrible mistake ever happen? *And the reason* is quite simply that the farmers were desperate to find a way of ridding their fields of the cane beetle and *so they accepted the reports that had been written without ever doing their own research*. Meanwhile, much of tropical northeast Australia is infested with the cane toad, which serves no purpose whatsoever, and experts claim that the toad is spreading south in plague proportions. The added irony is that in 1947,

just 12 years later, an effective pesticide was developed which actually kills the beetle, thereby ensuring the survival of the sugar cane industry to this day. Now ... as agricultural scientists, we have to ask ourselves: what lessons are to be learned from this tale? And I can think of three main points. *Firstly*, one should never rely on claims which are not backed up by evidence, i.e. in this case evidence that the cane toad actually eats the grub of the cane beetle and thereby kills the pest. *Secondly*, we should look very carefully at possible effects of introducing any living species into a new environment, and, *lastly*, one should not allow one's decision making to be influenced by a sense of desperation which may cloud the issue. In other words, one should always seek objective advice.

Speaking 4

Track 35

See answer key to Speaking 4, exercise 3, on page 187.

Track 36

I think that the person who is the most successful in my family would be my father. I think also that the answer to the question 'Who is the most successful person in your family?' basically depends on what you think 'success' means, so ... my answer is in the context of working life, rather than personal life. And that's why I've chosen my dad. Um, he has a job that is rewarding, um, he feels like he's accomplishing something, that is obviously personally and professionally satisfying, but he also feels like he's contributing to society in a positive way, um, which is a quality that a lot of jobs these days seem to lack and is something that I gauge, um, success on. It's a bit hard to explain exactly what he does, but basically he works for a charitable organisation that runs retirement homes for old people, especially old people who haven't got much money. It's a management job, really, but working in a context which is really worthwhile. Um, he, um his success is due to a lot of different things basically ... finding the right job for him, one that suited him and his personality as well as his qualifications, and the goals that he wants to reach in his working life. But he's also just worked hard over a lot of years, which means that, that ... it's more likely that he'll be successful, I guess, if, if success comes from hard work, which it often does. I see my dad very regularly, about once a week. We often eat breakfast together before we go to our different, um ... our uh respective workplaces, um, so, yes, I think that I'd have to say he was the most successful because he enjoys what he does, as well as making a decent living out of it and I admire that in him. I think that in a work context this is what success means.

Track 37

See answer key to Speaking 4, exercise 11, on page 188.

Speaking 5

Track 38

- STUDENT 1 It's very important to enjoy your job. For one thing, we do it for many years, and another reason is that if we like what we're doing we'll probably be more motivated.
- STUDENT 2 I believe the government ought to help people ... low-income people ... with their rent, but I don't really think they should actually provide cheap housing, because if you do it for some people then it isn't fair to those who don't get it. I mean, where do you draw the line?
- STUDENT 3 Well ... we often measure achievement by things like what type of job people do or how much they earn ... or in other areas like sport, for example, we give awards and prizes.
- STUDENT 4 Um ... big cities offer lots of opportunities, such as work, shopping, cultural activities, but you have to balance this against the higher cost of living and the fact that big cities can be quite lonely places.
- STUDENT 5 On the whole, it brings benefits because it brings foreign money ... I mean ... foreign exchange which is good for the economy, but on the other hand, it may disadvantage local people, especially if they don't work in the tourism industry themselves.
- STUDENT 6 I think it's really important for people to get paid holidays ... because they need a break and shouldn't have to fund their own time off. Also if you want people to work hard in a job, they need to have some rewards.

Answer key

Listening 1

- 1 a at an accommodation office at university or college
 b at an airport
 c at the home of some young people/students
 d student/tourist waiting for a bus
- 2 *Other answers possible*
 a – I'm looking for somewhere to live. I need accommodation for the next three months.
 – How much can you afford? Which suburb do you want to live in?
 b – How long do you think we'll have to wait?
 – What do you think the problem is?
 – I hope the flight isn't delayed for too long.
 c – Can you put it on channel 9?
 – No, let's watch the news.
 – What's on at 8.30?
 d – So the next bus to the city is in 15 minutes. I'll be there in half an hour.

5

	Picture	Situation	Number of speakers
2	a	hotel reception / lobby	2
3	e	driver getting a parking ticket	2
4	b	university campus – asking for directions	2
5	d	making a service call washing machine broken	1 side of conversation
6	c	daughter and father at home	2

6

Key words	Do the speakers know each other?
check in have a reservation room 226	No
parking ticket meter has run out	No
find my way lost / wrong side go back / over there	Yes
customer service door doesn't close properly water pours out technician	No
parking ticket parked	Yes

- 7 description of a place
 8 2 a period of time
 3 a (living) thing
 4 a place

- 9 1 120
 2 2/two hours/hrs
 3 the penguins
 4 boats // a boat
- 10 1 a number
 2 a time
 3 noun or adjective
 4 who is paying // how they are paying
- 11 1 226
 2 7.30
 3 full
 4 company
- 12 making an arrangement (to meet)
- 13 2 a place
 3 an amount of money // a number
- 14 1 8.30 / eight thirty
 2 under the clock
 3 £13 / thirteen pounds

Listening 2

- 2 3 something mechanical (being repaired)
 4 sum of money in \$
 5 type of shop or person
 6 type of problem with book
 7 illness // disease
 8 date (appointment)
 9 event // arrangement
 10 telephone number
- 3 1 Friday (night)
 2 (about) 7.30
 3 DVD // DVD player
 4 \$45
 5 (university) bookshop
 6 out of print
 7 (the) flu
 8 Mon(day), 3.30 (pm)
 9 (farewell) party
 10 98184078
- 4 **Words speaker used**
 B You'll need to pay
 C haven't been able to obtain
 D could you come on
 E give us a call
- Words in questions**
 cost of repairs
 can't get
 new appointment
 please ring
- 6 1 \$27
 2 no booking
 3 Student(s)
 4 passport
 5 guided tour
 6 in advance
- 8 7 (different) fish
 8 café
 9 7.30 (pm)
 10 on the Internet
- 9 It's a number (for a time) not word(s).
- 10 1 Lake Road
 2 36874500
 3 international
 4 four-door (car) / 4-door (car)
 5 24 (of) June / 24th June
 6 a week // one week
 7 (the) airport
 8 (around) lunchtime
 9 child(s) seat
 10 extra cover // extra insurance
- 11 That the rest of the address will follow – a road, street, etc. Make sure you can spell simple address words such as *Hill, Lane, Avenue*, etc.
- 12 The answer will be something like: station wagon, 2-door car, sports car, etc.

Listening 3

- 1 a It's oval-shaped, made of leather and has some stitching on one side.
- b It consists of a plastic sphere with small, coloured beads inside it and a long, thin handle.
- c It's a long stick with a curved end. It's made of wood and the handle is striped.
- d The outer case is plastic and there are glass lenses. There are two cylinders joined at both ends that you look through.
- e They're made of metal and very sharp with pointed ends. Some of them have a small, round head, while others have an eye at one end.
- f It's made of glass and starts as a cylinder then tapers towards the top to form a long, thin neck.
- g It's rectangular in shape and is wrapped in spotted paper. A pink ribbon is tied around it.
- h Part of it is made of metal and another part is made of rubber. It has a circular, flat bottom and then a small cylinder rises up from this and there is a flame at the end. A long thin rubber tube is used to attach the metal part to a tap.

4 1 container 2 pin 3 handle 4 jet 5 tube

5 & 6

Part	Description	Position
container	large, metal, cylindrical, bell jar	
lever		at the top
pin	thin, extended	attached to / goes down
gas cartridge	small bottle/flask	right in the centre
handle	curved	at the top
spring	small, coiled	At the neck / holds pin / connected to
discharge tube	long, curved at the top	runs from / the bottom
nozzle	horizontal	on the other side

- 7 6 (the) safety pin 9 releases
- 7 point 10 burning materials
- 8 press

8

	Which type of question it is	How many marks it is worth	What the topic is	Who the speakers might be
1	Type 1	1 mark	student timetable	students
2	Type 3	1 mark *	walking or hiking	walkers or tour leader
3	Type 2	1 mark	sharks	lecturer or someone giving a talk
4	Type 1	1 mark	architecture or building style	tour guide or radio programme
5-7	Type 3	3 marks	aeroplanes	passenger or airline worker or ordinary citizen

*This is only one question so you need both parts to get one mark.

- 9 1 B 4 C
- 2 B/D 5-7 A D F in any order
- 3 A

11 1 C 2 B

- 12 1 more and more people are getting involved in this new sport
- 2 well known for being unstable and turning over

14 3 B 4-6 B D G in any order

- 15 A a low-budget canoe I wouldn't go for a cheap one
- C a waterproof jacket a life jacket
- E a long-sleeved sweater a wet suit ... with short sleeves, rather than long sleeves
- F rubber boots get yourself a pair of river shoes

17 7 A

- 18 a deliberately look for the most dangerous rivers
- b B winter is mentioned but there is nothing about teaching
- C high is said but not avoid

Listening 4

- 1 a school // theme park c Tudor Park // Neptune Avenue // sea life centre
- b Moon Crescent d fish market // sea life centre

- 2 a Marble Street and Beach Road d Diner Road
- b traffic lights e dance centre
- c Neptune Avenue

- 3 A hospital D cafe
- B library E tennis courts
- C statue

- 4 A square building / on the corner
- B circular building / opposite the dance centre
- C in the middle of
- D on the corner / opposite the sea life centre
- E go east / past / on your right

6 1 E 2 F 3 D 4 B

- 8 1 means of transport,
- 2 place // number of stops,
- 3 something (uncountable noun)
- 4 a place/location,
- 5 a place/location

- 9 1 metro 4 left(-)hand corner
- 2 2/two stops 5 just outside
- 3 traffic

- 11 1 northern 6 F
- 2 half an hour // 7 A
- 30/thirty minutes 8 D
- 3 Grand Hotel 9 H
- 4 57 10 C
- 5 air(-)conditioned

Listening 5

2

Conversation	Topic	Number and type of speakers
2	D - Cost of health care	2 / one man, one woman
3	E - Nuclear energy	3 / two men, one woman
4	B - School leaving age	3 / two women, one man
5	F - Funding for highways	3 / two women, one man
6	C - Future of newspapers	3 / one man, two women

Answer key

- 4 1 secondary schooling // secondary education
 2 (the) (young) doctors
 3 nuclear (energy)
 4 ANY TWO: hairdressing // building // carpentry
 5 ANY TWO: France // Italy // America
 6 (the) Internet
- 5 1 C 2 B
- 9 1 easy to find work
 2 wide variety of job possibilities
 3 easier to be accepted // lower exam mark required

10 1 E 2 D 3 A

12 Other answers possible

- A only a few colours
 B additional expenses not revealed
 C uses a lot of petrol
 D not much space for your legs
 E is not very stable on corners
 F difficult to see out of the windows
 G takes time to pick up speed

13 1 D 2 C 3 B 4 F

- 14 For questions 1–3 in exercise 10, you answer the questions by matching the three course advantages in the list to the correct course in the box (A,B,C, etc).
 For questions 1–4 in exercise 13, you answer the questions by matching the four similar things (Vehicles 1–4) to the list of vehicle defects in the box (A–G).

15 See recording script

Listening 6

- 2 I thought the **assignment** was due in on Thursday.
Is Thursday the day of the exam?
 I thought the assignment was due in on **Thursday**.
Which day is the assignment due?

4

Introduction	A	B	C	D
Where is the conversation taking place?	in a university library	radio interview	university or college	university office
What is the main topic of the conversation?	difficulty with assignment	traffic, new tunnel	(lack of) funding for research	exam marks
How many speakers are there?	3	2	3	2

- 5 surprise **B** concern **C**
 satisfaction **D** annoyance **A**
- 6 Other answers possible
- A Ensuring that people have work is more important than making money for shareholders.
 B The health of a nation should come before comfort and leisure.
 C Welfare and social services are essential whereas space research is not.
 D Money spent on roads will reduce accidents.
 E What children learn at primary school supports all their learning.
- 7 Other answers possible
- A Everyone has the right to a job.
 Companies should not only think of profits.
 Companies need to make a profit to be able to employ people.

- B Money should be spent on hospitals, not on building luxury hotels.
 Hotels play an essential role in international business and leisure time.
- C Money spent on space research is wasted.
 Governments should spend money on social services.
 Space research is essential to further our knowledge of the world and universe.
- D The government should spend money on building good roads as these are safer.
 Spending money on roads only encourages more cars.
- E Early education is the most important because that's where we learn essential skills.
 Secondary and further education are as important as primary education.

9 Discussion with a politician about plans

10 1 A 2 C 3 B 4 A 5 B

- 12 1 geologist 6 (two) cameras
 2 microwave oven 7 aluminium
 3 2.4 8 11/eleven minutes/mins
 4 solar panels 9 a time delay
 5 (the) warm box 10 (lots of) water

Listening 7

- 2 1 **b** Options **a** and **c** do not provide an example of how car manufacturers can reduce our dependency on oil.
 2 **c** Options **a** and **b** do not provide a further example of where Swahili is spoken
- 3 1 Signalling a contrast or opposite – although / despite / even though / whereas / However / but / unlike / while / On the one hand ... but on the other / By contrast / even if
 2 Introducing an example – For example / For instance
 3 Giving a reason (cause and effect) – because
 4 Providing extra information – In addition / also / as well as
 5 Setting out the stages of a talk – First of all / Lastly / Then
 6 Signalling an explanation or result – Consequently / so / in other words
- 4 Other answers possible
- 2 Studying abroad is worthwhile, even though it can be challenging. (contrast)
 3 Working in the library is uncomfortable as well as being quite boring. (extra information)
 4 The Internet has changed the way we all live because it gives us access to the wider world. (explanation)
 5 I never learned to play a musical instrument, so I don't know how to read music. (explanation)
 6 Learning a foreign language can be difficult and at times frustrating. However, it can also be very rewarding. (contrast)
 7 The climate of South East Asia is tropical. By contrast, the climate of Southern Europe is Mediterranean. (contrast)
 8 My brother never studied much at school and consequently he failed his school leaving exams. (result)
 9 Rice is the staple diet in Asia, whereas corn is the staple in Central America. (contrast)
 10 The effects of global warming are evident everywhere. For example, the temperature of the sea is rising every year. (example)

5

	Signpost word(s)	Direction
1	For instance ...	Introducing an example
2	First of all ... Then ...	Signalling a sequence
3	Consequently ...	Suggesting a result
4	but ...	Signalling a contrast
5	On the one hand ... On the other hand ...	Signalling a contrast or opposite
6	Firstly ... Secondly ...	Setting out the stages of a talk

7 See recording script

- 10** 1 good quality 4 1/one million
 2 fast food 5 (the) name
 3 (the) milkshakes

Listening 8

- 1 a** handwriting
b many possible answers
c by looking at a number of scientific studies

1

Intro	Key words and phrases	Topic	Possible development
A	recognise handwriting / scientific studies	writing systems	how writing systems developed in different places

2

Intro	Key words and phrases	Topic	Possible development
B	bamboo, species, building materials, food	bamboo	how bamboo is used
C	bread, rice, pasta, taste, cook	staple foods	ways of preparing these staples
D	language, children, study	children's language	how children learn to speak

- 5** 2 date // manner 5 event
 3 country 6 adjective // number
 4 noun - connected to the game

- 6** 1 (northern) India
 2 year 1000 // 1000 AD
 3 China
 4 chess pieces
 5 championship // competition
 6 three/3

8 & 9 Signpost words signalling the answers are included in brackets

- 1 interest (firstly ...)
 2 important (secondly ...)
 3 complex (The third point ...)
 4 research methods (We will start by ...)
 5 first year (then go on to ...)
 6 under five / under 5 (that is ...)
 7 A (Put another way ...)
 8 D (First ...)
 9 C (then ...)
 10 G (And finally we'll conclude ...)

- 11** 1 rabbit 6 A
 2 (for) (fox) hunting // sport 7 B
 3 (sugar) cane farmers 8 C
 4 (cane) roots // (plant) roots 9 A
 5 (plant) dies 10 C

Reading 1

- 1 a** the IELTS Reading test module
b to provide information on the IELTS Reading test module
c students who intend to take the IELTS test

- 2 a** How long flights affect pilots' ability to fly.
b People studying aviation / training to be pilots // airplane companies // people who travel by air
c Some more detailed information about how too much flying might affect pilots' decision-making.

- 3 a** To provide a brief scientific explanation of the subheading and mention the possible implications
b The first sentence: *Globetrotting across several time zones on long-haul flights impairs memory and reaction times by shrinking part of the brain.*

- 4 a** Pearls and an unpleasant part of what they are made of
b People who work in the jewel industry or ecology students
c Something about where pearls come from

- 5 a** To explain the process by which pearls are formed
b With more information about pearls - perhaps some background to their production
c It is factual and descriptive.

- 6 a** They separate the main ideas.
b The topic sentence(s) that carry the main idea(s).

- 8 A** The vast oceans of the world ... where eyesight counts for little
B ... for whales and dolphins ... What is crucial to them is sound.
C Sound ... travels five times faster through water than through air
D Whales and dolphins use sound in two ways: for communication and for echolocation.
E ... whales and dolphins also rely on echolocation to learn about their immediate environment, including prey ...

9 Other answers possible

It is sound, not sight, that is important beneath the oceans. Sound travels much faster through water than through air and whales and dolphins use it to communicate and to find food.

- 10** A
11 1 C 2 E 3 A 4 D 5 B

12 prey

13 The influence of the Internet on consumerism or shopping

- 14** Para A last sentence
 Para B first sentence
 Para C first sentence
 Para D second sentence
 Para E first sentence
 Para F first sentence and half of second sentence
 Para G first sentence

- 15** 1 iv 2 viii 3 iii 4 i 5 ii 6 v 7 vii

Answer key

		Meaning
17		
a	in proportion to	in direct relation to
b	mulling over	taking some time to think about
c	turning up	arriving
d	peak periods	busiest times
e	influence	effect on
f	gain from	benefit from
g	take account of	take into consideration
h	try out	test (try using)

Reading 2

- 1 1 \$18 billion, \$34 billion
 2 The Department of Commerce in Washington DC
 3 22% and 2%
 4 stores run by *Sony* and *Apple*
 5 *eBay* and *Amazon*
- 2 The article is about what sand consists of.
- 3 2 part // measured
 3 TWO factors // size and shape
 4 Which event // beach // Kamoama
 5 Where // very ancient sand
 6 Who // efficient function // coastal technology
- 4 a The answer to 4 should be easy to find because you can scan for *Kamoama*.
 b The answer to 5 might be harder because you need to look for another way of saying 'very ancient sand'. Questions that require two answers can also be more challenging as you need to find both answers to get the mark.
- 5 1 concrete and glass 4 (a) volcanic eruption
 2 (the/its) diameter 5 (in) northern Scotland
 3 age and origin 6 geologists
- 6 mis-spelled words // extra words // wrong words
- 7 The passage is about fish (salmon) losses in the Pacific Ocean and the impact this may have on different salmon species.
- 8 1 D 4 I 7 B
 2 H 5 A 8 C
 3 F 6 E 9 G

Para 1	<ul style="list-style-type: none"> this ritual the decline 	<ul style="list-style-type: none"> the migration from and to rivers ... the fall in numbers of Pacific Northwest salmon more than a century ago
Para 2	<ul style="list-style-type: none"> there they spawn 	<ul style="list-style-type: none"> in the river where they were born ...
Para 4	<ul style="list-style-type: none"> influences this 	<ul style="list-style-type: none"> affects their unique genetic signature (or code)
Para 5	<ul style="list-style-type: none"> other problems these measures 	<ul style="list-style-type: none"> problems different from / in addition to hydropower on rivers that have disrupted salmon populations using submersible screens to divert salmon away from turbines
Para 6	<ul style="list-style-type: none"> these devices such impediments 	<ul style="list-style-type: none"> fish ladders things like discharge from turbines
Para 7	<ul style="list-style-type: none"> these changes 	<ul style="list-style-type: none"> habitat being inaccessible and extreme water temperatures

- 10 1 nests // redds 4 smoltification
 2 gravel 5 river
 3 freshwater
- 11 6 turbines 10 habitat
 7 stream-type 11 water temperatures
 8 fish ladders 12 life cycle
 9 migration rates

Reading 3

- 1 It will discuss how blame can be used to improve the way people work. The sport of baseball will provide a model.
- 2 a *blame* (verb) – to identify the person (or sometimes thing) responsible for allowing a mistake to happen
blame (noun) – the responsibility for a problem
fault (noun) – the cause of a problem or mistake
 b The workplace (business management); sport (baseball)
- 4 *flops* fails to succeed
blunder mistake/error (as a result of lack of care or thought)
point fingers accuse someone of a mistake
give sb/sth a bad name give sb/sth a bad reputation for (doing) something
- 5 a the main idea which is in two parts
 b examples of the main idea
 c new idea, again leading into the next paragraph
 d Suggestions and meanings as used in this text:
constructive (useful/helpful) *put forth their best efforts* (try hard)
judiciously (wisely) *maintaining* (keeping)
sparingly (not too often) *ultimately* (finally)
prod (encourage)
- e It should be possible to understand the main idea even if you don't know the meaning of every word or phrase.
 f Some exemplification of how to manage blame.
- 6 *Main idea* (2nd sentence): Thus, baseball provides an excellent microcosm in which to study blame because mistakes and failures are a routine part of every game.
Supporting points (1st and 5th sentences): Baseball managers spend most of their time and energy managing things that go wrong.
 Thus, if managers and coaches got upset about every mistake, they would go mad by the end of the season.
Examples (3rd and 4th sentences): In a typical game, managers, coaches and players can easily make more than 100 bad decisions – and still end up winning.
 Even very successful pitchers average more than two bad pitches per batter and if a batter bats well 40% of the time but badly the other 60% he is having a miraculous season.
- 7 1 B 2 D 3 C
- 8 a Libraries are making digital copies of books. // Technology is going to change the way libraries work.
 b The next three paragraphs of the text all develop the main idea expressed in the first sentence of paragraph 2.
 c *three / First / for example / similarly*
 d Very easy, because the text is organised around the three benefits.
- 9 1 T 2 F 3 NG 4 NG 5 T 6 F 7 NG
- 11 1 phone phreakers 5 *Wargames*
 2 musical tones 6 banks
 3 (the) 1980s 7 credit card
 4 hacking

Reading 4

- 1 a C b A, C and E focus on advertising and magazines.
 2 1 A 2 B 3 A 4 A 5 C
 3 C
 4 1 ix 2 i 3 v 4 ii 5 vi 6 viii 7 iv
 5 1 diesel power
 2 12 per cent / 12%
 3 size and efficiency
 4 & 5 trees / buildings (in either order)
 6 computer modelling
 6 a 6 spelling error
 b 4 & 5 plural required
 c 2 around unnecessary because of About and it is a four-word answer
 no article needed – grammatically incorrect
 d 1
 wrong answer
 e 1
 wrong answer – question is about amount of energy not money
 f 2
 scientists are already mentioned in the question
 g 6
 This is where they were built NOT what was used to help choose the location. Also the answer is four words long.

7

	Question phrasing	Passage
A	used to rely totally on	entire (electricity needs) were met by (lines 18–19)
B	energy needs	energy requirements (line 36)
C	its energy output	The power produced (line 38)
D	not be (built) near	away from (line 50)
E	barriers to the wind such as	obstructions like (line 50)
F	chose the best location	select the optimum site (lines 52–53)
G	with the aid of	was used (line 52)

8 B

Reading 5

- 1 household utility
 2 1 a subscription pool 2 price and quality
 3 Words in paragraph
 1 Artists will be paid
 2 as never before in terms of engage listeners
 4 online / interactive
 5 album (format)
 6 single-track purchases
 5 1 subscription
 2 18–24
 3 fans

6

Gap	Words in summary	Words in passage
2	young ones aged	18–24 age group
3	encourage large groups / take part in music-making	build online communities / feel engaged in the creative process
4	live concert downloads / activities	live concert downloads / forums
5	are losing their appreciation of / well produced and packaged	are increasingly unimpressed with / However cleverly the songs are arranged and attractively designed the cover art is
5	one expert / world of digital music sales	William Higham / digital music sales

8

Words	Meaning
antibiotic	a type of drug that destroys bacteria in the body
micro-organism	a very small organism that must be seen using a microscope
microbe	a micro-organism that can cause disease
bacteria	very similar to microbes
resistance	ability to fight against something, e.g. disease
toxin	something that is poisonous, e.g. dangerous chemicals
epidemic	outbreak of disease among a lot of people or animals, e.g. flu

- 9 1 E 2 B 3 A 4 C 5 E
 10 1 K 2 O 3 D 4 G 5 M 6 H

Reading 6

- 1 Fact ... because of the way their dyes break down
 2 Main ideas
 Paragraph B Despite 119 years of refinement, the modern car remains astonishingly inefficient.
 Paragraph C Go into a coffee bar, ... so long as you are doing this in a foreign country, where you speak the language badly or not at all, you are probably acquiring a new language better than you ever could by formal study with a teacher and a textbook.
 a Paragraph B – the argument is well supported with many facts
 Paragraph C – mainly opinion with little support for an argument
 b Paragraph B – presents an argument
 Paragraph C – is discursive
 3 First underlining – fact
 Second underlining – argument
 a To discuss new research findings.
 b There are different views and they conflict.
 c There are no firm conclusions.
 d 'New research suggests that humans are not a threat to penguins'.
 4 in any order A / C / F
 5 A ... a slow-moving human who does not approach the nest too closely is not perceived as a threat by penguins.

Answer key

- C ... the decline in penguin numbers is caused by other factors.
 F He points out that species behave differently
 B numbers are declining but there is nothing about them becoming endangered
 D there is mention of 'young' but nothing about them being harder to research
 E they may 'flee the nest'
 G there is nothing about this in the passage

6 1 C 2 A 3 C 4 D 5 B

- 7 a The degradation of Australian land and what is being and should be done about it.
 b Eight people are referred to – they don't all agree.
 c according to / does not deny that / says / disagrees

8 1 D 3 B 5 E 7 F
 2 E 4 A 6 C 8 C

9

1	more diverse	5	getting solutions into place
2	they just don't have the spare funds	6	pristine ... natural
3	"illogical"	7	Meteorologists ...
4	trading	8	co-operation

Reading 7

- 1 Informative or argumentative text in a popular magazine – the language in the subheading is conversational so it is not a factual report. It may inform readers of new research or it may persuade readers to try a new or different approach.

4 1 D 2 H 3 B 4 F 5 A

- 5 a A media studies student would be most likely to read it. This is a typical textbook passage.
 b a mix of the two

6 C

- 7 1 Likely answer yes but children read books with parents
 2 Yes – the sentences above provide plenty of support.
 3 The following sentence explains that more than one person works on a play or film.
 4 It is about how much a writer's work may be changed and for what reason.

5 *Answers may vary*

8 1 Y 3 NG 5 NG 7 N
 2 N 4 N 6 Y 8 Y

Reading 8

- 1 A The title and headings tell us what is in the museum. Also, the hours, fees and additional attraction.
 B The title and headings give the name of the museum and highlight a new attraction and opening hours.

2 Key word(s) in question	Type of words needed
2 What process	an action or 'ing' word
3 How many	a number
4 What ... prize	an object // a sum of money // something of value
5 When	a time
6 Which part	a place // an area

Answers

- 1 (during) Carnival week 4 a helicopter ride
 2 chocolate making 5 Wednesday evenings
 3 15 (or more) 6 (the) Reading Room

3 C

- a Say which type of company issued the card
 b They are all companies of some sort.
 c safe and sound // cover // lost luggage, medical expenses
 d A, mentions travel but not holidays
 B, mentions reverse charge calls only
 D, mentions medical expenses but not medical care

4 1 T 2 F 3 F 4 NG 5 T 6 T

- 5 1 shop around for the best price (same meaning)
 2 additional daytime services (opposite meaning)
 3 prices vary seasonally (opposite meaning)
 4 cars and motorbikes (=vehicles) (charge not mentioned)
 5 services can be limited in the low season (same meaning)
 6 car rental ... best choice to go further (same meaning)

- 7 1 a place 4 a type of performance
 2 a period of time 5 an item or action
 3 a way of buying tickets 6 something in a museum
 8 1 Belmore park 4 outdoor concerts
 2 2/two days 5 booking
 3 online 6 birds

Reading 9

- 1 student accommodation / one – Sturtin Hostel
 2 2 on-the-spot reservations (H)
 3 offer assistance in finding a suitable person to share a room with (G)
 4 code of conduct (C)
 5 for students run by students (D)

3 1 B 2 E 3 F 4 G 5 B 6 D 7 C

4 a ii

- b They do not describe the main idea that this is a course for new-comers to computers. They focus on parts of the course only.

5 a iii

- b They focus on details within the text rather than on the main idea of enrolment conditions.

6 1 v 2 ii 3 iv 4 i 5 ix

- 7 Para B *initially aimed at ... more recently*
 Para C *where to purchase the best herbs*
 Para D *classes commence with a demonstration / observed a good chef*
 Para E *roll up their sleeves, put on an apron ... recreate the dishes*
 Para F *all degrees of competency*

- 8 a a course outline for a design course
 b prospective students

9 B / E

- 10 3 20 years 5 real world
 4 teachers 6 product design

- 11 a The heading is a question – anticipating that the reader may not be familiar with the term.
 b It's about a new form of broadcasting.
 c On the Internet.

Reading 10

- 1 a The text is about a new way of milking cows that is being introduced into Australia.
 b Part 1 Paragraphs 1 & 2: introduces the idea and talks about where it is happening
 Part 2 Paragraphs 3 & 4: explains how the system works (relates to the diagram)
 Part 3 Paragraph 5: outlines the challenges/difficulties in using it in Australia
 c The different parts of the text relate to the three different task types.
- 2 1 computer technology
 2 human input
 3 Netherlands (and) Britain
 4 (a) microchip (implant)
 5 (a) robotic arm
 6 brushes and rollers / rollers and brushes (must have all three words)
 7 D
- 3 a cattle / beast / animals
 b 1 revolutionise 6 soothe
 2 emerged 7 notify
 3 take off 8 encourage
 4 identify 9 graze
 5 sterilise 10 trial
- 4 The article describes the growing interest in hotels made of ice and how they are constructed.
- 6 1 original ice hotel ... display artworks
 2 most people ... spend the night
 3 inside ... walls ... fragile appearance
 4 sculptures ... difficult ... carve
 5 walls ... moveable frames
 6 river adjacent ... hotel ... unpolluted
 7 fibre-optic cables ... specially produced
- 7 1 Y 2 N 3 N 4 NG 5 Y 6 Y 7 NG
 8 1 D 2 E 3 A 4 E 5 F 6 A 7 B 8 D

Writing Task 1 Assessment criteria

1

Assessment criteria	Skills and strategies
Content	E, H, N, Q
Organisation	A, G, K, R
Vocabulary	B, D, M, P
Grammar	C, F, I, J, L, O

2 Answers may vary

Writing Task 2 Assessment criteria

3

Assessment criteria	Skills and strategies
Organisation	A, G, K, R
Vocabulary	B, D, M, P
Grammar	C, F, I, J, D

- 4 For content in **Task 2**, you must show that you can answer the question in the task clearly and effectively using your own ideas. For content in **Task 1**, you must show that you can write a summary of a diagram, table, chart or graph which has been made by someone else.

Writing 1

5

Number of students



- 6 1 60 per cent/the highest percentage 2 percentage
 3 20 per cent ... percentage 4 lowest/smallest percentage
- 9 Yes, this could be a bar chart. The percentages would form the vertical axis and the methods of transport the horizontal axis. The three countries would be presented as the coloured bars for each transport type.
- 10 1 most common/popular; 65 per cent/%
 2 10 per cent/%; least common/popular
 3 figures
 4 percentage
 5 16 per cent/% (and) 20 per cent/%
 6 20 per cent/%
 7 most common/popular; on foot
- 12 a people (car owners)
 b years
 c car owners in millions
- 13 Car ownership in Britain has risen dramatically.
- 14 a Car ownership has risen dramatically since 1960.
 b Car ownership rose dramatically over a forty-five-year period between 1960 and 2005.
- 15 a Since 1960, the number of car owners in Britain has risen dramatically from below 2 million to over 30 million.
 b The number of car owners in Britain rose dramatically from under 2 million in 1960 to over 30 million in 2005.
- 16 a How industrial pollution caused by fossil fuels increases the acidity of the world's oceans and how this acidity is harmful to coral and plankton
 b They indicate the stages in a process of causes and effects.
 c It shows how acidic the water is expected to be by 2100 // how much acid there is expected to be in the water by 2100.
- 17 1 is polluting 5 attacks
 2 are released 6 will rise
 3 are burnt/burned 7 become
 4 pass 8 be destroyed

Writing 2

- 1 The bar chart shows the rise/increase in the number of tourists visiting Brazil over the six-year period between 1995 and 2000.
- 2 The number of tourists visiting Brazil rose considerably. The chart shows a considerable increase in the number of tourists visiting Brazil. Adding *considerably/considerable* not only describes the information shown in the chart, but also interprets it by telling the reader what the overall trend is.
- 3 Between 1995 and 2000 the number of tourists visiting Brazil rose considerably from just under two million to over five million.

Answer key

4 The table gives information on how many Japanese tourists are travelling outside Japan over an 11-month period. Generally, the numbers fluctuate, although more people seemed to be travelling in the latter half of 2005 than in the first part of 2006.

- 6 2 a steady rise // a gradual increase
3 a stable/constant pattern
4 a peak
5 a dramatic increase // a sharp rise
6 a gradual decrease/fall

- 7 2 it rises steadily // it increases gradually
3 it remains constant / stable
4 it reaches a peak
5 it increases dramatically // it rises sharply
6 it falls/declines gradually

8 Other answers possible

- A Graph A provides information on the changing percentage of new recruits in a company over a 10-year period. According to the figures, recruitment fell significantly during this period. Between 1997 and 2000 there was only a slight drop from 15 to 11 per cent but after that, the figures fell more markedly to a low of 5 per cent.
- B Chart B shows the average number of working hours per week at the company between 2000 and the present. These figures show a steady increase. In 2000, employees were generally doing a 40-hour week but this figure has now risen to a high of 50 hours per week.
- C Information relating to the estimated cost of days taken off sick by employees is provided in graph C. Over the same period, these figures have also risen but most significantly in the last three years. From 2000 to 2003, the pattern was stable, with costs being approximately \$200,000 but since then the figure has risen dramatically, hitting a peak of \$1 million in the present year.

- 9 a The number of hamburgers sold at Harry's over a one-year period.
b The graph shows fluctuation / a fluctuating trend.
c The simple past tense.

10 Other answers possible

- The sale of hamburgers was *stable* throughout January, February and most of March.
- *Fewer* hamburgers were sold in April than in March according to this graph.
- There was a dramatic *rise* in the sale of hamburgers between June and August, when numbers increased from 1900 to 3000.
- Hamburger *sales peaked* in August when 3000 were sold.
- In October *sales dropped* to their lowest point at 1250.

11 Hamburgers were more popular in summer than in winter, according to the graph.

12 The graph shows the fluctuation in the number of passengers at a London underground station. It illustrates peaks, troughs and plateaux, as well as increasing and decreasing trends. You should have circled the two peaks at 08.00 and 18.00 and the drop at 16.00.

- 14
- The writer does not state the purpose of the graph.
 - There is no overview.
 - The key trends have not been highlighted.
 - There are some figures but they have been rather randomly selected and do not help the reader identify the key trends.
 - There is no rounding-off point to the answer.

15 Model answer

The graph shows the fluctuation in the number of people at an underground station over a one-day period (1). According to this data, there is a sharp increase in use between 6am and 8am, with 400 people using the station at 8 o'clock. After this, the numbers fall dramatically to less than 200 at 10 o'clock (2). However, between 11am and 3pm, the number of people rises and falls evenly, and this pattern includes a plateau around lunchtime of just under 300 people using the station. Numbers then decline and the smallest number of users, just 100, is recorded at four in the afternoon (3). Between 4pm and 6pm, during the evening rush hour, numbers rise rapidly again, reaching a peak of 380 people at 6pm but from (4) 7pm numbers fall significantly. There is only a slight increase again just after 8pm, which tails off after 9pm.

The graph shows that the station is most crowded in the early morning and evening rush-hour periods and least crowded mid-afternoon (5).

- 16 a 1 b 2, 3 and 4 c 5

17 You should have circled: *this data / with / After this / However / this pattern / then / and / again / but / which / and*

Writing 3

- 1 The number of landline telephones per thousand people
- 2 The chart compares telephone ownership in a number of different countries in three different years: 2000, 2002 and 2004.
- 3 The past simple tense.
- 4 & 5
- 1 The graph shows the number of telephones owned per thousand of the population in different countries over a five-year period.
- 2 Overall, the number of phone owners per thousand of the population varied considerably. However, numbers tended to fall in countries with the highest level of phone ownership, whereas numbers generally rose in countries which had fewer phone owners in 2000.
- 3 By far the highest level of phone ownership was in Singapore, where just under 430 people per thousand were owners in 2004. This figure is slightly lower than the 2000 figure of around 460 per thousand.
- 4 In Brunei Darussalam the second highest levels of phone ownership were recorded, and the numbers fluctuated around the 250 per thousand level across the five years.
- 5 Countries like Cambodia and Vietnam had much lower levels of phone ownership and these increased up to 2004, rather than decreasing.
- 6 In the remaining countries, the number of landline phone owners remained below the 100 per thousand level between 2000 and 2004.
- 7 ... figures have doubled since research began reaching a current high of around 30 per cent for both male and female adults

- 8 1 5 per cent 2 two-year 3 24 per cent

10 The trend for men has been similar during this period, although levels were quite a bit lower in the mid to late nineties. However, between 1998 and 2000 a surge took place when the male figure hit 21 per cent. Since then, the percentage of obese men has risen considerably to reach 30 per cent. Generally, the rate of increase in obesity has been higher in men than in women. (73 words)

11 Model answer

The graph shows how the hours children aged 10–11 spend on computers and watching television have changed over the past few years. In the past, children spent more time watching television and less time on computers but now this trend seems to have reversed.

Between 2000 and 2003, the time children spent watching television remained the same, at an average of 21 hours per week. Then this figure fell, reaching a low of 15 hours per week by 2004. Since then, apart from a slight fluctuation, the figures have stabilised at this level.

Computer use, on the other hand, shows a different trend, starting in 2000 at three hours per week and rising to a weekly figure of 10 hours in 2003. This was then followed by a surge which reached 15 hours per week by 2004 and currently this trend seems to be on the increase.

Clearly computer use is becoming more popular than TV viewing. (160 words)

- 12 a The diagram illustrates the stages in the production of plastic items.
 b plastic / oven / molecules / mould / quality
 c forces – pushes / releases – comes out
 d equipment/machinery and words to describe it:
 plant / tanker / drum / rectangular / narrow / belt / forklift truck / box
 process verbs: fed into / heat / discard / observe / check
 words to describe the plastic: molten / material / harden / flawed
 e first / initially / then / after that / as a result / also / eventually / when / once

13 & 14

Para 1	Introduction and overview of diagram	complex process number of steps / equipment / people
Para 2	How process begins up to production of long molecules	transported to plant / pass to oven / heated at high pressure
Para 3	From molecules to mould	passes into moulder / narrow end pushes into mould / hardens / comes out of mould
Para 4	What happens to finished product	checked for flaws / put in boxes / taken to warehouse / stored

Model answer

The diagram illustrates the various stages in the production of plastic items. Clearly this is a complex process that requires a range of equipment and machinery and, at some stages, skilled workers.

Initially, the raw materials have to be transported from the oil refinery to the plant. On arrival, they are poured into a large drum and from there they pass into a special oven, which heats the material at high pressure so that long molecules of plastic form.

The granules are then funnelled into a rectangular moulder with a narrow end. The moulder melts the plastic in order to push it out into a mould. When the plastic has hardened in the mould, the items can be removed and any waste material discarded.

Before they can be packaged, the finished products have to be checked for any problems, so next they are placed on a belt and observed by an expert. If they pass the inspection, they can be packed into boxes and taken to a warehouse for storage. (170 words)

Writing 4

- 1 1 most 6 the same
 2 twice 7 as
 3 second highest 8 least
 4 470 million 9 less/lower
 5 third largest

2

1	frequency of grammatical errors	the most frequent grammatical error	the second most frequent grammatical error	the least frequent grammatical error
2	height of smog levels	the highest smog level	the second highest smog level	the lowest smog level
3	density of populated areas	the most densely populated area	the second most densely populated area	the least densely populated area
4	significance of reason for disease	the most significant reason for disease	the second most significant reason for disease	the least significant reason for disease
5	length of study periods	the longest study period	the second longest study period	the shortest study period

- 3 1 better 5 the same; different
 2 equally 6 the best; fewer
 3 the highest; (the) furthest
 4 Unlike; lower

7 Model answer

The charts provide data on average male and female incomes. From this comparison it can be seen that men earn more than women at most stages in life.

Male graduates find that their earnings increase rapidly over the years to £700 per week at around the age of 40. The highest earning males are aged between 40 and 60, when their income stabilises. Non-graduate males experience a similar trend in their earnings, though the levels of pay are slightly lower.

Women, on the other hand, do not see a constant increase in their earnings. After the age of 24, weekly graduate earnings rise to about £425. Then they hit a plateau which does not change until retirement. The same pattern occurs for non-graduate females, whose highest earnings amount to less than £350 per week between the ages of 25 and 29 and continue at that level.

Clearly women never achieve the high income levels of their male counterparts. (158 words)

- **comparisons** men earn more than women / income levels are almost the same / the highest earning males / the levels of pay are slightly lower / highest earnings amount to less than £350
- **linkers** from this comparison / similar trend / on the other hand / the same pattern

10 Model answer

The diagram and table provide information on different types of dredger that are used to clean up dirty water. Canal and coastal dredgers perform a similar function but they differ considerably in terms of their size and power.

Answer key

A canal dredger carries a suction pump with rotating blades, which are lowered into the canal by two hydraulic arms. These stir up the mud, called slurry, on the bottom of the canal, and this is then sucked up by the centrifugal pump. From the pump, the mud is discharged through a large tube into a shuttle boat located behind the dredging boat. When the shuttle boat is full of mud, it is towed away and the mud is dumped.

Compared to a coastal dredger, a canal dredger is a lot smaller. It is only 22 metres long, rather than 85 metres and is also less broad. Coastal dredgers are made to be used in the sea and can suck up sand and mud from a depth of 35 metres, while canal dredgers are made for much shallower waters.

Clearly dredgers have to be specially designed to suit the environment in which they will operate. (193 words)

Writing 5

1 The letter is to the local Council. Its purpose is to ask the Council to remove an old car from the street.

2 Dear Sirs, ... Yours faithfully,

3 To ask your old teacher to write a good reference for you.

4 1 name 4 wanting this job
2 what you've done 5 good points about yourself
3 job

8 1 Formal 3 Informal 5 Informal 7 Informal
2 Formal 4 Formal 6 Formal 8 Informal

9 *Model answer (opening paragraph)*

Dear Mr Hill,

It's been a long time since we saw each other, so I hope you can remember me. I've been working in Canada as a nanny since leaving school three years ago and I'm now back home. I have recently applied for a job as a nursing assistant at a hospital in London and I wonder whether you would be able to write a reference for me. (69 words)

10 **d / e / f** *in any order*

2 amazing bird life
7 crocodiles in river
8 cabins with bunk beds

g / h / i *in any order*

3 prices going up next season
5 wilderness may change
9 great fun

14 *Model answer (first three paragraphs)*

Dear Sirs,

I am writing in the hope that you can help me with a problem regarding a camera that I recently bought.

On 24 April, I purchased a Tycoon digital SLR camera from the 'Golden Duty Free' store at Bangkok Airport on my way from Auckland to London. The camera cost \$599 and I paid for it on my Visa credit card.

When I arrived at my hotel in London almost 24 hours later I discovered, to my horror, that the box which contained the camera did not include the battery or the battery charger. The space in the box for the charger was empty. (106 words)

15 1 Formal 5 Informal
2 Informal 6 Informal
3 Formal 7 Informal
4 Informal 8 Formal

16 *model answer (last paragraph)* I am now in London and I am not returning to Bangkok, so I need to get the missing parts here. As you are the representative of the company in this country, I would be grateful if you could arrange for the parts to be sent to me. I attach a copy of the receipt with this letter for your information.

I look forward to hearing from you.

Yours faithfully,

(70 words)

Writing 6

1 The tone is very direct and rude.

2 Readers might be offended and react in an uncooperative way, i.e. these requests and suggestions will convey the wrong message.

3 *Other answers possible*

I would be grateful if you would *send me a brochure*

I would like to buy a *ticket for tonight's show*.

Perhaps it would be better if you *employed more staff?*

I would recommend that you *give up smoking*.

I am interested in *studying at your school*.

I would appreciate it if you would *park your car further away from mine*.

I was wondering if I could *use you as a referee?*

4 & 5 1 F (n) 6 D (f) 11 A (f)
2 B (n) 7 E (n/f) 12 C (n)
3 A (i) 8 E (n/f) 13 D (n/f)
4 B (f) 9 A (n) 14 A (f)
5 C (n/f) 10 D (n) 15 G (n)

6 *Other answers possible* disappointment / surprise / anger / shock / good wishes

7 A too formal C too informal
B too informal D too formal – inappropriate ending to an informal letter

8 A I'd love to keep in touch more often and I forgot to ask you for your cell phone number. Can you let me have your address so that I can send you the photos?

B I hope you are well and are still working at Kingston High because I would like to ask a favour of you. I wonder whether you would mind being a referee for me?

C I think there must have been a mistake, as this account has been paid in full.

D Many thanks for organising everything so well. Best wishes,

10 A informal – sympathy and good wishes

B formal – request for action

C formal – complaint

D informal – apology

Writing 7

1 a The topic is consumerism and its influence on our behaviour.

b Have we become less concerned about other people because of our desire for material possessions?

c The information in brackets gives us examples of *more and more possessions*.

d They introduce examples and also suggest that you may add other qualities to these options.

e No – it is important to present arguments and justify them.

2 a The topic is mobile phones and their influence on society.

b The two questions form the two main parts.

c You can do any one of these options.

d It is best to aim for 50–50 but sometimes a different ratio is acceptable because there are more obvious arguments on one side of the task than the other.

- 3 a There are two main parts but remember that you also need to add your personal opinion.
 b The two views are equally strong so you should try for 50–50. However, your own opinion will add to whichever view you support and may mean that you write more on that part.
 c You can agree with the first view or agree with the second view or see both sides of the argument, i.e. agree with both views.
- 4 There are two parts but they are closely linked and may be discussed together. Both the roles of parents and teachers should be referred to when dealing with the first part.
- 7 There are two parts.

8

Disadvantages

- Extra cost
- Learner drivers might have to wait longer for a test.
- It may not be possible to include a written test every time.
- Difficult to organise

9 Makes driving safer

- 12 **Main idea:** children need protection
Supporting ideas: work and family responsibility not appropriate at this age adults may let children work children might lose education and care

14 **Model answer**
 There are certain groups of people who would certainly benefit from taking a driving test at regular intervals. These include elderly people, who are often more forgetful than younger drivers and so need to be reminded of the road rules. Also, some people use their cars quite infrequently. People who live near the town and don't need to drive to work might only use their cars for longer trips and so refresher courses would help them. Thirdly, some young drivers simply drive too fast and this tendency would be reduced if they were reminded more often of the dangers of speeding.
Note that this paragraph contains about 100 words and so would be enough to cover one part of the answer.

Writing 8

- 1 **Suggested answer**
Obesity rates among young children are growing. Parents are to blame for this because they have the strongest influence over their children's eating habits. Do you agree or disagree?
- 2 A *I agree with the statement in the task ... many societies already have systems to help poor people but perhaps they do not run these well enough.*
 B *I think it may be their own fault ... I think the problem cannot be solved by giving them more state benefits.*
 C *the problem has many different root causes ... People have to take some responsibility for their own welfare but ... some people cannot work for good reasons*
- 3 A suggestions as to how societies' welfare systems could be better run
 B reasons why people may be to blame and suggestions as to how they could be encouraged to help themselves
 C ways people can be responsible for themselves and examples of people who cannot do this / situations that make this difficult plus the type of support they need

- 4 Nine words will not be counted as part of the student's answer – *members are poor and struggle each day to survive* is copied from the task.
 5 There is no position – only a repetition of the task.

7

Position	1st Main idea	2nd Main idea
<ul style="list-style-type: none"> • No vaccines – diseases return • Laws needed 	<ul style="list-style-type: none"> • Preventative medicine most effective 	<ul style="list-style-type: none"> • Immunisation part of human progress
	Supporting points <ul style="list-style-type: none"> • Lives saved • Diseases, e.g. polio, reduced 	Supporting points <ul style="list-style-type: none"> • Have better hygiene – why not also better medical programmes? • Don't want to go backwards

8 **Model answer**
 Now that diseases like polio have been eradicated in many societies, it is true that children are at far less risk these days. However, parents who choose not to immunise their children are relying on the fact that other parents do still immunise their children. If the number of parents choosing not to immunise increases, there is a risk of the diseases returning.

9 **Alternative answer**
 The question of whether we should oblige parents to immunise their children against common diseases is a social rather than a medical one. Since we are free to choose what we eat or drink or how much exercise we take, why should the medical treatment we decide to undergo be any different?
Introduction poses a new question to introduce the topic
 Medical researchers and governments are primarily interested in overall statistics and trends and in money-saving schemes, which fail to take into consideration the individual's concerns and rights. While immunisation against diseases such as tetanus and whooping cough may be effective, little information is released about the harmful effects of vaccinations, which can sometimes result in growth problems in children or even death.

Concessional argument

The body is designed to resist disease and to create its own natural immunity through contact with that disease. When children are given artificial immunity, we create a vulnerable society, which is entirely dependant on immunisation. In the event that mass immunisation programmes were to cease, the society as a whole would be more at risk than ever before.
Writer's opinion stated plainly and forcefully – as fact

In addition there is the issue of the rights of the individual. As members of a society, why should we be obliged to subject our children to this potentially harmful practice? Some people may also be against immunisation on religious grounds and their needs must be considered when any decisions are made.
Main idea with supporting arguments

For these reasons I feel strongly that immunisation programmes should not be obligatory and that the individual should have the right to choose whether or not to participate.
Personal opinion to sum up. Re-statement of original question in own words.

(Band 9 answer 254 words)

Answer key

10 *this view* refers back to the idea that it is more satisfying to stick to one career path from an early age.

12 1 enjoyable 2 experiences

13 *Model answer*

Having said that, there are some people who know from a very early age what they want to do in life and who never change their mind. Many famous people, such as actors and sports personalities, often say this in interviews and perhaps it is this dedication that enables them to achieve their goals.

14 *Model answer*

Job satisfaction is related to things like enjoying what you do or doing useful, rewarding work. Of course you must also earn enough money and be physically capable of doing the job, so there are many things to consider when we choose a career and the right outcome does not depend on being faithful to one choice that was made as a youngster.

15 *Model answer*

Clearly, the age at which we decide on a career can vary. As we get older, we develop a more mature understanding of ourselves and what we want from life. In terms of future job satisfaction, the possibility of making career decisions later in life can only be a good thing.

Writing 9

1 *Other answers possible*

- A These days *it seems that* people prefer to have smaller families.
- B *It is generally accepted that* football is now the most popular sport in the world.
- C *In my view*, it is important to travel and find out about other cultures.
- D *Some people argue that* mobile phones should be banned in public places.

4 *Other answers possible*

- B Many people feel that too much cardboard and plastic is used to package goods in supermarkets. *Admittedly*, it may be true that some shoppers want this. *However*, all it does eventually is to create a lot of waste that takes a long time to break down.
- C The problems caused by the increasing number of vehicles in cities are never-ending. *Although* one answer is to build more roads on the outskirts, this only results in more cars and lorries on the roads and so the problem continues.

5 *Other answers possible*

- B *I am unconvinced that* the Internet is a useful resource for children, *when* it contains so much uncensored material.
- C *It is doubtful whether* running is good for you, *when* people get so many physical injuries as a result.
- D *Some people find it hard to accept that* gambling is legal, *when* it causes so much misery and poverty.

7 *By this I mean that they seem to spend all their free time downloading Internet material or looking up websites*

8 *Other answers possible*

- 1 *That is to say*, extended families tend to provide more support for family members.
- 2 *By 'tolerant' I mean that they accept different ideas and values.*
- 3 *To be more precise*, I think all students should be able to decide for themselves what they study.
- 4 *In fact*, successful people have sometimes had many different jobs and learnt something from each of them.

10 The opening paragraph includes

- I would argue that ...* presenting a personal idea
- by this I mean* explaining a term more precisely
- While I admit that* making a concession
- I am convinced that* presenting a personal idea
- Overall* signalling a conclusion

12 *Model answer*

It is probably true to say that most schools have students who are noisier than others and take some time to settle down in class. *Some people argue that* if they go on to affect the way other children in the class behave, something *should be done* about it. However, I am not sure that teaching them separately is the answer.

Most people prefer to learn in calm surroundings. *Clearly*, it is much better to be able to hear the teacher than to have to struggle to follow instructions because someone else is talking all the time. *In my view*, school is a place where children *should work hard* and behave well. *That is not to say that they shouldn't enjoy themselves too, but overall* their attitude to school *should be* a serious one.

Students who ignore school codes of conduct are, to a certain extent, being quite selfish. *Also, I'm not convinced that* ignoring their bad behaviour is helpful to them. Studies have shown that naughty children respond better to a strict approach in school.

I tend to think that it is the school's responsibility to control disruptive children. *I do not mean by this that they should administer* physical punishment *but I do think teachers should be trained* to deal with difficult pupils. *In addition*, head teachers should establish rules and ensure that everyone follows them.

While I accept that there may be children who are so badly behaved that they cannot be taught in a 'normal' school, I feel that most children can and *should be taught together*.

(261 words)

Writing 10

1 a No

b There are too many disjointed ideas without support. There are few linkers. The style is too conversational for a written essay.

2 a Para 1 – Cities were designed before cars.

Para 2 – Charging motorists to enter the city is a solution.

b so, naturally / For instance / in fact / Understandably / A good example of this is / Indeed / In my experience

3 1a for example 1b If this were the case

2a In fact 2b Of course

3 In my experience

4a For one thing 4b A good example of this is

4 1a This reduction 1b where

2a These figures 2b These/Such attitudes

3a these/such qualities 3b One

4a This rise 4b this trend

5a Those 5b those/others

5 1 Generally speaking 4 such as; Unfortunately

2 when; however 5 while

3 However

6 Reference words are underlined, other linking words and expressions are in italics.

There is always controversy over whether it is important to spend large sums of money on medical research *or* whether more of this money should be directed towards treating patients.

Obviously some medical research is essential. Without it, we would have no vaccinations against diseases *such as* polio, no drugs *such as* antibiotics and no treatments *like* x-rays and radiotherapy. *Nevertheless*, the field of medical research is very competitive and this has financial disadvantages. Take, *for example*, the current research being conducted on the HIV virus. In this field it is arguable that money is being wasted *in that* scientists throughout the world are working independently towards the same ultimate goal, to find a cure for AIDS, *and with* the same hope of becoming famous in the process. *Surely* it would be more productive and less costly if these scientists joined forces and an international research team was set up *with* joint international funding.

7 Other answers possible

- 1 Mobile phones used to be so expensive that only the wealthy owned them, but today they are extremely common.
- 2 Many young people who are overweight watch television between 5.00pm and 8.00pm, when the advertisements for unhealthy food are shown.
- 3 These days 'hard copy' mail is used mainly in formal situations, while emails have become the most common form of written communication.
- 4 Although some people believe human beings are responsible for global warming, others think it is caused by climatic factors which cannot be altered by lowering pollution levels.

Speaking test Assessment criteria

1

Assessment criteria	Skills and strategies
Fluency	A, C, H, J
Vocabulary	B, I, L, P, Q
Grammar & Accuracy	D, E, K, M, R
Pronunciation	F, G, N, O

Speaking 2

2 Other answers possible

- 1 It is very important for me to learn English *because* I want to get an interesting job in the tourist industry *and* it'll be much easier *if* I have good English.
- 2 I work in a bank, *which* can be quite interesting, *although* the nature of the job is changing, *as* many people do their banking on the Internet now.
- 3 My favourite sport is tennis *because* it's a lot of fun to play, *but* I *also* enjoy watching it.
- 4 *At the moment* I live in a very small apartment, *but* I hope to live in a larger *one* next year.
- 5 *Even though* fast food is very popular in many countries these days, it is bad for our health *and* expensive, *so* I think cooking at home is more sensible.
- 6 It was impossible to know everyone at my school *because* it was very large, *with* hundreds of children.
- 7 I love movies *and* I like watching TV, *but* I don't like live theatre, *or* opera *either*.

3 Other answers possible

- 2 What kind of work do you do?
- 3 What is your favourite sport?
- 4 Where do you live?
- 5 What do you think of fast food?
- 6 What was your school like?
- 7 What kind of entertainment do you like?

8 I c 2 b 3 f 4 h 5 d 6 a 7 e 8 g

9 & 10 Content words which link back to the question are underlined, other linking words and expressions are in italics.

- 1/c I think walking is good for you, as well as watching what you eat. So I try to take some exercise every day *and eat* lots of fruit and vegetables.
- 2/b Both, in fact. I have a part-time job. *But* it's not the job I want to do when I finish my course. It's just a way of earning some extra money while I'm studying.
- 3/f Well ... I really enjoy listening to songs, particularly songs from my country. *And* I like to have music playing when I'm studying. In fact, I can't study without music.
- 4/h Um ... that's hard to answer. I suppose I like summer best of all *because* I love the warm weather, and I have lots of good memories of summer holidays with my family.
- 5/d At first I didn't like being in London, *because of* the crowds, *but* now I'm used to it and I think it will be quite hard to go back to my quiet little village.
- 6/a I prefer staying at home. I'm not very keen on crowds and *also*, it's much cheaper than going to the movies.
- 7/e By public transport normally. We still have trams in my city and *as* they're really efficient, a lot of people use them.
- 8/g New Year is a very important celebration. *For instance*, in our family we all get together to enjoy each other's company. It's a very special occasion.

Speaking 4

1 Topic D (page 148)

- 2 1 She begins by mentioning the time of year.
- 2 Past simple, present simple and present perfect.
- 3 *Inca trail / trekking / archaeological sites*
- 4 *incredibly challenging / an experience ... unlike any ... I've ever had / absolutely spectacular / amazing / the sense of absolute relief / the satisfaction of having accomplished something amazing*
- 5 Yes – two minutes.
- 6 Yes, very well.
- 7 She uses the expression *What I really enjoyed was ...*

3

In September, I went on a trip to Machu Picchu in Peru and did the Inca trail. Peru was a country that I'd always wanted to visit, mainly because South America's a different continent I had never visited before, even though I've done quite a bit of travel. I guess Peru was high on my list of priorities. Umm ... so I did the Inca Trail, which was four days of camping and trekking, and it was incredibly challenging. It was an experience unlike any I've ever had before.

E, K
A
B
K, P

Answer key

I've done some camping and I've also done some bush walking in the past, but ... really trekking at altitudes of sort of four and a half thousand metres was, um, was really unlike anything else ... It was absolutely expectu-spectacular ... the, um... and there were many interesting and intricate stone archaeological sites to see along the way. I probably remember the friends that I trekked with the most, 'cos you really are going through something together ... it's ... it's an amazing thing to do, even though you have all the luxuries really ... when you ... when you organise it through a tour company. Ah! You have, um, you know ... beds to sleep on in your tent and sleeping bags and things like that, but it really is quite harsh living. Um ... so the friends that I made when I trekked, were, um, ones that I hope to have for life ... The views were absolutely breathtaking as well. I think what I really enjoyed was the sense of absolute relief at the end, and the satisfaction of having accomplished something amazing. I'd willingly do it all over again.

B

C, H
G, O

D

A

I, L
J

K, L

R

7 Topic B (page 147)

- 8 1 Not strictly, but this is not important.
2 To show that success can be interpreted in different ways.
3 To add something personal to her answer.
4 Present simple (to describe habitual actions).
5 *working life / rewarding / accomplishing / personally and professionally satisfying / admire / management job / worthwhile / personality / qualifications / goals*
6 With a rounding off sentence about her father and 'success' generally.

10 2

He feels like / he's accomplishing something / that is obviously / personally and professionally satisfying ... /

3 It's a bit hard / to explain / exactly what he does.

4 It's a management job really, / but working / in a context / which is really worthwhile.

5 I see my dad / very regularly, / about once a week.

6 He enjoys / what he does, / as well as making / a decent living out of it.

Speaking 5

- | 1 & 2 Question | Topic | Key words in question |
|----------------|----------------|-------------------------|
| 1 | C | work |
| 2 | A | to live / cheap housing |
| 3 | B | personal achievement |
| 4 | E (A possible) | living in a large city |
| 5 | D (E possible) | tourism |
| 6 | C | workers / paid holidays |
- 3 1 Is it important to like what you do for a living?
2 Is it the responsibility of the government to provide homes for poor people?
3 What type of things indicate that a person is successful?
4 What are some of the good things about living in a large city?
5 Is tourism generally good or bad for a country?
6 Why is it a good idea for employers to pay people to take holidays?

4 & 5

	Answer given	Linkers used
2	ought to help (but no) cheap housing / if you do it for some ... then it isn't fair to (others)	but / because if / then / I mean
3	type of job / how much they earn / awards and prizes	things like / or / for example
4	opportunities / work, shopping, cultural activities	such as / but
5	(mainly positive) benefits / brings foreign money / foreign exchange / good for the economy / may disadvantage local people	On the whole / but on the other hand / especially
6	important / (people) need a break / need to have some rewards	because / and / Also

- 8 • in my view / So ... for instance
• in countries where / so that / and / But in warm climates

10 Other answers possible

- Personally, I've never lived in a cold climate but I think some of the advantages might be ...
- I've always lived in a warm climate, so ...

13 Other answers possible (Linking words or expressions are underlined)

I agree it's important for all countries to reduce their dependency on fossil fuels such as coal, because this is affecting our climate. But our politicians must work together at a global level to encourage the development of cleaner industries.

14 Possible areas: global warming / climate and lifestyle / climate and tourism / climate and health

15 1 C 2 D 3 B 4 A

Speaking 6

- 1 1 c compare two things
2 b make a suggestion
3 a give an explanation
4 e agree or disagree with something
5 d make a prediction about the future

6 Other answers possible

While I agree that everyone should be free to choose to go to university and have the opportunity of studying at a high level, I also think that not everyone wants to do this. Certainly, some people are much happier doing a trade or joining a business, and they often earn more money doing this.

The IELTS test format

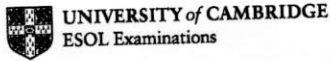
There are two versions of the IELTS test.

Academic module	General Training module
For students seeking entry to a university or institution of higher education offering degree and diploma courses	For students seeking entry to a secondary school, to a vocational training course or for people taking the IELTS test for the purposes of immigration or employment
<p>Note: All candidates must take a test for each of the four skills: listening, reading, writing and speaking. All candidates take the same Listening and Speaking modules but may choose between the Academic or General Training versions of the Reading and Writing modules of the test. You should seek advice from a teacher or a student adviser if you are in any doubt about whether to sit for the Academic module or the General Training module. The two do not carry the same weight and are not interchangeable.</p>	

The test modules are taken in the following order:

Listening 4 sections, 40 questions 30 minutes + 10 minutes transfer time		
Academic Reading 3 sections, 40 questions 60 minutes	OR	General Training Reading 3 sections, 40 questions 60 minutes
Academic Writing 2 tasks 60 minutes	OR	General Training Writing 2 tasks 60 minutes
Speaking 11 to 14 minutes		
Total test time 2 hours 55 minutes		

SAMPLE ANSWER SHEET: Listening



--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

PENCIL must be used to complete this sheet

Centre number:

Please write your name below,

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

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

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

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

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

IELTS Listening Answer Sheet

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

Checker's Initials

Marker's Initials

Band Score

Listening Total

IELTS L-R v4.0

DP500/392

SAMPLE ANSWER SHEET: Reading

Are you: Female? Male?

Your first language code:

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

IELTS Reading Answer Sheet

Module taken (shade one box): Academic General Training

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

Checker's Initials

Marker's Initials

Band Score

Reading Total

Acknowledgements

The publishers would like to express their gratitude to Alyson Maskell for her enthusiasm, for her commitment to the project and for her keen eye for detail which has proved invaluable throughout. Many thanks are also due to Tania Butler at Kamae Design for her patience and flexibility as well as for her consummate skills as a designer.

The authors and publishers would like to thank the teachers and consultants who commented on the material:

Australia: Garry Adams, Katherine K. Cox, Luke Harding, Kathy Kolarik, Susy MacQueen; UK: Ros Hallam, Karen Saxby, Roger Scott.

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

New Scientist for the extract on p. 37 'Air Heads' by Hazel Muir, *New Scientist* 26 May 2001, for the extract on p. 69 'Australia's Growing Disaster' by Ian Anderson, *New Scientist* 29 July 1995, for the adapted article on p. 87 'Ice Hotels' by Gabrielle Walker, *New Scientist* 6 May 2000. Copyright © New Scientist Magazine; BBC Wildlife Magazine for the adapted extract on p. 38 'Pearly Gems' by Robert Dunn, *BBC Wildlife* July 2004. Copyright © BBC Wildlife Magazine, July 2004; BBC Focus Magazine for the article on p. 39 'The Undersea World of Sound' by Peter Evans, *Focus* April 1995, for the article on p. 44 'Sifting through the sands of time' by Carol Muskoron and Piers Alder, *Focus* July 1994. Copyright © BBC Focus Magazine, www.bbcfocusmagazine.com; The Economist for the article on pp. 41–42 'Wily, wired consumers' by Paul Markille, *The Economist Intelligent Life Summer 2005* for the extracts on pp. 60–61 'Tunes on tap' by Jason Karaian, *The Economist Intelligent Life Summer 2005*; for the article on p. 65 and p. 70–71 'Talk your way into another language' by Robert Cottrell, *The Economist Intelligent Life Summer 2005*. Copyright © Economist Newspaper Limited, London; American Scientist for the article on pp. 45–46 'Effects on Salmon Biodiversity' by Phillip S. Levin and Michael H. Schiewe, *American Scientist* May–June 2001; Harvard Business School Publishing for the extracts on pp. 48–49 'How to win the Blame Game' by David G. Baldwin, *Harvard Business Review* July–August 2001; Scientific American for the article on p. 51 'Going Digital' by Michael Lesk, *Scientific American* March 1997, for the text on p. 65 by Amory B. Lovins, *Scientific American* September 2005. Copyright © Scientific American Inc. All rights reserved; Harcourt Education for the text on pp. 52–53 from *Cyber Crimes* by Neil McIntosh. Reprinted by permission of Harcourt Education; Hallmark Editions for the extract on pp. 57–58 'Australia's first commercial wind farm' published in *GEO*, vol. 17, no. 6, Nov/Dec 1995; The Sunday Times for the article on p. 63 'Prehistoric insects spawn new drugs' by Steve Connor, *Sunday Times* 1 September 1996. Copyright © N I Syndication Limited; Circle Publishing for the article on p. 66 'Penguins show signs of stress' by Frank Nowikowski, *The Geographical Magazine* October 1995; Curtis Brown on behalf of David Lodge for the extract on p. 72 'Books, Films and Plays' from *The Practice*

of Writing by David Lodge, published by Secker and Warburg. Copyright © 1996; Daniel Dasey for the adapted article on p. 84 'Cows that milk themselves' *Sun Herald* 13 November 2005. Used by permission of Daniel Dasey; Science Press for the text on pp. 88–89 'Art in Everyday Life' by Graham Hopwood from *Handbook of Art*. First published in 1971, © 1997; Japan National Tourist Organization for the table on p. 99 'Total number of Japanese Tourists Travelling Overseas'; ASEAN Secretariat for the graph on p. 103 'Trends in landline telephone ownership' from the *ASEAN Statistical Pocketbook, 2006*; Chart on p. 104 'Obesity prevalence among adults: by sex, England' Crown Copyright © 2007; The Guardian for the graph on p. 107 'World languages with the highest numbers of first-language speakers' *The Guardian* 22 July 1997, for the graph on p. 109 'Weekly earnings' *The Guardian* 30 September 1997. Copyright Guardian News & Media Ltd.

The publishers are grateful to the following for permission to include photographs [Key: l = left, r = right, t = top, c = centre, b = bottom]:

Alamy/© Annette Price p. 17, /© Photo Alto p. 23, /© Dinodia Images p. 32, /© K-Photos p. 38, /© Stephen Frink Collection p. 39, /© M. Timothy O'Keefe p. 88 (t), /© Andrew Holt p. 88 (b), /© Photo Japan p. 89, /© Image State p. 101, /© Phillip Wolmouth p. 102, /© Chris George p. 119 (l), /© D Hurst p. 119 (c), /© Profimedia International s.r.o. p. 119 (r), /© Dennis MacDonald p. 122 (tr), /© David R. Frazier Photography Int. p. 122 (bl), /© Dominic Burke p. 131, /© Bill Bachman p. 139; Bruce Coleman Collection/© Jens Rydell p. 57; Corbis /© Gareth Brown p. 7 (t), /© Peter Johnson p. 9, /© Jacques Langevin/Sygma p. 16, /© Jose Luis Pelaez, Inc. p. 21, /© Lito C Uyan p. 36, /© Peter M. Fisher p. 51, /© David Gray/Reuters p. 69, /© L. Clarke p. 105, /© Lisa B. p. 115, /© Tom & Dee Ann McCarthy p. 124, /© Bloomimage p. 140 (t); Getty/News p. 46, p. 87, p. 122 (br), /Sport p. 49, /Entertainment p. 77, /© Stone p. 31, p. 76, p. 150 /© Gallo Images p. 44, /Images p. 55, /© Photographers' Choice p. 66, p. 149 /© AFP p. 122 (tl), p. 129, /© Photonica p. 142, /© Taxi p. 146, /© Iconica p. 148; Orion Publishing Group Ltd /© Howard Grey p. 63; Pa Photos p. 30; Punchstock p. 140.

The publishers are grateful to the following for their illustrations:

Nick Duffy: p. 98; Stephane Gamain: p. 7, p. 79; Dylan Gibson: p. 111, p. 113; Stuart Holmes: p. 13, p. 14, p. 77, p. 81; Kamae Design: p. 15, p. 18, p. 19, p. 20, p. 28, p. 34, p. 74, p. 76, p. 85, p. 96, p. 98, p. 106, p. 110; Martin Sanders: p. 27; Ian West: p. 52; Vicky Woodgate: p. 70, p. 143.

Freelance picture research by Alison Prior

The following pictures were taken for Cambridge University Press on commission:

Trevor Clifford: p. 7 (b), p. 137, p. 145, p. 152, p. 153, p. 157; Gareth Boden and Rebecca Watson: p. 91.

The publishers are grateful to the following contributors:

Alyson Maskell: editorial work
Sarah Hall: proofreading
Ian Harker: audio recordings

VANESSA JAKEMAN AND CLARE MCDOWELL

New Insight into IELTS

Student's Book with answers

The bestselling *Insight into IELTS* has been thoroughly updated and now includes a wealth of fresh, new material, and a new look!

New Insight into IELTS offers comprehensive preparation and practice for IELTS. By exploring the test paper by paper, and looking in detail at each task type, the course gradually builds up the skills, language and test techniques students need to approach IELTS with confidence. The course contains a detailed introduction to the test and a full answer key and is equally suitable for use in the classroom or at home.

The material is intended for use with students whose current level is around Band 6 and is suitable for both Academic and General Training candidates.

Teachers can ...

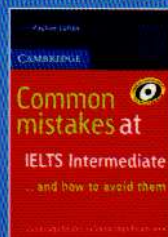
- choose which part of the exam to focus on. The course is organised by paper meaning teachers can target areas their students need to work on.

Students can ...

- get systematic test preparation and practice through the regular test type exercises.
- use the exam overview and advice on each IELTS paper to prepare for the different parts of the exam.

A free IELTS practice test complete with audio is available from www.cambridge.org/elt/insightielts

We also recommend the following titles for use with *New Insight into IELTS*



ISBN 978-0-521-69246-5



ISBN 978-0-521-69247-2



ISBN 978-0-521-69307-3



CAMBRIDGE
UNIVERSITY PRESS
www.cambridge.org

ISBN 978-0-521-68095-0



9 780521 680950

CAMBRIDGE

New Insight into IELTS

VANESSA JAKEMAN AND CLARE MCDOWELL
Student's Book Audio CD

Cambridge Books for Cambridge Exams •••

Track	Item	Time	Track	Item	Time
01	Title and copyright	0'17"	20	Listening 5, exercise 2	4'09"
02	Listening 1, exercise 5	2'32"	21	Listening 5, exercise 3	1'12"
03	Listening 1, exercise 9	1'01"	22	Listening 5, exercise 10	1'07"
04	Listening 1, exercise 11	1'07"	23	Listening 5, exercise 13	1'52"
05	Listening 1, exercise 14	0'51"	24	Listening 6, exercise 4	2'13"
06	Listening 2, exercise 3	1'27"	25	Listening 6, exercise 10	2'48"
07	Listening 2, exercise 6	2'11"	26	Listening 6, exercise 12	3'59"
08	Listening 2, exercise 8	1'07"	27	Listening 7, exercise 5	0'58"
09	Listening 2, exercise 10	3'40"	28	Listening 7, exercise 7	1'21"
10	Listening 3, exercise 4	1'37"	29	Listening 7, exercise 10	1'29"
11	Listening 3, exercise 7	0'58"	30	Listening 8, exercise 1	0'30"
12	Listening 3, exercise 9	4'57"	31	Listening 8, exercise 2	1'10"
13	Listening 3, exercise 11	0'42"	32	Listening 8, exercise 6	2'17"
14	Listening 3, exercise 14	1'52"	33	Listening 8, exercise 8	3'24"
15	Listening 3, exercise 17	0'36"	34	Listening 8, exercise 11	4'23"
16	Listening 4, exercise 3	1'02"	35	Speaking 4, exercise 2	1'50"
17	Listening 4, exercise 6	1'57"	36	Speaking 4, exercise 8	2'05"
18	Listening 4, exercise 9	1'24"	37	Speaking 4, exercise 9	0'53"
19	Listening 4, exercise 11	3'31"	38	Speaking 5, exercise 4	1'48"

THIS RECORDING IS COPYRIGHT AND UNAUTHORISED COPYING IS ILLEGAL

CAMBRIDGE

Cambridge Books for Cambridge Exams ●●●

New Insight into IELTS

Student's Book



© Cambridge University Press 2008
ISBN: 978 0 521 68092 9
1 2 3 4 5 6 7 8 9 10
Manufactured in Austria

VANESSA JAKEMAN AND CLARE MCDOWELL

CAMBRIDGE
UNIVERSITY PRESS
www.cambridge.org