

Audio script

Track 01

TEST 1 LISTENING SECTION 1

- Customer:** Good morning. I'd like to book a coach to London. I was hoping you had something available this Saturday afternoon.
- Agent:** Good morning, sir. Take a seat and I'll just check for you. Er, yes, we still have several free seats for Saturday. Where will you be leaving from? There are three pick-up points in town: Main Street, Centenary Square or the Central Bus Station.
- Customer:** From Centenary Square, please. That's easier for me to get to than the bus station.
- Agent:** And what time would you like to leave? There are coaches on the hour, every hour, from 12.00 through till 6.00 p.m.
- Customer:** Well, I'm meeting someone at the station in London and I need to be there for 4.30, so which one would you recommend?
- Agent:** Um, well, there's one leaving at 1.00. That arrives at Victoria Station at 4.10, if that's any good. Traffic is usually quite light at the weekend and the drivers tend to make good time, so I think you'd certainly be there for 4.30.
- Customer:** OK, that sounds just right. I think I'll take that. I can always phone ahead if I'm going to be late.
- Agent:** And when are you returning, sir?
- Customer:** Actually, I'm not sure when I'll be coming back, so I won't book a return ticket, just one way.
- Agent:** I can always book you an open return if you'd like. You can use this at any time within the next month as long as you contact us first to reserve a seat.
- Customer:** Well, there's a chance I might be getting a lift back, you see, so I'll just pay for one way. I don't want to buy a return if I don't need it.
- Agent:** OK, no problem. Are you travelling alone?
- Customer:** Just the one ticket, please. I'm going down to visit my daughter at university. My son's meeting me at the station, so it's a proper family reunion.
- Agent:** Very nice! OK. Well, I can book that for you if you like, sir. That'll be £23.50. Now, I just need to take down some details. Can I have your name, please?
- Customer:** Yes, it's Matthew Upton, that's U-P-T-O-N.
- Agent:** And your address?
- Customer:** 34 Allesley Road. Allesley, that's A-double L-E-S-L-E-Y.
- Agent:** And your telephone number?
- Customer:** 01732 558997.
- Agent:** And your email address. We'll use this to send confirmation of your travel details.
- Customer:** matt257@yahoo.co.uk.
- Agent:** OK, thanks.
- Customer:** Before I forget, I'll be taking a little luggage. Is there a set luggage allowance?
- Agent:** We offer a very good luggage allowance. You can take two suitcases as long as they're no more than 20 kilos each; that's 40 kilos in total, and one small item of hand luggage on the coach. Most people find that more than adequate. Any additional items carry an extra charge of £10 for each bag.
- Customer:** I certainly won't be taking that much, so I should be OK. I was worried I might be taking too much.
- Agent:** Would you like travel insurance included with your ticket? It's an additional £2.00.
- Customer:** No, I don't think so.
- Agent:** No problem, it's not compulsory. OK, how will you be paying?
- Customer:** Actually, I've been having trouble with my debit card today and I've left my cheque book at home, so I'd better pay in cash. You'll give me a receipt, won't you?
- Agent:** Certainly, and we'll send confirmation to your email address as well. So, that's £23.50, sir. If you just wait a minute, I'll print you off a receipt.

Track 02

TEST 1 LISTENING SECTION 2

Presenter: ... and welcome back to the programme. Today I'm talking with Mary Littlejohn from Meere Green Library. As you'll all know, we've sadly been without our local library for the past three months but the good news is that it's about to open again. Great news, Mary.

Mary: It certainly is, Jonathan. Despite the fact that money's in short supply, I think visitors will be pleasantly surprised at how different – and hopefully better – everything is. Fortunately, we didn't need to replace the roof as we'd originally feared. It just needed repairing, so we were left with more money than we expected. We've been able to replace all that old wooden shelving with a more modern style. The computers have been moved to a new designated IT room, and on the subject of technology, visitors can now order and return books and CDs on their own with our new automated system – so no more queuing to be served. Sadly, money ran out before we had the chance to decorate the meeting room but we're hoping to complete that next year. Oh, and the children's section now has some colourful new tables and chairs as well.

Presenter: That all sounds fantastic. So, are you having a big re-opening party?

Mary: Well, the doors open on 28th August and we'll be serving tea, coffee and sandwiches at 12.30. Then we get down to business in September. The local History Society will be meeting on the first Monday of each month at 7.30 as usual, and we'll be starting our Wednesday lunchtime Book Club at 1.00. Both of those events are in the meeting room. The Computer Club won't be running in September as we still need to complete work in the IT suite, but this will certainly be returning in October. And we're especially looking forward to welcoming a local writer, Sally Wainright, to a new event on 22nd September. This will be the first of a series of events we're calling 'Ask the Author'. Visitors will be able to hear authors read from their latest works, ask questions and even buy a copy of their book to take home.

Presenter: I might pop along to that one myself. Now, I understand you also have a request.

Mary: Yes, that's right. We're looking for anyone who has a few spare hours each week who would like to offer their services to the library. Our computer classes have become so popular over the past year that we're thinking about starting a second session and we'll need someone to run it. The current teacher will work with you, so you won't be left to sort things out on your own. We can promise the person a warm welcome and a class of very motivated people, many of whom are at quite a high level. We're also trying to do our bit to break down the generation gap and we've been inviting some of our older citizens in to talk to school groups about the past. The children range in age from seven to eleven – they're always accompanied by their teacher, by the way – but we haven't opened it up to teenagers yet. So, if you'd like to help out, please get in touch.

Presenter: And I also understand you've got good news for those who've been making use of the mobile library.

Mary: Yes. Because the library has been closed, we've been running a mobile library service and going out to people in the community. Well, feedback has been so positive about this, particularly amongst our elderly users, that we've decided to keep it going. Users can reserve books if the bus doesn't have anything that they feel like borrowing. There's a computer on board with access to the library database, so the librarian will be able to reserve one for you. Unfortunately, we don't stock newspapers or magazines on the bus as these tend to be for reference purposes only and can't be taken away. We're also pleased to be working with the local council, who've agreed to send someone from the community office on the bus. They'll be able to help you with any local issues you may have.

Presenter: Well, many thanks, Mary. I'm sure our listeners will be delighted to hear the service is fully up and running again.

Track 03

TEST 1 LISTENING SECTION 3

Tutor: OK, Fergus, so we've looked at your assignment, which was OK. Now, before you go, you know about the jobs fair that's coming up, don't you?

Fergus: Yes, it's the week after next, isn't it? The whole week, is that right?

Tutor: That's right. Monday through to Friday. I'd suggest making sure you get along there on Tuesday and Wednesday. Engineering companies tend to be more prominent then rather than on Monday or the end of the week.

- Fergus:** Um, yes, I've got the programme for this year. And it looks like those days will be best for me. I'm only in my first year, so I'm not expecting too much from the day. But I've heard you can pick up some valuable ideas for career paths.
- Tutor:** Well, you've still got a few years here, I know, but it's never too soon to make a good impression on potential employers. You've got the programme, so do some research. Have a look at company websites so you've got the basis for a good conversation with the people on the stands.
- Fergus:** Yes, I was looking at one the other day. The boss was being interviewed about their staff development programme, and there are one or two other firms I'm also interested in.
- Tutor:** Mm, that's good. You've made a start already. Remember to think about what you're going to ask people before you turn up. Not how much you're likely to earn, of course! You only discuss salaries at job interviews. No, questions about the skills you need for the job, the kind of personal qualities employers are looking for, that kind of thing.
- Fergus:** Yes, I see what you mean. It's best to go prepared and make the most of the opportunities.
- Tutor:** And I'm sure you don't need telling that it's a good idea to dress correctly for the event. You need to give off a professional air.
- Fergus:** Well, I won't be buying anything special for the occasion, that's for sure. I've got a suit and tie at my parents' but I don't have time to collect it. I'll make an effort, though. A nice pair of trousers and a jacket, nothing too formal.
- Tutor:** I'm sure you'll look the part. By the way, you'll often find companies have more than one representative, maybe someone from marketing handing out free gifts, someone who'll explain the interview process, an ex-student who now works for them, that kind of thing. Try and direct your questions towards the best person.
- Fergus:** Yes, that's a good idea. I'd certainly be keen to talk to any ex-students that are around.
- Tutor:** I'm sure you'll find the whole thing really useful. It's important to go to these events, and we always get great feedback from students who've attended. As long as you go with the right expectations. It's unlikely you'll come away with the promise of a job, of course. It's more about discovering what companies are looking for in potential employees.
- Fergus:** Yes, plus they're a great opportunity to practise things like networking, meeting new people, talking about yourself and what you do, d'you know what I mean?
- Tutor:** Definitely, yes. There'll be several high-profile companies in the engineering sector, and you'll have the chance to get to know some useful people. If they give you their card or contact information, make sure you keep it safe. It's a sign they like you and want you to keep in touch.

Track 04

TEST 1

LISTENING SECTION 4

- Lecturer:** Many thanks for inviting me along today to talk to you about the results of some very interesting recent archaeological research.

The saying 'you are what you eat' is often applied to present day dietary advice. Certainly, our bodies will show evidence of whether we eat healthily or live on fast food and take-aways. This can be particularly useful in archaeological research; through a careful analysis of the ancient bones of our ancestors, we can tell a great deal about their diet and the way they lived.

I'd like to talk to you today about some research into the early settlers of some remote tropical islands in the Pacific. When these people travelled to these new lands 3,000 years ago, they had to bring along all the resources they needed for survival, including food, plants and animals from their original homes.

One such group were the Lapita people, who were early settlers of Remote Oceania – several islands in the Pacific. When the Lapita set sail for the island Vanuatu, they brought with them domestic animals and crop plants. This allowed them to settle in an area where no humans had previously lived and that had limited natural resources. Archaeologists have been keen to discover to what extent these settlers and their domestic animals relied on the resources they'd brought with them compared to the native plants and animals they found on the island.

In order to try and understand the diet and lives of the Lapita people, archaeologists analysed the chemical composition of the bones of 50 adults excavated from the Lapita cemetery on Efate Island, Vanuatu. Depending on what we eat, we consume varying amounts of carbon, nitrogen

and sulphur. As these chemical elements are ultimately deposited in our bones, the amounts, or ratios, of each one can provide a sort of 'dietary signature'. For instance, plants incorporate nitrogen into their tissues, and as animals eat plants and other animals, nitrogen builds up in their own system. The presence of different ratios of chemical elements may show whether a human or an animal ate plants, animals or both. Carbon and sulphur ratios offer another clue to diet. Carbon ratios, for example, differ between land and water organisms, as do sulphur ratios, the values of which are much higher in aquatic organisms compared to land-based organisms. As well as examining the settlers' bones, scientists carried out a comprehensive analysis of the chemical elements found in the settlers' likely food sources. This included modern and ancient plants and animals. They found that early Lapita inhabitants of Vanuatu may have searched for food rather than relying entirely on food they had grown themselves during the early stages of colonisation. In the longer term, they probably did grow and consume food from the resources they'd brought with them, but early on they appear to have relied as much on a mixture of fish, marine turtles and fruit bats, as well as their own domestic land animals.

The archaeologists believe that this analysis of diet may also provide clues to the culture of the settlers. For one thing, males had much higher nitrogen levels compared to females, which indicates greater access to meat. This difference in food consumption may support the hypothesis that Lapita societies were ranked in some way, or it may suggest dietary differences associated with the work people were involved in.

Additionally, the archaeologists analysed ancient pig and chicken bones and found that carbon levels in the settlers' domestic animals indicated that they were eating a diet mainly of plants. However, their nitrogen levels indicate that they may also have roamed freely, eating foods such as insects. This would have allowed the Lapita people to keep food resources that were in short supply for themselves, rather than feeding them to their domestic animals.

Track 05

TEST 1 SPEAKING PART 1

In this first part of the exam I'd like to ask you some general questions about yourself.

Have you got any hobbies?

What kind of hobbies did you have when you were younger?

Which hobbies are popular with young people in your country?

Let's talk about your leisure time. How do you usually spend your weekends?

What's your favourite day of the week?

What do you like to do to relax?

Track 06

TEST 1 SPEAKING PART 2

I'm going to give you a topic and I'd like you to talk about it for one or two minutes. Before you talk, you have one minute to think about what you are going to say. You can make some notes if you wish. Here is your topic.

Track 07

TEST 1 SPEAKING PART 3

We've been talking about the kind of things that get us excited in life. I'd like to discuss this subject with you with some more questions.

In general, what gets people excited in their daily lives?

In what ways can sport create thrilling moments for us?

Some people are thrill seekers. What is it that makes them crave excitement?

How would you advise someone to get more excitement into their life?

Do we get less excited about things as we get older?

It's often said that it's better to travel than to arrive. What does this mean to you?

Track 08

TEST 2

LISTENING SECTION 1

- Katie:** Hi Jason. So what's the house like? I hope it's as good as the advert made out.
- Jason:** It's OK. I think I've finally found something we'll both like at last.
- Katie:** Brilliant! So what's it like?
- Jason:** Well, it's within walking distance of uni, it's in a residential area, there aren't many students living there, but it's easy to get onto campus, and the city centre is only a bus ride away.
- Katie:** OK, that's a good start. But what's it like inside? To be honest, when I saw the advert I didn't think it would be big enough for the three of us. The rent's not exactly cheap for the area. So come on ... Is it worth it?
- Jason:** Well, it's got three bedrooms and a nice living room, so we'll all have our own space to work and somewhere to sit together. It's clean and there's no need to decorate. I'm sure your mum and dad would be happy with it, if that's anything to go by.
- Katie:** OK. That sounds promising.
- Jason:** And the landlady was really nice. She's not one of those people with a lot of properties. In fact, this is the only one she has, so she really looks after it. Her daughter was a student and stayed there last year, apparently.
- Katie:** Good. The advert said there's no garage but I can park on the road outside. I checked and there are no parking restrictions along that road. I know there are some shops in the neighbourhood, so we'll be OK for food and basic things.
- Jason:** Yes, that's right. It's a nice house. And the kitchen's fine. I suppose it's not exactly modern but it's clean and functional – all the things you need: washing machine, cooker ... There's no garden, which is a shame, so nowhere to sit in the summer. But there's Wi-Fi, so all in all I'm happy with it.
- Katie:** Right, then. I think we've cracked it. I'd like to see it myself before we sign anything. I might pop along later to have a look. It's on Foxwell Road, isn't it? Let me just make a note of the address. That's F-O-X-W-E-L-L Road, is that right?
- Jason:** Yes, that's right, number 94. I'll come along with you for another look. So, you know what the rent is, don't you? £430 a month. I know that's £50 a month more than we were expecting to pay but I think it's worth it.
- Katie:** Mm, it sounds reasonable, especially if it's in a nice area. And we need to pay a deposit as well, don't we? According to the ad, that's one month rent in advance.
- Jason:** Yes, that's right. That's normal when you rent, so I was expecting it. You'd better give the landlady a ring if we want to have look round. Why not give her a call and see if she's free later?
- Katie:** OK, good idea. What's her number?
- Jason:** It's a mobile number: 01764 445328.
- Katie:** Right, I'll phone her now. Hopefully, she'll be free and we can go over there this evening.

Track 09

TEST 2

LISTENING SECTION 2

- Presenter:** Today we're continuing our travellers' tales. On the line we have Amanda Toddington, who had quite a nasty experience in Australia last year. Isn't that right, Amanda?
- Amanda:** Yes. My husband and I were on holiday and we were staying at a friend's house on the coast near Brisbane. It was towards the end of the holiday and I was about to go into the garden and enjoy my breakfast. I walked out into the kitchen, slid my left foot into my shoe and felt a tiny sting. It was pretty painless but I shook the shoe off my foot and saw this tiny spider running out as the shoe hit the wall. Anyway, not being an expert, I presumed the worst, that I'd been bitten by something that was going to kill me and I completely lost control. I don't think I've ever screamed so much in all my life. We'd been told beforehand to always check our shoes before putting them on as it's a common way to get bitten, so I suppose it was my own fault, really.
- Presenter:** So, what was it that had bitten you?
- Amanda:** Tony – that's our Australian friend – he immediately asked me if I knew what had bitten me, and I pointed to the corner of the room where I'd last seen the spider. He picked up a jar and found the creature in the corner, where the shoe had hit the floor. 'It's a redback,' he said, and he gently placed the jar over the spider. The funny thing was we'd been talking about some of the

creatures we needed to be careful of a few days previously, and as he said the name 'redback', the conversation came flooding back to me ... In particular, the fact that the bite can be extremely painful. I've found out since that the redback is from the same family as the black widow spider, and it's the female that does the damage – which it turned out was what I'd been bitten by.

Presenter: You must have been absolutely petrified.

Amanda: You can say that again! I remember feeling quite confused. I wasn't in a great deal of pain to begin with, and yet I could see from our friends' faces that they were concerned. Tony explained that the venom, or poison, of the bite spreads quite slowly, so the pain doesn't feel too bad at first. Gwen – Tony's wife – brought an ice pack and Tony held it against the bite to make it less painful. Apparently, you're not supposed to put a bandage on the area as this can make it hurt even more. Tony tried to put my mind at rest by explaining that this was quite a common bite, that the hospital would have an anti-venom and that everything would be OK. But I was beginning to panic. We were flying back to the UK the next day and I really didn't know what to do.

Presenter: So what did you do?

Amanda: Well, Tony phoned the doctor, who told him to check my symptoms for the next hour or two. As time went on, the pain became very intense, from my foot right up to my knee. My husband was on the internet and was reading out the possible symptoms. I wasn't feeling sick and I hadn't yet developed a fever but I had a terrible headache and my foot was beginning to swell up. At this point, Tony decided to take me to the local hospital to be on the safe side. I really didn't want to go as I had visions of being kept in for days and all our plans being spoilt. But Tony and my husband insisted. When we got to the hospital, I was relieved to see how casual everyone was when Tony explained I'd been bitten by a redback spider. They told me to take a seat and got on with their work.

Presenter: And did you receive any treatment?

Amanda: By the time I got to see a doctor, the pain was very intense indeed and I was getting quite upset. The doctor decided to give me a dose of an anti-venom, which he assured me would eventually deal with the problem. Unfortunately, he also explained that it wouldn't have an immediate effect and the symptoms might last for several days. But the story has a happy ending. My husband managed to book us onto another plane one week later. And even better news was that the symptoms of the bite finally cleared up after about 24 hours. Within a couple of days, I was back to normal again. So thanks to the spider, we managed to extend our holiday by a week.

Track 10

TEST 2 LISTENING SECTION 3

Tutor: Anyway, as this is our first session, I'd just like to find out how you're settling in, how your Spanish course is going – basically, anything you feel you need to talk about.

Kevin: I'm OK, I suppose. I'm settling into my studies and I'm finding the course interesting. I've got a free day on Wednesday, which is good, and lectures and tutorials on the other four days. Yeah, I'm getting into the swing of things. I'm just missing home a little, that's all.

Tutor: OK. Well, if it makes you feel any better, I reckon half the students I speak with are a little homesick. It's only natural. Is this the first time you've lived away from home?

Kevin: Yes. I was thinking just this morning that I've never spent so long away from my friends and family before. I've been back home on one occasion since I started in September, but it's so expensive to get down to London by train that I can't go very often.

Tutor: Well, don't be too hard on yourself, Kevin. It's quite a lot to deal with at first, isn't it? Moving to a new city, being responsible for everything for the first time ever, shopping, cooking, etc. Then making new friends, and then there's your studies, of course, and getting organised. Are you living on campus or in town?

Kevin: On campus, in halls of residence. It's not as cheap as renting a room in a house but I thought it would be a good way of meeting new students. We're all in and out of the kitchen during the day, so it's not difficult to socialise. Like you say, I'm just a bit homesick.

Tutor: I'm sure that you'll find things get better over the next few weeks. Everything's new for you at the moment and a little overwhelming. But you'll get into a routine and start to feel more settled. What about Freshers' Week? Did you sign up for anything?

Kevin: Yes. I've joined a couple of groups. There's the Film Society, and a tutor recommended the Spanish Society, so I've signed up for that too. I've volunteered to help out on their International Food Day – making snacks, that kind of thing. And I'm looking forward to getting to know other members.

- Tutor:** You said earlier you were finding your studies OK, so that's good as well. The main thing to remember is to try to be as organised as possible. You have so much more freedom to make your own decisions here, so it's important to structure your time to factor in time for studies. If you're on top of your work, you'll feel much more able to enjoy your free time.
- Kevin:** Um, I was hoping you could help me with my essay writing. I seem to be spending ages writing and re-writing essays and, well, ...
- Tutor:** The best bet is for you to sign up to the university Writing Tutorial Service. They have people who are in place to support students specifically with these problems. To join, just fill in the application form and give them a sample of your work.
- Kevin:** Brilliant! I didn't know anything about that. Can I give them one of my essays to look at?
- Tutor:** They won't give you feedback on a complete essay, I'm afraid, as they may not be subject experts. It's really aimed at developing your academic writing skills. Ideally, you should write something between 1,000 to 1,500 words. If you find their page on the university website, they've got a list of general topics you can try.
- Kevin:** So do I just turn up? Or do I need to make an appointment? I've got an essay deadline coming up soon, so I'd like to get help as soon as possible.
- Tutor:** You'll need to arrange an appointment. The first step is to sign up for the service. Download the application form and essay title from the webpage. Don't forget to state when you're available for tutorials on the form. Email the essay and form to the team and they'll get back to you with an appointment time. It usually takes about one week from when they first receive your essay to arrange an appointment. You're usually given one tutorial a term but they may offer you further sessions if they think you need them.
- Kevin:** OK, I'll do that. Thanks for your help.

Track 11

TEST 2

LISTENING SECTION 4

- Lecturer:** Good morning, everyone. Today we're continuing our look at funding opportunities for small start-up businesses. The emergence of social media has given companies the ability to connect with fans and potential customers directly. On the back of the growth in social media, a model of raising finance has emerged known as crowdfunding. This revolutionary way of raising finance began with micro-lending in the nineties. More recently an equity-based model has emerged that allows people to invest directly in a new company. We're going to examine this in more detail later, but let's turn first to a third model, which I'll term a fan-based model.

With this model of crowdfunding, individuals are encouraged to give an amount of money to support the launch of a project or initiative without the promise of any financial return. Instead, there's a reward for donating. This contrasts with the micro-lending model, which would require a return on investment, and the equity-based scheme, which may offer shares. Crowdfunding portals or websites allow the business concerned to present the initiative along with the financial target required. There's a fixed time limit for fundraising and if the target amount is reached, all donations are paid to the company or individual. Whether it's an author planning to write a new book, an independent film company looking to make a new film, or a technology company with an idea for an app, the person or company needing funding would turn to its fan base for support. This is managed through one of the many crowdfunding online portals that have emerged. Of course, a fan or supporter of a particular initiative is likely to give money anyway. But donation-based crowdfunding will often make donating even more attractive by offering a rewards-based incentive scheme. Let's take a film company, for example, that needs funding for a new film. For a small set donation, the donor might be offered a free ticket to the premiere or a DVD of the film. A larger set donation might be rewarded by the chance to attend a launch event when the film goes live. Those people who make bigger donations could even be offered the chance to meet the cast of the film, whilst the highest level donation could see the person's name mentioned in the film credits.

For companies that already have a significant fan base, crowdfunding offers a fantastic opportunity to raise money quickly from a large number of people, each of whom donates just a small amount of money. Compare this to the time and effort that would be needed to sell your idea to investors or your bank manager, particularly in an age when raising finance can be

difficult. The company may also have links with partner companies or organisations that run fundraising events. In this case, you can significantly increase participation by working with these organisations to promote your crowdfunding project. Another significant advantage is that you can reach out to your fan base for feedback on the project while it's being developed, thus making the final product more appealing. Crowdfunding enables you to raise awareness of the product at an early stage, thus increasing the potential for sales. With so many people behind you, it can also act as a great incentive to get the best possible product out on time and on budget.

However, there are disadvantages to bear in mind. The model can be described as 'all or nothing'. If you don't reach the monetary target required in the agreed time, all promises of donations are cancelled and no money is paid, leaving you back at square one. Should this happen, or still worse, you receive the funding but are unable to come up with the product, not only will your fans end up disappointed but the portal will record the fact that you failed to reach your target or that the initiative failed. Fulfilling all the pledges that you've made to people can also be very time-consuming. For example, remembering to send out copies of books or free cinema tickets can sometimes be forgotten in the excitement and frenzy of launching your product. People sometimes forget to factor in the cost of rewards when calculating profit margins, but these can be significant. And finally, if you have a small fan base, for example you're a new company or have a small social media footprint, raising awareness of your initiative will be challenging.

These drawbacks aside, donation-based crowdfunding is a wonderful opportunity for individuals or small start-ups to raise funds for that exciting new project whilst reaching out and connecting to the people who are most likely to support and promote your work for you.

Track 12

TEST 2 SPEAKING PART 1

In this first part of the exam I'd like to ask you some general questions about yourself.

What kind of books do you like to read?

Which do you prefer to read, e-books or traditional books?

Have you read any books written in English?

Let's talk about your friends. How often do you meet up with your friends?

Have you got a best friend?

Which qualities do you value most in your friends?

Track 13

TEST 2 SPEAKING PART 2

I'm going to give you a topic and I'd like you to talk about it for one or two minutes. Before you talk, you have one minute to think about what you are going to say. You can make some notes if you wish. Here is your topic.

Track 14

TEST 2 SPEAKING PART 3

We've been talking about the subject of letters and communication. I'd like to discuss this subject with you with some more questions.

Do you think letters will eventually be completely replaced by electronic mail?

Why might a handwritten letter feel more special to the receiver?

Are there some situations where we should still try to write letters with pen and paper?

Does email make our lives easier?

In which ways is the written word more powerful than the spoken word?

Do you think technological advances mean we have too much communication now?

Track 15

TEST 3 LISTENING SECTION 1

Receptionist: Hello, Mr Budley. Is that your treatment finished for today?

Patient: Yes. I've just had the X-ray for now. The dentist asked me to make another appointment to have one out and then to get my teeth cleaned.

Receptionist: OK, let's have a look at what's available. I've got a couple of free slots next week on the 16th. That's the Wednesday. Monday and Tuesday are completely full, I'm afraid.

Patient: Isn't there anything sooner than that? I'm in a lot of pain. Nothing this week?

Receptionist: I'm afraid not. We're very busy this week. One of the dentists is away on holiday, so we're a little short-staffed. If someone cancels, I'll give you a call, but for the time being shall I book you in for the 16th? We have a free slot at 1.30 and another one at 3.30.

Patient: OK, can you book me in at 3.30? Let me make a note of that. Oh, hang on. I can't make 3.30. I've got a meeting at 4.00 and I'll never get back in time. It'll have to be 1.30.

Receptionist: Right, that's booked for you. Now, the extraction will be £90 and the X-ray is £20, so that's £110 altogether. How would you like to pay? Cash or cheque? I'm afraid we don't take cards.

Patient: I'll pay by cheque, thanks. If it's OK, I'll pay for the X-ray now and the rest at my next appointment, just in case I have to cancel for any reason.

Receptionist: That'll be fine. Just to let you know, we need at least 24 hours notice if you have to cancel, otherwise there's a £10 fee.

Patient: So, the cheque. Who shall I make it payable to?

Receptionist: Sinclair Dental Surgeons. That's S-I-N-C-E-L-A-I-R.

Patient: While I'm here, I was wondering whether you had any information about dental insurance. I think my teeth are beginning to show signs of age and I might need a lot more treatment.

Receptionist: Er, there's a company we work with ... Here's one of their leaflets. Their prices are very competitive and the cover they offer is similar to that of most other companies. They pay up to £650 a year for dental treatment and you can add your wife and children to the plan whenever you want with their family cover plan. This gives you a generous discount compared to individual plans.

Patient: Thanks. It looks interesting.

Receptionist: And they offer interest-free monthly payments too. Er, there's a telephone number you can call for more information.

Patient: Thanks. I'll take it home and have a closer read. Will I be able to claim for the treatment I'm having now?

Receptionist: Any treatment you have after your membership starts will be covered. So if you're quick, you might get the cost of work next week covered.

Patient: Thanks again. Well, I'll see you next week then.

Track 16

TEST 3 LISTENING SECTION 2

Presenter: Hi again. I'm joined today by Ben Knightly from the Media and Arts Centre. He's here to tell us about the launch of the city's arts festival. Hi Ben. This year has a particular focus, doesn't it?

Ben: It does, yes. This year we want to encourage more people who would not normally describe themselves as being creative to get involved with some of our many events and workshops. Not simply turning up as spectators but to get involved themselves, to get their hands dirty as it were. There's such a wide offering this year that I'm sure we'll have something to suit all tastes.

Presenter: You were telling me earlier how beneficial being creative can be for us.

Ben: Absolutely. I recently attended a drawing workshop, and even if I do say so myself, came away with a very good sketch I'd done. But what was particularly surprising for me was my feeling of pride and joy when I looked at the sketch again and showed it to the family. It really took me back to the feelings I had as a youngster when I'd made something. I realised that even as an adult we can get just as much pleasure and happiness from creative activity. Actually, research has shown that the more we allow ourselves to be creative, the happier we feel; and the more positive our frame of mind, the more creative and the more curious we become about the world we live in.

Presenter: Well, you've certainly persuaded me. So, what kind of events can we look forward to?

Ben: We want to try and include as wide a range of people as possible this year, from people already involved in the creative arts through to elderly people who haven't been creative in years. So for example, we're inviting people in the creative industries who occasionally suffer from writer's block to join us on one of our creative walks. Walking has been proved to aid creative thinking and we're running a series of walks during the spring and summer around some of the many beauty spots in and around the city. Then there's our knitting programme. We're working with schools in the area to invite grandparents in to teach kids how to knit. It's a great opportunity to bridge the

generation gap and rekindle that interest in knitting you may have forgotten about. We also aim to inspire and support people without jobs through a series of free courses starting with creative writing workshops. These courses will give them an insight into the basic ingredients of a good short story and help participants get their ideas into shape. And for anyone out there who is looking for the chance to explore their creative side, come along to our printmaking workshops. You'll have the chance to study some fantastic prints by local artists, explore different print processes, and take home a print of your own to hang on a wall.

Presenter: Excellent. So how do we go about getting involved?

Ben: If anyone is interested in joining one of these sessions, it's important that you contact us first as places need to be booked beforehand. We ran similar sessions last year and demand was high. As I said previously, there's no charge for any of the workshops, and materials where appropriate will be provided on the day. You can get further information on our website and if you don't have access to the internet, call us on 514 2261. The booking office is open Monday to Friday from nine to five, but closes early on a Saturday at 12.30.

Presenter: Many thanks, Ben.

Track 17

TEST 3 LISTENING SECTION 3

Judy: Hi Graham. How you doing?

Graham: Hi Judy. I'm fine, thanks. And thanks for popping round. I was hoping I could pick your brains about transferring to another course.

Judy: Yes, I remember you saying you wanted to do something else. Are you planning on staying here, or are you looking to go to a different university?

Graham: No, I'm happy to stay here. I just feel I need to do something else. How did you go about your transfer? You did History of Art originally, didn't you?

Judy: That was the course I initially wanted to transfer to. I'd studied Art at college and wanted to continue but my parents persuaded me that English would be more useful, so I took their advice. But I really didn't enjoy it and tried to transfer to History of Art but the course was full. Anyway, I spoke with the course tutors and they told me about the Fine Art programme. They thought I had the talent to do it, so that was that.

Graham: I see. How did your parents take the news?

Judy: They were OK about it, really. They just want me to do what I enjoy, so everything's fine there. So, you're hoping to transfer as well, then?

Graham: Yes, I think I've given the German course a good try but I'm not really happy. Most of the other students on the course seem to have at least one German parent or they've spent a great deal of time in Germany, so their German is much better than mine. We get huge novels to read and I'm still struggling with the first chapter while they're already finished and writing their assignments. I thought about doing a combined degree, German with another course, as the workload would be less but in the end I feel a complete change would be best. One of my other subjects at school was History and I realise now I'm actually more interested in that. One of my housemates is doing History and it sounds like a great degree, so I've decided to focus on that.

Judy: Well, people do transfer, so it's not out of the ordinary. But won't you miss the opportunity to study abroad for a year? You spend Year 3 in Germany, don't you?

Graham: I know. Not only Germany, actually. You have a choice of Germany, Switzerland or Austria. That would be exciting, I know, but that's really the only thing I like about the course and I can always do some travelling after I've finished my studies. I still don't know what I want to do as far as a career is concerned, so I think it's best I study something I enjoy, first and foremost. Anyway, I thought I'd ask you about how you went about your transfer before taking it any further.

Judy: Well, the first thing you have to do is make sure you're clear in your own mind why you want to transfer. You'll need to persuade people that it's a good idea, so get your arguments clear. Then ... I'm sure you've already done this, but check what the entry requirements are for History and whether you've got the necessary qualifications. They might be more flexible now you're actually here but you need to show them you'd be able to keep up with your studies.

Graham: Well I've got History qualifications, so I'm hoping that won't be a problem. Who do I have to speak to?

Judy: Well, they always tell you to speak with your course tutor first in case there's a way of making the course you're on more appealing to you. But it sounds like you've definitely decided to get out, so

I'd go to the Careers Service next, just to make sure there aren't any restrictions on transferring. It shouldn't be a problem but it's best to check first. And then there's your funding. I'm no expert but I would imagine this won't be a problem; German's a four-year course and History is three, so you could just start from Year 1 next September. If the Careers Service think it's OK and there are no funding problems, go and speak to the Admissions Tutor in the History Department, just to see if they're happy with your qualifications – and if there are places.

Graham: OK. Well, I'm hoping it'll be OK. I'm planning to transfer at the beginning of next year rather than half-way through this year.

Judy: Yes, hopefully it'll be alright. If they accept you, it's pretty straightforward after that. It's not like you're going to another university. You just have to complete a form – I think it's called an internal transfer form. Your current Head of Department and the one for the course you're transferring to have to add their signature as well. And that's it.

Graham: Well, thanks for that, Judy. I'd better start making my case for transferring, I suppose.

Track 18

TEST 3

LISTENING SECTION 4

Lecturer:

Today we're going to look at a fascinating condition that challenges the idea that we all see and experience the world around us in a similar way. For example, what do you see when I mention a day of the week or a month? What colour is the letter A? Or the number 10? If you often find yourself having more than the normal sense sensations, you too could have a condition known as synaesthesia.

Synaesthesia is a harmless but fascinating condition which is often described by psychologists as the joining of the senses. We normally experience our senses individually, so we see a colour or *hear* a word, whereas people with synaesthesia will find two or more senses being stimulated at the same time by a single stimulus. Some people will see or feel a *colour* when they hear a sound. Others will experience a taste or smell when another sense is stimulated. This happens automatically – the sensation can't be managed.

People often go through life unaware that they have the condition. A common response from individuals who learn for the first time that they have synaesthesia is one of surprise to discover that other people don't experience the same thing. It's a normal part of life for them and they will rarely describe the symptoms negatively.

To estimate the numbers of people with synaesthesia, one group of researchers sat people in front of a computer and showed them letters and numbers in black. Participants were asked to choose a colour for each character they saw. A small proportion of participants, namely those with synaesthesia, consistently described the same characters as having the same colours. On the basis of the results, researchers were able to predict that synaesthesia affects about one per cent of the population. This number has been confirmed in other research.

Synaesthesia takes many different forms but the most common is to see or feel a colour in relation to letters and numbers. It's commonplace for people to identify A with red, B with blue, and so on. Some people will actually see a colour, but in most cases it's a question of feeling or sensing the colour. However, it's just as commonplace to see days, months, letters and numbers spatially, that is in lines or circles, for example. People might say they see Monday up high, Tuesday just below Monday, Wednesday on the left, Thursday on the right, and so on. This doesn't mean that people with synaesthesia always agree on what they sense. Two synaesthetes will often argue over the colour of a letter, for example. But patterns emerge if a large enough sample of people are observed, providing clear evidence of this condition despite individual variations.

Colour and spatial synaesthesia are amongst the most common forms of the condition but they are by no means the only way people experience it. One of the more interesting combinations is word-taste synaesthesia. This occurs when words lead the person to experience tastes or certain taste sensations. So a person's name might have the flavour of a particular sweet, places might be associated with the taste of particular snacks. Taste needs to be seen in a wider context here. The sensation may be a feeling on the tip of the tongue or at the back of the throat and will differ from person to person.

Some researchers believe we are all born with the condition and that it's most prevalent in our early years but it then tends to become less noticeable as we enter childhood. It's a fascinating thought that as infants we experience the world around us through our senses in a different way

than as adults. However, testing this hypothesis will be challenging, bearing in mind the difficulty of getting feedback from young infants!

Research also points to the fact that synaesthesia runs in families. In fact, as many as 40 per cent of synaesthetes, as they are called, know of someone in the family with a similar condition. This won't necessarily be a close family member and the condition may be traceable back to previous generations or to an extended family member such as a cousin or uncle.

There is evidence that synaesthetes are often creative and will often have artistic hobbies or interests. Researchers think this is not necessarily because synaesthesia makes them naturally more talented in this area but the fact that they have multiple sensory experiences generates an interest in, for example, art or music.

So that's synaesthesia. Apart from its intrinsic interest, for psychologists it's a fascinating indication that we may all experience the world around us in different ways. Once upon a time, these findings would have been regarded as highly subjective, lacking evidence and not of any scientific worth. However, we now have a much greater interest in how the brain helps us make sense of the world, and the study of synaesthesia is one way for us to discover more about this.

Track 19

TEST 3 SPEAKING PART 1

In this first part of the exam I'd like to ask you some general questions about yourself.

What kind of music do you like to listen to?

Do you ever go to concerts or music festivals?

Do you play any instruments yourself?

Let's talk about your English studies. Do you enjoy learning another language?

How long have you been learning English?

Are there any languages you would like to learn?

Track 20

TEST 3 SPEAKING PART 2

I'm going to give you a topic and I'd like you to talk about it for one or two minutes. Before you talk, you have one minute to think about what you are going to say. You can make some notes if you wish. Here is your topic.

Track 21

TEST 3 SPEAKING PART 3

We've been talking about clothes and fashion. I'd like to discuss this subject with you with some more questions.

Is it natural that young people should want to dress differently from their parents?

What pressures are there on young people to follow the latest fashion?

Are men less concerned about their appearance than women?

Is it true that the clothes we wear can make us feel more confident?

Is there an age at which people become less interested in keeping up with the latest fashion?

Does the fashion industry place undue pressure on young people?

Track 22

TEST 4 LISTENING SECTION 1

Police officer: Hello madam. I understand you witnessed the accident. Have you got a few minutes to tell me what you saw?

Woman: Yes, no problem. I don't have to be back at work for a while, so I'm pleased to help.

Police officer: Did you actually see what happened?

Woman: Yes. I was standing over there, near the bus stop. I was on my way to get something for lunch and just happened to be looking at a shop across the road. That's when I saw the red car come out from the junction over there.

Police officer: You don't happen to know what time it occurred, do you?

Woman: Well, I left work for my lunch break at one and it's only about ten minutes' walk away – the office, I mean – so it might have been about ten past one. Although I did pop into the shop for something, so it was probably closer to one fifteen.

Police officer: So it pulled out of Monks Road – that's the road over there – straight onto High Street?

Woman: That's right, yes.

Police officer: Did you get a view of who was in the car?

Woman: There were three of them. Two in the front, the driver, of course, someone in the passenger seat, and there was someone in the back. They were quite young. I doubt if they were much older than twenty. Anyway, they came speeding out of the side road over there and hit that lady's bicycle. The driver didn't bother to stop to find out if she was OK. He just drove off along the main road towards the town centre. Er, is the woman OK?

Police officer: She should be fine. She banged her head when she came off the bike, so we've called for an ambulance – they always like to check you out in case you have concussion. But no, she seems fine.

Woman: The bike doesn't look too good, though. I don't think she'll be using that again. I suppose she was very lucky, really. If they'd hit her instead of the front wheel, she could have been seriously injured. It looked like they were just in a hurry and didn't want to stop at the junction. I know the traffic lights aren't working there, so perhaps they thought they could just pull out.

Police officer: Could you give me a description of the car? Do you know the make and model?

Woman: Well, I'm not very good with cars, but I'm pretty sure it was the same model as my husband's car, a Ford Fiesta. It was red, like I said, and quite old, and the door on the driver's side was damaged. It looked like it had been in another accident some time ago.

Police officer: I don't suppose you had a chance to take down the registration number, did you?

Woman: I did, actually. Let me see ... Um, Y ... 4 ... 8 ... B ... Y ... W. Will that help you trace them?

Police officer: That's really helpful. It depends. It might be a stolen car, but at least we'll be able to trace the owner. If it wasn't stolen, then yes, we'll be able to find out the name of the driver. Now, would you mind giving me your contact details, just in case we need to get in touch about anything?

Woman: Of course.

Police officer: What's your name?

Woman: Mrs Stansfield. Rita Stansfield. That's S-T-A-N-S-F-I-E-L-D.

Police officer: And your address, Mrs Stansfield?

Woman: 19 Althorpe Road, Bradford. That's A-L-T-H-O-R-P-E.

Police officer: Have you got a telephone number we can get you on?

Woman: Yes, it's 0232 566788.

Police officer: And do you have a mobile number?

Woman: Yes ... 07834 889772.

Police officer: That's great, Mrs Stansfield. As I said, we may get in touch if we need any further information, but probably what you've told me is enough. Thanks for your time.

Woman: No problem. I'm glad to have been of help.

Track 23

TEST 4 LISTENING SECTION 2

Speaker: Many thanks for inviting me along to talk about saving energy in the home. This is a key issue for many people who now find themselves on tight budgets. So today I'd like to spend a few minutes going through some simple tips to help keep those energy bills to a minimum. I'll start with some easy, cheap ideas before talking about more major solutions later.

I think we're all aware of the importance of insulating our homes, and although I'd advise you to get it done, I appreciate it can sometimes be inconvenient to have building work carried out. And though they're growing in popularity, having solar panels installed on the roof isn't a cheap enough option for many of us to consider seriously. So what other steps can we take? Well, most people will make a point of turning the heating down when temperatures outside rise but they ignore other equally useful ways of saving energy when they're making dinner or doing their weekly laundry.

If you're living in a relatively new apartment or house, you're probably blessed with a cosy, draught-free living space. But for those of us in older properties, the chances are there are gaps all over the place where cold air is getting in. Walk around your home and place the back of your hand around window frames. Can you feel cold air coming in from outside? Get down on your knees at the doors. Is there a draught at floor level? Fix these draughts with some cheap draught excluders and savings in heating bills will begin straight away.

And are you using the latest energy-saving light bulbs? I'm not recommending you go around your entire property throwing out older ones and replacing them all immediately. But next time a bulb goes, make sure you buy an energy-efficient alternative. And what about heating? If you have radiators in every room, do you need them all switched on throughout the day? If they're on timers, set them efficiently. Then there's the laptop or your TV. Do you leave them switched on overnight or on standby? Don't waste money, turn them off. And that goes for lights as well. You'd be surprised how many people leave them on when they go out.

There are also guaranteed savings to be made in the kitchen. I'm always telling my husband not to overfill the kettle when he makes a cup of tea. Why boil more water than you actually need? When you consider how many times that kettle gets used every day, you'll appreciate just how much electricity can be saved by boiling what you need and no more. And the next time you're cooking pasta or potatoes, keep a lid on the pot. The water will boil much more quickly than if you leave it off. And if you've bought yourself a pressure cooker or steamer and it's sitting in the cupboard never being used, get it out – they're much more efficient than pots and pans.

Now, the refrigerator and freezer. If the fridge is next to the cooker, it's having to work harder to stay cold. But as I'm giving cheap, easy solutions here, a kitchen redesign might be out of the question. Still, there are other energy-saving steps you can take. Keep an eye on the temperature control. We often forget to turn it down in the colder winter months when a high setting is unnecessary. Also, remember to defrost the freezer frequently and try not to overfill it as this isn't the most efficient way of using it.

The washing machine is another potential money saver. A lot of people wash at 40°C but it's often OK to drop the temperature down to 30°C, with similar results. And remember to either wash full loads or select the half-load programme; again, a surprising number of people forget to do this. And is it really necessary to dry your clothes in a tumble drier? If you have a garden or a yard, hang them outside. Or if you're drying them inside, get yourself a cheap clothes rail rather than hanging things over radiators, which robs you of valuable heat.

Now let's turn to some of the help our local council is offering to householders to save energy ...

Track 24

TEST 4

LISTENING SECTION 3

Oliver: Excuse me, is this seat taken?

Alice: No, by all means, have a seat. Are you here for the Open Day?

Oliver: Yes, I think I've just about finished now. I got here first thing this morning. What about you?

Alice: I got here a little while ago. I spent some time walking around the place first, just to get a feel for what it's like. I'm doing the organised events this afternoon. I thought I'd have a coffee before I get started. It's a lovely campus, isn't it?

Oliver: Yes, I love it. And the facilities are unbelievable. I've just been over to have a look at the sports centre. There's an Olympic size swimming pool, a gym, squash courts, everything really. All the high street banks are here, and the bookshop looks better than the one in town. There's supposed to be a big supermarket a few minutes' walk from the main entrance, so there's pretty much everything you need here.

Alice: Yes, I really like the look of it ... Um, I wonder if you can help me. I think I need to register to let them know I've arrived, don't I?

Oliver: I'm not sure you *have* to. You can just pick up an information pack from the desk over there. And nobody asked my name or anything when I turned up for the events earlier. I just walked in. But you never know; they might check after to see if people have bothered to come to the Open Day, so I think it's best to register.

Alice: Thanks. I'll just finish my coffee and then I'll get started.

Oliver: So, is this your first Open Day?

Alice: No, it's my fourth. I've been to Sussex, Coventry and Birmingham so far. They've all got their good points. But being a bit older, I'm particularly keen on somewhere that has a few students my age on the course. Apart from that, they all seem to have great links to businesses, and there isn't much to choose between them as far as their facilities are concerned. How about you?

Oliver: I haven't been to any other Open Days yet but I'm hoping I end up here. I've just been to a presentation by the Head of Department. It sounds like a great place to do Maths – that's my subject. He was telling us about all the avenues open to Maths graduates and the kind of work you

can end up doing. A lot of students go into finance, accountancy, banking, that kind of thing. I can't say that's ever appealed to me, though. My Maths teacher at college was telling me about the opportunities in the software industry, which I quite like the sound of.

Alice: Well, I hope you manage to get in. According to the letter they sent me, my department is doing something similar. There's a talk later this afternoon by the head. I can't miss that. There's also someone who'll be explaining about the year abroad. Apparently, you can spend your third year at one of their partner universities in Spain or Germany. I'm going to have to give that a miss, though, to catch my train. Oh, and there's also an exhibition area in the Physics Department with some of the things people are doing here. I'll try and catch that.

Oliver: There were a few second- and third-year students at the exhibition I went to. One of them gave me some great tips on finding work as well. I already knew about a couple of accountancy firms in the area that offer work experience. That's on a voluntary basis, *though*. But apparently the students helping here on the Open Day get paid, and the university advertises other jobs that come up now and again, so that's worth remembering. And a lot of the shops here are always looking for staff.

Alice: Mm, that's useful to know. I overheard someone saying there's a tour of some of the halls of residence in about half an hour, so I think I'll register and try to fit that in before I go to the talk. Are you thinking of living on campus?

Oliver: I've not made my mind up yet. I don't live far from here. My parents' place is just the other side of town. I could easily get the bus to campus, plus it would be a lot cheaper if I stayed at home. But it would be nice to get some independence as well, so I don't know. I'll have to see. But I didn't know about the tour. Would you mind if I tag along with you?

Alice: No, not at all. Let me just finish my coffee and I'll go and register.

Track 25

TEST 4 LISTENING SECTION 4

Lecturer: Today we're going to continue our investigation into the use of technology in plotting oceanographic migratory patterns and I'd like to focus specifically on creatures that we didn't even realise existed until very recently: pygmy blue whales. In particular, I'd like to talk about a high-tech method of tracking that researchers have used to find out more about these creatures.

Pygmy blue whales, which are one of several sub-species of blue whales, spend their lives in the vast expanses of the Indian and southern Pacific Oceans. They were first identified as a distinct subspecies in 1966. Before then they were probably confused with the Antarctic or 'true' blue whale, so it's only recently that researchers have started to learn about them and their migrations to and from their breeding and feeding grounds.

Scientists are interested in pygmy blue whales because although they are a very mobile subspecies, very little is known about their movements and their populations. Large-scale movements of whales are particularly hard to study, and what we do know about pygmy blue whales we've mainly learnt from examining whaling records. There are several populations of pygmy blue whales in the southern hemisphere and two main feeding grounds off southern and western Australia. Scientists were interested in testing their hypothesis that the pygmy blue whales feeding off western Australia migrate to Indonesia to breed.

To track the whales' movements, researchers made use of something called satellite telemetry. This refers to the use of a satellite-linked tag attached to a whale. When the antenna on the whale breaks the surface of the water, the tag communicates with a satellite system. The location of the whale can be determined when multiple satellites receive the tag's transmissions, much like how the navigation system works on a mobile phone. Researchers receive this location data in almost real time via the project website, which allows them to track the movement of the tagged whale from many miles away.

The use of these tags has enabled researchers to discover that pygmy blue whales do indeed travel northwards from the west coast of Australia in March and April, reaching the warmer breeding grounds of Indonesia in June. They remain there until September, at which time they then return to Australian waters.

In addition to identifying the migratory pattern of this particular population of pygmy whales, research has also shone new light on the whales' feeding patterns. It's usually assumed that

whales go without food outside of the summer, when they leave their feeding grounds. But interestingly, the pygmy blue whales studied travel from productive feeding grounds off western Australia to productive areas in Indonesia and therefore probably still have the opportunity to feed whilst they're in their breeding grounds.

It is hoped that mapping the migratory movements of the pygmy whales will help conservation efforts for these endangered animals, and the study has enabled researchers to identify specific conservation issues. For example, the migratory routes of pygmy blue whales correspond closely with shipping routes. Consequently, researchers are keen to monitor whether this has any negative effects on the whales' behaviour. Baleen whales – these are whales that use filters to feed, not teeth – use sounds to communicate and to gain information about their environment. Clearly, as pygmy blue whale movements correspond to shipping routes, there is potential for the noise generated by ships to affect communication and hence social encounters and feeding.

Previously, researchers could only hypothesise that pygmy blue whales occupying western Australian waters travelled into Indonesian waters. Now that this hypothesis has been borne out by evidence, conservation efforts can be undertaken in a wider area than just Australian waters.

However, scientists aren't stopping here. A question mark still remains over the movements of the pygmy blue whales that utilise the feeding grounds further south, off the southern coast of Australia. Genetic evidence indicates that there is a mixing taking place between the population of whales in the feeding grounds of western Australia and the population further south. Researchers are keen to discover whether the pygmy whales from the southern feeding grounds follow a similar migration route to those from the west coast or whether they migrate to the subtropical region to the south of Australia. As a result, there are plans to tag the pygmy blue whales further south in order to find out whether they move through the same areas as the western population and are therefore exposed to the same risks.

Track 26

TEST 4 SPEAKING PART 1

In this first part of the exam I'd like to ask you some general questions about yourself.

Do you live in a busy area?

Do you have all the facilities you need close by?

Is it the kind of place where it's easy to get to know your neighbours?

Let's talk about your future plans. Do you have an idea of what you will be doing in ten years' time?

Do you like to make plans for the future?

Are there any big changes about to take place in your life?

Track 27

TEST 4 SPEAKING PART 2

I'm going to give you a topic and I'd like you to talk about it for one or two minutes. Before you talk, you have one *minute* to think about what you are going to say. You can make some notes if you wish. Here is your topic.

Track 28

TEST 4 SPEAKING PART 3

We've been talking about the impact that people can have on our lives. I'd like to discuss this subject with you with some more questions.

People often say teachers had the biggest impact on their outlook on life. Why might this be?

In which ways can other people inspire or motivate us?

Who tend to be positive role models, family members or media figures?

Which historical figures do you think have had the most positive influence on the generations that came after them?

Do people in the public eye have a responsibility to be good role models?

Which values would you like to pass on to your children?