

TEST 4

Read aloud



In the test, there are 6–7 tasks. For each task, you read the text aloud into the microphone. The wording in the instructions below is the same as you will see in the actual test. See page 12 for help.



40 sec.

Look at the text below. In 40 seconds, you must read this text aloud as naturally and as clearly as possible. You have 40 seconds to read aloud.

- 1 The Italian alphabet has fewer letters in comparison with the English alphabet. Italian does not use the letters J, K, W, X or Y – except in borrowed words. However, young Italians are increasingly using the letter K in words that would be written with C or CH in standard Italian orthography.
- 2 Summerhill School was regarded with considerable suspicion by the educational establishment. Lessons were optional for pupils at the school, and the government of the school was carried out by a School Council, of which all the pupils and staff were members, with everyone having equal voting rights.
- 3 This term the University is running a series of workshops for final year students on how to do well in interviews. These sessions will help participants prepare effectively for – and perform at their best during – later job interviews. The workshop tutors have an excellent record of success in helping students acquire the positions they desire.
- 4 Tasmania is a large and relatively sparsely populated island off the south coast of Australia. The island is of particular interest to natural scientists, who go there to research the unique wildlife. Tasmania has, for example, twelve species of bird that are not found anywhere else in the world.
- 5 Honey has traditionally been credited with significant medical powers, and it has played a major part in many folk remedies. But it seems now its efficacy is not just an old wives' tale. Recent research has shown there is scientific evidence to prove that honey contains elements that prevent bacteria from growing.
- 6 The College has a fascinating museum dedicated to archaeology and anthropology. It contains information about many of the studies which have been carried out by members of the College over the five hundred years of its existence. There are many unique exhibits brought back from excavations and explorations in all the continents.

TEST
4

SPEAKING

TEST 4

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TEST
4

SPEAKING

Repeat sentence



In the test, there are 10–12 tasks. For each task, you listen and repeat the sentence you hear into the microphone. The wording in the instructions below is the same as you will see in the actual test. See page 14 for help.

▶ 122–131  15 sec. You will hear a sentence. Please repeat the sentence exactly as you hear it. You will hear the sentence only once.

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You will hear a sentence. Please repeat the sentence exactly as you hear it. You will hear the sentence only once.

Status: Beginning in 3 seconds.

Volume 

Recorded Answer

Current Status:
Beginning in 8 seconds.

[Next](#)

Repeat sentence: Each question is displayed on a new screen.

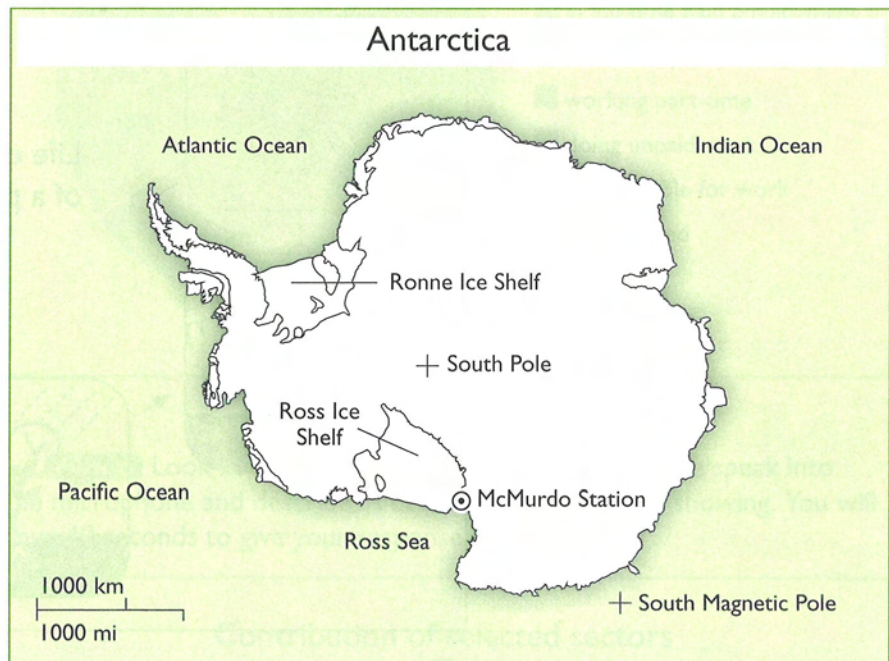
Describe image



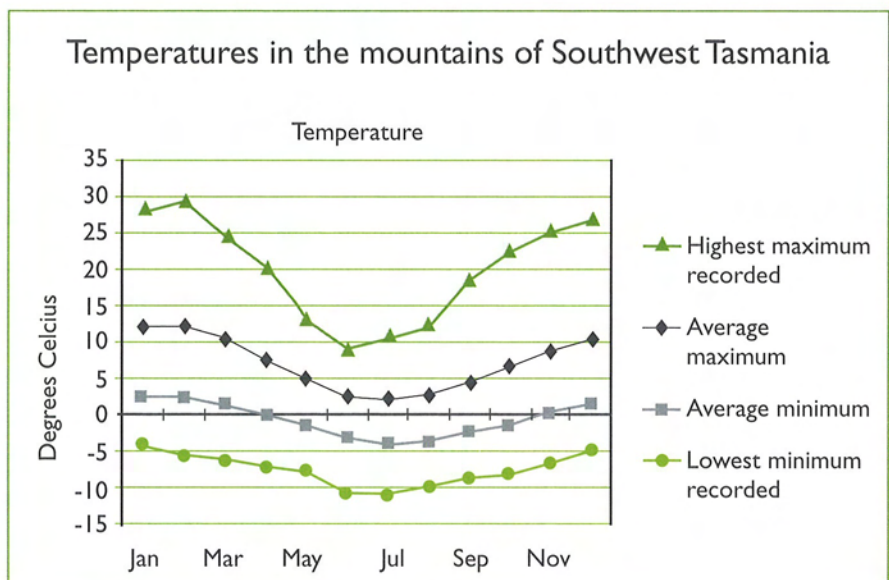
In the test, there are 6–7 tasks. For each task, you look at the image and describe it into the microphone. The wording in the instructions below is the same as you will see in the actual test. See page 16 for help.



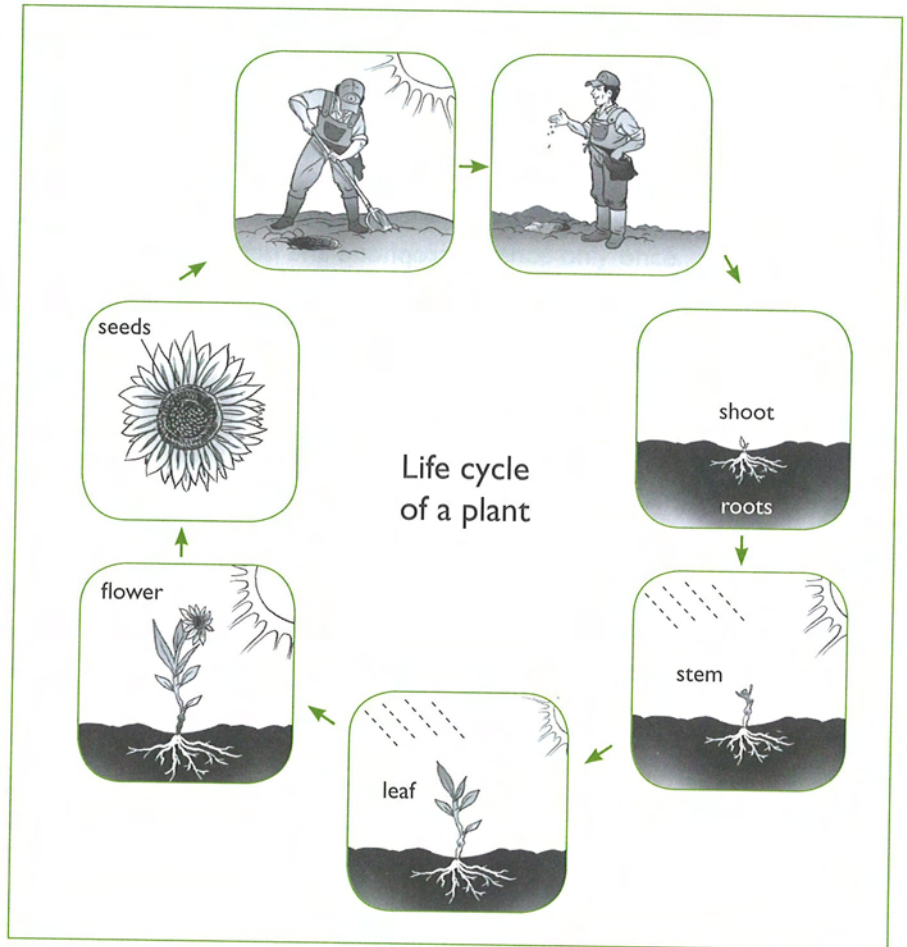
- 1** **40 sec.** Look at the map below. In 25 seconds, please speak into the microphone and describe in detail what the map is showing. You will have 40 seconds to give your response.



- 2** **40 sec.** Look at the graph below. In 25 seconds, please speak into the microphone and describe in detail what the graph is showing. You will have 40 seconds to give your response.



- 3  40 sec. Look at the diagram below. In 25 seconds, please speak into the microphone and describe in detail what the diagram is showing. You will have 40 seconds to give your response.



- 4  40 sec. Look at the table below. In 25 seconds, please speak into the microphone and describe in detail what the table is showing. You will have 40 seconds to give your response.

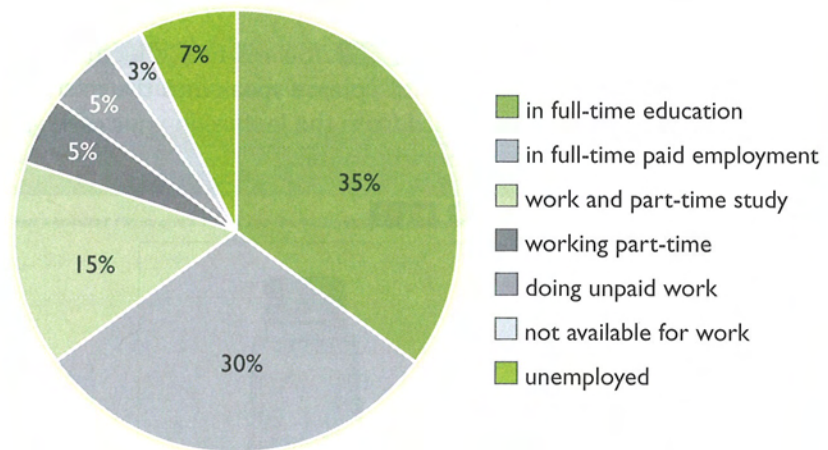
Export of motorcycles from Japan

Last calendar year, by region (%)

	Share (%)	% change on previous year
Asia	7.7	-4.7
Middle East	0.7	-2.9
Europe	34.5	-23.6
North America	35.5	+68.7
Central America	1.2	+11.6
South America	8.0	+19.9
Africa	4.2	-17.8
Oceania	8.2	-16.7
Total	100.0	+2.3

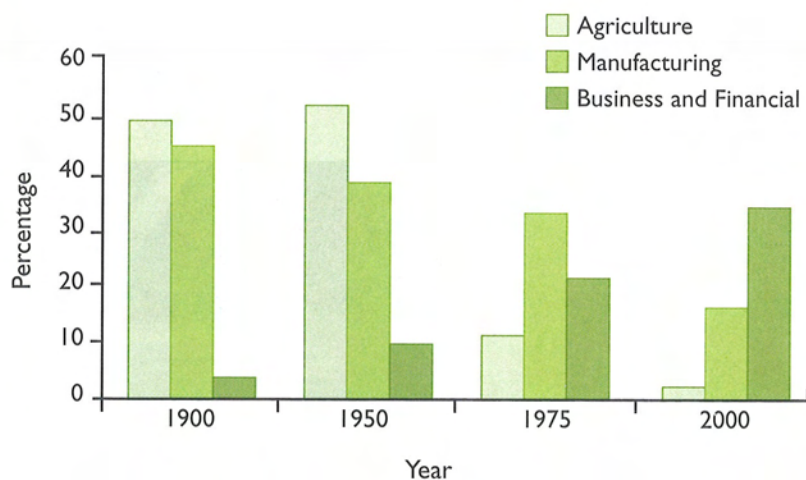
- 5  40 sec. Look at the chart below. In 25 seconds, please speak into the microphone and describe in detail what the chart is showing. You will have 40 seconds to give your response.

Employment of Physics graduates one year after graduation



- 6  40 sec. Look at the chart below. In 25 seconds, please speak into the microphone and describe in detail what the chart is showing. You will have 40 seconds to give your response.

Contribution of selected sectors to the UK economy in the twentieth century



Re-tell lecture



In the test, there are 3–4 tasks. For each task, you see an image on the screen. Listen to the lecture and then speak into the microphone. The wording in the instructions below is the same as you will see in the actual test. See page 20 for help.

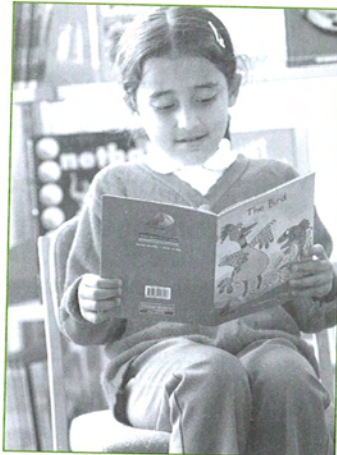


40 sec. You will hear a lecture. After listening to the lecture, in 10 seconds, please speak into the microphone and retell what you have just heard from the lecture in your own words. You will have 40 seconds to give your response.

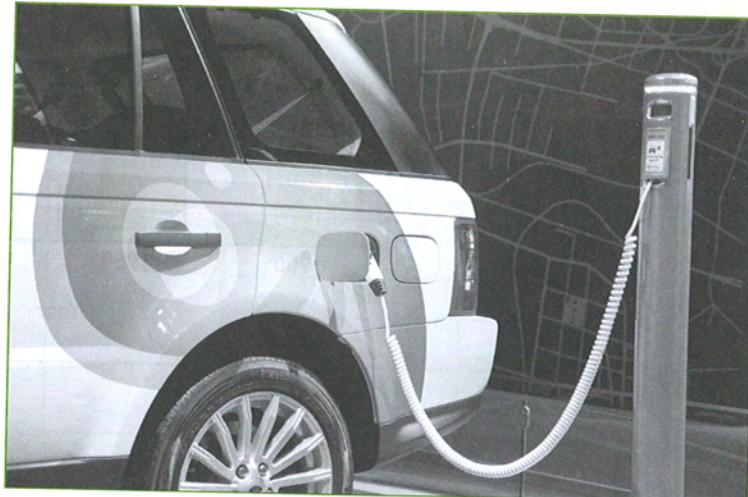
1 ▶ 132



2 ▶ 133



3 ▶ 134



Answer short question



In the test, there are 10–12 tasks. For each task, you hear a question and speak your answer into the microphone. The wording in the instructions below is the same as you will see in the actual test. See page 22 for help.

▶ 135–144



10 sec.

You will hear a question. Please give a simple and short answer. Often just one or a few words is enough.

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You will hear a question. Please give a simple and short answer. Often just one or a few words is enough.

Status: Playing

Volume

Recorded Answer

Current Status:
Beginning in 8 seconds.

Next

Answer short question: Each question is displayed on a new screen.

TEST
4

SPEAKING

Summarize written text



In the test, there are 2–3 tasks. Each task has a text on the screen. You type your summary of the text into the box at the bottom of the screen. The wording in the instructions below is the same as you will see in the actual test. See page 24 for help.



- 1** **10 min.** Read the passage below and summarize it using one sentence. Type your response in the box at the bottom of the screen. You have 10 minutes to finish this task. Your response will be judged on the quality of your writing and on how well your response presents the key points in the passage.

Times are fraught, and overstretched executives are constantly on the lookout for a way to clear their minds so they can work in a calmer, more effective, and more responsive way. Cultivating a special state of consciousness called 'mindfulness' – an intense awareness of the here and now – is proving attractive to a growing number of senior managers, both in the US and elsewhere.

Mindfulness is achieved by meditation techniques, often involving sitting on a cushion, eyes closed, concentrating on the inflow and outflow of your breath. Or you might spend 10 minutes studying, sniffing, tasting and finally eating a piece of fruit. That might make it sound like a remnant of the navel-gazing 1960s and 1970s, but the evidence for mindfulness's effectiveness is good enough to have impressed hard-nosed companies such as Google (which has invited mindfulness gurus to speak at the Googleplex), General Mills, PricewaterhouseCoopers, Deutsche Bank, Procter & Gamble, AstraZeneca, Apple, Credit Suisse, KPMG, Innocent, Reuters and many more.

According to Don McCormick, assistant professor of management at California State University and a dedicated meditator, it 'can help individuals to manage workplace stress, perform tasks more effectively, enhance self-awareness and self-regulation, experience work as more meaningful, improve workplace relationships, increase ethical behavior, and make perception more accurate'. It is said to pay dividends for leaders and managers, by improving the quality of their listening and communicating.



2 **10 min.** Read the passage below and summarize it using one sentence. Type your response in the box at the bottom of the screen. You have 10 minutes to finish this task. Your response will be judged on the quality of your writing and on how well your response presents the key points in the passage.

One of the many critiques of academic research that one runs across is that a lot of research done by a faculty at universities across America doesn't 'do' anything: it doesn't lead to some new product that can be marketed; it doesn't create jobs; it doesn't have an obvious social value. After all, people argue, do we really need studies that chart the maturation of catfish? Or that explore the nuances of a minor poet? What is all this for?

As a consequence of attitudes like these, many people – particularly politicians and business persons – argue that the research function should be stripped from academia, or at least those parts of academia that aren't the major research institutions. Then universities wouldn't need so many faculties, and costs could be contained.

Academics like me offer lots of standard objections to this line of thinking: that research keeps one fresh and up-to-date in the discipline; that the faculty often works with students on their research, thus providing students with invaluable training for their future careers and so on.

All of this is true, but I want to add a different point: the power of chance.

In 1990, I took an appointment at the University of Alabama-Huntsville. I had a police officer student who invited me for a ride along. I went – ultimately many times. The book that emerged from the research project I established from that first ride was later included on a list of 'must read' books on public administration by the Government of Canada.

I have no problem with accountability. But if you had asked me what my purpose was when I took my first ride along, and you had demanded to know what use the research could be put to, I would have told you, 'I have no idea'.



- 3 **10 min.** Read the passage below and summarize it using one sentence. Type your response in the box at the bottom of the screen. You have 10 minutes to finish this task. Your response will be judged on the quality of your writing and on how well your response presents the key points in the passage.

Current research into the nature of the relationship between participation in physical activity/sport and educational performance has produced mixed, inconsistent and often non-comparable results. For example, some cross-sectional studies illustrate a positive correlation between participation in sport and physical activity and academic success (e.g. maths, reading, acuity, reaction times). However, critics point to a general failure to solve the issue of direction of cause – whether intelligence leads to success in sport, whether involvement in sport enhances academic performance, or whether a third factor (e.g. personality traits) explains both.

Longitudinal studies also generally support the suggestion that academic performance is enhanced, or at least maintained, by increased habitual physical activity. Yet such studies are criticized for not being definitive because some do not use randomised allocation of pupils to experimental and control groups (to control for pre-existing differences), others tend to use (subjective) teacher-assigned grades to assess academic achievement, rather than standardised and comparable tests; and some programmes include parallel interventions, making it difficult to isolate specific effects.

More generically, one key piece of research illustrates that both acute exercise and chronic training programmes have small, but beneficial, positive impacts on cognitive performance. However, this study concludes that as experimental rigour decreased, effect size increased. Further, generalisation is limited because effect size is influenced by the nature and type of exercise, the type of participants, the nature of the cognitive tests and the methodological quality of the study.

Write essay



In the test, there are 1–2 tasks. For each task, the essay question is on the screen. You type your essay into the box on the screen. The wording in the instructions below is the same as you will see in the actual test. See page 27 for help.



20 min.

You will have 20 minutes to plan, write and revise an essay about the topic below. Your response will be judged on how well you develop a position, organize your ideas, present supporting details, and control the elements of standard written English. You should write 200–300 words.

'Computer technology has had more of a negative than a positive impact on society.'

How far do you agree with this statement? Support your views with reasons and/or examples from your own experience.

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You will have 20 minutes to plan, write and revise an essay about the topic below. Your response will be judged on how well you develop a position, organize your ideas, present supporting details, and control the elements of standard written English. You should write 200–300 words.

"Education is a critical element of the prosperity of any nation. The more educated the people in a country are, the more successful their nation becomes." Discuss the extent to which you agree or disagree with this statement. Support your point of view with reasons and/or examples from your own experience or observations.

Cut Copy Paste

Total Word Count: 0

Next

Write essay: Each question is displayed on a new screen.

TEST
4

WRITING

Multiple-choice, choose single answer



In the test, there are 2–3 tasks. For each task, you read the text on the left of the screen and look at the options on the right of the screen. You click the button next to the answer you think is correct. The wording in the instructions below is the same as you will see in the actual test. See page 30 for help.

Read the text and answer the multiple-choice question by selecting the correct response. *Only one response is correct.*

- 1 It is a curious tradition that the clock on the tower of Christ Church Cathedral in Oxford is always five minutes later than standard British time. The explanation for this lies in the conservative nature of the Cathedral's clergy. It was only when the railways arrived in the middle of the nineteenth century that it became important for clocks throughout the country to be synchronised, however difficult this might be. When the Cathedral was asked to come into line, the clergy discussed the request but decided that this was an idea that needed to prove its worth before being adopted.

Why does Christ Church Cathedral clock give a different time from other British churches?

- ☐ A Oxford likes to be different from other places.
- ☐ B It was initially a protest against the coming of the railway.
- ☐ C Cathedral staff were reluctant to act too quickly.
- ☐ D It was very difficult to alter the time on the clock.

- 2 Zebras are members of the horse family. However, these 'stripey horses' are not used for riding. Keen riders have occasionally attempted to try. Although zebras have at times let someone sit on their back, the rider soon discovered that a zebra's neck is stiffer than a horse's, lacking the suppleness that enables riders to control the horse. The structure of a zebra's back also makes it less suitable for riding. It would undoubtedly be possible to breed zebras that would ride well, but with the arrival of the internal combustion engine there has not been much incentive to do so.

What is the writer's conclusion about zebras?

- ☐ A Zebras are not as similar to horses as they initially appear.
- ☐ B People have little motivation to develop a zebra that could be ridden.
- ☐ C It is unlikely that people could develop a zebra that would be good to ride.
- ☐ D Motorised vehicles are gradually reducing the numbers of zebras that are being bred.

Multiple-choice, choose multiple answers



In the test, there are 2–3 tasks. For each task, you read the text on the left of the screen and look at the options on the right of the screen. You click the buttons next to all of the answers you think are correct. The wording in the instructions below is the same as you will see in the actual test. See page 32 for help.

- 1 Read the text and answer the question by selecting all the correct responses. *You will need to select more than one response.*

Much has been written on the wooden sculptures of West Africa, especially Nigeria, which was pre-eminent in the art, for unlike other crafts, wood-carving has long been acknowledged in the West as an art form. Yet, compared with stone or bronze, wood is not a very durable material in tropical conditions and the oldest carvings in Nigeria are probably no more than two hundred and fifty years old. Many of the earliest, maybe the finest of the wood carvings may also have been destroyed by termites. When one is attacked in this way, no attempt is made to preserve it; a new one is made to replace it, for the creativity of making it is valued above the object *per se*. The finest sculptures were made for religious or ceremonial purposes, and the art of creation was itself a religious act.

What has led to there being no very old wood carvings in West Africa?

- ☐ A the nature of the climate there
- ☐ B Western collectors' desire for such carvings
- ☐ C the fact that other materials were used previously
- ☐ D destruction of the carvings because of religion
- ☐ E problems caused by insects

- 2 Read the text and answer the question by selecting all the correct responses. *You will need to select more than one response.*

It is possible to study the curriculum of an educational institution from a number of different perspectives. In the first instance, we can look at curriculum planning, that is at decision-making, in relation to identifying learners' needs and purposes; establishing goals and objectives; selecting and grading content; organising appropriate learning arrangements and learner groupings; selecting, adapting or developing appropriate materials, learning tasks and assessment and evaluation tools.

Alternatively, we can study the curriculum in action, as it were. This second perspective takes us into the classroom itself. Here, we can observe the teaching/learning process and study the ways in which the intentions of the curriculum planners, which were developed during the planning phase, are put into action.

Yet another perspective relates to assessment and evaluation. From this perspective we would try and find out what students had learned and what they had failed to learn, in relation to what had been planned. In addition we might want to find out if they had learned anything which had not been planned.

Which of these ways of looking at an institution's curriculum is outlined in the text?

- ☐ A observing what happens during lessons
- ☐ B evaluating the materials used
- ☐ C analysing the content of tests
- ☐ D considering what is taken into account when preparing the curriculum
- ☐ E comparing this curriculum with other choices that could have been made
- ☐ F reviewing actual learning compared to curriculum goals
- ☐ G assessing the effectiveness of teacher preparation for lessons

Re-order paragraphs



In the test, there are 2–3 tasks. For each task, you drag paragraphs from the left and drop them into the correct order on the right. The wording in the instructions below is the same as you will see in the actual test. See page 35 for help.

The text boxes in the left panel have been placed in a random order. Restore the original order by dragging the text boxes from the left panel to the right panel.

1

- A There you will see how women are consistently portrayed as weak and in need of male protection.
- B This acceptance that men were the superior gender had not developed by chance.
- C It had been the view that had been socialized into them from the moment of their birth.
- D This will become clear if you look at any girls' magazine or popular film of the period.
- E In the 1960s, the greatest obstacle for those who wanted to organize women was said to be women's conviction that they were actually inferior to men.

2

- A It is mainly due to the quality of the fabric which effectively resists salt water, direct sunshine and cold winds.
- B Traditionally they are navy blue and they are basically square in shape, without a curved armhole or inset sleeve.
- C Fishermen's knitted jerseys have always been recognizable in Britain by their colour and their shape.
- D This continuing popularity cannot just be put down to a fondness for tradition.
- E These navy jerseys are still a familiar sight on any quay or harbour in the land.

TEST
4

READING

Reading: Fill in the blanks



In the test, there are 4–5 tasks. For each task, you drag the words at the bottom of the text and drop them into the correct space in the text. The wording in the instructions below is the same as you will see in the actual test. See page 37 for help.

In the text below some words are missing. Drag words from the box below to the appropriate place in the text. To undo an answer choice, drag the word back to the box below the text.

- 1 There are two basic branches of the science of astronomy: observational and theoretical. Observational astronomy, as the name suggests, is concerned with observing the ¹ [] and then analyzing the observations, using the ² [] of physics. Theoretical astronomy focuses more on developing computer or analytical models to ³ [] astronomical phenomena. The two ⁴ [] complement each other, with observational astronomers attempting to ⁵ [] theoretical results, and theoreticians aiming to explain what has been observed.

angles confirm describe effects fields principles reason skies

- 2 Behanzin ruled the West African ¹ [] of Dahomey at the end of the nineteenth century, a time when Europeans were doing their utmost to colonise Africa. Behanzin put up extremely ² [] resistance. He did this with the ³ [] of an army, including five thousand female warriors. He is often called King Shark, a name suggesting ⁴ [] and wisdom. Famed for being a ⁵ [] as well as a warrior, he wrote some of the most beautiful songs ever produced in Dahomey.

aid battle kingdom light poet powerful monarch strength

- 3 An investigation into the study habits of undergraduates was carried out by a ¹ [] of researchers at a number of different universities. In all the universities ² [] in the study, it was found that there were the ³ [] significant differences between the habits of arts and science students. Not surprisingly perhaps, arts students read more ⁴ [], while science students tended to concentrate on a few ⁵ [] texts.

core heavily involving participating same staff team widely

- 4 Dolphins are marine mammals found all over the world. There are many ¹ [] species. They are well-known as intelligent creatures and seem to ² [] with one another in sophisticated ways. Dolphins are ³ [] animals in that they live in groups. These can ⁴ [] in size from five to several hundred. They often hunt in groups and work together to ⁵ [] the fish or squid they like to eat.

capture communicate different grow learn range sociable strange

Reading & writing: Fill in the blanks



In the test, there are 5–6 tasks. For each task, you have a text with several gaps. You select the correct answer for each gap from the drop-down list on the screen. The wording in the instructions below is the same as you will see in the actual test. See page 40 for help.

Below is a text with blanks. Click on each blank, a list of choices will appear. Select the appropriate choice for each blank.

- 1 Excavations have recently been carried out on an interesting Mayan house in Central America. The house dates ¹ [] the 9th century, and it has turned out to be of great interest to archaeologists. ² [] is particularly remarkable about the house is that its walls are covered with tables ³ [] detailed astronomical calculations. These tables suggest that Mayan society had considerable understanding of astronomy at a much earlier time ⁴ [] was previously thought to be the case. The tables focus on lunar cycles. This was important to the Mayans because they believed that there were six different gods of the moon, ⁵ [] of which would take his turn to be in charge of the cycle at any given time.

- | | | | | |
|---|-----------|----------|---------|--------|
| 1 | A from | B to | C of | D by |
| 2 | A Which | B Where | C What | D Why |
| 3 | A showing | B showed | C shown | D show |
| 4 | A there | B that | C then | D than |
| 5 | A every | B most | C each | D all |

- 2 Meteorologists are making increasing use of information provided on photo websites by ordinary people. There was a presentation dealing with ¹ [] they do this at a recent conference in New York. Scientists based at a university in Indiana looked at thousands of photos of snow scenes ² [] online. These provided them with information about snow falls in areas where, because of heavy cloud cover, ³ [] information from satellite photography was available. It is not necessary to make use of this source of information as far as urban weather is ⁴ [], as there is usually easy access to plenty of other data about towns. But photos taken by the public can be an excellent way of filling in the gaps in knowledge ⁵ [] weather events in more distant rural locations.

- | | | | | |
|---|--------------|-------------|-------------|------------|
| 1 | A whether | B what | C that | D how |
| 2 | A posting | B posted | C posts | D post |
| 3 | A some | B much | C any | D no |
| 4 | A concerning | B regarding | C concerned | D regarded |
| 5 | A about | B with | C for | D on |

TEST
4

READING

Below is a text with blanks. Click on each blank, a list of choices will appear. Select the appropriate choice for each blank.

3 A manakin is an unusual type of bird found in the tropical forests of Colombia and Ecuador. Approximately twenty of the forty different types of manakin ¹ [] a kind of music by moving their body parts. This is particularly done by the male bird when it is hoping to attract a female. Although ornithologists had ² [] been aware that the bird somehow managed to make its characteristic noise with its wings, they were unable to work out exactly how the sound was produced. ³ [], a post-graduate student has recently solved the puzzle. She did so by recording the bird's movements with a camera operating ⁴ [] a speed of a thousand frames per second. A standard camcorder records about 30 frames per second. On examining the footage she was able to see that the bird used one special feather to click against other feathers – in much the same way ⁵ [] guitarists use a plectrum to pluck the strings of their instrument.

- | | | | | |
|---|-----------|---------------|------------|-----------|
| 1 | A make | B have | C get | D do |
| 2 | A once | B ever | C still | D long |
| 3 | A However | B Accordingly | C Moreover | D Whereas |
| 4 | A for | B by | C at | D in |
| 5 | A than | B like | C as | D so |

4 A team of young engineering students in Japan are working on the production of a robotic suit. This ¹ [] been designed to help the elderly to move around and lift heavy objects ² [] easily. The suit is like a kind of exoskeleton which goes over the top of your body from your shoulders to your calves. It is made of aluminium and has joints at the shoulder and elbow. It is also equipped with artificial muscles. The wearer ³ [] be helped to stand up, for example, by pressing controls which inject air into the suit ⁴ [] that the legs straighten and the person rises. The suit weighs almost ten kilos but users report that this does not seem heavy at all. They said that the increased strength that they got ⁵ [] wearing it gave them very positive feelings of empowerment.

- | | | | | |
|---|------------|-----------|--------|-------|
| 1 | A was | B has | C had | D is |
| 2 | A much | B more | C too | D far |
| 3 | A ought to | B used to | C must | D can |
| 4 | A until | B on | C so | D by |
| 5 | A after | B from | C with | D for |

Below is a text with blanks. Click on each blank, a list of choices will appear. Select the appropriate choice for each blank.

5 Throughout history poetry has often been created to celebrate a wedding. This article will examine the ways in ¹ this has happened at different periods of time and in many ² differing societies. It will look at some examples of wedding poems from a range of eras and cultures, and will ³ them in their specific context, drawing out the particular features that reflect that context. Other writers on this topic have tended to focus on more personal wedding poems, ⁴ dedicated to the bride or the groom. Here, however, the intention is to consider poems that were written with more of a social purpose ⁵ mind.

- | | | | | |
|---|----------|----------|---------|--------|
| 1 | A where | B which | C that | D how |
| 2 | A widely | B widest | C wider | D wide |
| 3 | A take | B get | C see | D set |
| 4 | A those | B these | C them | D they |
| 5 | A in | B on | C by | D to |

Summarize spoken text



In the test, there are 2–3 tasks. For each task, you listen to the audio then type your summary into the box on the screen. The wording in the instructions below is the same as you will see in the actual test. See page 45 for help.

You will hear a short lecture. Write a summary for a fellow student who was not present at the lecture. You should write 50–70 words.



10 min.

You will have 10 minutes to finish this task. Your response will be judged on the quality of your writing and on how well your response presents the key points presented in the lecture.

1 ▶ 145

2 ▶ 146

Multiple-choice, choose multiple answers



In the test, there are 2–3 tasks. For each task, you listen to the audio then click the buttons next to all of the answers you think are correct. The wording in the instructions below is the same as you will see in the actual test. See page 47 for help.

Listen to the recording and answer the question by selecting all the correct responses. *You will need to select more than one response.*

- 1 ▶ 147 Which of these tips about doing a good translation does the speaker mention?
- ☐ A Always translate from a second language into your native language.
 - ☐ B Ask a native speaker if you are not sure of the meaning of something.
 - ☐ C Take care to choose the right meaning of a word if you use a dictionary.
 - ☐ D Don't translate technical texts unless you are familiar with the subject.
 - ☐ E Ask what your translation will be used for.
- 2 ▶ 148 Which of these qualities of a building does the speaker mention as being important?
- ☐ A how attractive the building is to look at
 - ☐ B how original the design of the building is
 - ☐ C how well the building fits in with surrounding buildings
 - ☐ D how long the building is likely to last
 - ☐ E how well the building suits its purpose

Fill in the blanks



In the test, there are 2–3 tasks. For each task, there is a text with several gaps. You type the correct answer for each gap into the box in the text. The wording in the instructions below is the same as you will see in the actual test. See page 49 for help.

You will hear a recording. Type the missing words in each blank.

1 ▶ 149

I'd recommend that you all try to get hold of *English in the Southern Hemisphere* by Nolan and Watts, as this provides an excellent ¹ of the topics that we're going to be covering in this module. It's really our ² text. It has particularly strong sections on the history of English in Australia and New Zealand, examining in some depth how the language has ³ in these countries. The sections on phonology and on vocabulary will be ⁴ when you're doing the written assignment, which I'm going to be telling you about in a moment once I've given you the ⁵ of a couple of other essential references.

2 ▶ 150

This week we're going to be continuing our discussion of women in society. Last week we looked at a number of ¹ relating to women in education. If you remember, we discussed women both at school and at university. Today we're going to be considering the ² that women play in the workplace. Again, we'll start by taking a historical perspective, and inevitably you'll find that many of the same ³ that impacted on women in education also had a major influence on their working lives. In the second half of the lecture, I'll concentrate on the situation in ⁴ today, and I'll invite you to suggest how you think things are likely to develop over the next ⁵ . OK, so let's get started.

Highlight correct summary



In the test, there are 2–3 tasks. For each task, you listen to the audio then click the button next to the summary you think is correct. The wording in the instructions below is the same as you will see in the actual test. See page 51 for help.

You will hear a recording. Click on the paragraph that best relates to the recording.

1 ▶ 151

- ☐ A What makes people unique compared to other creatures is their hands. Their flexibility has allowed us to develop the manual skills that have made society what it is today. People should become more aware of the complicated anatomy of each of their hands.
- ☐ B The thumb is the part of our hand which is most complicated in terms of the number of muscles which are required to control it. However, each of our fingers also depends on a set of nerves and muscles which enables it to carry out an extraordinary variety of different actions.
- ☐ C The amazing flexibility of the human hand is truly remarkable. It is the result of a complex anatomy lying under the skin of the hand, and it can be useful to study this anatomy if you want to learn how to use your hands more effectively for sporting or other purposes.
- ☐ D The human hand is extraordinarily flexible. It enables a person to do a remarkable variety of things, some demanding great precision and others requiring considerable strength. This is because of the complex structure of nerves, muscles and ligaments that makes up a hand.

TEST
4

LISTENING

You will hear a recording. Click on the paragraph that best relates to the recording.

2 ▶ 152

- ☐ A There are fewer Great White sharks in Australian waters than was once believed. This is because tagging has shown that sharks travel considerable distances, and a shark recorded east of Bass Strait one week is often recorded west of Bass Strait the next. However, sharks always return to their place of origin to breed.
- ☐ B A recent research study has shown that Australian Great White shark populations have remained surprisingly distinct as, despite travelling long distances, these sharks do not breed away from their original areas. This means that local shark habitats may have a greater effect on sharks than has been believed up to now.
- ☐ C There is a greater variety in the Great White shark populations in Australian waters than was previously thought to be the case. This means that some types of shark are actually more endangered than was believed. Scientists are therefore developing conservation programs which will help to protect these threatened species.
- ☐ D An investigation of Great White sharks in Australian waters has come up with some unexpected conclusions, as it found that the genetic make-up of sharks in one area was quite distinct from those found elsewhere. This made scientists realize that sharks do not swim as far away from their home areas as used to be thought.

Multiple-choice, choose single answer



In the test, there are 2–3 tasks. For each task, you listen to the audio then click the button next to the answer you think is correct. The wording in the instructions below is the same as you will see in the actual test. See page 54 for help.

Listen to the recording and answer the multiple-choice question by selecting the correct response. *Only one response is correct.*

- 1 ▶ 153 What point does the lecturer make about whales and sound pollution?
- ☐ A Increased sound pollution means whales 'talk' more at night than during the day.
 - ☐ B Research shows whales communicate to warn each other of sound pollution.
 - ☐ C Whales may not survive in some situations where there is sound pollution.
 - ☐ D Sound pollution from submarines has little impact on whales and other creatures.
- 2 ▶ 154 What must the students do before next Wednesday?
- ☐ A email the slides for their presentation to the tutor
 - ☐ B make enough copies of their handouts
 - ☐ C post an outline of their talk to the course website
 - ☐ D practise giving their presentation

Select missing word



In the test, there are 2–3 tasks. For each task, you listen to the audio then click the button next to the words you think complete the audio. The wording in the instructions below is the same as you will see in the actual test. See page 56 for help.

- 1 ▶ 155 You will hear a recording about student assignments. *At the end of the recording the last word or group of words has been replaced by a beep.* Select the correct option to complete the recording.
- ☐ A they made an inappropriate choice of topic
 - ☐ B they used illustrations and evidence well
 - ☐ C they showed they had grasped the content of the course
 - ☐ D they did not speak as clearly as they should have done
- 2 ▶ 156 You will hear a recording about poverty. *At the end of the recording the last word or group of words has been replaced by a beep.* Select the correct option to complete the recording.
- ☐ A portraying those living conditions in a literary way
 - ☐ B bringing the situation to the attention of the public
 - ☐ C making use of their own experience of poverty
 - ☐ D helping the poor to gain a good education

Highlight incorrect words



In the test, there are 2–3 tasks. For each task, you listen to the audio and follow the words in the text on the screen. You click on the words that are different on the screen and the audio. The wording in the instructions below is the same as you will see in the actual test. See page 58 for help.

You will hear a recording. Below is a transcription of the recording. *Some words in the transcription differ from what the speaker said.* Please click on the words that are different.

1 ▶ 157 Transcription:

English had barely established itself as a language in England when it began spreading to other countries to be used there as well. First it passed north to Scotland and then west to Wales. It then made its path across the sea to Ireland. That was in the Middle Ages. Over the course of the following centuries it has put down roots all over the earth, from the USA to South Africa, from India to New Zealand. Of course, in all these places it has developed in special ways to suit the new concepts in which it found itself.

2 ▶ 158 Transcription:

Researchers at the University of California claim to have discovered that people who eat chocolate regularly tend to be lighter than those who hardly eat it. The findings may seem suspicious in that chocolate has a great many calories and, in general, the more calories people contain, the more likely they are to put on weight. The recent studies establish that it is more the regularity with which people eat chocolate that is important rather than the amount they consume. Whether they eat a little or a lot seems to make no difference, whereas eating it freely appears to reduce weight more than only having it occasionally.

Write from dictation



In the test, there are 3–4 tasks. For each task, you listen and type the sentence you hear into the box on the screen. The wording in the instructions below is the same as you will see in the actual test. See page 60 for help.

You will hear a sentence. Type the sentence in the box below exactly as you hear it. Write as much of the sentence as you can. You will hear the sentence only once.

1 ▶ 159

2 ▶ 160

3 ▶ 161
