

# Test 4

## Listening

### Section 1

#### Questions 1–4 page 98

- 1 driving licence**  
After the prompt 'pieces of identity', Terry mentions 'a valid passport' and says 'the next one is a driving licence, and again one from your country would be OK.'
- 2 benefit book**  
Terry reads out 'a birth certificate', but this cannot be used as Sam is not under 18. He then suggests 'a benefit book', and she replies, 'Yes, could bring that.' She asks about 'a letter from your employer', but Terry says, 'that's not actually on the list, so we'll have to assume you can't.'
- 3 insurance certificate**  
Sam asks what she can use 'to prove where I live', and Terry mentions 'a bill for council tax', and just after that 'an insurance certificate'. Sam says 'I've got one of those.'
- 4 electricity bill**  
Sam asks about 'a bill for my mobile', but Terry says 'I'm afraid it would have to be for a fixed line phone.' She then suggests 'an electricity bill' and Terry indicates she could use that 'if it's in your name', to which she replies, 'It is.'

#### Questions 5–7 page 98

- 5 9.30–3.30**  
Following Sam's question about 'their business hours', Terry talks of 'a change at some banks in the last year or so', so 9.00 until 4.00 is wrong. He then says it is 'open from nine thirty in the morning till half past three in the afternoon.'
- 6 ground floor**  
Sam asks for confirmation that 'it's on the top floor of the Centre building', to which Terry replies, 'That's where it used to be,' i.e. it is no longer there. He goes on to say 'it's on the

ground floor now.'

#### 7 no / nothing

After mentioning 'incentives... to open accounts', Sam asks 'if they are offering anything,' and Terry replies, 'I'm sure they'd say so on their "new clients" page if they were,' and then 'no, there's nothing mentioned there.' Terry then mentions a 'free gift.'

#### Questions 1–7: script

TERRY Expats Helpline; Terry Davies here. What can I do for you?

SAM Hello Terry, I've been in this country for a while and I've just been offered a job in the city, so I think I'm going to need to open a bank account. I haven't had one before, so I'm wondering what papers I need.

TERRY Well basically you'll need to be able to prove to the bank that you're who you say you are and that you live where you say you do, OK?

SAM Uh-huh.

TERRY And for some banks, at least, that means you'll have to show them two separate pieces of identity, so I'll run through the list if you like.

SAM Yes, please.

TERRY OK, I'll bring it up on the screen. Let's see ... here it is ... right, the first thing it says is 'a valid passport'.

SAM Mine's Australian.

TERRY Yes, that would be fine of course. The next one is 'a **driving licence**', and again one from your country would be OK. Then that's followed by 'birth certificate' ... oh hang on, that's only if you're under 18.

SAM Which I'm not.

TERRY Right, so not that then. But you can also show them a '**benefit book**', for instance if you're in ill-health or unemployed or getting income support.

SAM Yes, I could bring that. Or a letter from my employer, maybe?

TERRY Well that's not actually on the list; so we'll have to assume you can't.

SAM OK. And to prove where I live?

TERRY Again, there are several possible things listed here. For instance you could use a bill for council tax, or something else for where you live, such as an **insurance certificate**.

SAM I've got one of those. Somewhere among all my papers. But what about bills? Things like phone bills, I mean.

TERRY As long as it has your address on it, yes, fine.

SAM So a bill for my mobile would do, would it?

TERRY Ah - I'm afraid it would have to be for a fixed line phone. You could use other types of household bill, though. As long as you get them through the post.

SAM How about an **electricity bill**? That'll say where I live, won't it?

TERRY If it's in your name, and not that of a er ... landlord, yes.

SAM It is, so I'll probably take that then.

TERRY There's one other you might want to use: a 'vehicle registration' document. If you have a car or motorbike or something, of course.

SAM No I haven't, actually.

SAM Now I believe there's a bank actually inside the Commercial Centre, and I might open an account there, seeing as how that's where I'll be every day.

TERRY Yes, that would seem to make sense. I know people who bank there.

SAM I actually read about it in a city guide - my cousin picked it up when he was here a couple of years ago - and I made a few notes. Do you mind if I run through them with you now, just to make sure the details haven't changed?

TERRY Fine - go ahead.

SAM OK, first question: it's still a branch of the Popular Bank, is it, the one with links to Australian banks?

TERRY No, it's actually been taken over by another big banking group: the Savings Bank. It still seems quite popular, though, especially with people doing business in the Asia/Pacific area.

SAM And when is it open? Monday to Saturday?

TERRY I'll have to check their website for that. Give me a second or two, will you.

SAM Sure.

TERRY Right, I've got it ... 'customer service' ... and it's ... just weekdays, I'm afraid.

SAM Does it say what their business hours are?

TERRY I'm just looking for that, it's on a different page for some reason ... I think there's been a change at some banks in the last year or so ... yes here it is ... it's open from **nine thirty** in the morning till **half past three** in the afternoon.

SAM And it's on the top floor of the main Centre building is it, next to the Travel Agency?

TERRY That's where it used to be, but they've since moved it to a slightly bigger place. It's on the **ground floor** now.

SAM And one last thing on this: I know most banks give incentives to young people to open accounts with them, but apparently this one didn't. Do you know if they are offering anything these days?

TERRY I'll just check ... I'm sure they'd say so on their 'new clients' page if they were ... **no**, there's **nothing** mentioned there.

SAM That's a pity. I was quite looking forward to getting my free gift!

## Questions 8-10 page 99

8 F

Terry says 'turn left' from the Centre, going past the 'Post Office', and then 'turn left up Bridge Street' past the 'Shaw Theatre' and 'take the first right'. The Royal Bank is 'on the right, directly opposite the Park Hotel' (not the Internet café).

9 A

After turning 'right' from the Centre and going 'along Market Street' until 'the junction with West Street', the advice is to 'turn right again', and 'carry on up as far as the next junction, where you take a left'. After crossing the road and turning left, the bank is 'the third building on the right' (not B, the first).

10 C

Sam can go 'either way from the Centre: up West Street or Bridge Street and then along past the City Hall'. The bank is 'on the other side of the road, right next to the Tourist Office', so it must be C, not D.

## Questions 8-10: script

TERRY There are plenty of other banks within walking distance you know. It may be worth shopping around to see what they've got to offer: longer opening hours, including Saturdays, perhaps less crowded ...

SAM Can you tell me how to get to a couple of them? I know where the Commercial Centre is, so that's probably my best starting place.

TERRY Sure. For the Royal Bank you need to turn left when you leave the Centre, go along Market Street past the Post Office, and turn left up Bridge Street, past the Shaw Theatre. Then you take the first right. You'll see an Internet café on the other side and the Royal is just a bit further along on the right, directly opposite the Park Hotel.

SAM OK, I've got that. What about the Northern Bank?

TERRY For that one you turn right as you come out of the Centre, and go along Market Street until you come to the junction with West Street. There you turn right again, and carry on up as far as the next junction, where you take a left. You'll see the bank from there: it's the third building on the right.

SAM Fine. And the last one, the National Bank?

TERRY You can go either way from the Centre, really: up West Street or Bridge Street and then along past City Hall. The bank is on the other side of the road, right next to the Tourist Office. You can't miss it.

SAM Great. Thanks a lot for you help.

TERRY Any time. Bye.

SAM Bye

## Section 2

### Questions 11–14 page 100

#### 11 work samples

Following the prompt for Step 1 'preparation is a key to success,' and the reference to the first point 'begin by collecting together all the documents,' the speaker gives the answer, adding 'you could also take some *work samples*, selecting from what you have designed, drawn, or written, for instance.'

#### 12 job description

Sandy introduces Step 2 by stating that 'the more you know ... the better prepared you will be,' before advising 'request a *job description* from the employer'.

#### 13 employees

After referring to the Chamber of Commerce and library, they suggest 'network with people who work for the company, or *employees* of companies associated with it'.

#### 14 experience or skills

The speaker mentions 'the next step' and the advice is to 'match your qualifications to the requirements,' then 'think about some standard interview questions and how you might respond,' and finally 'if you don't have any *experience or skills* ... think about how you might compensate.'

### Questions 11–14: script

PRESENTER Today I have with me Sandy Richardson of the local Workforce Center, and she'll be talking about that critical step towards the goal of employment: the interview. Sandy, what is an interview for, and what's the best way to approach it?

SANDY A job interview is simply a meeting between you and a potential employer to discuss your qualifications and see if there is a 'fit'. The employer wants to verify what they know about you and talk about your qualifications. If you have been called for an interview, you can assume that the employer is interested in you. The employer has a need that you may be able to meet, so it's your goal to identify that need and convince the employer that you're the one for the job. As everyone knows, interviews can be stressful, but when you're well prepared there's no reason to panic. Preparation is the key to success in a job search, and you can begin by collecting together all the documents you may need for the interview, such as extra copies of your resumé, lists of references, and letters of recommendation. You could also take some **work samples**, selecting from what you have designed, drawn or written, for instance. And make sure you have a pen and pad of paper for taking notes. The next step is to find out about the post. The more you know about the job, the employer and the industry, the better prepared you will be to target your qualifications. Always request a **job description** from the employer, and research employer profiles at the Chamber of Commerce or local library. You could also try to network with people who work for the company, or with **employees** of companies associated with it. The next step is to match your qualifications to the requirements of the job. A good approach is to write out your qualifications along with the job requirements. Think about some standard interview questions and how you might respond. Most questions are designed to find out more about you, your qualifications or to test your reactions in a given situation. If you don't have any **experience or skills** in a required area, think about how you might compensate for those deficiencies.

### Questions 15–20 page 100

#### 15 ten minutes

Don't be misled by the reference to '30 seconds': that contrasts with 'plenty of time'. The advice is not to arrive 'too early', in other words '10 minutes at most'.

**16 take your time**

Sandy recommends you should 'listen carefully to each question' and then 'take your time in responding.'

**17 ask for clarification**

The prompt is 'if you are unsure of a question,' followed by the answer in 'don't be afraid to ask for clarification.'

**18 salary**

The prompt comes in the reference to 'your salary requirements,' followed by the clue 'avoid the question until you have been offered the job.' The answer is heard again in the warning about 'questions about salary asked before there is a job offer.'

**19 confident**

First there is a clue: 'the more you learn from the experience, the easier the next one will become.' This is followed by the reason: 'You'll become much more confident.'

**20 appearance**

The speaker gives examples of changes to appearance, such as clothing, visiting the hairdresser's, and having a shave. Then the speaker paraphrases the given sentence: 'Remember that your appearance is a key indicator of whether you have the right attitude, so it can pay to give some thought to how you look.'

experiences. Something you should avoid are 'yes' or 'no' responses to questions, but don't dwell too long on non-job related topics. Use caution if you are questioned about your **salary** requirements. The best strategy is to avoid the question until you have been offered a job. Questions about **salary** asked before there is a job offer are usually screening questions that may eliminate you from consideration, so be warned. On the other hand, it isn't inappropriate to show your enthusiasm if your first impressions of the interview and of the employer are good ones, so, if the job sounds like what you are looking for - say so. Keep in mind that the interview is not over when you are asked if you have any questions. Come prepared to ask a couple of specific questions that again show your knowledge and interest in the job. Close the interview in the same friendly, positive manner in which you started. When the interview is over, leave promptly. Don't overstay your time. Think about the interview and learn from the experience. Evaluate the success and failures. The more you learn from the interview, the easier the next one will become. You'll become much more **confident**. To close, here are a few more tips. First, maintain good eye contact throughout the interview, and be aware of nonverbal body language. Second, dress a step above what you would wear on the job, go to the hairdresser's, have a shave, et cetera. Remember that your **appearance** is a key indicator of whether you have the right attitude, so it can pay to give some thought to how you look. And, finally, don't be a clock watcher!

**Questions 15–20: script**

Sandy During an interview it's important that you be yourself. Get a good night's sleep and plan your travel to be there in plenty of time, so that you're not arriving out of breath with 30 seconds to spare. Don't, though, present yourself for the interview too early: **ten minutes** at most. In the interview, listen carefully to each question asked. **Take your time** in responding and make sure your answers are positive. It's important to express a good attitude and show that you are willing to work, eager to learn and are flexible. If you are unsure of a question, don't be afraid to **ask for clarification**. In fact, it's sometimes a good strategy is to close a response with a question for the interviewer. In general, focus on your qualifications and look for opportunities to personalize the interview. Briefly answer questions with examples of how you responded in comparable situations, from either your life or previous job

## Section 3

### Questions 21–24 page 101

#### 21 university

The speaker says that 'employers will be at least as interested in how well a student has performed academically, and how the whole experience of *university* has developed the student as a person.'

#### 22 interesting

The tutor suggests 'selecting modules that will interest you' and 'in which you think you will be particularly successful.'

#### 23 vocational

The tutor says 'on certain degree courses ... module choice can be important. This applies mainly to *vocational* courses.'

#### 24 careers service

The prompt is 'academic department' and a further clue is 'anything you're not certain about,' which comes after the answer. The alternative to the 'academic department' on the recording is 'the university's *Careers Service*'.

### Questions 21–24: script

TUTOR As you know, this week you choose your modules for the first year of study, so this introductory meeting is aimed at helping you make informed choices. I think the best way to do this is on a question-and-answer basis, so who'd like to start? Pat?

PAT Yes, there's something I've been wondering about: will my choice affect my career opportunities?

TUTOR Well, for most students the choice of Level One modules won't be crucial in terms of a later career. In fact, many graduate level jobs will accept graduates from a range of degree courses. Employers will often be at least as interested in how well a student has performed academically, and how the whole experience of **university** has developed the student as a person, as in the detail of the course options chosen. Selecting modules that will **interest** you and in which you think you will be particularly successful is therefore also likely to make good sense in career terms. On certain degree courses, though, module choice can be important. This applies mainly to **vocational** courses where the degree confers an accredited professional training as well as university

education. Usually the modules students are required to take will include all those needed to meet those professional requirements. Your academic department, in this case Chemical and Process Engineering, and the university's **Careers Service** will be able to advise you, and will be pleased to help you sort out anything you're not certain about.  
PAT Right.

### Questions 25–29 page 101

#### 25 A

Rajav is talking about Applied Chemical Engineering when he asks about 'the Information Technology part of the module', and the tutor's reply mentions 'word processing' and 'spreadsheets.'

#### 26 C

Pat's question refers to 'Science 1 in Chemical Engineering', and the tutor explains: 'students who have already studied physics are excused the physics lectures, while those who've done biology are exempt from attending the biology lectures.'

#### 27 B

When Sonia asks 'how is that module (Fluid Mechanics) tested?', the tutor says 'That's one of those which still uses written exams. The sit-down, formal type.'

#### 28 A

Referring to the topics covered in Applied Chemical Engineering, the tutor mentions 'interviewing techniques, presentation skills, and producing written reports.'

#### 29 C

Pat asks about 'the teaching approach', and the tutor says 'you are encouraged to learn by working out the solutions to problems for yourself.'

30 C

After Sonia asks about 'the Spanish 1A module', the tutor explains: 'The module comprises thirty-six hours of class contact, mainly in tutorial groups of sixteen to twenty, and students are expected to do approximately sixty-four hours of private study.'

Questions 25–30: script

RAJAV I'd like to ask a few things about the Applied Chemical Engineering module.

TUTOR Fine. What would you like to know?

RAJAV Well, apart from the work on practical engineering, what other topics are covered?

TUTOR Some that might surprise you. One that students always seem to like includes interviewing techniques, presentation skills and producing written reports.

RAJAV Hmm ... they sound interesting. How are they taught?

TUTOR Through lectures, practical classes and personal tutorials. Applied Chemical Engineering lasts all year of course, so there's plenty of time.

RAJAV And what about assessment?

TUTOR Through project work, usually, or dissertation. Not exams as such.

RAJAV Is that the same for the Information Technology part of the module?

TUTOR Yes, things like word processing and learning to create spreadsheets are tested in a similar way on this module.

SONIA That's not the case in some other modules, is it?

TUTOR No, it isn't. Are you thinking of any in particular?

SONIA Yes, I'm considering doing Fluid Mechanics. The work on flow analysis looks interesting and I like the look of some of the other topics, too. So how is that module tested?

TUTOR That's one of those which still uses written exams. The sit-down, formal type I'm afraid!

SONIA Oh that doesn't matter. I quite like that kind as it happens.

TUTOR Pat, you've got a question.

PAT Yes, I was wondering about Science 1 in Chemical Engineering. How is that organized? It's a bit different from other modules isn't it?

TUTOR Yes, it aims to give the necessary basis of physics and biology for those students who haven't studied the relevant subject at A level or equivalent.

In practice it means that students who have already studied physics are excused the physics lectures, while those who've done biology are exempt from attending the biology lectures. In the second part of the module you're assessed on your project work in one of those subjects.

PAT And does the teaching approach differ, too?

TUTOR Yes, particularly in one respect: you are encouraged to learn by working out the solutions to problems for yourself.

PAT I like the sound of that.

TUTOR OK, anything else?

SONIA Yes, I believe it's possible to do a modern language as part of the course. Can you tell me a bit about the Spanish 1A module?

TUTOR Certainly. The main emphasis in 1A is on understanding and speaking, but students also learn to carry out some straightforward reading and writing tasks. Basic aspects of grammar are also introduced and practised. The module comprises thirty-six hours of class contact, mainly in tutorial groups of sixteen to twenty, and students are expected to do approximately sixty-four hours of private study.

SONIA It sounds interesting. I did some Spanish at the Cervantes Institute last year. Passed an exam, in fact.

TUTOR Ah, I'm afraid that means you can't do 1A. The regulations say 'this module may NOT be taken by students with a qualification in Spanish'. Though you could do 1B ...

## Section 4

### Questions 31–33 page 102

**31 90,000 / ninety thousand**

The prompt for questions 31–33 is 'First, the numbers. The lecturer talks of 'a rocky meteorite ... travelling at around 90 000 kilometres an hour'.

**32 4 km / four kilometres**

The answer comes in the sentence 'the meteorite vaporized in a ball of fire, carving out a crater about 4 kilometres deep.'

**33 40 km / forty kilometres**

The answer follows immediately after 32: '... and 40 kilometres in diameter.'

### Questions 34–36 page 102

**34 C**

Although the speaker refers to 'some of the most photogenic impact craters in the world ... Acraman is not one of them', which is confirmed by 'half a billion years of erosion has taken its toll. A salt pan surrounded by low hills is all that remains.' A is incorrect: although the lecturer mentions 'a shallow sea', it was '300 kilometres away' at the time of the impact '590 million years ago'. Lake Acraman is referred to later, but this is 'small' and would not contain sea water. B contradicts the correct answer C.

**35 A**

The key sentences are: 'the true nature of the place dawned on geologist George Williams ... in 1979 ... gazing at a sheaf of newly acquired satellite images'. B is incorrect since, although his first visit to Acraman was indeed in 1980 ('a year later'), by then he already knew what had happened. Although there is a word from the text ('textbook') in C, it is used as part of the metaphor 'a textbook example of an impact site'.

**36 B**

Rock from Acraman was also found elsewhere ('the same material turned up at sites 500 kilometres from Acraman'), not just the Flinders ranges 'more than 300 kilometres east of Acraman'. A is incorrect since it implies rock from Acraman was actually found only in the Flinders mountains. C implies the rock was not found in the Flinders.

### Questions 31–36: script

LECTURER Lake Acraman in South Australia is

Armageddon for the purist. No other meteorite impact on Earth has stamped the surrounding rocks with such an abiding, unequivocal geological record of collision, earthquake, wind, fire and tsunami - the giant waves formed by major earth movements. The story it tells is elemental, without dying dinosaurs or even Bruce Willis to complicate its simple message of destruction. First, the numbers: about 590 million years ago, a rocky meteorite more than 4 kilometres across and travelling at around 90 000 kilometres an hour slammed into an area of red volcanic rock about 430 kilometres northwest of Adelaide. Within seconds the meteorite vaporized in a ball of fire, carving out a crater about 4 kilometres deep and 40 kilometres in diameter and spawning earthquakes fierce enough to raise 100-metre-high tsunamis in a shallow sea 300 kilometres away. Ancient, stable and unglaciated, the bedrock of Australia preserves some of the most photogenic impact craters in the world. Acraman is not one of them. Half a billion years of erosion has taken its toll. A salt pan surrounded by low hills is all that remains to mark the site of the cataclysm. The true nature of the place dawned on geologist George Williams of Adelaide University in 1979. Gazing at a sheaf of newly acquired satellite images, he saw the small, circular shape of Lake Acraman surrounded by a ring of faults and low scarps 40 km across, and an outer ring twice this size. A year later he made it to the site. On islands near the centre of the lake, Williams found bedrock shattered in a conical pattern that experts consider a sure sign of a meteorite impact. Except for a crater, which had long since eroded, the area was a textbook example of an impact site. In 1985 further intriguing evidence turned up. Vic Gostin, another Adelaide geologist, had been studying a thin band of fragmented red volcanic rock in 600-million-year-old shale in the Flinders Ranges, more than 300 kilometres east of Acraman. To his bewilderment, the volcanic chunks turned out to be a billion years older than the shale. Where had they come from? Comparing samples, Gostin and Williams found that their rocks were identical: the red rock in the Flinders Ranges had been blasted there from Acraman. Later, the same material turned up at sites 500 km from Acraman.

**37 (the) earthquake / shock waves**

The speaker talks of 'the *earthquake* ... the *shock waves* arrived offshore ... stirring up the water ... as the seabed shook.'

**38 (the) explosion**

The lecturer says 'shattered rock from the *explosion* arrived by air. Pebbles and boulders crashed into the water.'

**39 sand**

There is a mention of 'a cocktail of silt and *sand*', then 'clouds of silt', and later the speaker says, 'Sand took up to an hour to come to rest, finally bedding down with the silt,' adding 'This mixture would eventually form the next layer.'

**40 (the) (huge) waves**

The speaker talks of 'layers of increasingly fine sand distorted on top into a wavy, scalloped pattern,' and then explains how they were shaped: '*huge waves* rolled in, leaving the ripples on the surface that later hardened into rock.'

Questions 37–40: script

LECTURER Everywhere, the bands of fragments showed the same structure: coarse pebbles at the bottom, then a cocktail of silt and sand, then layers of increasingly fine sand distorted on top into a wavy, scalloped pattern. These layers also show, step by step, how the meteorite transformed the floor of an ancient sea hundreds of kilometres away, according to Malcolm Wallace of Melbourne University. First came the **earthquake**. Travelling at about 3 kilometres a second, **shock waves** arrived offshore within a minute or two of the collision, stirring up the water with clouds of silt as the seabed shook. Then shattered rock from the **explosion** arrived by air. Pebbles and boulders crashed into the water, reaching a depth of about 200 metres within a minute. One day they would become the lower band of the Flinders rock. **Sand** took up to an hour to come to rest, finally bedding down with the silt that was also now settling on the sea floor as the effects of the earthquake died away. This mixture would eventually form the next layer. About an hour after the meteorite's impact, **huge waves** rolled in, leaving the ripples on the surface that later hardened into rock. 'Clear as mud' is not an oxymoron. In Acráman, the arid timeless Australian Outback has preserved the closest thing the Earth can boast to a perfect pockmark - the pinnacle of imperfection.