

- *Variety of sentence length*
- *Appropriate register – informal and friendly*
- *No language errors*
- *Correct length (249 words)*

#### 4 Report

##### Style

Neutral to formal

##### Content

Your report should briefly describe the traffic situation in your town. It should then go into more detail about the extent to which it meets the population's needs and should give an explanation of the town's most serious traffic problem. You should try to express your ideas as clearly as possible.

##### Organisation

Write in clearly defined paragraphs.

Include a title and sub-headings.

#### Listening Part 1

- C** The paintings were hard to see. A: The advance publicity referred to 'a range of artists', without indicating the number – it was the woman who 'imagined there'd be hundreds of works'. B: There was one painting by 'an artist I really love'.
- B** The man is put off by the people who attend exhibitions. A: He knows he isn't an art expert, but doesn't suggest he discovered this at exhibitions. C: He is in favour of talking about paintings 'in a way that can be understood' and 'without going on' about them.
- A** Tony says his colleague seems resentful that he has more money than she has. B: Marion asks Tony if the bad treatment is 'because you're new', but he doesn't accept that explanation. C: Tony says he doesn't think his colleague being much older than him is the reason for the way she treats him.
- B** Tony reluctantly agrees with Marion about talking to his line manager. A: Marion says that Tony should only look for a new job 'as a last resort', and he doesn't pursue the idea. C: Tony says he isn't brave enough to talk to his colleague about the issue.
- A** Ross says the publisher has changed the brief without discussing it with him. B: Although the deadline is just after his holiday, he doesn't say he will have to cancel the holiday. C: He says he will receive ten per cent of the price of each book sold, so being paid for the extra work 'doesn't apply'.
- A** Erica thinks her cousin was silly to get worked up: she would have done better to accept the changes. B: She doesn't say anything about her cousin's or Ross's motives for writing. C: Her cousin tried to persuade the publisher to rethink the changes, but without success.

#### Listening Part 2

- shopping experience:** Jack contrasts the importance of profit and range of products with the customers' shopping experience.
- stressed:** Jack talks about treating all customers in a friendly way; but says it is very important to make someone who is stressed relax a little.
- shopwalkers:** Several members of staff, including managers, take on the role of shopwalkers, and offer to help anyone who seems to need assistance.
- suggestion scheme:** Jack says the suggestion scheme makes it easy for anyone to put forward ideas for improvements.
- talent day:** Employees who are interested in promotion can talk to him about it when the store holds a 'talent day'.

- stock:** The stock arrives at night, and some staff start work at 6 am to put it on the shelves before the store opens at 7.
- manual:** Unlike most supermarkets, the store uses a manual system.
- weather:** Every day, when the managers of each department order stock, they consider the effect of the weather on sales.

#### Listening Part 3

- C** They don't think A or B were disappointing, and only Jason was disappointed with the support from tutors – Cathy was satisfied with it.
- D** Jason doesn't usually get distracted – it is Cathy who has become more focused; and Jason generally trusts his judgement.
- C** Cathy thinks the topic is OK, but she isn't sure what exactly to do, so can't yet do her best. They agree that they 'don't need to come up with anything really original'.
- D** They agree that the timing of the field trip has made it hard to keep up-to-date with assignments. Cathy says the field trip stopped her feeling that the subject was dry, and Jason wanted the trip to last longer.
- B** Jason says, 'the trip's confirmed that I can't see myself doing it for the rest of my life', so these are not 'fresh' doubts.
- A** Cathy says she feels she could contribute to research into alternative energy sources. Although she'd like to encourage the public to use less energy, she thinks it may not be the best use of what she's learning.

#### Listening Part 4

##### TASK ONE

- E** The speaker's father thought she was too impatient, and she decided to prove him wrong. Her parents used to go ballroom dancing, but made her give up the idea of going too.
- F** The speaker says he went to the gymnastics club at school because most people did. The club was intended to be a way of getting fit, but that wasn't why the speaker went.
- G** When the speaker saw ice skating on TV, she decided to make a living as an ice skater. A schoolfriend was taken ice skating, but didn't recommend it to her.
- C** The speaker wanted to do something that would engage his brain. Making friends in the school bridge club was a by-product of joining, not his purpose.
- B** The speaker's parents suggested taking up a hobby to meet other children. Tennis was her own choice – she wasn't introduced to it by either of her parents.

##### TASK TWO

- H** The speaker is surprised how few people make models. She mentions having to be careful and accurate, but doesn't say anything about the standard she has reached.
- C** The speaker may give up gymnastics now, because he is demoralised by the ease with which younger people do it. He is aware of his relatively limited ability without needing to reassess it. He could carry on if he wanted to.
- D** The speaker wanted to win a national competition, and did so the second time she entered. She has become quite well known, but she isn't pleased about that – she is concerned that people have high expectations of her.
- A** The speaker has realised that although he was one of the better players at school, experts are at a very much higher level; his standard is lower than he used to think.
- B** The speaker is surprised to have reached a high level. She doesn't say that winning regional tournaments was a target.

## Test 4

## Transcript

### Listening



*This is Advanced Trainer Test 4, Listening Part 1.*

*I'm going to give you the instructions for this test. I will introduce each part of the test and give you time to look at the questions. At the start of each piece, you will hear this sound: [tone]*

*You will hear each piece twice.*

*Remember, while you're listening, write your answers on the question paper. You will have five minutes at the end of the test to copy your answers onto the separate answer sheet.*

*There will now be a pause. Please ask any questions now, because you must not speak during the test.*

*Now open your question paper and look at Part 1.*

#### PART 1

*You will hear three different extracts. For questions 1 to 6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.*

##### Extract 1

*You hear two friends discussing an art exhibition.*

*Now look at questions 1 and 2.*

**Man:** How was that art exhibition you said you were going to, Hazel?

**Woman:** It wasn't bad, I suppose, but I have to admit I didn't enjoy it all that much.

**Man:** Why was that?

**Woman:** Well, I heard on the radio that it was going to have paintings produced in the last hundred years by a range of artists. And I somehow imagined there'd be hundreds of works, but there can't have been more than 80 or so. The trouble was, only a small part of the gallery was used for the exhibition, so the paintings were crowded together, with some so high up the wall that you couldn't see them properly. And the one painting they had by an artist I really love was one of those.

**Man:** What a shame! Actually, I've stopped going to art exhibitions altogether. There's something about the crowd that goes to every exhibition that really puts me off. They're probably perfectly nice really, but I've overheard so many conversations that seem terribly pretentious. I know I'm not an art expert, but at least I can talk about paintings in a way that can be understood. And after all, you can appreciate a painting without going on about it, can't you?

**Woman:** I know exactly what you mean!

##### Extract 2

*You hear two friends, Tony and Marion, discussing a problem at Tony's workplace.*

*Now look at questions 3 and 4.*

**Woman:** How's your new job, Tony?

**Man:** The job itself is fine, but there's a woman in the department who treats me as though I shouldn't be there at all. She's really unpleasant to me.

**Woman:** Is that because you're new, so you're the underdog until the next person is appointed?

**Man:** Judging by some of the things she says to me, she seems to resent the fact that I'm not struggling financially, while she is. And she's really sarcastic about the fact that I can afford to do things like going away for the weekend.

**Woman:** Is she much older than you?

**Man:** Yes, though I don't think that's the reason. What do you think I should do, Marion?

**Woman:** What about having a quiet conversation with her, to explain how she makes you feel?

**Man:** Hmm. That's probably a good idea in theory, but I don't think I'm brave enough. In fact, I'm even thinking of leaving and looking for another job.

**Woman:** You should only do that as a last resort, Tony. Your line manager is responsible for what goes on in the department. That's the person who should sort it out.

**Man:** She seems very stressed, so I didn't want to bother her.

**Woman:** I really think you should.

**Man:** Mm. I suppose you're right. OK, I will.

##### Extract 3

*You hear a writer called Ross telling a friend called Erica about a problem he has with his publisher.*

*Now look at questions 5 and 6.*

**Man:** Erica, you know that school textbook I'm writing?

**Woman:** Yes.

**Man:** Well, the publishers have just changed their minds about what they want. It'll take weeks to rewrite what I've already done, and the deadline is just after the holiday I'm planning.

**Woman:** Surely they'll extend the deadline?

**Man:** Apparently not.

**Woman:** Will they at least pay you for the extra work?

**Man:** I'll be getting ten per cent of the price of each book sold, so it doesn't apply. And admittedly the changes are quite sensible, so it'll probably boost sales in the long run. But still, I don't like the way they've unilaterally changed the brief without even asking me for my opinion.

**Woman:** Mm. Something very similar happened to my cousin. She was very unhappy about it, and put a lot of time and energy into trying to get the publisher to rethink the changes. In the end, she refused to go on with the book, and criticises the publisher whenever she has a chance. But it's silly, really, because she got so worked up she made herself ill. If she'd accepted the changes with good grace, she'd have written a good book and probably made some money from it.

*That is the end of Part 1.*

*Now turn to Part 2.*

## PART 2

You will hear Jack Charlesworth, the manager of a UK supermarket, talking to a group of business students about his work. For questions 7 to 14, complete the sentences with a word or short phrase.

You now have 45 seconds to look at Part 2. You will need to play the recording twice.

**Man:** Good morning. My name's Jack Charlesworth, and I'm the manager of a large supermarket in London. As you're studying business, I'm here to tell you about my work.

You might think the most important thing for a supermarket in a big chain like ours is the profit we contribute to the company's bottom line, or the range of products we offer customers. But to me, it's what I would term their shopping experience. I want customers to feel that they're treated as individuals. We have thousands of customers a week, so obviously we can't recognise all our regulars, but we do our best to treat everyone – whether they're old customers or new – in a friendly way. If someone's stressed when they come in, it may only take a smile from an employee to make them relax a little, and that's something we take very seriously.

In many stores, one of the sales assistants offers to help you as soon as you go in the door. That always makes me feel uncomfortable, so we do it differently. We have several members of staff, including managers, mingling with customers and acting as shopwalkers – a rather old-fashioned term, but we still use it. They don't bother people who know what they're doing, but if anyone seems to be in need of assistance, one of our team will offer to help them.

That personal contact goes right through the store. For example, I make a point of chatting to all the staff – nearly 400 of them. We have a weekly managers' meeting, which staff representatives attend, and a suggestion scheme, to make it easy for anyone to put forward ideas for improvements. We've implemented a lot of those, over the years. And we want employees who are interested in promotion to have the chance to discuss that, so from time to time we hold what we've named a 'talent day'. Anyone can come and talk to me then, and usually we plan a training programme to help them work towards a new job.

It can be hard, working in a supermarket. We open at seven six days a week – later on Sundays. The stock is delivered overnight and needs to be put on the shelves before the doors open, so some people start work at six to do that. The cleaning company we use come in then, as well.

We order daily from the company's distribution centre, for delivery that night. Most supermarkets use an automated computer system – sales are automatically recorded, and when numbers go below a certain level, the system places an order. However, we have a manual one. The managers of each department decide what to order, because they know what they've sold and what they're likely to sell the next day. They take into account factors like the weather, which has the biggest effect on retail sales after the general state of the economy, and so of course has to be considered every day.

Now let me move on ...

That is the end of Part 2.

Now turn to Part 3.

## PART 3

You will hear a geology professor asking two students, Cathy and Jason, about a field trip they have just returned from. For questions 15 to 20, choose the answer (A, B, C or D) which fits best according to what you hear.

You now have 70 seconds to look at Part 3. You will need to play the recording twice.

**Professor:** Now, before you write your reports on the field trip you've just done, I'd like to hear what you thought – what was good, anything you found disappointing ... Jason.

**Jason:** Well, I've got fairly mixed feelings about it. I was relieved there weren't more people – with it only being four days, there was time to get to know everyone, and that wouldn't have been possible if there'd been many more. Would you agree, Cathy?

**Cathy:** Yes, definitely.

**Jason:** I wish we'd stayed in a youth hostel, though. Camping's all very well when it's warm, but last week's weather certainly wasn't ideal.

**Cathy:** No, I was shivering even when I was in my sleeping bag. What was good, however, was that the tutors could spend a fair amount of time with each of us, to advise us on our projects.

**Jason:** Mm, I could've done with some more help. I only managed to have one in-depth discussion with my tutor.

**Cathy:** Oh, I talked to mine whenever I got stuck.

**Jason:** Lucky you!

**Professor:** OK. What would you say you got out of the trip?

**Cathy:** The main thing was that I'm pretty impetuous by nature, and I tend to act before I think. My tutor encouraged me to take the time to think things through before doing anything, and I forced myself to do that during the trip.

**Jason:** I did the same thing – it was something I realised I needed to work on. I don't think my judgement's generally wrong, but I'm sure I could often make better decisions, with a bit more thought. Actually, the feedback I get from tutors is generally pretty positive, particularly on things like planning assignments.

**Cathy:** I found the trip helped me to be more focused. I hope I can keep that up, now we're back at uni.

**Jason:** That isn't usually a problem for me.

**Professor:** Mm. How far did you each get with your projects?

**Cathy:** Well, I'm struggling a bit. I think the topic's OK ...

**Jason:** You're researching some fossils, aren't you? That's pretty standard stuff.

**Cathy:** Yes, but my tutor said I'm trying to cover too much: I need to go into depth about one aspect.

**Jason:** But at this level, we don't need to come up with anything really original, do we?

**Cathy:** No, I suppose not. But until I've sorted out exactly what to do, I won't really be able to do my best.

**Professor:** And what about you, Jason?

**Jason:** I'm getting on OK, thanks.

**Professor:** Right. Now, how do you think the field trip fits in with the course as a whole?

**Jason:** Well, I could happily have gone on for another few days, but coming at this stage in the term makes it quite hard to keep up-to-date with assignments. I've got two due in next week, and I won't be able to finish them in time.

**Cathy:** Mm, I'm with you. I've just had to ignore everything else until I've got this project out of the way – and even packing and getting ready for the trip seemed to take forever.

**Jason:** Mm.

**Cathy:** Mind you, I think what I've learnt on the trip will be useful for much more than just this project. All the books and lectures were beginning to seem quite dry and academic, and the trip's made me realise they're actually about something interesting.

**Professor:** OK. Would you say the trip has affected how you feel about the course? Jason?

**Jason:** Well, I was really keen on geology when we started the course last year, but I wasn't sure whether I wanted to go on with it after uni.

**Professor:** Why not?

**Jason:** It's all the statistical analysis. I didn't think I'd like it, and, in a way, the trip's confirmed that I can't see myself doing it for the rest of my life. It's not that it's all that hard, but I find it quite tedious.

**Cathy:** So do I!

**Professor:** And what about you, Cathy? Have you got plans for when you graduate?

**Cathy:** I'm not sure. I'd like to do something to make the general public see the need to use less energy, but that may not be the best use of what I'm learning on the course.

**Jason:** There's a lot of interesting research going on in the whole area of renewable energy, isn't there?

**Cathy:** Yes, things like harnessing the power of tidal rivers to generate electricity, and of course, wind power. They can help us reduce our dependence on fossil fuels like oil and coal, and they're far less damaging to the environment, too. I feel I could make a contribution there, so I'll probably go into something like that.

**Professor:** And finally, what did you think ...

*That is the end of Part 3.*

*Now turn to Part 4.*



## PART 4

Part 4 consists of two tasks. You will hear five short extracts in which people are talking about their leisure activities. Look at Task 1. For questions 21 to 25, choose from the list (A–H) the original reason each speaker gives for choosing their leisure activity. Now look at Task 2. For questions 26 to 30, choose from the list (A–H) how each speaker feels about their leisure activity now. While you listen you must complete both tasks.

You now have 45 seconds to look at Part 4. You will need to play the recording twice.

### Speaker 1

When I was a child, my parents used to go ballroom dancing. I wanted to go too, but they said having two dancers in the family was quite enough, so I gave up that idea, but I was quite annoyed. So when I thought of making model aeroplanes, and my father said I was too impatient, I was determined to prove him wrong, so that's what I started doing. I think I made the right choice, and I still make models when I have the time. It surprises me how few people seem to do it, because you learn about aviation and history, and you have to be very careful and accurate. It's very satisfying when you finish a model.

### Speaker 2

I've been keen on gymnastics since I was a teenager. It started when a new teacher at school set up a weekly gymnastics club, to encourage us to get fit, I suppose. It really caught on, and for a while practically everyone went, which to be honest was the only reason I did. Then people began to get bored, and moved on to something else. But I found I was quite enjoying it, so I carried on. Then, when I got my first job, I joined a gymnastics club in my home town. It was fun for a few years, but I may give it up now – it's quite demoralising seeing younger people doing things effortlessly that I struggle to do!

### Speaker 3

One of my schoolfriends was taken ice skating by her parents. She wasn't particularly enthusiastic about it, but I was dying to go – I'd seen it on TV and thought it was brilliant, and had even decided to make a living as an ice skater! So they started taking me with them, and I was completely hooked. I made good progress, and soon set my sights on winning a national competition. I knew it would be hard work, but I won the second time I entered. I was absolutely thrilled! It made me quite well known in the ice-skating world, but that's not so good, because people have such high expectations of me.

### Speaker 4

I've been playing bridge since I was at school. There, I was one of the better players, but the more I play, the more I realise there's a world of difference between that level and playing with experts. I'm so envious of their ability. I took up bridge because when I was a child, my parents used to watch TV for hours – the more mindless, the better. But I wanted something that would engage my brain. Then, when I was 11, I changed schools, and the new one ran a weekly bridge club. It was exactly what I needed. I loved trying to work out the best strategy for winning, and I made friends with several of the other children.

### Speaker 5

My family moved abroad when I was 12. I wasn't very happy at my new school, so my parents suggested I took up a hobby where I could meet other children with a similar interest. I chose tennis, mainly because there was a club near our home that accepted children. It really paid off, because I became really close to some of the children I met there, and we still see a lot of each other 20 years later. I didn't think I'd be much good at tennis, but I really took to it. I've now won a couple of regional tournaments, which is way above what I expected. In fact, it's hard to believe I've got to that level!

*That is the end of Part 4.*

*There will now be a pause of five minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I will remind you when there is one minute left, so that you're sure to finish in time.*

*You have one more minute left.*

*That is the end of the test. Please stop now. Your supervisor will now collect all the question papers and answer sheets.*