[PDF + Audio] Cambridge IELTS 01 Academic Ebook with Answers

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PASSAGE 1

You should spend about 20 minutes on Questions 1-15 which are based on Reading Passage 1 below

A spark, a flint: How fire leapt to life

The control of fire was the first and perhaps greatest of humanity's steps towards a life-enhancing technology

To early man, fire was a divine gift randomly delivered in the form of lightning, forest fire or burning lava. Unable to make flame for themselves, the earliest peoples probably stored fire by keeping slow burning logs alight or by carrying charcoal in pots.

How and where man learnt how to produce flame at will is unknown. It was probably a secondary invention, accidentally made during tool-making operations with wood or stone. Studies of primitive societies suggest that the earliest method of making fire was through friction. European peasants would insert a wooden drill in a round hole and rotate it briskly between their palms. This process could be speeded up by wrapping a cord around the drill and pulling on each end.

The Ancient Greeks used lenses or concave mirrors to concentrate the sun's rays and burning glasses were also used by Mexican Aztecs and the Chinese.

Percussion methods of fire-lighting date back to Paleolithic times, when some Stone Age tool-makers discovered that chipping flints produced sparks. The technique became more efficient after the discovery of iron, about 5000 years ago. In Arctic North America, the Eskimos produced a slow-burning spark by striking quartz against iron pyrites, a compound that contains sulphur. The Chinese lit their fires by striking porcelain with bamboo. In Europe, the combination of steel, flint and tinder remained the main method of fire-lighting until the mid 19th century.

Fire-lighting was revolutionised by the discovery of phosphorus, isolated in 1669 by a German alchemist trying to transmute silver into gold. Impressed by the element's combustibility, several 17th century chemists used it to manufacture fire-lighting devices, but the results were dangerously inflammable. With phosphorus costing the equivalent of several hundred pounds per ounce, the first matches were expensive.

The quest for a practical match really began after 1781 when a group of French chemists came up with the Phosphoric Candle or Ethereal Match, a sealed glass tube containing a twist of paper tipped with phosphorus. When the tube was broken, air rushed in, causing the phosphorus to self-combust. An even more hazardous device, popular in America, was the Instantaneous Light Box — a bottle filled with sulphuric acid into which splints treated with chemicals were dipped.

The first matches resembling those used today were made in 1827 by John Walker, an English pharmacist who borrowed the formula from a military rocket-maker called Congreve. Costing a shilling a box, Congreves were splints coated with sulphur and tipped with potassium chlorate. To light them, the user drew them quickly through folded glass paper.

Walker never patented his invention, and three years later it was copied by a Samuel Jones, who marketed his product as Lucifers. About the same time, a French chemistry student called Charles Sauria produced the first "strike-anywhere" match by substituting white phosphorus for the potassium chlorate in the Walker formula. However, since white phosphorus is a deadly poison, from 1845 match-makers exposed to its fumes succumbed to necrosis, a disease that eats away jaw-bones. It wasn't until 1906 that the substance was eventually banned.

That was 62 years after a Swedish chemist called Pasch had discovered non-toxic red or amorphous phosphorus, a development exploited commercially by Pasch's compatriot J E Lundstrom in 1885. Lundstrom's safety matches were safe because the red phosphorus was non-toxic; it was painted on to the striking surface instead of the match tip, which contained potassium chlorate with a relatively high ignition temperature of 182 degrees centigrade.

America lagged behind Europe in match technology and safety standards. It wasn't until 1900 that the Diamond Match Company bought a French patent for safety matches — but the formula did not work properly in the different climatic conditions prevailing in America and it was another 11 years before scientists finally adapted the French patent for the US.

The Americans, however, can claim several "firsts" in match technology and marketing. In 1892 the Diamond Match Company pioneered book matches. The innovation didn't catch on until after 1896, when a brewery had the novel idea of advertising its product in match books. Today book matches are the most widely used type in the US, with 90 percent handed out free by hotels, restaurants and others.

Other American innovations include an anti-afterglow solution to prevent the match from smouldering after it has been blown out; and the waterproof match, which lights after eight hours in water.

Questions 1-8

Complete the summary below. Choose your answers from the box at the bottom of the page and write them in boxes 1-8 on your answer sheet.

NB There are more words than spaces so you will not use them all You may use any of the words more than once.

Mexicans | despite | sunlight

percussion | unaware | heating

until | random | preserve

lacking | chance | without

Eskimos | smoke | rotating

realising | heavenly | friction

make | surprised

EARLY FIRE-LIGHTING METHODS

Primitive societies saw fire as a heavenly gift.

They tried to **1** _____ burning logs or charcoal **2** _____ that they could create fire themselves. It is suspected that the first man-made flames were produced by **3** _____.

The very first fire-lighting methods involved the creation of **4** _____ by, for example, rapidly **5** _____ a wooden stick in a round hole. The use of **6** _____ or persistent chipping was also widespread in Europe and among other peoples such as the Chinese and **7** _____. European practice of this method continued until the 1850s **8** _____ the discovery of phosphorus some years earlier.

Questions 9-15

Look at the following notes that have been made about the matches described in Reading Passage 1. Decide which type of match (A-H) corresponds with each description and write your answers in boxes 9-15 on your answer sheet.

NB There are more matches than descriptions so you will not use them all. You may use any match more than once.

A. the Ethereal Match

B. the Instantaneous Lightbox

C. Congreves

D. Lucifers

E. the first strike-anywhere match

F. Lundstrom's safety match

G. book matches

H. waterproof matches

	A	B	C	D	E	F	G	H
9 made using a less poisonous type of phosphorus	○	○	○	○	○	○	○	○
10 identical to a previous type of match	○	○	○	○	○	○	○	○
11 caused a deadly illness	○	○	○	○	○	○	○	○
12 first to look like modern matches	○	○	○	○	○	○	○	○
13 first matches used for advertising	○	○	○	○	○	○	○	○

	A	B	C	D	E	F	G	H
14 relied on an airtight glass container	○	○	○	○	○	○	○	○
15 made with the help of an army design	○	○	○	○	○	○	○	○

PASSAGE 2

You should spend about 20 minutes on Questions 16-28 which are based on Reading Passage 2 below.

Zoo conservation programmes

One of London Zoo's recent advertisements caused me some irritation, so patently did it distort reality. Headlined "Without zoos you might as well tell these animals to get stuffed", it was bordered with illustrations of several endangered species and went on to extol the myth that without zoos like London Zoo these animals "will almost certainly disappear forever". With the zoo world's rather mediocre record on conservation, one might be forgiven for being slightly sceptical about such an advertisement.

Zoos were originally created as places of entertainment, and their suggested involvement with conservation didn't seriously arise until about 30 years ago, when the Zoological Society of London held the first formal international meeting on the subject. Eight years later, a series of world conferences took place, entitled "The Breeding of Endangered Species", and from this point onwards conservation became the zoo community's buzzword. This commitment has now been clearly defined in The World Zoo Conservation Strategy (WZCS, September 1993), which although an important and welcome document does seem to be based on an unrealistic optimism about the nature of the zoo industry

The WZCS estimates that there are about 10,000 zoos in the world, of which around 1,000 represent a core of quality collections capable of participating in co-ordinated conservation programmes. This is probably the document's first failing, as I believe that 10,000 is a serious underestimate of the total number of places masquerading as zoological establishments. Of course it is difficult to get accurate data but, to put the issue into perspective, I have found that, in a year of working in Eastern Europe, I discover fresh zoos on almost a weekly basis.

The second flaw in the reasoning of the WZCS document is the naive faith it places in its 1,000 core zoos. One would assume that the calibre of these institutions would have been carefully examined, but it appears that the criterion for inclusion on this select list might merely be that the zoo is a member of a zoo federation or association. This might be a good starting point, working on the premise that members must meet certain standards, but again the facts don't support the theory. The greatly respected American Association of Zoological Parks and Aquariums (AAZPA) has had extremely dubious members, and in the UK the Federation of Zoological Gardens of Great Britain and Ireland has occasionally had members that have been roundly censured in the national press. These include Robin Hill Adventure Park on the Isle of Wight, which many considered the most notorious collection of animals in the country. This establishment, which for years was protected by the Isle's local council (which viewed it as a tourist amenity), was finally closed down following a damning report by a veterinary inspector appointed under the terms of the Zoo Licensing Act 1981. As it was always a collection of dubious repute, one is obliged to reflect upon the standards that the Zoo Federation sets when granting membership. The situation is even worse in developing countries where little money is available for redevelopment and it is hard to see a way of incorporating collections into the overall scheme of the WZCS.

Even assuming that the WZCS's 1,000 core zoos are all of a high standard complete with scientific staff and research facilities, trained and dedicated keepers, accommodation that permits normal or natural behaviour, and a policy of co-operating fully with one another what might be the potential for conservation? Colin Tudge, author of Last Animals at the Zoo (Oxford University Press, 1992), argues that "if the world's zoos worked together in co-operative breeding programmes, then even without further expansion they could save around 2,000 species of endangered land vertebrates". This seems an extremely optimistic proposition from a man who must be aware of the failings and weaknesses of the zoo industry the man who, when a member of the council of London Zoo, had to persuade the zoo to devote more of its activities to conservation. Moreover, where are the facts to support such optimism?

Today approximately 16 species might be said to have been "saved" by captive breeding programmes, although a number of these can hardly be looked upon as resounding successes. Beyond that, about a further 20 species are being seriously considered for zoo conservation programmes. Given that the international conference at London Zoo was held 30 years ago, this is pretty slow progress, and a long way off Tudge's target of 2,000.

Questions 16-22

Do the following statements agree with the views of the writer in Reading Passage 2?

In boxes 16-22 write

YES if the statement agrees with the writer

NO if the statement contradicts the writer

NOT GIVEN if it is impossible to say what the writer thinks about this

16 London Zoo's advertisements are dishonest.

- **A** ○ YES
- **B** ○ NO
- **C** ○ NOT GIVEN

17 Zoos made an insignificant contribution to conservation up until 30 years ago.

- **A** ○ YES
- **B** ○ NO
- **C** ○ NOT GIVEN

18 The WZCS document is not known in Eastern Europe.

- **A** ○ YES
- **B** ○ NO
- **C** ○ NOT GIVEN

19 Zoos in the WZCS select list were carefully inspected.

- **A** ○ YES
- **B** ○ NO
- **C** ○ NOT GIVEN

20 No-one knew how the animals were being treated at Robin Hill Adventure Park.

- **A** ○ YES
- **B** ○ NO
- **C** ○ NOT GIVEN

21 Colin Tudge was dissatisfied with the treatment of animals at London Zoo.

- **A** ○ YES
- **B** ○ NO
- **C** ○ NOT GIVEN

22 The number of successful zoo conservation programmes is unsatisfactory.

- **A** ○ YES
- **B** ○ NO
- **C** ○ NOT GIVEN

Questions 23-25

Choose the appropriate letters A-D and write them in boxes 23-25 on your answer sheet.

23 What were the objectives of the WZCS document?

- **A** ○ to improve the calibre of zoos world-wide
- **B** ○ to identify zoos suitable for conservation practice
- **C** ○ to provide funds for zoos in underdeveloped countries
- **D** ○ to list the endangered species of the world

24 Why does the writer refer to Robin Hill Adventure Park?

- **A** ○ to support the Isle of Wight local council
- **B** ○ to criticise the 1981 Zoo Licensing Act
- **C** ○ to illustrate a weakness in the WZCS document
- **D** ○ to exemplify the standards in AAZPA zoos

25 What word best describes the writer's response to Colin Tudges' prediction on captive breeding programmes?

- **A** ○ disbelieving
- **B** ○ impartial
- **C** ○ prejudiced
- **D** ○ accepting

Questions 26-28

The writer mentions a number of factors which lead him to doubt the value of the WZCS document Which THREE of the following factors are mentioned? Write your answers (A-F) in boxes 26-28 on your answer sheet.

26 **27** **28** Which THREE of the following factors are mentioned?

- **A** ☐ the number of unregistered zoos in the world
- **B** ☐ the lack of money in developing countries
- **C** ☐ the actions of the Isle of Wight local council
- **D** ☐ the failure of the WZCS to examine the standards of the "core zoos"
- **E** ☐ the unrealistic aim of the WZCS in view of the number of species "saved" to date
- **F** ☐ the policies of WZCS zoo managers

PASSAGE 3

You should spend about 20 minutes on Questions 29-40 which are based on Reading Passage 3 below.

ARCHITECTURE - Reaching for the Sky

Architecture is the art and science of designing buildings and structures. A building reflects the scientific and technological achievements of the age as well as the ideas and aspirations of the designer and client. The appearance of individual buildings, however, is often controversial.

The use of an architectural style cannot be said to start or finish on a specific date. Neither is it possible to say exactly what characterises a particular movement. But the origins of what is now generally known as modern architecture can be traced back to the social and technological changes of the 18th and 19th centuries.

Instead of using timber, stone and traditional building techniques, architects began to explore ways of creating buildings by using the latest technology and materials such as steel, glass and concrete strengthened steel bars, known as reinforced concrete. Technological advances also helped bring about the decline of rural industries and an increase in urban populations as people moved to the towns to work in the new factories. Such rapid and uncontrolled growth helped to turn parts of cities into slums.

By the 1920s architects throughout Europe were reacting against the conditions created by industrialisation. A new style of architecture emerged to reflect more idealistic notions for the future. It was made possible by new materials and construction techniques and was known as Modernism.

By the 1930s many buildings emerging from this movement were designed in the International Style. This was largely characterised by the bold use of new materials and simple, geometric forms, often with white walls supported by stilt-like pillars. These were stripped of unnecessary decoration that would detract from their primary purpose — to be used or lived in.

Walter Gropius, Charles Jeanneret (better known as Le Corbusier) and Ludwig Mies van der Rohe were among the most influential of the many architects who contributed to the development of Modernism in the first half of the century. But the economic depression of the 1930s and the second world war (1939-45) prevented their ideas from being widely realised until the economic conditions improved and war-torn cities had to be rebuilt. By the 1950s, the International Style had developed into a universal approach to building, which standardised the appearance of new buildings in cities across the world.

Unfortunately, this Modernist interest in geometric simplicity and function became exploited for profit. The rediscovery of quick-and-easy-to-handle reinforced concrete and an improved ability to prefabricate building sections meant that builders could meet the budgets of commissioning authorities and handle a renewed demand for development quickly and cheaply. But this led to many badly designed buildings, which discredited the original aims of Modernism.

Influenced by Le Corbusier's ideas on town planning, every large British city built multi-storey housing estates in the 1960s. Mass-produced, low-cost high-rises seemed to offer a solution to the problem of housing a growing inner-city population. But far from meeting human needs, the new estates often proved to be windswept deserts lacking essential social facilities and services. Many of these buildings were poorly designed and constructed and have since been demolished.

By the 1970s, a new respect for the place of buildings within the existing townscape arose. Preserving historic buildings or keeping only their facades (or fronts) grew common. Architects also began to make more use of building styles and materials that were traditional to the area. The architectural style usually referred to as High Tech was also emerging. It celebrated scientific and engineering achievements by openly parading the sophisticated techniques used in construction. Such buildings are commonly made of metal and glass; examples are Stansted airport and the Lloyd's building in London.

Disillusionment at the failure of many of the poor imitations of Modernist architecture led to interest in various styles and ideas from the past and present. By the 1980s the coexistence of different styles of architecture in the same building became known as Post Modern. Other architects looked back to the classical tradition. The trend in architecture now favours smaller scale building design that reflects a growing public awareness of environmental issues such as energy efficiency. Like the Modernists, people today recognise that a well designed environment improves the quality of life but is not necessarily achieved by adopting one well defined style of architecture.

Twentieth century architecture will mainly be remembered for its tall buildings. They have been made possible by the development of light steel frames and safe passenger lifts. They originated in the US over a century ago to help meet the demand for more economical use of land. As construction techniques improved, the skyscraper became a reality.

Ruth Coleman

Questions 29-35

Complete the table below using information from Reading Passage 3. Write NO MORE THAN THREE WORDS for each answer. Write your answers in boxes 29-35 on your answer sheet.

PERIOD	STYLE OF PERIOD	BUILDING MATERIALS	CHARACTERISTICS
Before 18th century	traditional	**29** _____	
1920s	introduction of **30** _____	steel, glass and concrete	exploration of latest technology
1930s - 1950s	**31** _____		geometric forms
1960s	decline of Modernism	pre-fabricated sections	**32** _____
1970s	end of Modernist era	traditional materials	**33** _____ historic buildings
1970s	beginning of **34** _____ era	metal and glass	sophisticated techniques paraded
1980s	Post-Modernism		**35** _____

Questions 36-40

Reading Passage 3 describes a number of cause and effect relationships. Match each Cause (36-40) in List A, with its Effect (A-H) in List B.

Write your answers (A-H) in boxes 36-40 on your answer sheet.

NB There are more effects in List B than you will need, so you will not use all of them. You may use any effect more than once if you wish.

- A rapid movement of people from rural areas to cities is triggered by technological advance. **36** _____
- Buildings become simple and functional. **37** _____
- An economic depression and the second world war hit Europe. **38** _____
- Multi-storey housing estates are built according to contemporary ideas on town planning. **39** _____
- Less land must be used for building. **40** _____

A. **The quality of life is improved.**

B. **Architecture reflects the age.**

C. **A number of these have been knocked down.**

D. **Light steel frames and lifts are developed.**

E. **Historical buildings are preserved.**

F. **All decoration is removed.**

G. **Parts of cities become slums.**

H. **Modernist ideas cannot be put into practice until the second half of the 20th century.**

Answer Key

#	Answer	Explanation
1	**preserve**	Unable to make flame for themselves, the earliest peoples probably stored fire by keeping slow burning logs alight or by carrying charcoal in pots
2	**unaware**	Unable to make flame for themselves, the earliest peoples probably stored fire by keeping slow burning logs alight or by carrying charcoal in pots
3	**chance**	It was probably a secondary invention, accidentally made during tool-making operations with wood or stone
4	**friction**	Studies of primitive societies suggest that the earliest method of making fire was through friction
5	**rotating**	European peasants would insert a wooden drill in a round hole and rotate it briskly between their palms
6	**percussion**	Percussion methods of fire-lighting date back to Paleolithic times, when some Stone Age tool-makers discovered that chipping flints produced sparks. The technique became more efficient after the discovery of iron, about 5000 years ago. In Arctic North America, the Eskimos produced a slow-burning spark by striking quartz against iron pyrites, a compound that contains sulphur. The Chinese lit their fires by striking porcelain with bamboo. In Europe, the combination of steel, flint and tinder remained the main method of fire-lighting until the mid 19th century
7	**Eskimos**	In Arctic North America, the Eskimos produced a slow-burning spark by striking quartz against iron pyrites, a compound that contains sulphur. The Chinese lit their fires by striking porcelain with bamboo
8	**despite**	In Europe, the combination of steel, flint and tinder remained the main method of fire-lighting until the mid 19th century Fire-lighting was revolutionised by the discovery of phosphorus, isolated in 1669 by a German alchemist trying to transmute silver into gold
9	**F**	Lundstrom's safety matches were safe because the red phosphorus was non-toxic
10	**D**	Walker never patented his invention, and three years later it was copied by a Samuel Jones, who marketed his product as Lucifers
11	**E**	About the same time, a French chemistry student called Charles Sauria produced the first "strike-anywhere" match by substituting white phosphorus for the potassium chlorate in the Walker formula. However, since white phosphorus is a deadly poison, from 1845 match-makers exposed to its fumes succumbed to necrosis, a disease that eats away jaw-bones
12	**C**	The first matches resembling those used today were made in 1827 by John Walker, an English pharmacist who borrowed the formula from a military rocket-maker called Congreve. Costing a shilling a box, Congreves were splints coated with sulphur and tipped with potassium chlorate
13	**G**	In 1892 the Diamond Match Company pioneered book matches. The innovation didn't catch on until after 1896, when a brewery had the novel idea of advertising its product in match books
14	**A**	the Phosphoric Candle or Ethereal Match, a sealed glass tube containing a twist of paper tipped with phosphorus. When the tube was broken, air rushed in, causing the phosphorus to self-combust
15	**C**	The first matches resembling those used today were made in 1827 by John Walker, an English pharmacist who borrowed the formula from a military rocket-maker called Congreve
16	**YES**	One of London Zoo's recent advertisements caused me some irritation, so patently did it distort reality
17	**YES**	Zoos were originally created as places of entertainment, and their suggested involvement with conservation didn't seriously arise until about 30 years ago, when the Zoological Society of London held the first formal international meeting on the subject
18	**NOT GIVEN**	Of course it is difficult to get accurate data but, to put the issue into perspective, I have found that, in a year of working in Eastern Europe, I discover fresh zoos on almost a weekly basis
19	**NO**	One would assume that the calibre of these institutions would have been carefully examined, but it appears that the criterion for inclusion on this select list might merely be that the zoo is a member of a zoo federation or association
20	**NO**	These include Robin Hill Adventure Park on the Isle of Wight, which many considered the most notorious collection of animals in the country
21	**NOT GIVEN**	This seems an extremely optimistic proposition from a man who must be aware of the failings and weaknesses of the zoo industry the man who, when a member of the council of London Zoo, had to persuade the zoo to devote more of its activities to conservation
22	**YES**	Given that the international conference at London Zoo was held 30 years ago, this is pretty slow progress, and a long way off Tudge's target of 2,000
23	**B**	The WZCS estimates that there are about 10,000 zoos in the world, of which around 1,000 represent a core of quality collections capable of participating in co-ordinated conservation programmes
24	**C**	The second flaw in the reasoning of the WZCS document is the naive faith it places in its 1,000 core zoos. One would assume that the calibre of these institutions would have been carefully examined, but it appears that the criterion for

#	Answer	Explanation
		inclusion on this select list might merely be that the zoo is a member of a zoo federation or association. This might be a good starting point, working on the premise that members must meet certain standards, but again the facts don't support the theory. The greatly respected American Association of Zoological Parks and Aquariums (AAZPA) has had extremely dubious members, and in the UK the Federation of Zoological Gardens of Great Britain and Ireland has occasionally had members that have been roundly censured in the national press. These include Robin Hill Adventure Park on the Isle of Wight, which many considered the most notorious collection of animals in the country
25	**A**	This seems an extremely optimistic proposition from a man who must be aware of the failings and weaknesses of the zoo industry the man who, when a member of the council of London Zoo, had to persuade the zoo to devote more of its activities to conservation. Moreover, where are the facts to support such optimism
26	**A / D / E**	This is probably the document's first failing, as I believe that 10,000 is a serious underestimate of the total number of places masquerading as zoological establishments The second flaw in the reasoning of the WZCS document is the naive faith it places in its 1,000 core zoos. One would assume that the calibre of these institutions would have been carefully examined, but it appears that the criterion for inclusion on this select list might merely be that the zoo is a member of a zoo federation or association Today approximately 16 species might be said to have been "saved" by captive breeding programmes, although a number of these can hardly be looked upon as resounding successes. Beyond that, about a further 20 species are being seriously considered for zoo conservation programmes. Given that the international conference at London Zoo was held 30 years ago, this is pretty slow progress, and a long way off Tudge's target of 2,000
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29	**timber and stone / timber,stone / timber stone**	Instead of using timber, stone and traditional building techniques, architects began to explore ways of creating buildings by using the latest technology and materials such as steel, glass and concrete strengthened steel bars, known as reinforced concrete
30	**Modernism**	By the 1920s architects throughout Europe were reacting against the conditions created by industrialisation. A new style of architecture emerged to reflect more idealistic notions for the future. It was made possible by new materials and construction techniques and was known as Modernism
31	**International style**	By the 1930s many buildings emerging from this movement were designed in the International Style. This was largely characterised by the bold use of new materials and simple, geometric forms By the 1950s, the International Style had developed into a universal approach to building
32	**badly designed buildings/poorly designed buildings / multi-storey housing/multi-storey housing estates / mass-produced,low-cost high-rises**	But this led to many badly designed buildings, which discredited the original aims of Modernism. Influenced by Le Corbusier's ideas on town planning, every large British city built multi-storey housing estates in the 1960s. Mass-produced, low-cost high-rises seemed to offer a solution to the problem of housing a growing inner-city population. But far from meeting human needs, the new estates often proved to be windswept deserts lacking essential social facilities and services. Many of these buildings were poorly designed and constructed and have since been demolished
33	**preserving**	Preserving historic buildings or keeping only their facades (or fronts) grew common
34	**High Tech/High-Tech**	The architectural style usually referred to as High Tech was also emerging. It celebrated scientific and engineering achievements by openly parading the sophisticated techniques used in construction. Such buildings are commonly made of metal and glass
35	**co-existence of styles/coexistence of styles / different styles/various styles**	By the 1980s the coexistence of different styles of architecture in the same building became known as Post Modern
36	**G**	Technological advances also helped bring about the decline of rural industries and an increase in urban populations as people moved to the towns to work in the new factories. Such rapid and uncontrolled growth helped to turn parts

#	Answer	Explanation
		of cities into slums
37	**F**	These were stripped of unnecessary decoration that would detract from their primary purpose — to be used or lived in
38	**H**	But the economic depression of the 1930s and the second world war (1939-45) prevented their ideas from being widely realised until the economic conditions improved and war-torn cities had to be rebuilt
39	**C**	Influenced by Le Corbusier's ideas on town planning, every large British city built multi-storey housing estates in the 1960s. Mass-produced, low-cost high-rises seemed to offer a solution to the problem of housing a growing inner-city population. But far from meeting human needs, the new estates often proved to be windswept deserts lacking essential social facilities and services. Many of these buildings were poorly designed and constructed and have since been demolished
40	**D**	Twentieth century architecture will mainly be remembered for its tall buildings. They have been made possible by the development of light steel frames and safe passenger lifts. They originated in the US over a century ago to help meet the demand for more economical use of land

PASSAGE 1

You should spend about 20 minutes on Questions 1-12 which are based on Reading Passage 1 below.

Right and left-handedness in humans

Why do humans, virtually alone among all animal species, display a distinct left or right-handedness? Not even our closest relatives among the apes possess such decided lateral asymmetry, as psychologists call it. Yet about 90 per cent of every human population that has ever lived appears to have been right-handed. Professor Bryan Turner at Deakin University has studied the research literature on left-handedness and found that handedness goes with sidedness. So nine out of ten people are right-handed and eight are right-footed. He noted that this distinctive asymmetry in the human population is itself systematic. "Humans think in categories: black and white, up and down, left and right. It"s a system of signs that enables us to categorise phenomena that are essentially ambiguous.'

Research has shown that there is a genetic or inherited element to handedness. But while left-handedness tends to run in families, neither left nor right handers will automatically produce off-spring with the same handedness; in fact about 6 per cent of children with two right-handed parents will be left-handed. However, among two left-handed parents, perhaps 40 per cent of the children will also be left-handed. With one right and one left-handed parent, 15 to 20 per cent of the offspring will be left-handed. Even among identical twins who have exactly the same genes, one in six pairs will differ in their handedness.

What then makes people left-handed if it is not simply genetic? Other factors must be at work and researchers have turned to the brain for clues. In the 1860s the French surgeon and anthropologist, Dr Paul Broca, made the remarkable finding that patients who had lost their powers of speech as a result of a stroke (a blood clot in the brain) had paralysis of the right half of their body. He noted that since the left hemisphere of the brain controls the right half of the body, and vice versa, the brain damage must have been in the brain's left hemisphere. Psychologists now believe that among right-handed people, probably 95 per cent have their language centre in the left hemisphere, while 5 per cent have right-sided language. Left-handers, however, do not show the reverse pattern but instead a majority also have their language in the left hemisphere. Some 30 per cent have right hemisphere language.

Dr Brinkman, a brain researcher at the Australian National University in Canberra, has suggested that evolution of speech went with right-handed preference. According to Brinkman, as the brain evolved, one side became specialised for fine control of movement (necessary for producing speech) and along with this evolution came right-hand preference. According to Brinkman, most left-handers have left hemisphere dominance but also some capacity in the right hemisphere. She has observed that if a left-handed person is brain-damaged in the left hemisphere, the recovery of speech is quite often better and this is explained by the fact that left-handers have a more bilateral speech function.

In her studies of macaque monkeys, Brinkman has noticed that primates (monkeys) seem to learn a hand preference from their mother in the first year of life but this could be one hand or the other. In humans, however, the specialisation in function of the two hemispheres results in anatomical differences: areas that are involved with the production of speech are usually larger on the left side than on the right. Since monkeys have not acquired the art of speech, one would not expect to see such a variation but Brinkman claims to have discovered a trend in monkeys towards the asymmetry that is evident in the human brain.

Two American researchers, Geschwind and Galaburda, studied the brains of human embryos and discovered that the left-right asymmetry exists before birth. But as the brain develops, a number of things can affect it. Every brain is initially female in its organisation and it only becomes a male brain when the male foetus begins to secrete hormones. Geschwind and Galaburda knew that different parts of the brain mature at different rates; the right hemisphere develops first, then the left. Moreover, a girl's brain develops somewhat faster than that of a boy. So, if something happens to the brain's development during pregnancy, it is more likely to be affected in a male and the hemisphere more likely to be involved is the left. The brain may become less lateralised and this in turn could result in left-handedness and the development of certain superior skills that have their origins in the left hemisphere such as logic, rationality and abstraction. It should be no surprise then that among mathematicians and architects, left-handers tend to be more common and there are more left-handed males than females.

The results of this research may be some consolation to left-handers who have for centuries lived in a world designed to suit right-handed people. However, what is alarming, according to Mr. Charles Moore, a writer and journalist, is the way the word "right" reinforces its own virtue. Subliminally he says, language tells people to think that anything on the right can be trusted while anything on the left is dangerous or even sinister. We speak of left-handed compliments and according to Moore, "it is no coincidence that left-handed children, forced to use their right hand, often develop a stammer as they are robbed of their freedom of speech". However, as more research is undertaken on the causes of left-handedness, attitudes towards left-handed people are gradually changing for the better. Indeed when the champion tennis player Ivan Lendl was asked what the single thing was that he would choose in order to improve his game, he said he would like to become a left-hander.

PART 1 — QUESTIONS

Questions 1-7

Use the information in the text to match the people (listed A-E) with the opinions (listed 1-7) below. Write the appropriate letter (A-E) in boxes 1-7 on your answer sheet. Some people match more than one opinion.

A. Dr Broca

B. Dr Brinkman

C. Geschwind and Galaburda

D. Charles Moore

E. Professor Turner

	A	B	C	D	E
1 Human beings started to show a preference for right-handedness whenthey first developed language.	○	○	○	○	○
2 Society is prejudiced against left-handed people.	○	○	○	○	○
3 Boys are more likely to be left-handed.	○	○	○	○	○
4 After a stroke, left-handed people recover their speech more quickly than right-handed people.	○	○	○	○	○
5 People who suffer strokes on the left side of the brain usually lose their power of speech.	○	○	○	○	○
6 The two sides of the brain develop different functions before birth.	○	○	○	○	○
7 Asymmetry is a common feature of the human body.	○	○	○	○	○

Questions 8-10

Using the information in the passage, complete the table below. Write your answers in boxes 8 10 on your answer sheet.

	Percentage of children left-handed
One parent left-handed One parent right-handed	**8** _____%
Both parents left-handed	**9** _____%
Both parents right-handed	**10** _____%

Questions 11-12

Choose the appropriate letters A-D and write them in boxes 11 and 12 on your answer sheet.

11 A study of monkeys has shown that

- **A** ○ monkeys are not usually right-handed.
- **B** ○ monkeys display a capacity for speech.
- **C** ○ monkey brains are smaller than human brains.
- **D** ○ monkey brains are asymmetric.

12 According to the writer, left-handed people

- **A** ○ will often develop a stammer.
- **B** ○ have undergone hardship for years.

C ○ are untrustworthy.

D ○ are good tennis players.

PASSAGE 2

You should spend about 20 minutes on Questions 13-27 which are based on Reading Passage 2 below.

MIGRATORY BEEKEEPING

Taking Wing

To eke out a full-time living from their honeybees, about half the nation's 2,000 commercial beekeepers pull up stakes each spring, migrating north to find more flowers for their bees. Besides turning floral nectar into honey, these hardworking insects also pollinate crops for farmers -for a fee. As autumn approaches, the beekeepers pack up their hives and go south, scrambling for pollination contracts in hot spots like California's fertile Central Valley.

Of the 2,000 commercial beekeepers in the United States about half migrate This pays off in two ways Moving north in the summer and south in the winter lets bees work a longer blooming season, making more honey — and money — for their keepers. Second, beekeepers can carry their hives to farmers who need bees to pollinate their crops. Every spring a migratory beekeeper in California may move up to 160 million bees to flowering fields in Minnesota and every winter his family may haul the hives back to California, where farmers will rent the bees to pollinate almond and cherry trees.

Migratory beekeeping is nothing new. The ancient Egyptians moved clay hives, probably on rafts, down the Nile to follow the bloom and nectar flow as it moved toward Cairo. In the 1880s North American beekeepers experimented with the same idea, moving bees on barges along the Mississippi and on waterways in Florida, but their lighter, wooden hives kept falling into the water. Other keepers tried the railroad and horse-drawn wagons, but that didn't prove practical. Not until the 1920s when cars and trucks became affordable and roads improved, did migratory beekeeping begin to catch on.

For the Californian beekeeper, the pollination season begins in February. At this time, the beehives are in particular demand by farmers who have almond groves; they need two hives an acre. For the three-week long bloom, beekeepers can hire out their hives for $32 each. It's a bonanza for the bees too. Most people consider almond honey too bitter to eat so the bees get to keep it for themselves.

By early March it is time to move the bees. It can take up to seven nights to pack the 4,000 or so hives that a beekeeper may own. These are not moved in the middle of the day because too many of the bees would end up homeless. But at night, the hives are stacked onto wooden pallets, back-to-back in sets of four, and lifted onto a truck. It is not necessary to wear gloves or a beekeeper's veil because the hives are not being opened and the bees should remain relatively quiet. Just in case some are still lively, bees can be pacified with a few puffs of smoke blown into each hive's narrow entrance.

In their new location, the beekeeper will pay the farmer to allow his bees to feed in such places as orange groves. The honey produced here is fragrant and sweet and can be sold by the beekeepers. To encourage the bees to produce as much honey as possible during this period, the beekeepers open the hives and stack extra boxes called supers on top. These temporary hive extensions contain frames of empty comb for the bees to fill with honey. In the brood chamber below, the bees will stash honey to eat later. To prevent the queen from crawling up to the top and laying eggs, a screen can be inserted between the brood chamber and the supers. Three weeks later the honey can be gathered.

Foul smelling chemicals are often used to irritate the bees and drive them down into the hive's bottom boxes, leaving the honey-filled supers more or less bee free. These can then be pulled off the hive. They are heavy with honey and may weigh up to 90 pounds each. The supers are taken to a warehouse. In the extracting room, the frames are lilted out and lowered into an "uncapper" where rotating blades shave away the wax that covers each cell. The uncapped frames are put in a carousel that sits on the bottom of a large stainless steel drum. The carousel is filled to capacity with 72 frames. A switch is flipped and the frames begin to whirl at 300 revolutions per minute; centrifugal force throws the honey out of the combs. Finally the honey is poured into barrels for shipment.

After this, approximately a quarter of the hives weakened by disease, mites, or an ageing or dead queen, will have to be replaced. To create new colonies, a healthy double hive, teeming with bees, can be separated into two boxes. One half will hold the queen and a young, already mated queen can be put in the other half, to make two hives from one. By the time the flowers bloom, the new queens will be laying eggs, filling each hive with young worker bees. The beekeeper's family will then migrate with them to their summer location.

Questions 13-19

The flow chart below outlines the movements of the migratory beekeeper as described in Reading Passage 2

Complete the flow chart Choose your answers from the box at the bottom of the page and write your answers in boxes 13 19 on your answer sheet.

smoke | barrels | set off

pollinate | combs | full

chemicals | protection | light

machines | screen | empty

pay | charge | split

supers | prepare | queens

BEEKEEPER MOVEMENTS

Example: In February, Californian farmers hire bees to help pollinate almond trees.

In March, beekeepers **13** _____ for migration at night when the hives are **14** _____ and the bees are generally tranquil. A little **15** _____ can ensure that this is the case.

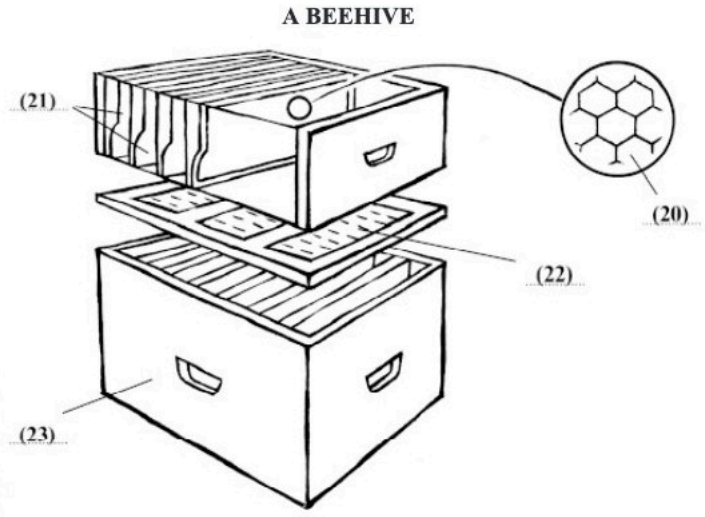
They transport their hives to orange groves where farmers **16** _____ beekeepers for placing them on their land. Here the bees make honey.

After three weeks, the supers can be taken to a warehouse where **17** _____ are used to remove the wax and extract the honey from the **18** _____ .

After the honey collection, the old hives are rejected. Good double hives are **19** _____ and re-queened and the beekeeper transports them to their summer base.

Questions 20-23

Label the diagram below Choose ONE OR TWO WORDS from the Reading Passage for each answer Write your answers in boxes 20-23 on your answer sheet.



20 _____

21 _____

22 _____

23 _____

Questions 24-27

Do the following statements agree with the information given in Reading Passage 2? In boxes 24-27 write.

YES if the statement agrees with the information given

NO if the statement contradicts the information given

NOT GIVEN if there is no information about this

24 The Egyptians keep bees on the banks of the Nile.

- **A** ○ YES
- **B** ○ NO
- **C** ○ NOT GIVEN

25 First attempts at migratory beekeeping in America were unsuccessful.

- **A** ○ YES
- **B** ○ NO
- **C** ○ NOT GIVEN

26 Bees keep honey for themselves in the bottom of the hive.

- **A** ○ YES
- **B** ○ NO
- **C** ○ NOT GIVEN

27 The honey is spun to make it liquid.

- **A** ○ YES
- **B** ○ NO
- **C** ○ NOT GIVEN

PASSAGE 3

You should spend about 20 minutes on Questions 28-41 which are based on Reading Passage 3 below.

TOURISM

28

A Tourism, holidaymaking and travel are these days more significant social phenomena than most commentators have considered On the face of it there could not be a more trivial subject for a book And indeed since social scientists have had considerable difficulty explaining weightier topics such as work or politics it might be thought that they would have great difficulties in accounting for more trivial phenomena such as holidaymakmg However there are interesting parallels with the study of deviance This involves the investigation of bizarre and idiosyncratic social practices which happen to be defined as deviant in some societies but not necessarily in others The assumption is that the investigation of deviance can reveal interesting and significant aspects of normal societies It could be said that a similar analysis can be applied to tourism

29

B Tourism is a leisure activity which presupposes its opposite namely regulated and organised work It is one manifestation of how work and leisure are organised as separate and regulated spheres of social practice in modern societies Indeed acting as a tourist is one of the defining characteristics of being modern' and the popular concept of tourism is that it is organised within particular places and occurs for regularised periods of time Tourist relationships arise from a movement of people to and their stay in various destinations This necessarily involves some movement that is the journey and a period of stay in a new place or places The journey and the stay are by definition outside the normal places of residence and work and are of a short term and temporary nature and there is a clear intention to return "home within a relatively short period of time

30

C A substantial proportion of the population of modern societies engages in such tourist practices new socialised forms of provision have developed in order to cope with the mass character of the gazes of tourists as opposed to the individual character of travel Places are chosen to be visited and be gazed upon because there is an anticipation especially through daydreaming and fantasy of intense pleasures, either on a different scale or involving different senses from those customarily encountered Such anticipation is constructed and sustained through a variety of non-tourist practices such as films TV literature, magazines records and videos which construct and reinforce this daydreaming

D Tourists tend to visit features of landscape and townscape which separate them off from everyday experience Such aspects are viewed because they are taken to be in some sense out of the ordinary The viewing of these tourist sights often involves different forms of social patterning with a much greater sensitivity to visual elements of landscape or townscape than is normally found in everyday life People linger over these sights in a way that they would not normally do in their home environment and the vision is objectified or captured through photographs postcards films and so on which enable the memory to be endlessly reproduced and recaptured

31

E One of the earliest dissertations on the subject of tourism is Boorstins analysis of the pseudo event (1964) where he argues that contemporary Americans cannot experience reality' directly but thrive on "pseudo events Isolated from the host environment and the local people the mass tourist travels in guided groups and finds pleasure in inauthentic contrived attractions gullibly enjoying the pseudo events and disregarding the real world outside Over time the images generated of different tourist sights come to constitute a closed self-perpetuating system of illusions which provide the tourist with the basis for selecting and evaluating potential places to visit Such visits are made says Boorstin, within the "environmental bubble of the familiar American style hotel which insulates the tourist from the strangeness of the host environment

32

F To service the burgeoning tourist industry, an array of professionals has developed who attempt to reproduce ever-new objects for the tourist to look at These objects or places are located in a complex and changing hierarchy This depends upon the interplay between, on the one hand, competition between interests involved in the provision of such objects and, on the other hand changing class, gender, and generational distinctions of taste within the potential population of visitors It has been said that to be a tourist is one of the characteristics of the "modern experience Not to go away is like not possessing a car or a nice house Travel is a marker of status in modern societies and is also thought to be necessary for good health The role of the professional, therefore, is to cater for the needs and tastes of the tourists in accordance with their class and overall expectations

Questions 28-32

Raiding Passage 3 has 6 paragraphs (A-F) Choose the most suitable heading for each paragraph from the list of headings below Write the appropriate numbers (i-ix) in boxes 28 32 on your answer sheet Paragraph D has been done for you as an example.

NB There are more headings than paragraphs so you will not use all of them You may use any heading more than once.

i. **The politics of tourism**

ii. **The cost of tourism**

iii. **Justifying the study of tourism**

iv. **Tourism contrasted with travel**

v. **The essence of modern tourism**

vi. **Tourism versus leisure**

vii. **The artificiality of modern tourism**

viii. **The role of modern tour guides**

ix. **Creating an alternative to the everyday experience**

Questions 33-37

Do the following statements agree with the views of the writer in Reading Passage 3? In boxes 33-37 write

YES if the statement agrees with the writer

NO if the statement contradicts the writer

NOT GIVEN if it is impossible to say what the writer thinks about this

33 Tourism is a trivial subject.

- **A** ○ YES
- **B** ○ NO
- **C** ○ NOT GIVEN

34 An analysis of deviance can act as a model for the analysis of tourism.

- **A** ○ YES
- **B** ○ NO
- **C** ○ NOT GIVEN

35 Tourists usually choose to travel overseas.

- **A** ○ YES
- **B** ○ NO
- **C** ○ NOT GIVEN

36 Tourists focus more on places they visit than those at home.

- **A** ○ YES
- **B** ○ NO
- **C** ○ NOT GIVEN

37 Tour operators try to cheat tourists.

- **A** ○ YES

B ○ NO

C ○ NOT GIVEN

Questions 38-41

Chose one phrase (A-H) from the list of phrases to complete each key point below. Write the appropriate letters (A-H) in boxes 38-41 on your answer sheet.

The information in the completed sentences should be an accurate summary of points made by the writer.

NB There are more phrases A-H than sentences so you will not use them all. You may use any phrase more than once.

• Our concept of tourism arises from ... **38** _____

• The media can be used to enhance ... **39** _____

• People view tourist landscapes in a different way from ... **40** _____

• Group tours encourage participants to look at ... **41** _____

A. **local people and their environment.**

B. **the expectations of tourists.**

C. **the phenomena of holidaymaking.**

D. **the distinction we make between work and leisure.**

E. **the individual character of travel.**

F. **places seen in everyday life.**

G. **photographs which recapture our holidays.**

H. **sights designed specially for tourists.**

Answer Key

#	Answer	Explanation
1	**B**	Dr Brinkman, a brain researcher at the Australian National University in Canberra, has suggested that evolution of speech went with right-handed preference
2	**D**	Subliminally he says, language tells people to think that anything on the right can be trusted while anything on the left is dangerous or even sinister
3	**C**	It should be no surprise then that among mathematicians and architects, left-handers tend to be more common and there are more left-handed males than females
4	**B**	According to Brinkman, most left-handers have left hemisphere dominance but also some capacity in the right hemisphere. She has observed that if a left-handed person is brain-damaged in the left hemisphere, the recovery of speech is quite often better and this is explained by the fact that left-handers have a more bilateral speech function
5	**A**	In the 1860s the French surgeon and anthropologist, Dr Paul Broca, made the remarkable finding that patients who had lost their powers of speech as a result of a stroke (a blood clot in the brain) had paralysis of the right half of their body. He noted that since the left hemisphere of the brain controls the right half of the body, and vice versa, the brain damage must have been in the brain's left hemisphere
6	**C**	Two American researchers, Geschwind and Galaburda, studied the brains of human embryos and discovered that the left-right asymmetry exists before birth
7	**E**	Professor Bryan Turner at Deakin University has studied the research literature on left-handedness and found that handedness goes with sidedness. So nine out of ten people are right-handed and eight are right-footed. He noted that this distinctive asymmetry in the human population is itself systematic
8	**15-20 / 15 to 20**	With one right and one left-handed parent, 15 to 20 per cent of the offspring will be left-handed
9	**40**	However, among two left-handed parents, perhaps 40 per cent of the children will also be left-handed
10	**6**	in fact about 6 per cent of children with two right-handed parents will be left-handed
11	**D**	Brinkman claims to have discovered a trend in monkeys towards the asymmetry that is evident in the human brain
12	**B**	The results of this research may be some consolation to left-handers who have for centuries lived in a world designed to suit right-handed people
13	**prepare**	By early March it is time to move the bees. It can take up to seven nights to pack the 4,000 or so hives that a beekeeper may own
14	**full**	These are not moved in the middle of the day because too many of the bees would end up homeless
15	**smoke**	Just in case some are still lively, bees can be pacified with a few puffs of smoke blown into each hive's narrow entrance
16	**charge**	In their new location, the beekeeper will pay the farmer to allow his bees to feed in such places as orange groves
17	**machines**	In the extracting room, the frames are lilted out and lowered into an "uncapper" where rotating blades shave away the wax that covers each cell. The uncapped frames are put in a carousel that sits on the bottom of a large stainless steel drum. The carousel is filled to capacity with 72 frames. A switch is flipped and the frames begin to whirl at 300 revolutions per minute; centrifugal force throws the honey out of the combs
18	**combs**	A switch is flipped and the frames begin to whirl at 300 revolutions per minute; centrifugal force throws the honey out of the combs
19	**split**	To create new colonies, a healthy double hive, teeming with bees, can be separated into two boxes
20	**(empty) comb**	These temporary hive extensions contain frames of empty comb for the bees to fill with honey
21	**frames**	These temporary hive extensions contain frames of empty comb for the bees to fill with honey
22	**screen**	To prevent the queen from crawling up to the top and laying eggs, a screen can be inserted between the brood chamber and the supers
23	**brood chamber**	In the brood chamber below, the bees will stash honey to eat later. To prevent the queen from crawling up to the top and laying eggs, a screen can be inserted between the brood chamber and the supers
24	**NOT GIVEN**	The ancient Egyptians moved clay hives, probably on rafts, down the Nile to follow the bloom and nectar flow as it moved toward Cairo
25	**YES**	In the 1880s North American beekeepers experimented with the same idea, moving bees on barges along the Mississippi and on waterways in Florida, but their lighter, wooden hives kept falling into the water. Other keepers tried the railroad and horse-drawn wagons, but that didn't prove practical
26	**YES**	In the brood chamber below, the bees will stash honey to eat later

#	Answer	Explanation
27	**NO**	A switch is flipped and the frames begin to whirl at 300 revolutions per minute; centrifugal force throws the honey out of the combs
28	**iii**	The assumption is that the investigation of deviance can reveal interesting and significant aspects of normal societies It could be said that a similar analysis can be applied to tourism
29	**v**	Indeed acting as a tourist is one of the defining characteristics of being modern' and the popular concept of tourism is that it is organised within particular places and occurs for regularised periods of time Tourist relationships arise from a movement of people to and their stay in various destinations This necessarily involves some movement that is the journey and a period of stay in a new place or places
30	**iv**	new socialised forms of provision have developed in order to cope with the mass character of the gazes of tourists as opposed to the individual character of travel
31	**vii**	Isolated from the host environment and the local people the mass tourist travels in guided groups and finds pleasure in inauthentic contrived attractions gullibly enjoying the pseudo events and disregarding the real world outside
32	**viii**	The role of the professional, therefore, is to cater for the needs and tastes of the tourists in accordance with their class and overall expectations
33	**NO**	Tourism, holidaymaking and travel are these days more significant social phenomena than most commentators have considered
34	**YES**	The assumption is that the investigation of deviance can reveal interesting and significant aspects of normal societies It could be said that a similar analysis can be applied to tourism
35	**NOT GIVEN**	Tourist relationships arise from a movement of people to and their stay in various destinations This necessarily involves some movement that is the journey and a period of stay in a new place or places
36	**YES**	The viewing of these tourist sights often involves different forms of social patterning with a much greater sensitivity to visual elements of landscape or townscape than is normally found in everyday life People linger over these sights in a way that they would not normally do in their home environment
37	**NOT GIVEN**	The role of the professional, therefore, is to cater for the needs and tastes of the tourists in accordance with their class and overall expectations
38	**D**	Tourism is a leisure activity which presupposes its opposite namely regulated and organised work It is one manifestation of how work and leisure are organised as separate and regulated spheres of social practice in modern societies
39	**B**	Such anticipation is constructed and sustained through a variety of non-tourist practices such as films TV literature, magazines records and videos which construct and reinforce this daydreaming
40	**F**	The viewing of these tourist sights often involves different forms of social patterning with a much greater sensitivity to visual elements of landscape or townscape than is normally found in everyday life
41	**H**	the mass tourist travels in guided groups and finds pleasure in inauthentic contrived attractions gullibly enjoying the pseudo events

PASSAGE 1

You should spend about 20 minutes on Questions 1-12 which are based on Reading Passage 2 below.

SPOKEN CORPUS COMES TO LIFE

1

A The compiling of dictionaries has been historically the provenance of studious professorial types - usually bespectacled - who love to pore over weighty tomes and make pronouncements on the finer nuances of meaning. They were probably good at crosswords and definitely knew a lot of words, but the image was always rather dry and dusty. The latest technology, and simple technology at that, is revolutionising the content of dictionaries and the way they are put together.

2

B For the first time, dictionary publishers are incorporating real, spoken English into their data. It gives lexicographers (people who write dictionaries) access to a more vibrant, up-to-date vernacular language which has never really been studied before. In one project, 150 volunteers each agreed to discreetly tie a Walkman recorder to their waist and leave it running for anything up to two weeks. Every conversation they had was recorded. When the data was collected, the length of tapes was 35 times the depth of the Atlantic Ocean. Teams of audio typists transcribed the tapes to produce a computerised database of ten million words.

C This has been the basis - along with an existing written corpus - for the Language Activator dictionary, described by lexicographer Professor Randolph Quirk as "the book the world has been waiting for". It shows advanced foreign learners of English how the language is really used. In the dictionary, key words such as "eat" are followed by related phrases such as "wolf down" or "be a picky eater", allowing the student to choose the appropriate phrase.

3

D "This kind of research would be impossible without computers," said Delia Summers, a director of dictionaries. "It has transformed the way lexicographers work. If you look at the word "like", you may intuitively think that the first and most frequent meaning is the verb, as in "I like swimming". It is not. It is the preposition, as in: "she walked like a duck". Just because a word or phrase is used doesn't mean it ends up in a dictionary. The sifting out process is as vital as ever. But the database does allow lexicographers to search for a word and find out how frequently it is used - something that could only be guessed at intuitively before.

4

E Researchers have found that written English works in a very different way to spoken English. The phrase "say what you like" literally means "feel free to say anything you want", but in reality it is used, evidence shows, by someone to prevent the other person voicing disagreement. The phrase "it"s a question of crops up on the database over and over again. It has nothing to do with enquiry, but it's one of the most frequent English phrases which has never been in a language learner's dictionary before: it is now.

5

F The Spoken Corpus computer shows how inventive and humorous people are when they are using language by twisting familiar phrases for effect. It also reveals the power of the pauses and noises we use to play for time, convey emotion, doubt and irony.

6

G For the moment, those benefiting most from the Spoken Corpus are foreign learners. "Computers allow lexicographers to search quickly through more examples of real English," said Professor Geoffrey Leech of Lancaster University. "They allow dictionaries to be more accurate and give a feel for how language is being used." The Spoken Corpus is part of the larger British National Corpus, an initiative carried out by several groups involved in the production of language learning materials: publishers, universities and the British Library.

Questions 1-6

Reading Passage 1 has seven paragraphs (A-G). Choose the most suitable heading for each paragraph from the list of headings below. Write the appropriate numbers (i-xi).

NB There are more headings than paragraphs so you will not use all of them. You may use any heading more than once.

i. **Grammar is corrected**

ii. **New method of research**

iii. **Technology learns from dictionaries**

iv. **Non-verbal content**

v. **The first study of spoken language**

vi. **Traditional lexicographical methods**

vii. **Written English tells the truth**

viii. **New phrases enter dictionary**

ix. **A cooperative research project**

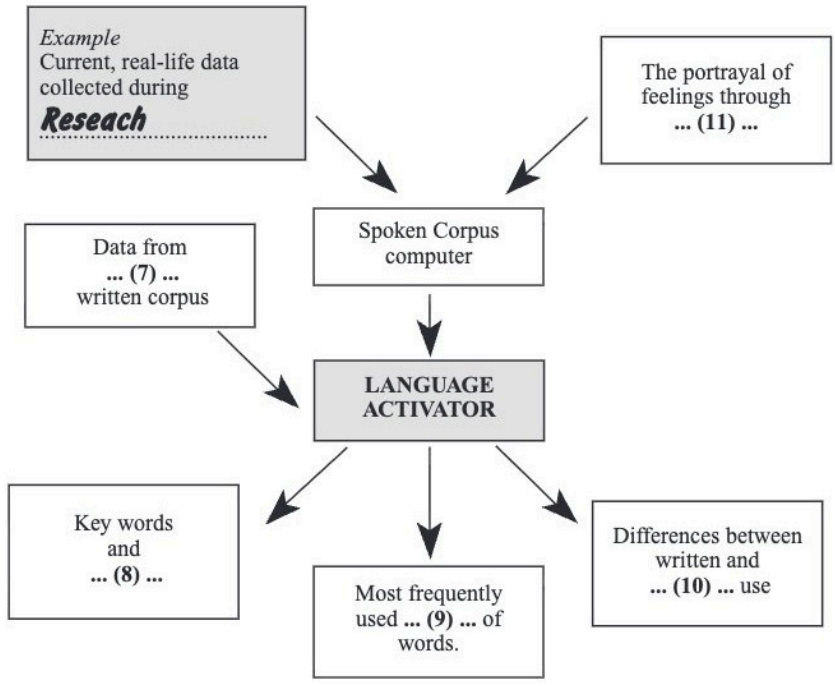
x. **Accurate word frequency counts**

xi. **Alternative expressions provided**

Questions 7-11

The diagram below illustrates the information provided in paragraphs B-F of Reading Passage 1 Complete the labels on the diagram with an appropriate word or words Use NO MORE THAN THREE WORDS for each space Write your answers

Passage 1 Complete the labels on the diagram with an appropriate word or words Use ***NO MORE THAN THREE WORDS*** *for each space Write your answers in boxes 7 11 on your answer sheet*



7 _____

8 _____

9 _____

10 _____

11 _____

Questions 12-12

Choose the appropriate letter A-D and write it

12 Why was this article written?

- **A** ○ To give an example of a current dictionary.
- **B** ○ To announce a new approach to dictionary writing.
- **C** ○ To show how dictionaries have progressed over the years.
- **D** ○ To compare the content of different dictionaries

PASSAGE 2

You should spend about 20 minutes on Questions 13-26 which are based on Reading Passage 2 below.

Moles happy as homes go underground

A The first anybody knew about Dutchman Frank Siegmund and his family was when workmen tramping through a field found a narrow steel chimney protruding through the grass. Closer inspection revealed a chink of skylight window among the thistles, and when amazed investigators moved down the side of the hill they came across a pine door complete with leaded diamond glass and a brass knocker set into an underground building. The Siegmunds had managed to live undetected for six years outside the border town of Breda, in Holland. They are the latest in a clutch of individualistic homemakers who have burrowed underground in search of tranquillity.

13

B Most, falling foul of strict building regulations, have been forced to dismantle their individualistic homes and return to more conventional lifestyles. But subterranean suburbia, Dutchstyle, is about to become respectable and chic. Seven luxury homes cosseted away inside a high earthcovered noise embankment next to the main Tilburg city road recently went on the market for $296,500 each. The foundations had yet to be dug, but customers queued up to buy the unusual partsubmerged houses, whose back wall consists of a grassy mound and whose front is a long glass gallery.

14

C The Dutch are not the only wouldbe moles. Growing numbers of Europeans are burrowing below ground to create houses, offices, discos and shopping malls. It is already proving a way of life in extreme climates; in winter months in Montreal, Canada, for instance, citizens can escape the cold in an underground complex complete with shops and even health clinics. In Tokyo builders are planning a massive underground city to be begun in the next decade, and underground shopping malls are already common in Japan, where 90 percent of the population is squeezed into 20 percent of the landspace.

15

D Building big commercial buildings underground can be a way to avoid disfiguring or threatening a beautiful or “environmentally sensitive” landscape. Indeed many of the buildings which consume most land such as cinemas, supermarkets, theatres, warehouses or libraries have no need to be on the surface since they do not need windows.

16

E There are big advantages, too, when it comes to private homes. A development of 194 houses which would take up 14 hectares of land above ground would occupy 2.7 hectares below it, while the number of roads would be halved. Under several metres of earth, noise is minimal and insulation is excellent. “We get 40 to 50 enquiries a week,” says Peter Carpenter, secretary of the British Earth Sheltering Association, which builds similar homes in Britain. "People see this as a way of building for the future." An underground dweller himself, Carpenter has never paid a heating bill, thanks to solar panels and natural insulation.

17

F In Europe the obstacle has been conservative local authorities and developers who prefer to ensure quick sales with conventional mass produced housing. But the Dutch development was greeted with undisguised relief by South Limburg planners because of Holland's chronic shortage of land. It was the Tilburg architect Jo Hurkmans who hit on the idea of making use of noise embankments on main roads. His two-floored, four-bedroomed, two-bathroomed detached homes are now taking shape. "They are not so much below the earth as in it," he says. "All the light will come through the glass front, which runs from the second floor ceiling to the ground. Areas which do not need much natural lighting are at the back. The living accommodation is to the front so nobody notices that the back is dark."

18

G In the US, where energy-efficient homes became popular after the oil crisis of 1973, 10,000 underground houses have been built. A terrace of five homes, Britain's first subterranean development, is under way in Nottinghamshire. Italy's outstanding example of subterranean architecture is the Olivetti residential centre in Ivrea. Commissioned by Roberto Olivetti in 1969, it comprises 82 one-bedroomed apartments and 12 maisonettes and forms a house/hotel for Olivetti employees. It is built into a hill and little can be seen from outside except a glass facade. Patnzia Vallecchi, a resident since 1992, says it is little different from living in a conventional apartment.

19

H Not everyone adapts so well, and in Japan scientists at the Shimizu Corporation have developed "space creation" systems which mix light, sounds, breezes and scents to stimulate people who spend long periods below ground. Underground offices in Japan are being equipped with "virtual" windows and mirrors, while underground departments in the University of Minnesota have periscopes to reflect views and light.

20 _____

I But Frank Siegmund and his family love their hobbit lifestyle. Their home evolved when he dug a cool room for his bakery business in a hill he had created. During a heatwave they took to sleeping there. "We felt at peace and so close to nature," he says. "Gradually I began adding to the rooms. It sounds strange but we are so close to the earth we draw strength from its vibrations. Our children love it; not every child can boast of being watched through their playroom windows by rabbits.

PART 2 — QUESTIONS

Questions 13-20

Reading Passage 2 has nine paragraphs (A-I). Choose the most suitable heading for each paragraph from the list of headings below. Write the appropriate numbers (i-xii).

NB There are more headings than paragraphs so you will not use all of them.

i. **A designer describes his houses**

ii. **Most people prefer conventional housing**

iii. **Simulating a natural environment**

iv. **How an underground family home developed**

v. **Demands on space and energy are reduced**

vi. **The plans for future homes**

vii. **Worldwide examples of underground living accommodation**

viii. **Some buildings do not require natural light**

ix. **Developing underground services around the world**

x. **Underground living improves health**

xi. **Homes sold before completion**

xii. **An underground home is discovered**

Questions 21-26

Complete the sentences below with words taken from the reading passage. Use NO MORE THAN THREE WORDS for each answer. Write your answers

- Many developers prefer mass-produced houses because they make 21 _____
- The Dutch development was welcomed by 22 _____
- Hurkmans' houses are built into 23 _____
- The Ivrea centre was developed for 24 _____
- Japanese scientists are helping to 25 _____ people who live an underground life.
- Frank Siegmund's first underground room was used as a 26 _____

PASSAGE 3

You should spend about 20 minutes on Questions 27-38 which are based on Reading Passage 3 below.

A Workaholic Economy

FOR THE first century or so of the industrial revolution, increased productivity led to decreases in working hours. Employees who had been putting in 12-hour days, six days a week, found their time on the job shrinking to 10 hours daily, then, finally, to eight hours, five days a week. Only a generation ago social planners worried about what people would do with all this new-found free time. In the US, at least, it seems they need not have bothered.

Although the output per hour of work has more than doubled since 1945, leisure seems reserved largely for the unemployed and underemployed. Those who work full-time spend as much time on the job as they did at the end of World War II. In fact, working hours have increased noticeably since 1970 — perhaps because real wages have stagnated since that year. Bookstores now abound with manuals describing how to manage time and cope with stress.

There are several reasons for lost leisure. Since 1979, companies have responded to improvements in the business climate by having employees work overtime rather than by hiring extra personnel, says economist Juliet B. Schor of Harvard University. Indeed, the current economic recovery has gained a certain amount of notoriety for its "jobless" nature: increased production has been almost entirel} decoupled from employment. Some firms are even downsizing as their profits climb. "All things being equal, we"d be better off spreading around the work,' observes labour economist Ronald G. Ehrenberg of Cornell University.

Yet a host of factors pushes employers to hire fewer workers for more hours and, at the same time, compels workers to spend more time on the job. Most of those incentives involve what Ehrenberg calls the structure of compensation: quirks in the way salaries and benefits are organised that make it more profitable to ask 40 employees to labour an extra hour each than to hire one more worker to do the same 40-hour job.

Professional and managerial employees supply the most obvious lesson along these lines. Once people are on salary, their cost to a firm is the same whether they spend 35 hours a week in the office or 70. Diminishing returns may eventually set in as overworked employees lose efficiency or leave for more arable pastures. But in the short run, the employer's incentive is clear.

Even hourly employees receive benefits - such as pension contributions and medical insurance - that are not tied to the number of hours they work. Therefore, it is more profitable for employers to work their existing employees harder.

For all that employees complain about long hours, they, too, have reasons not to trade money for leisure. "People who work reduced hours pay a huge penalty in career terms," Schor maintains. "It"s taken as a negative signal' about their commitment to the firm.' [Lotte] Bailyn [of Massachusetts Institute of Technology] adds that many corporate managers find it difficult to measure the contribution of their underlings to a firm's well-being, so they use the number of hours worked as a proxy for output. "Employees know this," she says, and they adjust their behavior accordingly.

"Although the image of the good worker is the one whose life belongs to the company," Bailyn says, "it doesn"t fit the facts.' She cites both quantitative and qualitative studies that show increased productivity for part-time workers: they make better use of the time they have, and they are less likely to succumb to fatigue in stressful jobs. Companies that employ more workers for less time also gain from the resulting redundancy, she asserts. "The extra people can cover the contingencies that you know are going to happen, such as when crises take people away from the workplace.' Positive experiences with reduced hours have begun to change the more-is-better culture at some companies, Schor reports.

Larger firms, in particular, appear to be more willing to experiment with flexible working arrangements...

It may take even more than changes in the financial and cultural structures of employment for workers successfully to trade increased productivity and money for leisure time, Schor contends. She says the U.S. market for goods has become skewed by the assumption of full-time, two-career households. Automobile makers no longer manufacture cheap models, and developers do not build the tiny bungalows that served the first postwar generation of home buyers. Not even the humblest household object is made without a microprocessor. As Schor notes, the situation is a curious inversion of the "appropriate technology" vision that designers have had for developing countries: U.S. goods are appropriate only for high incomes and long hours.

Questions 27-32

Do the following statements agree with the views of the writer in Reading Passage 3? write

YES if the statement agrees with the views of the writer

NO if the statement contradicts the views of the writer

NOT GIVEN if it is impossible to say what the writer thinks about this

27 Today, employees are facing a reduction in working hours.

- **A** ○ YES
- **B** ○ NO
- **C** ○ NOT GIVEN

28 Social planners have been consulted about US employment figures.

- **A** ○ YES
- **B** ○ NO
- **C** ○ NOT GIVEN

29 Salaries have not risen significantly since the 1970s.

- **A** ○ YES
- **B** ○ NO
- **C** ○ NOT GIVEN

30 The economic recovery created more jobs.

- **A** ○ YES
- **B** ○ NO
- **C** ○ NOT GIVEN

31 Bailyn's research shows that part-time employees work more efficiently.

- **A** ○ YES
- **B** ○ NO
- **C** ○ NOT GIVEN

32 Increased leisure time would benefit two-career households.

- **A** ○ YES
- **B** ○ NO
- **C** ○ NOT GIVEN

Questions 33-34

Choose the appropriate letters A-D and write them.

33 Bailyn argues that it is better for a company to employ more workers because

- **A** ○ it is easy to make excess staff redundant.
- **B** ○ crises occur if you are under-staffed.

C ○ people are available to substitute for absent staff.

D ○ they can project a positive image at work.

34 Schor thinks it will be difficult for workers in the US to reduce their working hours because

A ○ they would not be able to afford cars or homes.

B ○ employers are offering high incomes for long hours.

C ○ the future is dependent on technological advances.

D ○ they do not wish to return to the humble post-war era.

Questions 35-38

The writer mentions a number of factors that have resulted, in employees working longer hours. Which FOUR of the following factors are mentioned? Write your answers (A-H).

35 **36** **37** **38** Which FOUR of the following factors are mentioned?

A ☐ Books are available to help employees cope with stress.

B ☐ Extra work is offered to existing employees.

C ☐ Increased production has led to joblessness.

D ☐ Benefits and hours spent on the job are not linked.

E ☐ Overworked employees require longer to do their work.

F ☐ Longer hours indicate greater commitment to the firm.

G ☐ Managers estimate staff productivity in terms of hours worked.

H ☐ Employees value a career more than a family.

Answer Key

#	Answer	Explanation
1	**vi**	The compiling of dictionaries has been historically the provenance of studious professorial types – usually bespectacled – who love to pore over weighty tomes and make pronouncements on the finer nuances of meaning
2	**ii**	For the first time, dictionary publishers are incorporating real, spoken English into their data In one project, 150 volunteers each agreed to discreetly tie a Walkman recorder to their waist and leave it running for anything up to two weeks
3	**x**	But the database does allow lexicographers to search for a word and find out how frequently it is used – something that could only be guessed at intuitively before
4	**viii**	The phrase "it"s a question of crops up on the database over and over again. It has nothing to do with enquiry, but it's one of the most frequent English phrases which has never been in a language learner's dictionary before: it is now
5	**iv**	It also reveals the power of the pauses and noises we use to play for time, convey emotion, doubt and irony
6	**ix**	The Spoken Corpus is part of the larger British National Corpus, an initiative carried out by several groups involved in the production of language learning materials: publishers, universities and the British Library
7	**existing**	This has been the basis – along with an existing written corpus – for the Language Activator dictionary
8	**(related) phrases**	In the dictionary, key words such as "eat" are followed by related phrases such as "wolf down" or "be a picky eater", allowing the student to choose the appropriate phrase
9	**meaning**	If you look at the word "like", you may intuitively think that the first and most frequent meaning is the verb, as in "I like swimming". It is not. It is the preposition, as in: "she walked like a duck"
10	**real/spoken / real,spoken / real spoken**	For the first time, dictionary publishers are incorporating real, spoken English into their data
11	**pauses and noises / pauses/noises / pauses,noises**	It also reveals the power of the pauses and noises we use to play for time, convey emotion, doubt and irony
12	**B**	For the first time, dictionary publishers are incorporating real, spoken English into their data. It gives lexicographers (people who write dictionaries) access to a more vibrant, up-to-date vernacular language which has never really been studied before
13	**xi**	The foundations had yet to be dug, but customers queued up to buy the unusual partsubmerged houses, whose back wall consists of a grassy mound and whose front is a long glass gallery
14	**ix**	Growing numbers of Europeans are burrowing below ground to create houses, offices, discos and shopping malls. It is already proving a way of life in extreme climates; in winter months in Montreal, Canada, for instance, citizens can escape the cold in an underground complex complete with shops and even health clinics. In Tokyo builders are planning a massive underground city to be begun in the next decade, and underground shopping malls are already common in Japan, where 90 percent of the population is squeezed into 20 percent of the landspace
15	**viii**	Indeed many of the buildings which consume most land such as cinemas, supermarkets, theatres, warehouses or libraries have no need to be on the surface since they do not need windows
16	**v**	A development of 194 houses which would take up 14 hectares of land above ground would occupy 2.7 hectares below it, while the number of roads would be halved An underground dweller himself, Carpenter has never paid a heating bill, thanks to solar panels and natural insulation
17	**i**	It was the Tilburg architect Jo Hurkmans who hit on the idea of making use of noise embankments on main roads. His two-floored, four-bedroomed, two-bathroomed detached homes are now taking shape. "They are not so much below the earth as in it," he says. "All the light will come through the glass front, which runs from the second floor ceiling to the ground. Areas which do not need much natural lighting are at the back. The living accommodation is to the front so nobody notices that the back is dark."
18	**vii**	In the US, where energy-efficient homes became popular after the oil crisis of 1973, 10,000 underground houses have been built. A terrace of five homes, Britain's first subterranean development, is under way in Nottinghamshire. Italy's outstanding example of subterranean architecture is the Olivetti residential centre in Ivrea
19	**iii**	Not everyone adapts so well, and in Japan scientists at the Shimizu Corporation have developed "space creation" systems which mix light, sounds, breezes and scents to stimulate people who spend long periods below ground
20	**iv**	Their home evolved when he dug a cool room for his bakery business in a hill he had created. During a heatwave they took to sleeping there. "We felt at peace and so close to nature," he says. "Gradually I began adding to the rooms
21	**quick sales**	In Europe the obstacle has been conservative local authorities and developers who prefer to ensure quick sales with conventional mass produced housing

#	Answer	Explanation
22	**(South Limberg) planners**	But the Dutch development was greeted with undisguised relief by South Limburg planners because of Holland's chronic shortage of land
23	**(noise) embankments**	It was the Tilburg architect Jo Hurkmans who hit on the idea of making use of noise embankments on main roads
24	**Olivetti employees**	Commissioned by Roberto Olivetti in 1969, it comprises 82 one-bedroomed apartments and 12 maisonettes and forms a house/hotel for Olivetti employees
25	**adapt/stimulate**	Not everyone adapts so well, and in Japan scientists at the Shimizu Corporation have developed "space creation" systems which mix light, sounds, breezes and scents to stimulate people who spend long periods below ground
26	**bakery business/cool room**	Their home evolved when he dug a cool room for his bakery business in a hill he had created
27	**NO**	In fact, working hours have increased noticeably since 1970 — perhaps because real wages have stagnated since that year
28	**NOT GIVEN**	Only a generation ago social planners worried about what people would do with all this new-found free time. In the US, at least, it seems they need not have bothered
29	**YES**	In fact, working hours have increased noticeably since 1970 — perhaps because real wages have stagnated since that year
30	**NO**	Indeed, the current economic recovery has gained a certain amount of notoriety for its "jobless" nature: increased production has been almost entirel} decoupled from employment
31	**YES**	She cites both quantitative and qualitative studies that show increased productivity for part-time workers: they make better use of the time they have, and they are less likely to succumb to fatigue in stressful jobs
32	**NOT GIVEN**	She says the U.S. market for goods has become skewed by the assumption of full-time, two-career households
33	**C**	"The extra people can cover the contingencies that you know are going to happen, such as when crises take people away from the workplace.'
34	**A**	She says the U.S. market for goods has become skewed by the assumption of full-time, two-career households. Automobile makers no longer manufacture cheap models, and developers do not build the tiny bungalows that served the first postwar generation of home buyers
35	**B / D / F / G**	companies have responded to improvements in the business climate by having employees work overtime rather than by hiring extra personnel Even hourly employees receive benefits – such as pension contributions and medical insurance – that are not tied to the number of hours they work "It"s taken as a negative signal' about their commitment to the firm.' [Lotte] Bailyn [of Massachusetts Institute of Technology] adds that many corporate managers find it difficult to measure the contribution of their underlings to a firm's well-being, so they use the number of hours worked as a proxy for output
36	**B / D / F / G**	companies have responded to improvements in the business climate by having employees work overtime rather than by hiring extra personnel Even hourly employees receive benefits – such as pension contributions and medical insurance – that are not tied to the number of hours they work "It"s taken as a negative signal' about their commitment to the firm.' [Lotte] Bailyn [of Massachusetts Institute of Technology] adds that many corporate managers find it difficult to measure the contribution of their underlings to a firm's well-being, so they use the number of hours worked as a proxy for output
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38	**B / D / F / G**	companies have responded to improvements in the business climate by having employees work overtime rather than by hiring extra personnel Even hourly employees receive benefits – such as pension contributions and medical insurance – that are not tied to the number of hours they work "It"s taken as a negative signal' about their commitment to the firm.' [Lotte] Bailyn [of Massachusetts Institute of Technology] adds that many corporate managers find it difficult to measure the contribution of their underlings to a firm's well-being, so they use the number of hours worked as a proxy for output

PASSAGE 1

You should spend about 20 minutes on Questions 1-13 which are based on Reading Passage 1 below

GLASS CAPTURING THE DANCE OF LIGHT

A Glass, in one form or another, has long been in noble service to humans As one of the most widely used of manufactured materials, and certainly the most versatile, it can be as imposing as a telescope mirror the width of a tennis court or as small and simple as a marble rolling across dirt The uses of this adaptable material have been broadened dramatically by new technologies glass fibre optics — more than eight million miles — carrying telephone and television signals across nations, glass ceramics serving as the nose cones of missiles and as crowns for teeth; tiny glass beads taking radiation doses inside the body to specific organs, even a new type of glass fashioned of nuclear waste in order to dispose of that unwanted material.

1

B On the horizon are optical computers These could store programs and process information by means of light - pulses from tiny lasers - rather than electrons And the pulses would travel over glass fibres, not copper wire These machines could function hundreds of times faster than today's electronic computers and hold vastly more information Today fibre optics are used to obtain a clearer image of smaller and smaller objects than ever before - even bacterial viruses. A new generation of optical instruments is emerging that can provide detailed imaging of the inner workings of cells. It is the surge in fibre optic use and in liquid crystal displays that has set the U.S. glass industry (a 16 billion dollar business employing some 150,000 workers) to building new plants to meet demand.

2

C But it is not only in technology and commerce that glass has widened its horizons. The use of glass as art, a tradition spins back at least to Roman times, is also booming. Nearly everywhere, it seems, men and women are blowing glass and creating works of art. «I didn't sell a piece of glass until 1975,» Dale Chihuly said, smiling, for in the 18 years since the end of the dry spell, he has become one of the most financially successful artists of the 20th century. He now has a new commission - a glass sculpture for the headquarters building of a pizza company - for which his fee is half a million dollars.

3

D But not all the glass technology that touches our lives is ultra-modern. Consider the simple light bulb; at the turn of the century most light bulbs were hand blown, and the cost of one was equivalent to half a day's pay for the average worker. In effect, the invention of the ribbon machine by Corning in the 1920s lighted a nation. The price of a bulb plunged. Small wonder that the machine has been called one of the great mechanical achievements of all time. Yet it is very simple: a narrow ribbon of molten glass travels over a moving belt of steel in which there are holes. The glass sags through the holes and into waiting moulds. Puffs of compressed air then shape the glass. In this way, the envelope of a light bulb is made by a single machine at the rate of 66,000 an hour, as compared with 1,200 a day produced by a team of four glassblowers.

4

E The secret of the versatility of glass lies in its interior structure. Although it is rigid, and thus like a solid, the atoms are arranged in a random disordered fashion, characteristic of a liquid. In the melting process, the atoms in the raw materials are disturbed from their normal position in the molecular structure; before they can find their way back to crystalline arrangements the glass cools. This looseness in molecular structure gives the material what engineers call tremendous "formability" which allows technicians to tailor glass to whatever they need.

5

F Today, scientists continue to experiment with new glass mixtures and building designers test their imaginations with applications of special types of glass. A London architect, Mike Davies, sees even more dramatic buildings using molecular chemistry. "Glass is the great building material of the future, the «dynamic skin»," he said. "Think of glass that has been treated to react to electric currents going through it, glass that will change from clear to opaque at the push of a button, that gives you instant curtains. Think of how the tall buildings in New York could perform a symphony of colours as the glass in them is made to change colours instantly." Glass as instant curtains is available now, but the cost is exorbitant. As for the glass changing colours instantly, that may come true. Mike Davies's vision may indeed be on the way to fulfilment.

Questions 1-5

Reading Passage 1 has six paragraphs (A-F). Choose the most suitable heading/or each paragraph from the list of headings below.

NB There are more headings than paragraphs so you will not use all of them.

You may use any heading more at once.

i. **Growth in the market for glass crafts**

ii. **Computers and their dependence on glass**

iii. **What makes glass so adaptable**

iv. **Historical development of glass**

v. **Scientists' dreams cost millions**

vi. **Architectural experiments with glass**

vii. **Glass art galleries flourish**

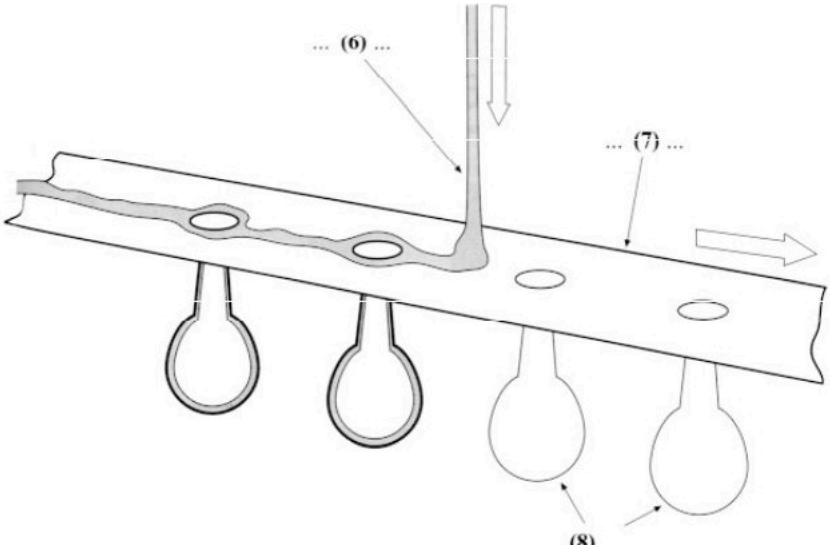
viii. **Exciting innovations in fibre optics**

ix. **A former glass technology**

x. **Everyday uses of glass**

Questions 6-8

The diagram below shows the principle of Coming's ribbon machine. Label the diagram by selecting NO MORE THAN THREE WORDS from the Reading Passage to fill each numbered space.



6 _____

7 _____

8 _____

Questions 9-13

Look at the list below of the uses of glass. According to the passage, state whether these uses exist today, will exist in the future or are not mentioned by the writer.

A. if the uses exist today

B. if the uses will exist in the future

C. if the uses are not mentioned by the writer

	A	B	C
9 dental fittings	○	○	○
10 optical computers	○	○	○
11 sculptures	○	○	○
12 fashions	○	○	○
13 curtains	○	○	○

PASSAGE 2

You should spend about 20 minutes on Questions 14-27 which are based on Reading Passage 2 below

Why some women cross the finish line ahead of men

RECRUITMENT

The course is tougher but women are staying the distance, reports Andrew Crisp.

A Women who apply for jobs in middle or senior management have a higher success rate than men, according to an employment survey. But of course far fewer of them apply for these positions. The study, by recruitment consultants NB Selection, shows that while one in six men who appear on interview shortlists get jobs, the figure rises to one in four for women.

B The study concentrated on applications for management positions in the $45,000 to $110,000 salary range and found that women are more successful than men in both the private and public sectors Dr Elisabeth Marx from London-based NB Selection described the findings as encouraging for women, in that they send a positive message to them to apply for interesting management positions. But she added, "We should not lose sight of the fact that significantly fewer women apply for senior positions in comparison with men."

C Reasons for higher success rates among women are difficult to isolate. One explanation suggested is that if a woman candidate manages to get on a shortlist, then she has probably already proved herself to be an exceptional candidate. Dr Marx said that when women apply for positions they tend to be better qualified than their male counterparts but are more selective and conservative in their job search. Women tend to research thoroughly before applying for positions or attending interviews. Men, on the other hand, seem to rely on their ability to sell themselves and to convince employers that any shortcomings they have will not prevent them from doing a good job.

D Managerial and executive progress made by women is confirmed by the annual survey of boards of directors carried out by Korn/Ferry/Carre/Orban International. This year the survey shows a doubling of the number of women serving as non-executive directors compared with the previous year. However, progress remains painfully slow and there were still only 18 posts filled by women out of a total of 354 non executive positions surveyed. Hilary Sears, a partner with Korn/Ferry, said, "Women have raised the level of grades we are employed in but we have still not broken through barriers to the top."

E In Europe a recent feature of corporate life in the recession has been the de-layering of management structures. Sears said that this has halted progress for women in as much as de-layering has taken place either where women are working or in layers they aspire to. Sears also noted a positive trend from the recession, which has been the growing number of women who have started up on their own.

F In business as a whole, there are a number of factors encouraging the prospect of greater equality in the workforce. Demographic trends suggest that the number of women going into employment is steadily increasing. In addition a far greater number of women are now passing through higher education, making them better qualified to move into management positions.

G Organisations such as the European Women's Management Development Network provide a range of opportunities for women to enhance their skills and contacts. Through a series of both pan-European and national workshops and conferences the barriers to women in employment are being broken down. However, Ariane Berthoin Antal, director of the International Institute for Organisational Change of Archamps in France, said that there is only anecdotal evidence of changes in recruitment patterns. And she said, "It"s still so hard for women to even get on to shortlists -there are so many hurdles and barriers.' Antal agreed that there have been some positive signs but said "Until there is a belief among employers, until they value the difference, nothing will change."

Questions 14-19

Reading Passage 2 has 7 paragraphs (A-G). State which paragraph discusses each of the points below.

	A	B	C	D	E	F	G
14 The drawbacks of current company restructuring patterns.	○	○	○	○	○	○	○
15 Associations that provide support for professional women.	○	○	○	○	○	○	○
16 The success rate of female job applicants for management positions.	○	○	○	○	○	○	○
17 Male and female approaches to job applications.	○	○	○	○	○	○	○
18 Reasons why more women are being employed in the business sector.	○	○	○	○	○	○	○
19 The improvement in female numbers on company management structures.	○	○	○	○	○	○	○

Questions 20-23

The author makes reference to three consultants in the Reading Passage. Which of the list of points below do these consultants make?

M. if the point is made by Dr Marx

S. if the point is made by Hilary Sears

A. if the point is made by Ariane Berthoin Antal

	M	S	A
20 Selection procedures do not favour women.	○	○	○
21 The number of female-run businesses is increasing.	○	○	○
22 Male applicants exceed female applicants for top posts.	○	○	○
23 Women hold higher positions now than they used to.	○	○	○

Questions 24-27

Using NO MORE THAN THREE WORDS answer the following questions.

24 What change has there been in the number of women in top management positions detailed in the annual survey? _____

25 What aspect of company structuring has disadvantaged women? _____

26 What information tells us that more women are working nowadays? _____

27 Which group of people should change their attitude to recruitment? _____

PASSAGE 3

You should spend about 20 minutes on Questions 28-39 which are based on Reading Passage 3 below.

Population viability analysis

Part A

To make political decisions about the extent and type of forestry in a region it is important to understand the consequences of those decisions. One tool for assessing the impact of forestry on the ecosystem is population viability analysis (PVA). This is a tool for predicting the probability that a species will become extinct in a particular region over a specific period. It has been successfully used in the United States to provide input into resource exploitation decisions and assist wildlife managers and there is now enormous potential for using population viability to assist wildlife management in Australia's forests.

A species becomes extinct when the last individual dies. This observation is a useful starting point for any discussion of extinction as it highlights the role of luck and chance in the extinction process. To make a prediction about extinction we need to understand the processes that can contribute to it and these fall into four broad categories which are discussed below.

Part B

32

A Early attempts to predict population viability were based on demographic uncertainty Whether an individual survives from one year to the next will largely be a matter of chance. Some pairs may produce several young in a single year while others may produce none in that same year. Small populations will fluctuate enormously because of the random nature of birth and death and these chance fluctuations can cause species extinctions even if, on average, the population size should increase. Taking only this uncertainty of ability to reproduce into account, extinction is unlikely if the number of individuals in a population is above about 50 and the population is growing.

33

B Small populations cannot avoid a certain amount of inbreeding. This is particularly true if there is a very small number of one sex. For example, if there are only 20 individuals of a species and only one is a male, all future individuals in the species must be descended from that one male. For most animal species such individuals are less likely to survive and reproduce. Inbreeding increases the chance of extinction.

34

C Variation within a species is the raw material upon which natural selection acts. Without genetic variability a species lacks the capacity to evolve and cannot adapt to changes in its environment or to new predators and new diseases. The loss of genetic diversity associated with reductions in population size will contribute to the likelihood of extinction.

35

D Recent research has shown that other factors need to be considered. Australia's environment fluctuates enormously from year to year. These fluctuations add yet another degree of uncertainty to the survival of many species. Catastrophes such as fire, flood, drought or epidemic may reduce population sizes to a small fraction of their average level. When allowance is made for these two additional elements of uncertainty the population size necessary to be confident of persistence for a few hundred years may increase to several thousand.

Part C

Beside these processes we need to bear in mind the distribution of a population. A species that occurs in five isolated places each containing 20 individuals will not have the same probability of extinction as a species with a single population of 100 individuals in a single locality.

Where logging occurs (that is, the cutting down of forests for timber) forest-dependent creatures in that area will be forced to leave. Ground-dwelling herbivores may return within a decade. However, arboreal marsupials (that is animals which live in trees) may not recover to pre-logging densities for over a century. As more forests are logged, animal population sizes will be reduced further. Regardless of the theory or model that we choose, a reduction in population size decreases the genetic diversity of a population and increases the probability of extinction because of any or all of the processes listed above. It is therefore a scientific fact that increasing the area that is loaded in any region will increase the probability that forest-dependent animals will become extinct.

Questions 28-31

Do the following statements agree with the views of the writer in Part A of Reading Passage 3?

28 Scientists are interested in the effect of forestry on native animals.

- **A** ○ YES
- **B** ○ NO
- **C** ○ NOT GIVEN

29 PVA has been used in Australia for many years.

- **A** ○ YES
- **B** ○ NO
- **C** ○ NOT GIVEN

30 A species is said to be extinct when only one individual exists.

- **A** ○ YES
- **B** ○ NO
- **C** ○ NOT GIVEN

31 Extinction is a naturally occurring phenomenon.

- **A** ○ YES
- **B** ○ NO
- **C** ○ NOT GIVEN

Questions 32-35

These questions are based on Part B of Reading Passage 3.

In paragraphs A to D the author describes four processes which may contribute to the extinction of a species. Match the list of processes (i-vi) to the paragraphs.

NB There are more processes than paragraphs so you will not use all of them.

i. **Loss of ability to adapt**
ii. **Natural disasters**
iii. **An imblance of the sexes**
iv. **Human disasters**
v. **Evolution**
vi. **The haphazard nature of reproduction**

Questions 36-38

Based on your reading of Part C, complete the sentences below with words taken from the passage. Use NO MORE THAN THREE WORDS for each answer.

- While the population of a species may be on the increase, there is always a chance that small isolated groups are susceptible to **36** _____
- Survival of a species depends on a balance between the size of a population and its **37** _____
- The likelihood that animals which live in forests will become extinct is increased when **38** _____ takes place

Questions 39-39

Choose the appropriate letter A-D.

39 An alternative heading for the passage could be:

- **A** ○ The protection of native flora and fauna
- **B** ○ Influential factors in assessing survival probability
- **C** ○ An economic rationale for the logging of forests
- **D** ○ Preventive measures for the extinction of a species

Answer Key

#	Answer	Explanation
1	**viii**	On the horizon are optical computers These could store programs and process information by means of light – pulses from tiny lasers – rather than electrons And the pulses would travel over glass fibres, not copper wire These machines could function hundreds of times faster than today's electronic computers and hold vastly more information Today fibre optics are used to obtain a clearer image of smaller and smaller objects than ever before – even bacterial viruses. A new generation of optical instruments is emerging that can provide detailed imaging of the inner workings of cells
2	**i**	The use of glass as art, a tradition spins back at least to Roman times, is also booming. Nearly everywhere, it seems, men and women are blowing glass and creating works of art. «I didn't sell a piece of glass until 1975,» Dale Chihuly said, smiling, for in the 18 years since the end of the dry spell, he has become one of the most financially successful artists of the 20th century
3	**ix**	But not all the glass technology that touches our lives is ultra-modern. Consider the simple light bulb; at the turn of the century most light bulbs were hand blown, and the cost of one was equivalent to half a day's pay for the average worker. In effect, the invention of the ribbon machine by Corning in the 1920s lighted a nation
4	**iii**	The secret of the versatility of glass lies in its interior structure This looseness in molecular structure gives the material what engineers call tremendous "formability" which allows technicians to tailor glass to whatever they need
5	**vi**	Today, scientists continue to experiment with new glass mixtures and building designers test their imaginations with applications of special types of glass. A London architect, Mike Davies, sees even more dramatic buildings using molecular chemistry. "Glass is the great building material of the future, the «dynamic skin»," he said
6	**molten glass/ribbon of glass/molten glass ribbon**	Yet it is very simple: a narrow ribbon of molten glass travels over a moving belt of steel in which there are holes
7	**belt of steel/steel belt/moving belt**	Yet it is very simple: a narrow ribbon of molten glass travels over a moving belt of steel in which there are holes
8	**(waiting) moulds**	The glass sags through the holes and into waiting moulds
9	**A**	glass ceramics serving as the nose cones of missiles and as crowns for teeth
10	**B**	On the horizon are optical computers
11	**A**	He now has a new commission – a glass sculpture for the headquarters building of a pizza company – for which his fee is half a million dollars
12	**C**	even a new type of glass fashioned of nuclear waste in order to dispose of that unwanted material the atoms are arranged in a random disordered fashion, characteristic of a liquid
13	**A**	Glass as instant curtains is available now, but the cost is exorbitant
14	**E**	In Europe a recent feature of corporate life in the recession has been the de-layering of management structures. Sears said that this has halted progress for women in as much as de-layering has taken place either where women are working or in layers they aspire to
15	**G**	Organisations such as the European Women's Management Development Network provide a range of opportunities for women to enhance their skills and contacts
16	**A**	Women who apply for jobs in middle or senior management have a higher success rate than men, according to an employment survey
17	**C**	Dr Marx said that when women apply for positions they tend to be better qualified than their male counterparts but are more selective and conservative in their job search. Women tend to research thoroughly before applying for positions or attending interviews. Men, on the other hand, seem to rely on their ability to sell themselves and to convince employers that any shortcomings they have will not prevent them from doing a good job
18	**F**	Demographic trends suggest that the number of women going into employment is steadily increasing. In addition a far greater number of women are now passing through higher education, making them better qualified to move into management positions
19	**D**	Managerial and executive progress made by women is confirmed by the annual survey of boards of directors carried out by Korn/Ferry/Carre/ Orban International. This year the survey shows a doubling of the number of women serving as non-executive directors compared with the previous year
20	**A**	And she said, "It"s still so hard for women to even get on to shortlists -there are so many hurdles and barriers.'
21	**S**	Sears also noted a positive trend from the recession, which has been the growing number of women who have started up on their own
22	**M**	But she added, "We should not lose sight of the fact that significantly fewer women apply for senior positions in comparison with men."

#	Answer	Explanation
23	**S**	Hilary Sears, a partner with Korn/Ferry, said, “Women have raised the level of grades we are employed in but we have still not broken through barriers to the top.”
24	**(it has) double(d) / doubling**	This year the survey shows a doubling of the number of women serving as non-executive directors compared with the previous year
25	**de-layering**	Sears said that this has halted progress for women in as much as de-layering has taken place either where women are working or in layers they aspire to
26	**demographic trends**	Demographic trends suggest that the number of women going into employment is steadily increasing
27	**employers**	“Until there is a belief among employers, until they value the difference, nothing will change.”
28	**YES**	One tool for assessing the impact of forestry on the ecosystem is population viability analysis (PVA)
29	**NO**	It has been successfully used in the United States to provide input into resource exploitation decisions and assist wildlife managers and there is now enormous potential for using population viability to assist wildlife management in Australia’s forests
30	**NO**	A species becomes extinct when the last individual dies
31	**NOT GIVEN**	A species becomes extinct when the last individual dies. This observation is a useful starting point for any discussion of extinction as it highlights the role of luck and chance in the extinction process
32	**vi**	Whether an individual survives from one year to the next will largely be a matter of chance. Some pairs may produce several young in a single year while others may produce none in that same year. Small populations will fluctuate enormously because of the random nature of birth and death and these chance fluctuations can cause species extinctions even if, on average, the population size should increase
33	**iii**	Small populations cannot avoid a certain amount of inbreeding. This is particularly true if there is a very small number of one sex. For example, if there are only 20 individuals of a species and only one is a male, all future individuals in the species must be descended from that one male
34	**i**	Without genetic variability a species lacks the capacity to evolve and cannot adapt to changes in its environment or to new predators and new diseases
35	**ii**	Catastrophes such as fire, flood, drought or epidemic may reduce population sizes to a small fraction of their average level
36	**extinction/extinctions**	Small populations will fluctuate enormously because of the random nature of birth and death and these chance fluctuations can cause species extinctions even if, on average, the population size should increase
37	**locality/distribution**	Beside these processes we need to bear in mind the distribution of a population
38	**logging**	It is therefore a scientific fact that increasing the area that is loaded in any region will increase the probability that forest-dependent animals will become extinct
39	**B**	This is a tool for predicting the probability that a species will become extinct in a particular region over a specific period To make a prediction about extinction we need to understand the processes that can contribute to it and these fall into four broad categories which are discussed below

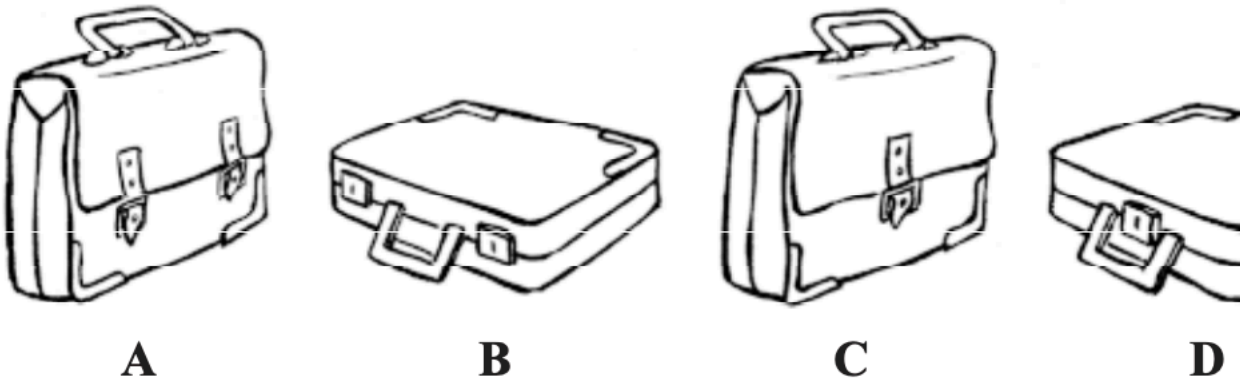
PART 1 — QUESTIONS

Part 1 Audio: https://ielts-listening-audio.engnovatemedia.com/3172294-cambridge-ielts-01-academic-listening-test-1-1.mp3

Questions 1-5

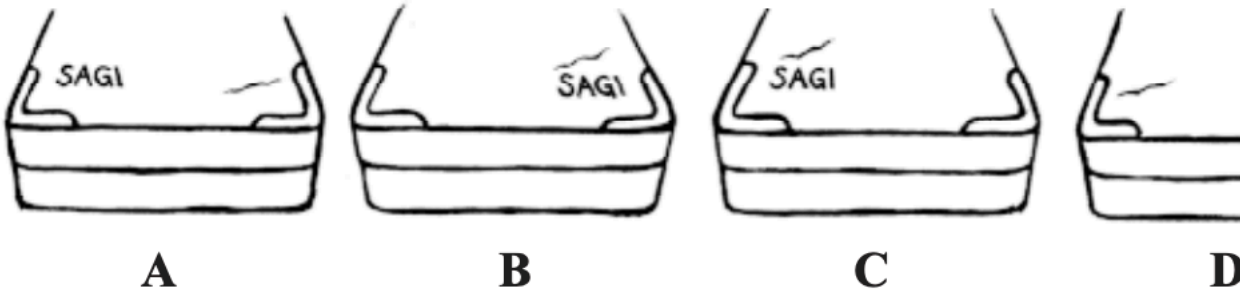
Circle the appropriate letter.

1 What does her briefcase look like?



- **A** ○ Picture A
- **B** ○ Picture B
- **C** ○ Picture C
- **D** ○ Picture D

2 Which picture shows the distinguishing features?

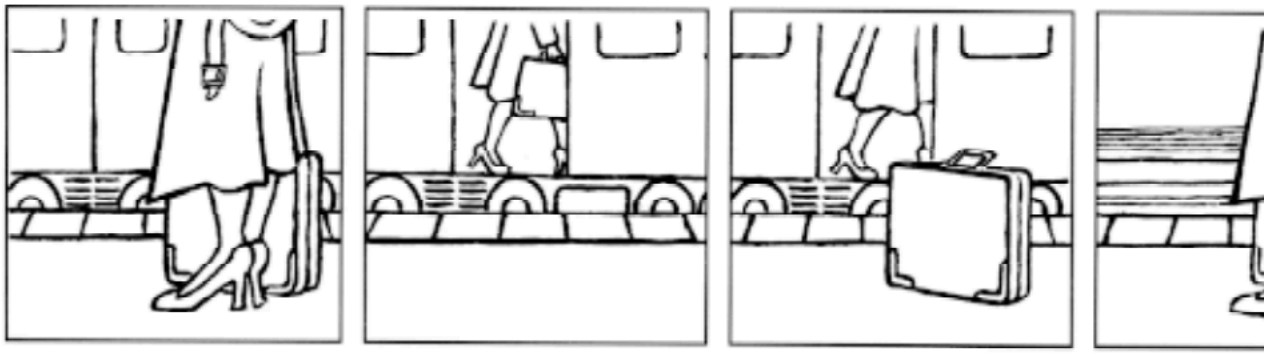


- **A** ○ Picture A
- **B** ○ Picture B
- **C** ○ Picture C
- **D** ○ Picture D

3 What did she have inside her briefcase?

- **A** ○ wallet, pens and novel
- **B** ○ papers and wallet
- **C** ○ pens and novel
- **D** ○ papers, pens and novel

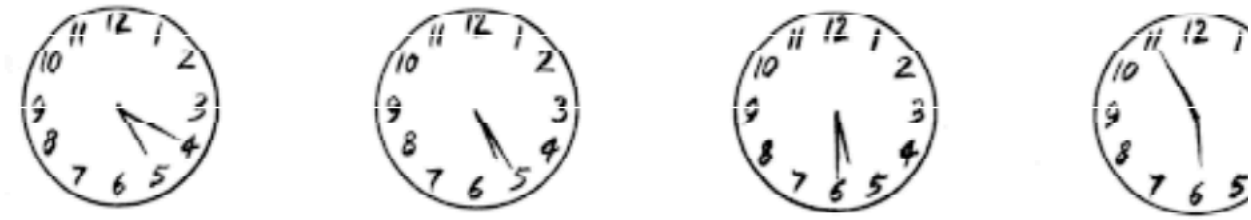
4 Where was she standing when she lost her briefcase?



A B C D

- **A** ○ Picture A
- **B** ○ Picture B
- **C** ○ Picture C
- **D** ○ Picture D

5 What time was it when she lost her briefcase?



A B C D

- **A** ○ Picture A
- **B** ○ Picture B
- **C** ○ Picture C
- **D** ○ Picture D

Questions 6-10

Complete the form Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

PERSONAL DETAILS FORM

Name: Mary **6** _____

Address: Flat 2, **7** _____, **8** _____ Road

Canterbury

Telephone: **9** _____

Estimated value of lost item: £ **10** _____

PART 2 — QUESTIONS

Part 2 Audio: https://ielts-listening-audio.engnovatemedia.com/3172309-cambridge-ielts-01-academic-listening-test-1-2.mp3

Questions 11-13

Tick the THREE other items which are mentioned in the news headlines.

11 **12** **13** Tick the THREE other items which are mentioned in the news headlines.

- **A** ☐ Rivers flood in the north
- **B** ☐ Money promised for drought victims
- **C** ☐ Nurses on strike in Melbourne
- **D** ☐ Passengers rescued from ship
- **E** ☐ Passengers rescued from plane
- **F** ☐ Bus and train drivers national strike threat
- **G** ☐ Teachers demand more pay
- **H** ☐ New uniform for QANTAS staff
- **I** ☐ National airports under new management

Questions 14-21

Complete the notes below by writing NO MORE THAN TWO WORDS AND/OR A NUMBER in the spaces provided.

The Government plans to give $ **14** _____ to assist the farmers. This money was to be spent on improving Sydney's **15** _____ but has now been re-allocated.

Australia has experienced its worst drought in over fifty years.

Farmers say that the money will not help them because it is **16** _____ .

An aeroplane which was carrying a group of **17** _____ was forced to land just **18** _____ minutes after take-off. The passengers were rescued by boats and **19** _____ . The operation was helped because of the good weather. The passengers thanked the **20** _____ for saving their lives but unfortunately they lost their **21** _____ .

PART 3 — QUESTIONS

Part 3 Audio: https://ielts-listening-audio.engnovatemedia.com/3172308-cambridge-ielts-01-academic-listening-test-1-3.mp3

Questions 22-25

Circle the appropriate letter.

22 The orientation meeting

- **A** ○ took place recently.
- **B** ○ took place last term.
- **C** ○ will take place tomorrow.
- **D** ○ will take place next week.

23 Attendance at lectures is

- **A** ○ optional after 4 pm.
- **B** ○ closely monitored.
- **C** ○ difficult to enforce.
- **D** ○ sometimes unnecessary.

24 Tutorials take place

- **A** ○ every morning.
- **B** ○ twice a week.
- **C** ○ three mornings a week.
- **D** ○ three afternoons a week.

25 The lecturer's name is

- **A** ○ Roberts.
- **B** ○ Rawson.
- **C** ○ Rogers.
- **D** ○ Robertson.

Questions 26-31

Complete the notes below using NO MORE THAN THREE WORDS.

Course requirements:

Tutorial paper:

- A piece of work on a given topic. Students must:
- **26** _____ for 25 minutes
- **27** _____ work
- give to lecturer for marking

Essay topic:

Usually can **28** _____

Type of exam:

29 _____

Library:

Important books are in 30 _____ .

Focus of course:

Focus on 31 _____ .

PART 4 — QUESTIONS

Part 4 Audio: https://ielts-listening-audio.engnovatemedia.com/3172307-cambridge-ielts-01-academic-listening-test-1-4.mp3

Questions 32-33

Circle the appropriate letter.

32 The speaker works within the Faculty of

- **A** ○ Science and Technology.
- **B** ○ Arts and Social Sciences.
- **C** ○ Architecture.
- **D** ○ Law.

33 The Faculty consists firstly of

- **A** ○ subjects.
- **B** ○ degrees.
- **C** ○ divisions.
- **D** ○ departments.

Questions 34-36

Complete the notes in NO MORE THAN THREE WORDS.

The subjects taken in the first semester in this course are psychology, sociology, **34** _____ .

Students may have problems with meeting **35** _____ and **36** _____ .

Questions 37-41

Circle the appropriate letter.

37 The speaker says students can visit her

- **A** ○ every morning.
- **B** ○ some mornings.
- **C** ○ mornings only.
- **D** ○ Friday morning.

38 According to the speaker, a tutorial

- **A** ○ is a type of lecture.
- **B** ○ is less important than a lecture.
- **C** ○ provides a chance to share views.
- **D** ○ provides an alternative to groupwork.

39 When writing essays, the speaker advises the students to

- **A** ○ research their work well.
- **B** ○ name the books they have read.
- **C** ○ share work with their friends.
- **D** ○ avoid using other writers' ideas.

40 The speaker thinks that plagiarism is

- **A** ○ a common problem.
- **B** ○ an acceptable risk.
- **C** ○ a minor concern.
- **D** ○ a serious offence.

41 The speaker's aims are to

- **A** ○ introduce students to university expectations.
- **B** ○ introduce students to the members of staff.
- **C** ○ warn students about the difficulties of studying.
- **D** ○ guide students round the university.

Transcripts

Part 1

R: Good evening, City Police Station. Can I help you?

W: Oh hello, I'd like to report a stolen briefcase, please.

R: Just a minute and I'll put you through.

P: Lost property. Can I help you?

W: Oh, yes. I've had my briefcase stolen.

P: OK ... I'll take some details ... Tell me what it looks like, first of all.

W: Well ... it's a soft leather one, you know, not a heavy box-type like a man's.

P: Mmm ... and how does it close?

W: It's got buckles at the front ... two of them They're gold-plated ones.

P: Fine ... Was it locked?

W: No, I'm afraid not.

P: Never mind. Any distinguishing features?

W: Pardon?

P: Any marks or badges on it that make it stand out?

W: Only the brand name.

P: And where's that?

W: It's on the back ... at the bottom in the left-hand corner. It's Sagi. Oh and there's a scratch ... it's quite bad but small ... directly above the brand name. I did it recently putting it on my bike.

P: Right, got that. So, what did you have inside the briefcase?

W: Well all my papers from college. It's so frustrating but, thank goodness for computers, I haven't lost them completely!

P: Yes, you're lucky.

W: I had my wallet in my pocket so I didn't lose that but there were also my pens which I got for my birthday and a novel I was planning to read on the train.

P: Right. Where exactly did you lose the briefcase?

W: Well ... I couldn't believe it. I was standing on the platform ... it was right next to me.

P: You were holding it?

W: I'd just put it down on the floor but I could almost feel it beside me. I was watching for my tram because sometimes it comes early and then next time I looked, my briefcase wasn't there.

P: And what time was this?

W: Ah ... it was ... it must have been about 5.20 ... no a bit later. I'd say 5.30 because it was just getting crowded and the train normally comes at about twenty-five to six.

P: Right, if you'll just give me some personal details ...

W: Yes.

P: What name is it?

W: I'm Mary Prescott.

P: Can you spell that?

W: Yes, it's P-R E-S-C-O-T-T.

P: And your address?

W: Flat 2, 41, Fountain Road, Canterbury.

P: Fountain Road.

W: Yes, number 41.

P: And have you got a contact telephone number?

W: Yes, it's 7-5 double 2-3-9.

P: 7-5-double 239. Fine. One last question — what would you say the value of your briefcase is?

W: Including the contents?

P: Yes, Just a rough estimate is fine.

W: I'm not sure. Well, the briefcase itself is quite new; I bought it last month for £40. I suppose about £65. The contents are worth about 20 or 25 pounds at least.

P: That's fine. Well, if you could come down to the station tomorrow, you can sign this form and have a look at what we've got here.

W: OK, thanks. 'Bye.

P: Goodbye.

Part 2

Newsreader: This is the 6 o'clock news for Tuesday 25 November. And first the headlines:

The Prime Minister has promised to help the drought stricken farmers in the northern part of the country who haven't seen rain for nearly two years. And in Sydney a group of school children are successfully rescued from a plane which landed in the sea shortly after take-off. Transport workers are on strike in Melbourne over a pay claim and the strike looks set to spread to other states. And on a fashionable note, there s to be a new look for the staff of QANTAS, Australia's national airline.

The Prime Minister has pledged today that he will make two hundred and fifty million dollars available to help the drought stricken farmers who have not seen rain for years, get through the next five years. Money that was to have been spent on the re-structuring of Sydney's road system has been re-allocated to what the Prime Minister described as 'a more worthy cause'. Farmers are to receive financial assistance to help see them through the worst drought in over 50 years. Many farmers feel that while the money is welcome it has come too late to save them and their farms from financial ruin and are angry that the government did not act sooner.

A group of school children who were travelling in a privately chartered aeroplane from Sydney to Queensland to take part in a musical concert found themselves swimming for the shore when their aeroplane had to land in the sea just three minutes after taking off from Sydney airport. The pilot managed to bring the aircraft and its 50 passengers down safely in the calm waters of Botany Bay where boats and pleasure craft were able to come to the rescue of the boys. The fact that it was a weekend meant that there were hundreds of boats in the bay enjoying the good weather and this undoubtedly helped the rescue operation. 'We owe our lives to the skill of the pilot,' said one of the boys, but the pilot replied modestly that it was 'all part of a day's work'. However, all their musical instruments were lost and they never got to play at their concert.

Part 3

M = male student

F = female lecturer

M: Hello can I come in?

F: Oh yes, come in. How can I help you?

M: I was looking for the Economics office. I've been all over the Arts Faculty building looking for it but I could only find the School of Accounting and Economic History. Is this the right place?

F: Yes this is the School of Economics.

M: Oh good. Um, I'm a new student and I was wondering if someone could give me some information.

F: Well I might be able to help. I lecture on that program. What do you need to know?

M: Quite a few things, actually. Firstly, how many lectures a week do I have to attend?

F: Ah, well, the Economics I course is a double unit so there are two lectures a week and one tutorial. The lectures are scheduled for Tuesday and Thursday.

M: What time?

F: Let me see ... You know this information is all in the handout which you should have received yesterday at the orientation meeting.

M: Oh, was there a meeting yesterday? I didn't know about that ... no one mentioned ...

F: Yes, there was, but never mind. Now lectures are at four in the afternoon.

M: Four's a bit late. I've got a part time job that starts at four thirty.

F: Well, you can't be in two places at once, can you, and attendance at lectures is necessary. We expect at least 90% attendance at this university you know.

M: 90%! That's high. Do they enforce that rule?

F: Yes, we do. We're pretty strict about it actually.

M: And what times have been set down for the tutorials — do you have that information?

F: That's a very well attended course so there's a number of tutorial times. Monday, Wednesday and Friday, all at 9 o'clock. Yours will be allocated at the first lecture.

M: Can't I choose the time?

F: Maybe, maybe not.. You'll have to talk to the lecturer on the course. Dr. Roberts is his name.

M: Oh, OK.

F: Anything else I can help you with while you're here?

M: Well, yes, actually. Do you know what the course requirements are? I mean, how much work is expected for this course?

F: Well, you have to complete a tutorial paper.

M: What does that involve?

F: Well, it's a piece of work on a given topic based on some set reading texts. You'll have to give a small talk to your tutorial group ...

M: How long does that have to be?

F: Oh, about 25 minutes usually.

M: I have to talk for 25 minutes?

F: Yes, that's right. And then you have to write up your piece of work and give it to the lecturer to be marked.

M: Right. And is that all?

F: No. You also have to complete a 3,000 word essay on a topic.

M: Can I choose the topic?

F: Yes, usually you can.

M: Right. That shouldn't be too bad.

F: And in addition to that there is an exam.

M: An exam! What sort of exam?

F: Well, it's an open book exam.

M: Does that mean I can have the text book with me during the exam?

F: Yes, that's right.

M: And can you give me any idea about the content of the first year of Economics so that I can get into some reading?

F: Well, you'll be getting the reading list next week when lectures start. All the books are in the library.

M: Yes, but won't everyone else take them out as soon as they get the reading list too?

F: Well, yes, they might. But most of the important ones are held in Closed Reserve ... that's a part of the library where you can go to read books but you can't take them out of the building.

M: What did you call that section of the library?

F: Closed Reserve. However, we do recommend that you buy the core books. You'll find them useful and you'll need them for the exam.

M: Yes, I suppose I will. But what is the focus of the course?

F: Well, the course at this university has a vocational focus, that is a focus on preparing its graduates for work, so we're orientated very much towards employment.

M: So my chances of getting a job are good?

F: Well, provided you get good results.

M: Well look thanks for your time. You've been really helpful.

F: That's fine. See you next week then.

Part 4

Lecturer:

Good morning and welcome to the University of Westlands. My name is Marcia Mayhew and I'm the co-ordinator of the Bachelor of Social Science degree. This morning I'd like to tell you about the structure of the university and about some of the requirements of the degree that you're about to enter. The Bachelor of Social Science is in one faculty within the university, that is the faculty where I work, known as Arts and Social Sciences. Here on this campus we also have the faculties of Architecture, Law and Science and Technology among others.

It's important to know something about the structure of the faculty because, as you go through your course, you may need to call on members of the staff to help you.

At the top of the faculty we have a dean and below the dean we have three divisions; each division has a divisional head and your degree is located in the Division of Social Sciences. Within each of the divisions, there are the departments and each of these offers the different degrees. For instance two of the departments which offer the major subjects for your award are Sociology and Psychology. Each has a departmental head but for practical purposes the people you are going to see the most of are myself as co-ordinator of the social sciences degree and the actual lecturers who are teaching the subjects that you are taking. For instance in the first semester you'll be doing four subjects psychology sociology history and economics.

If you have any problems or difficulties, not that I'm anticipating you will, but you never know, then you should go and see your lecturers. For instance, you may find that you can't meet a deadline for an essay or perhaps you're having problems with attendance. These seem to be the two most common problems that students face.

If your lecturers are unavailable, you can always come and see me in my office. I'm available on Wednesday and Thursday mornings and on Friday afternoons. Outside these hours, perhaps you could ring the secretary and make an appointment.

Now you'll note that all of the subjects which you undertake in the first year are composed of lectures and tutorials. A lecture is about an hour long and a tutorial usually runs for about two hours. A lecture is rather like what I am doing now where one person will talk to all of you together on a subject. We do ask you to try to attend the lectures.

A tutorial is perhaps where most of the learning occurs at a university. You will be divided into groups of between 12 and 15 students and each week one of you will have to present a piece of work to the group as a whole and then the group will discuss what you've said. It's this discussion, this exchange of ideas, which really constitutes the basis of university learning, in my view. Listening to lectures in many ways is just giving you information that you could access for yourself in the library but the discussion at the tutorial is very important. This doesn't mean that you shouldn't go to the lectures though!

Other factors to be particularly concerned about are the structure of essays and delivery of written material and in particular I would like to mention the question of plagiarism. Plagiarism is taking other people's work without acknowledging it, that is, without saying where it comes from. Of course all essays are based on research done by other people but you must remember to attribute the work to the original writer. And while it's a good idea to work with other people don't hand in work which is exactly the same as your friend's work because we will notice! If you don't acknowledge the source of your information then you run the risk of failing the subject or in very serious cases you might be denied entry to the university.

Last but not least, stay in touch with us. If things are getting you down, don't go and hide. Come and talk to us about it. That's what we are here for. Right, thank you very much for coming along today.

Answer Key

#	Answer	Explanation
1	**A**	it’s a soft leather one, you know, not a heavy box-type like a man’s. and how does it close?W: It’s got buckles at the front two of them They’re gold-plated ones
2	**C**	W: Only the brand name.P: And where’s that? W: It’s on the back at the bottom in the left-hand corner. It’s Sagi. Oh and there’s a scratch it’s quite bad but small directly above the brand name
3	**D**	Well all my papers from college. It’s so frustrating but, thank goodness for computers, I haven’t lost them completely!P: Yes, you’re lucky.W: I had my wallet in my pocket so I didn’t lose that but there were also my pens which I got for my birthday and a novel I was planning to read on the train
4	**D**	I was standing on the platform it was right next to me I’d just put it down on the floor but I could almost feel it beside me
5	**C**	it must have been about 5.20 no a bit later. I’d say 5.30 because it was just getting crowded and the train normally comes at about twenty-five to six
6	**Prescott**	P: What name is it?W: I’m Mary Prescott.P: Can you spell that?W: Yes, it’s P-R E-S-C-O-T-T
7	**41**	W: Flat 2, 41, Fountain Road, Canterbury
8	**Fountain**	W: Flat 2, 41, Fountain Road, Canterbury.P: Fountain Road
9	**752239**	P: And have you got a contact telephone number?W: Yes, it’s 7-5 double 2-3-9
10	**65**	P: One last question — what would you say the value of your briefcase is?W: Including the contents?P: Yes, Just a rough estimate is fine.W: I’m not sure. Well, the briefcase itself is quite new; I bought it last month for £40. I suppose about £65. The contents are worth about 20 or 25 pounds at least
11	**E / F / H**	And in Sydney a group of school children are successfully rescued from a plane which landed in the sea shortly after take-off. Transport workers are on strike in Melbourne over a pay claim and the strike looks set to spread to other states. And on a fashionable note, there s to be a new look for the staff of QANTAS, Australia’s national airline
12	**E / F / H**	And in Sydney a group of school children are successfully rescued from a plane which landed in the sea shortly after take-off. Transport workers are on strike in Melbourne over a pay claim and the strike looks set to spread to other states. And on a fashionable note, there s to be a new look for the staff of QANTAS, Australia’s national airline
13	**E / F / H**	And in Sydney a group of school children are successfully rescued from a plane which landed in the sea shortly after take-off. Transport workers are on strike in Melbourne over a pay claim and the strike looks set to spread to other states. And on a fashionable note, there s to be a new look for the staff of QANTAS, Australia’s national airline
14	**250 million / 250,000,000 / 250000000**	The Prime Minister has pledged today that he will make two hundred and fifty million dollars available to help the drought stricken farmers who have not seen rain for years, get through the next five years
15	**roads//road system**	Money that was to have been spent on the re-structuring of Sydney’s road system has been re-allocated to what the Prime Minister described as ‘a more worthy cause’
16	**too late**	Many farmers feel that while the money is welcome it has come too late to save them and their farms from financial ruin and are angry that the government did not act sooner
17	**school children//boys**	A group of school children who were travelling in a privately chartered aeroplane from Sydney to Queensland to take part in a musical concert found themselves swimming for the shore when their aeroplane had to land in the sea just three minutes after taking off from Sydney airport The pilot managed to bring the aircraft and its 50 passengers down safely in the calm waters of Botany Bay where boats and pleasure craft were able to come to the rescue of the boys
18	**3/three**	when their aeroplane had to land in the sea just three minutes after taking off from Sydney airport
19	**pleasure craft**	The pilot managed to bring the aircraft and its 50 passengers down safely in the calm waters of Botany Bay where boats and pleasure craft were able to come to the rescue of the boys
20	**pilot**	‘We owe our lives to the skill of the pilot,’ said one of the boys, but the pilot replied modestly that it was ‘all part of a day’s work’
21	**(musical) instruments**	However, all their musical instruments were lost and they never got to play at their concert
22	**A**	F: Let me see You know this information is all in the handout which you should have received yesterday at the orientation meeting
23	**B**	M: 90%! That’s high. Do they enforce that rule? F: Yes, we do. We’re pretty strict about it actually
24	**C**	Monday, Wednesday and Friday, all at 9 o’clock
25	**A**	You’ll have to talk to the lecturer on the course. Dr. Roberts is his name

#	Answer	Explanation
26	**talk//give a talk**	F: Well, it's a piece of work on a given topic based on some set reading texts. You'll have to give a small talk to your tutorial group M: How long does that have to be?F: Oh, about 25 minutes usually.M: I have to talk for 25 minutes?F: Yes, that's right
27	**write up**	And then you have to write up your piece of work and give it to the lecturer to be marked
28	**choose/choose the topic**	M: Can I choose the topic?F: Yes, usually you can
29	**open book (exam) / open-book (exam)**	F: Well, it's an open book exam
30	**closed reserve**	But most of the important ones are held in Closed Reserve that's a part of the library where you can go to read books but you can't take them out of the building
31	**vocational (subjects) / (preparing for) work / employment**	Well, the course at this university has a vocational focus, that is a focus on preparing its graduates for work, so we're orientated very much towards employment
32	**B**	The Bachelor of Social Science is in one faculty within the university, that is the faculty where I work, known as Arts and Social Sciences
33	**C**	At the top of the faculty we have a dean and below the dean we have three divisions; each division has a divisional head and your degree is located in the Division of Social Sciences
34	**history and economics / history,economics / history economics**	For instance in the first semester you'll be doing four subjects psychology sociology history and economics
35	**deadlines/a deadline / deadlines (for essays)**	For instance, you may find that you can't meet a deadline for an essay or perhaps you're having problems with attendance. These seem to be the two most common problems that students face
36	**attendance**	For instance, you may find that you can't meet a deadline for an essay or perhaps you're having problems with attendance. These seem to be the two most common problems that students face
37	**B**	I'm available on Wednesday and Thursday mornings and on Friday afternoons
38	**C**	A tutorial is perhaps where most of the learning occurs at a university. You will be divided into groups of between 12 and 15 students and each week one of you will have to present a piece of work to the group as a whole and then the group will discuss what you've said. It's this discussion, this exchange of ideas, which really constitutes the basis of university learning, in my view
39	**B**	Plagiarism is taking other people's work without acknowledging it, that is, without saying where it comes from. Of course all essays are based on research done by other people but you must remember to attribute the work to the original writer
40	**D**	If you don't acknowledge the source of your information then you run the risk of failing the subject or in very serious cases you might be denied entry to the university
41	**A**	This morning I'd like to tell you about the structure of the university and about some of the requirements of the degree that you're about to enter

PART 1 — QUESTIONS

Part 1 Audio: https://ielts-listening-audio.engnovatemedia.com/3172306-cambridge-ielts-01-academic-listening-test-2-1.mp3

Questions 1-10

Complete the notes. Use NO MORE THAN THREE WORDS for each answer.

KATE	
Her first impressions of the town	Quiet
Type of accommodation	1 _____
Her feelings about the accommodation	2 _____
Her feelings about the other students	3 _____
Name of course	Environmental Studies
Difficulties experienced on the course	lecturers are 4 _____
Suggestions for improving the course	5 _____

LUKI	
First type of accommodation	6 _____
Problem with the first accommodation	7 _____
Second type of accommodation	8 _____
Name of course	9 _____
Comments about the course	Computer room busy
Suggestions for improving the course	10 _____

PART 2 — QUESTIONS

Part 2 Audio: https://ielts-listening-audio.engnovatemedia.com/3172305-cambridge-ielts-01-academic-listening-test-2-2.mp3

Questions 11-20

Complete the notes below. Use NO MORE THAN THREE WORDS for each answer.

There are many kinds of bicycles available:

racing

touring

11 _____

ordinary

They vary in price and **12** _____ .

Prices range from $50.00 to $ **13** _____ .

Single speed cycles are suitable for **14** _____ .

Three speed cycles are suitable for **15** _____ .

Five and ten speed cycles are suitable for longer distances, hills and **16** _____ .

Ten speed bikes are better because they are **17** _____ in price but **18** _____ .

Buying a cycle is like **19** _____ .

The size of the bicycle is determined by the size of the **20** _____ .

PART 3 — QUESTIONS

Part 3 Audio: https://ielts-listening-audio.engnovatemedia.com/3172304-cambridge-ielts-01-academic-listening-test-2-3.mp3

Questions 21-24

Circle the correct answer.

21 At first Fiona thinks that Martin's tutorial topic is

- **A** ○ inappropriate.
- **B** ○ dull.
- **C** ○ interesting.
- **D** ○ fascinating.

22 According to Martin, the banana

- **A** ○ has only recently been cultivated.
- **B** ○ is economical to grow.
- **C** ○ is good for your health.
- **D** ○ is his favourite food.

23 Fiona listens to Martin because she

- **A** ○ wants to know more about bananas.
- **B** ○ has nothing else to do today.
- **C** ○ is interested in the economy of Australia.
- **D** ○ wants to help Martin.

24 According to Martin, bananas were introduced into Australia from

- **A** ○ India.
- **B** ○ England.
- **C** ○ China.
- **D** ○ Africa.

Questions 25-30

Complete Martin's notes

Use NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

Commercially grown banana plant

Each banana tree produces **25** _____ of bananas.

On modern plantations in tropical conditions a tree can bear fruit after **26** _____ .

Banana trees prefer to grow **27** _____ and they require rich soil and **28** _____ . The fruit is often protected by **29** _____ .

Ripe bananas emit a gas which helps other ones **30** _____ .

Questions 31-32

Circle the TWO correct boxes.

31 **32** Consumption of Australian bananas

- **A** ☐ Europe
- **B** ☐ Asia
- **C** ☐ New Zealand
- **D** ☐ Australia
- **E** ☐ Other

PART 4 — QUESTIONS

Part 4 Audio: https://ielts-listening-audio.engnovatemedia.com/3172303-cambridge-ielts-01-academic-listening-test-2-4.mp3

Questions 33-35

Circle the correct answer

33 According to the first speaker: The focus of the lecture series is on

- **A** ○ organising work and study.
- **B** ○ maintaining a healthy lifestyle.
- **C** ○ coping with homesickness.
- **D** ○ settling in at university.

34 According to the first speaker: The lecture will be given by

- **A** ○ the president of the Union.
- **B** ○ the campus doctor.
- **C** ○ a sports celebrity.
- **D** ○ a health expert.

35 According to the second speaker: This week's lecture is on

- **A** ○ campus food.
- **B** ○ dieting.
- **C** ○ sensible eating.
- **D** ○ saving money.

Questions 36-39

Complete the notes. Write NO MORE THAN THREE WORDS for each answer.

A balanced diet

A balanced diet will give you enough vitamins for normal daily living.

Vitamins in food can be lost through **36** _____ .

Types of vitamins:

(a) Fat soluble vitamins are stored by the body.

(b) Water soluble vitamins - not stored, so you need a **37** _____ .

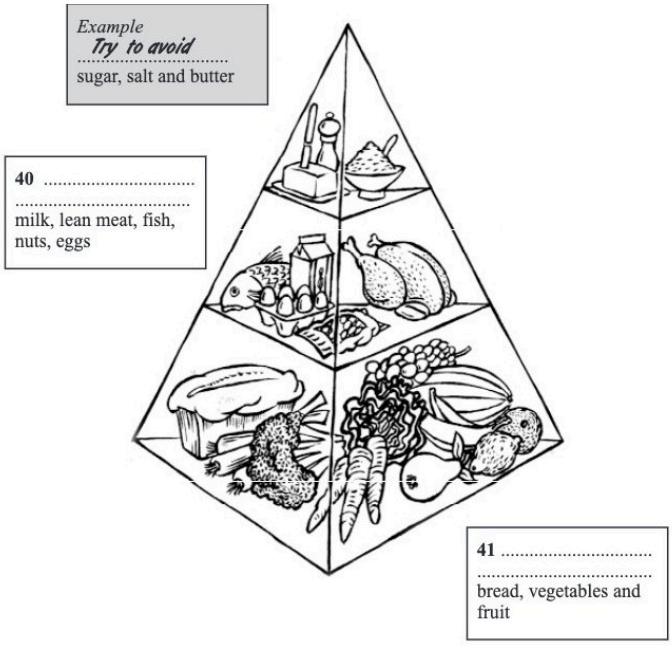
Getting enough vitamins

Eat **38** _____ of foods.

Buy plenty of vegetables and store them in **39** _____ .

Questions 40-41

Complete the diagram by writing NO MORE THAN THREE WORDS in the boxes provided.



40 _____

41 _____

Transcripts

Part 1

C = Counsellor

K = Kate

L = Luki

C: Hi there, Kate. Come on in. How are you today?

K: Fine thanks.

C: Hi, Luki. How's things?

L: OK.

C: Well, as I explained on the phone, I'm a Counsellor here at the Student Services section of the university and I'm interviewing overseas students to help me draw up a guide for new students so I'd be grateful if you could tell me a little about your time since you've been here in Cambridge.

K: Right.

L: Good idea.

C: Now, Kate let's start with you. OK, um ... this is your second semester isn't It? Could you tell us something about your first impressions of the town when you arrived?

K: Yeah well first of all I was struck by how quiet it is here in the evening

Repeat

C: Yes, I suppose Cambridge is a quiet place. Where did you live when you first arrived?

K: Well, I went straight into student accommodation; it was a kind of student hostel.

C: Ah right, so you didn't have to worry about doing your own cooking or anything like that?

K: No, but sometimes I wished I had! The food at the hostel was awful.

C: Oh dear. But how were the other students?

K: To be honest I haven't managed to make many friends even though the place is full. People seem to keep to themselves; they're not really very friendly.

C: Oh I'm sorry to hear that. Well, what about the actual course? You're studying ... uh?

K: I'm doing a Masters by coursework in Environmental Studies.

C: Ah, right, and how are you finding that?

K: Yeah, well, it's been pretty good really. I've enjoyed the course, but I feel there hasn't been enough contact with the lecturers. They all seem to be incredibly busy. The only chance I've really had to talk to them was on the field trip.

C: Well that's no good. Could anything be done to improve the course in your opinion?

K: Well ... I think it would be helpful to have meetings with lecturers on the course. Say once a fortnight — something like that.

C: Regular meetings. Yes that could certainly help. Now Kate, we'll come back. to you in a minute, but I'd just like to ask Luki some questions.

C: Luki, Where are you from?

L: I am from Indonesia.

C: And how did you find Cambridge when you first arrived?

L: Well, I like it here. I think the city is very beautiful.

C: What about your accommodation? Was that OK?

L: Yes, OK. At first I stayed with a family for three months. They were very kind to me but they had three young children and I found it difficult to study

C: Right, I see.

L: So after three months I moved out and now I live with two other students in a student house. It's much cheaper and we like it there.

C: Good, and what about your studies? What are you studying?

L: I'm doing a Bachelor of Computing.

C: Computing. I see. Um, apart from the language difficulties, if you can separate them, how have you found the course?

L: OK, but ...

C: Yes, go on.

L: Well, the main difficulty for me is getting time on the computers in the computer room. It's always busy and this makes it very hard to do my practical work.

C: Yes, I'm sure it would. Can you reserve time in the computer room?

L: No, you can't ... but it would certainly help if we could reserve computer time.

C: Yes. I'll look into that and see if something can't be done to improve things over there. Now let's go back to Kate...

Part 2

Radio presenter:

Well, last week we talked about buying camping equipment and today I'd like to talk to you about buying a bicycle. A simple enough exercise, you might imagine, but there are lots of things to look out for to make sure you get the best deal for your money.

Well, the range of bicycles is enormous — there are racing bikes, touring bikes, mountain bikes or just plain ordinary bikes for riding round town. They vary enormously in two basic ways: price and quality. This means that the choice you make will probably be determined by the amount of money you want to pay, your own personal needs, what is actually available or a compromise of all three things. However, in broad terms you can spend anything from $50 to $2,000 on a bike so, you'll need to know what you are looking for.

Single speed cycles — that is bikes with no gears, are really only suited to short, casual rides. Their attraction is their simplicity and reliability. After years of neglect they still manage to function, though not always too efficiently. If it's basic transport you're after then you can't go wrong.

Three speed cycles on the other hand are all that is really necessary for most town riding, going to the shops and things like that. Like the single speed bike they are simple and reliable. If you are going to be going up and down lots of hills, then you'll probably want something more efficient.

Five and ten speed bicycles are best suited to riding over long distances or hilly terrain and to serious touring, so if it's serious touring you're interested in, get a five or ten speed bike. However it's worth remembering that the difference in price between a five and ten speed cycle is usually very little and so it's well worth paying that little bit extra to get the ten speed one. So I would tend to recommend the ten speed bike as the price is similar — however you'll be getting better quality components.

Now the next thing we need to look at is size. Buying a cycle is like buying clothes, first of all you find the right size and then you try it on to see if it fits. Contrary to what you might imagine, the size of the cycle is not determined by the size of the wheels (except in children's cycles), but by the size of the frame. So you'll need to measure the length of your legs and arms to get a frame that is the right size for you.

Well, that's all from Helpful Hints for today ...

Part 3

F = Fiona

M = Martin

F: Hi there, Martin. How are you going with your Australian studies tutorial paper?

M: Oh good. I've finished it actually.

F: Lucky you. What did you do it on? I'm still trying to find an interesting topic.

M: Well ... after some consideration I decided to look at the history of banana growing in Australia.

F: (surprised) Banana growing!

M: Yes, banana growing.

F: (sarcastically) Fascinating, I'm sure!

M: Well ... it's not as boring as you'd think. And I wanted to tie it in to the work I've been doing on primary industries and the economy. Anyway I bet there are a few things you didn't know about bananas!

F: Such as?

M: Such as the fact that bananas were among the first plants ever to be domesticated.

F: Oh, really?

M: Yes, they're an extremely nourishing food.

F: I suppose you're going to tell me the whole history of banana growing now aren't you?

M: Well, it'd be a good practice run for my tutorial next week. I'll do the same for you some time.

F: OK. Fire away. So where were these bananas first domesticated?

M: According to my research, the Cavendish banana, which is a type of banana and the first type to be cultivated here, actually originated in China but they had a fairly roundabout route before they got to Australia.

F: You mean they didn't go straight from China to Australia?

M: No, they didn't. It seems that in 1826, bananas were taken from South China to England.

F: I suppose they would have made a welcome addition to the English diet.

M: Yes, I'm sure. Well apparently there was an English Duke who was particularly fond of bananas and he used to cultivate them in his hothouse, which is where you have to grow them in England, of course, because of the cool climate and they became quite popular in the UK. So he was the one responsible for cultivating the Cavendish banana which was then introduced into Australia.

F: I see. And we've been growing them ever since?

M: Yes.

F: Are they hard to grow?

M: Well, yes and no. To grow them in your garden, no, not really. But to grow them commercially you need to know what you're doing. You see you only get one bunch of bananas per tree and it can take up to three years for a tree to bear fruit if you don't do anything special to it. But this period is greatly reduced with modern growing methods, particularly in plantations where you have perfect tropical conditions.

F: Right! So what are you looking at? One year? Two years?

M: No, no, around 15 months in good conditions for a tree to produce a bunch of bananas. And once you've got your bunch you cut the bunch and the plant down.

F: So how do the trees reproduce then?

M: Well, bananas are normally grown from suckers which spring up around the parent plant, usually just above the plant. They tend to like to grow uphill — or at least that's the common wisdom.

F: So that's why banana plantations are usually on hillsides, is it?

M: Yes. They grow best like that.

F: That's interesting!

M: If you plant them in rich soil and give them plenty of water at the beginning of summer, then they should be well advanced by the beginning of winter when growth virtually stops. But in a country like England, they're hard to grow, although you can grow them in a hothouse.

F: But in Australia, it's not difficult?

M: No, though even here, the growers put plastic bags around the bunches to protect them and keep them warm. If you go up to the banana growing districts, you'll see all these banana trees with plastic bags on them.

F: But how do they stop the bananas going bad before they reach the shops?

M: Well, the banana bunches are picked well before the fruit is ripe. Once you cut the bunch, the bananas stop growing but they do continue to ripen. The interesting thing is that once one banana ripens, it gives off a gas which then helps all the others to ripen so they pretty much all ripen within a few hours of each other.

F: Amazing! So do we export lots of bananas overseas, to Europe and Asia for instance?

M: Well, oddly enough, no. I believe New Zealand takes a small proportion of the crop but otherwise they're mostly grown for the domestic market, which is surprising when you think about it because we grow an enormous number of bananas each year.

F: Yes, well thank you for all that information. I'm sure the tutorial paper will go really well you certainly seem to have done your research on the subject.

M: Let's hope so.

Part 4

J = John

D = Diane Greenbaum

J: Good morning, good morning, everyone, and welcome to our regular lecture on health issues. This series of lectures is organised by the Students' Union and is part of the union's attempt to help you, the students of this university, to stay healthy while coping with study and social life at the same time. So it's a great pleasure for me to welcome back Ms Diane Greenbaum who is a professional dietician and who has been kind enough to give up her time, in what I know is a very hectic schedule, to come along and talk to us today.

D: Thank you. Thank you very much, John. May I say it's a pleasure to be back. Now, stresses at university, being away from home and having to look after yourselves, learning your way around the campus all contribute to making it quite hard sometimes to ensure that your diet is adequate. So today I'm going to talk about ways of making sure that you eat well while at the same time staying within your budget.

If you have a well balanced diet, then you should be getting all the vitamins that you need for normal daily living. However sometimes we think we're eating the right foods but the vitamins are escaping, perhaps as a result of cooking and anyway we're not getting the full benefit of them. Now, if you lack vitamins in any way the solution isn't to rush off and take vitamin pills. though they can sometimes help. No it's far better to look at your diet and how you prepare your food.

So what are vitamins? Well, the dictionary tells us they are "food factors essential in small quantities to maintain life". Now, there are fat soluble vitamins which can be stored for quite some time by the body and there are water soluble vitamins which are removed more rapidly from the body and so a regular daily intake of these ones is needed.

OK, so how can you ensure that your diet contains enough of the vitamins you need? Well, first of all, you may have to establish some new eating habits! No more chips at the uni canteen, I'm afraid! Now firstly, you must eat a variety of foods. Then you need to ensure that you eat at least four servings of fruit and vegetables daily. Now you'll need to shop two or three times a week to make sure that they're fresh, and store your vegetables in the fridge or in a cool dark place.

Now let s just refresh our memories by looking at the Healthy Diet Pyramid. OK, can you all see that? Good. Well ,now, as you see we've got three levels to our pyramid. At the top in the smallest area are the things which we should really be trying to avoid as much as possible. Things like ... yes, sugar, salt, butter ... all that sort of thing.

Next, on the middle of our pyramid we find the things that we can eat in moderation. Not too much though! And that's where we find milk, lean meat, fish, nuts, eggs. And then at the bottom of the pyramid are the things that you can eat lots of! Because they're the things that are really good for you And here we have bread, vegetables and fruit. So don't lose sight of your healthy diet pyramid when you do your shopping.

Answer Key

#	Answer	Explanation
1	**student accommodation/student hostel**	Well, I went straight into student accommodation; it was a kind of student hostel
2	**awful food**	K: No, but sometimes I wished I had! The food at the hostel was awful
3	**not (really/very) friendly / kept to themselves**	People seem to keep to themselves; they're not really very friendly
4	**busy**	I've enjoyed the course, but I feel there hasn't been enough contact with the lecturers. They all seem to be incredibly busy
5	**regular meetings//meetings with lecturers//fortnightly meetings**	I think it would be helpful to have meetings with lecturers on the course. Say once a fortnight — something like that.C: Regular meetings. Yes that could certainly help
6	**(a) family / homestay**	At first I stayed with a family for three months
7	**difficult to study**	At first I stayed with a family for three months. They were very kind to me but they had three young children and I found it difficult to study
8	**(a) student house**	So after three months I moved out and now I live with two other students in a student house
9	**(Bachelor of) Computing**	L: I'm doing a Bachelor of Computing
10	**reserve computer time**	but it would certainly help if we could reserve computer time
11	**mountain**	Well, the range of bicycles is enormous — there are racing bikes, touring bikes, mountain bikes or just plain ordinary bikes for riding round town
12	**quality**	They vary enormously in two basic ways: price and quality
13	**2,000/2000**	However, in broad terms you can spend anything from $50 to $2,000 on a bike so, you'll need to know what you are looking for
14	**short rides/casual rides / short casual rides / short,casual rides**	Single speed cycles — that is bikes with no gears, are really only suited to short, casual rides
15	**(most) town riding / shopping**	Three speed cycles on the other hand are all that is really necessary for most town riding, going to the shops and things like that
16	**serious touring**	Five and ten speed bicycles are best suited to riding over long distances or hilly terrain and to serious touring, so if it's serious touring you're interested in, get a five or ten speed bike
17	**similar//almost the same**	So I would tend to recommend the ten speed bike as the price is similar — however you'll be getting better quality components
18	**better quality (components)**	So I would tend to recommend the ten speed bike as the price is similar — however you'll be getting better quality components
19	**buying clothes**	Now the next thing we need to look at is size. Buying a cycle is like buying clothes, first of all you find the right size and then you try it on to see if it fits
20	**frame**	Contrary to what you might imagine, the size of the cycle is not determined by the size of the wheels (except in children's cycles), but by the size of the frame
21	**B**	F: (sarcastically) Fascinating, I'm sure!M: Well it's not as boring as you'd think
22	**C**	Yes, they're an extremely nourishing food
23	**D**	Well, it'd be a good practice run for my tutorial next week. I'll do the same for you some time.F: OK. Fire away
24	**B**	Well apparently there was an English Duke who was particularly fond of bananas and he used to cultivate them in his hothouse, which is where you have to grow them in England, of course, because of the cool climate and they became quite popular in the UK. So he was the one responsible for cultivating the Cavendish banana which was then introduced into Australia
25	**one bunch**	You see you only get one bunch of bananas per tree and it can take up to three years for a tree to bear fruit if you don't do anything special to it

#	Answer	Explanation
26	**15 months/fifteen months**	But this period is greatly reduced with modern growing methods, particularly in plantations where you have perfect tropical conditions. F: Right! So what are you looking at? One year? Two years? M: No, no, around 15 months in good conditions for a tree to produce a bunch of bananas
27	**uphill//on hillsides**	They tend to like to grow uphill — or at least that's the common wisdom.F: So that's why banana plantations are usually on hillsides, is it?M: Yes. They grow best like that
28	**lots of water/plenty of water**	If you plant them in rich soil and give them plenty of water at the beginning of summer, then they should be well advanced by the beginning of winter when growth virtually stops
29	**plastic bags**	M: No, though even here, the growers put plastic bags around the bunches to protect them and keep them warm
30	**(to) ripen**	The interesting thing is that once one banana ripens, it gives off a gas which then helps all the others to ripen so they pretty much all ripen within a few hours of each other
31	**C / D**	Well, oddly enough, no. I believe New Zealand takes a small proportion of the crop but otherwise they're mostly grown for the domestic market, which is surprising when you think about it because we grow an enormous number of bananas each year
32	**C / D**	Well, oddly enough, no. I believe New Zealand takes a small proportion of the crop but otherwise they're mostly grown for the domestic market, which is surprising when you think about it because we grow an enormous number of bananas each year
33	**B**	This series of lectures is organised by the Students' Union and is part of the union's attempt to help you, the students of this university, to stay healthy while coping with study and social life at the same time
34	**D**	So it's a great pleasure for me to welcome back Ms Diane Greenbaum who is a professional dietician and who has been kind enough to give up her time, in what I know is a very hectic schedule, to come along and talk to us today
35	**C**	So today I'm going to talk about ways of making sure that you eat well while at the same time staying within your budget
36	**cooking**	However sometimes we think we're eating the right foods but the vitamins are escaping, perhaps as a result of cooking and anyway we're not getting the full benefit of them
37	**(regular) daily intake**	Now, there are fat soluble vitamins which can be stored for quite some time by the body and there are water soluble vitamins which are removed more rapidly from the body and so a regular daily intake of these ones is needed
38	**(a) variety**	Now firstly, you must eat a variety of foods
39	**the dark//the fridge//a cool place//a dark place**	store your vegetables in the fridge or in a cool dark place
40	**eat in moderation//not too much**	Next, on the middle of our pyramid we find the things that we can eat in moderation. Not too much though
41	**eat lots (of) / eat most**	And then at the bottom of the pyramid are the things that you can eat lots of! Because they're the things that are really good for you And here we have bread, vegetables and fruit

Cambridge IELTS 01 Academic Listening Test 3

PART 1 — QUESTIONS

Part 1 Audio: https://ielts-listening-audio.engnovatemedia.com/3172302-cambridge-ielts-01-academic-listening-test-3-1.mp3

Questions 1-4

Circle the appropriate letter

1 What are the parking regulations on campus?

- **A** ○ undergraduate parking allowed
- **B** ○ postgraduate parking allowed
- **C** ○ staff parking only allowed
- **D** ○ no student parking allowed

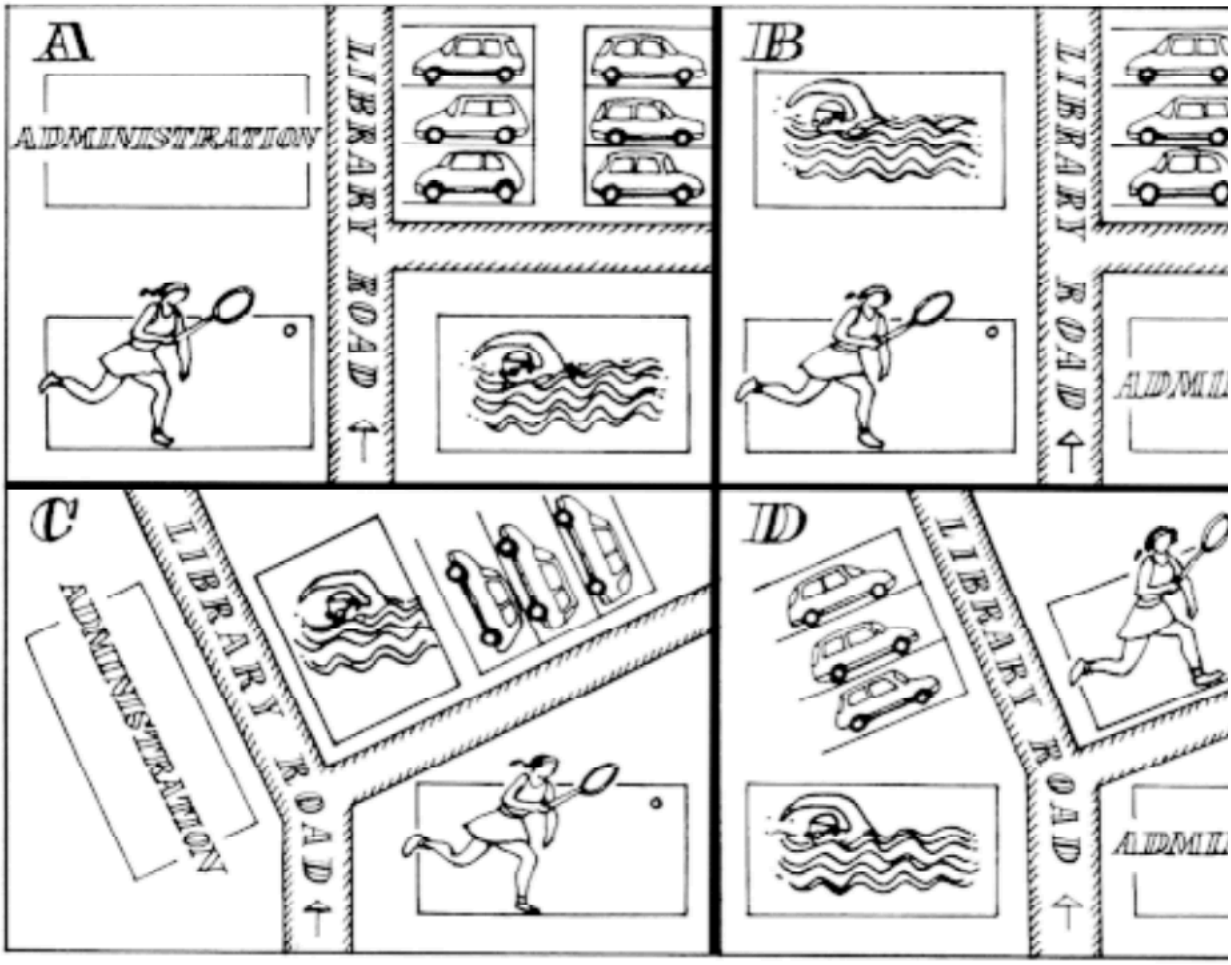
2 The administration office is in

- **A** ○ Block B.
- **B** ○ Block D.
- **C** ○ Block E.
- **D** ○ Block G.

3 If you do not have a parking sticker, the following action will be taken:

- **A** ○ wheel clamp your car.
- **B** ○ fine only.
- **C** ○ tow away your car and fine.
- **D** ○ tow away your car only.

4 Which picture shows the correct location of the Administration office?



A ○ A

B ○ B

C ○ C

D ○ D

Questions 5-10

Complete the application form using NO MORE THAN THREE WORDS AND/OR A NUMBER

Application for parking sticker

Name: **5** _____

Address: Flat 13, **6** _____

Suburb: **7** _____

Faculty: **8** _____

Registration number: **9** _____

Make of car: **10** _____

Questions 11-11

11 Cashier's office opens at

- **A** ○ 12.15
- **B** ○ 2.00
- **C** ○ 2.15
- **D** ○ 4.30

Questions 12-12

Write NO MORE THAN THREE WORDS

12 Where must the sticker be displayed? _____

PART 2 — QUESTIONS

Part 2 Audio: https://ielts-listening-audio.engnovatemedia.com/3172301-cambridge-ielts-01-academic-listening-test-3-2.mp3

Questions 13-23

Complete the notes below using NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

Date the museum was opened	**13** _____
The museum consists of a building and	**14** _____
Handicapped toilet door shows	Example: a wheelchair
The Education Centre is signposted by	**15** _____
If you lose your friends, meet at the	**16** _____
Warning about *The Vampire*	**17** _____
How often are the tours of *The Vampire*?	**18** _____
Person featured in today's video	**19** _____
The Leisure Gallery shows how Australian culture is influenced by	**20** _____
The Picture Gallery contains pictures by	**21** _____
Cost of family membership of the museum	$ **22** _____
"Passengers and the Sea" includes a collection of	**23** _____

PART 3 — QUESTIONS

Part 3 Audio: https://ielts-listening-audio.engnovatemedia.com/3172300-cambridge-ielts-01-academic-listening-test-3-3.mp3

Questions 24-27

Click the correct answer

24 Mark is going to talk briefly about

- **A** ○ marketing new products.
- **B** ○ pricing strategies.
- **C** ○ managing large companies.
- **D** ○ setting sales targets.

25 According to Susan, air fares are lowest when they

- **A** ○ include weekend travel.
- **B** ○ are booked well in advance.
- **C** ○ are non-refundable.
- **D** ○ are for business travel only.

26 Mark thinks revenue management is

- **A** ○ interesting.
- **B** ○ complicated.
- **C** ○ time-consuming.
- **D** ○ reasonable.

27 The airline companies want to

- **A** ○ increase profits.
- **B** ○ benefit the passenger.
- **C** ○ sell cheap seats.
- **D** ○ improve the service.

Questions 28-32

Complete the notes using NO MORE THAN THREE WORDS for each answer

Two reasons for the new approach to pricing are:

28 _____ has been changed and have **29** _____ .

In future people will be able to book airline tickets **30** _____ .

Also being marketed in this way are **31** _____ groups and **32** _____ companies.

PART 4 — QUESTIONS

Part 4 Audio: https://ielts-listening-audio.engnovatemedia.com/3172299-cambridge-ielts-01-academic-listening-test-3-4.mp3

Questions 33-37

Complete the table Write NO MORE THAN THREE WORDS for each answer

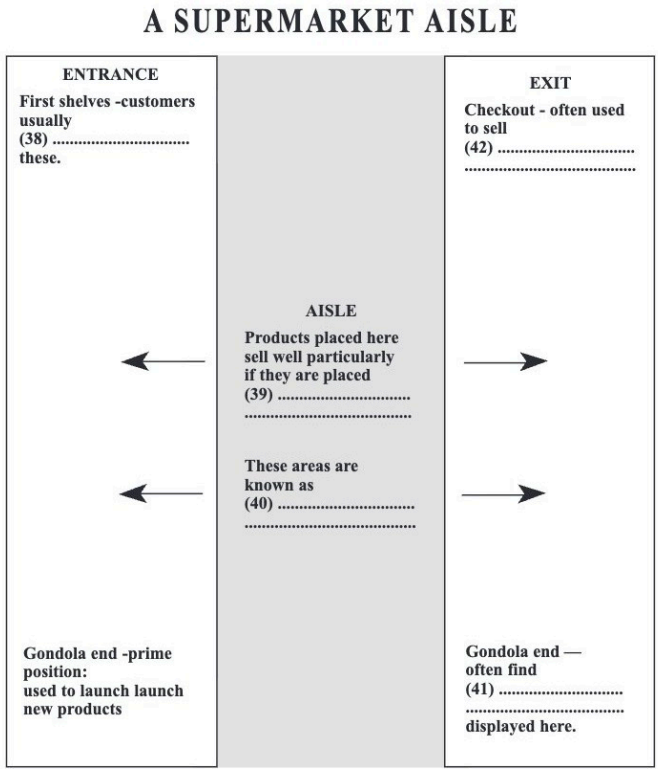
SPACE MANAGEMENT

RESEARCH METHOD	INFORMATION PROVIDED
Questionnaires	what customers think about **33** _____
34 _____	how customers move around supermarket aisles
Eye movement **35** _____	the most eye-catching areas of the shop
Computer programs e.g. **36** _____	the best **37** _____ for an article in the shop

Questions 38-42

Label the diagram Write NO MORE THAN THREE WORDS for each answer

*Label the cliagiam Wiite **NO MORE THAN THREE WORDS** for each anmer*



38 _____

39 _____

40 _____

41 _____

42 _____

Transcripts

Part 1

M = Male student

F = Female student

C = Clerk

M: How do you come to the university each day? Train or bus or do you have a car?

F: Oh, I always walk — I haven't got a car and anyway I live quite close.

M: Do you know anything about parking rights on the campus? I was wondering whether students are allowed to park their cars on the campus or not?

F: Yes, I think it's possible for post graduate students but not for undergraduate students.

M: That doesn't seem very fair.

F: No, I suppose not, but there simply isn't enough room on the campus for everyone to park.

M: Do you need a parking permit?

F: Yeah, I believe you do.

M: Where do I get that from?

F: I think you can get a parking sticker from the administration office.

M: Where's that?

F: It's in the building called Block G. Right next to Block E.

M: Block G?

F: Yeah.

M: Oh right. And what happens to you if you don't buy a sticker? Do they clamp your wheels or give you a fine?

F: No, I think they tow your car away.

M: Oh really?

F: Yeah. And then they fine you as well because you have to pay to get the car back.

M: I'd better get the sticker then.

F: Yeah.

M: Where exactly is the administration office again? I'm new to this university and I'm still trying to find my way around.

F: Right. You go along Library Road, past the tennis courts on your left and the swimming pool on your right and the administration office is opposite the car park on the left. You can't miss it.

M: So it's up Library Road, past the swimming pool, opposite the car park. Right, I'll go straight over there. Bye and thanks for the help.

C: Good morning, can I help you?

M: Yes, I was told to come over here to get a parking sticker. Is this the right place?

C: Yes, it is. Are you a post graduate student?

M: Yes, I am.

C: OK, well, I'll just need to take some details ... Your name?

M: Richard Lee — that's spelt L double E.

C: Richard ... Lee. And the address?

M: Flat 13, 30 Enmore Road

C: How do you spell Enmore?

M: E-N-M-0-R-E. And that's in the suburb of Newport: N-E-W-P-0-R-T.

C: Faculty?

M: I beg your pardon?

C: Which faculty are you in?

M: Architecture, the Faculty of Architecture.

C: Right ... and the registration number of your car?

M: Let me see um L X J five oh ... No, sorry, I always get that wrong, it's LJX 058K.

C: LJX 508K.

M: No ... 058K

C: Ah. And what make is the car?

M: It s a Ford

C: A Ford. Fine! Well, I'll just get you to sign here and when you've paid the cashier I'll be able to issue you with the sticker.

M: Right. Where do I pay?

C: Just across the corridor in the cashier's office. Oh, but it's 12.30 now and they close at 12.15 for lunch. But they open again at a quarter past two until 4.30

M: Oh .. they're not open till quarter past two?

C: No. When you get your sticker, you must attach it to the front windscreen of your car. I m afraid it's not valid if you don't have it stuck on the window.

M: Right, I see. Thanks very much I'll just wait here then.

Part 2

Guide:

Good morning everyone, and welcome to the Maritime Museum.

Now before we commence our tour I'd just like to tell you a little bit about the history of the museum As you can see, it's a very modern building built in the post modern style and it was in fact opened by the Prime Minister of Australia in November 1991. It's been designed with a nautical flavour in mind to remind us of our links with the sea. But the museum isn't only housed in this building, there are a number of historic ships docked outside in the harbour which form part of the museum and which you are also free to visit, and we'll be coming to them shortly.

I'd just like to point out one or two things of general interest while we're here. Handicapped toilets are located on this floor and the door shows a wheelchair. The cloakroom where you can hang your coat or leave your bags is just behind us here. The education centre is on the top floor and there's a good little library in there which you might like to use. Follow the signs to the Education Centre — you'll see a lot of little green arrows on the wall. The green arrows will take you there. The information desk, marked with the small letter i on your plan is located right here in the foyer, so if you get separated from your friends, I suggest you make your way back to the information desk because we'll be returning to this spot at the end of the tour. All right?

Now if you look out this window you should be able to see where the museum's ships are docked. If you want to go on a tour of the old ship, the Vampire, she's docked over there and you should meet outside on the quay. However a word of warning! I don't recommend it for the grandmas and grandpas because there are lots of stairs to climb. Right, now, let's move on. Oh, I almost forgot to give you the times for that tour. Now, tours of the Vampire run on the hour every hour. All right?

Let's take a walk round the museum now. The first room we're coming to is the theatre. This room is used to screen videos of special interest and we also use it for lectures. There's a continuous video showing today about the voyages of Captain Cook, so come back here later on if you want to learn more about Captain Cook.

Now, we're moving along the gallery known as the Leisure Gallery. This is one of our permanent exhibitions and here we try to give you an idea of the many different ways in which Australians have enjoyed their time by the sea: surfing, swimming, lifesaving clubs, that's all very much a part of Australian culture. At the end of this section we'll come to the Picture Gallery where we've got a marvellous collection of paintings all by Australian artists. I think you can buy reproductions of some of these paintings in the museum shop. Well worth a good look.

Now we're coming to the Members' Lounge. As a member of the museum you would be entitled to use the members' lounge for refreshments. Membership costs $50 a year or $70 for all the family. So it's quite good value because entry to the museum is then free.

And down at the far end of this floor, you'll find the section which we've called Passengers and the Sea. In this part of the museum we've gathered together a wonderful collection of souvenirs from the old days when people travelled by ship. You'll find all sorts of things there: old suitcases, ships' crockery, first class cabins decorated in the fashion of the day. Just imagine what it must have been like to travel first class.

Now I'm going to leave you to walk round the museum on your own for a while and we'll all meet back again at the information desk in three quarters of an hour's time. I hope you enjoy your time with us at the museum today. Thank you.

Part 3

T = Tutor

M = Mark

S = Susan

T: OK, everybody, good morning! It's Mark's turn to talk to us today so Mark, I'll ask you to get straight down to business.

M: Right!

T: Now following on from what we were discussing last week in Susan's tutorial on approaches to marketing, you were going to give us a quick run down on a new strategy for pricing which is now being used by many large companies known as "revenue management" ... before we go on to your actual tutorial paper on Sales Targets. Is that correct?

M: Yeah, OK, well ...

T: So what exactly is revenue management?

M: Well, it's a way of managing your pricing by treating things like airline tickets and hotel rooms rather more as if they were perishable goods.

S: Yeah, I just tried to book a ticket yesterday for Perth and would you believe there are three different prices for the flight?

M: Right! And what was the rationale for that?

S: Well ... the travel agent said it depended on when you book and the length of the stay, like it's cheap if you stay away for a Saturday night, presumably because this isn't business travel and even cheaper if you buy a ticket where you can't get a refund if you have to cancel; in that case the ticket costs about half the price. You wouldn't think it would make that much difference, would you?

M: Well it does, and that's basically because the airlines are now treating their seats like a commodity. You see — if you want a seat today, then you pay far more for it than if you want it in three weeks' time.

S: That seems rather unfair.

M: Well ... not really ... when you think about it, that's just common sense isn't it?

S: I suppose so.

T: What this actually means is that in the same row of seats on the same flight you could have three people who have all paid a different price for their tickets.

S: And is this just happening in Australia?

M: No, no it's the same all over the world. Airlines are able to "market" a seat as a perishable product, with different values at different stages of its life.

S: Well like mangoes or apples at the market.

M: Yeah, it's exactly like that. The fact is that the companies are not actually interested in selling you a cheap flight! They're interested in selling the seats and flying aeroplanes that are full.

T: Mark why do you think revenue management has come about?

M: Well, as far as I can see there are two basic reasons: firstly because the law has been changed to allow the companies to do this. You see in the past they didn't have the right to keep changing the prices of the tickets, and secondly we now have very powerful computer programs to do the calculations and so the prices can be changed at a moment's notice.

S: So you mean ten minutes could be critical when you're buying a plane ticket?

M: Absolutely!

T: That's right!

M: And I understand we have almost reached the stage where these computer programs that the airlines are using will eventually be available to consumers to find the best deals for their travel plans from their home computer

S: Heavens! What a thought! So the travel agent could easily become a thing of the past if you could book your airline tickets from home. Are there any other industries using this system, or is it restricted to the airline business?

M: Many of the big hotel groups are doing it now. That's why the price of a bed in a hotel can also vary so much ... depending on when and where you book it

T: It's all a bit of a gamble really.

M: Yes, and hire car companies are also using revenue management to set their tariffs, because they are also dealing with a "commodity" if you like ... so the cost of hiring a car will depend on demand.

T: Well, thank you, Mark, for that overview ... that was well researched. Now let's get on with your main topic for today...

Part 4

Marketing Consultant:

Good morning. Welcome to this talk on Space Management. And today I'm going to look particularly at space management in the supermarket.

Now since the time supermarkets began, marketing consultants, like us, have been gathering information about customers' shopping habits.

To date, various research methods have been used to help promote the sales of supermarket products. There is, for example, the simple and direct questionnaire which provides information from customers about their views on displays and products and then helps retailers make decisions about what to put where.

Another method to help managers understand just how shoppers go around their stores are the hidden television cameras that film us as we shop and monitor our physical movement around the supermarket aisles: where do we start, what do we buy last, what attracts us, etc.

More sophisticated techniques now include video surveillance and such devices as the eye movement recorder. This is a device which shoppers volunteer to wear taped into a headband, and which traces their eye movements as they walk round the shop recording the most eye-catching areas of shelves and aisles.

But with today's technology. Space Management is now a highly sophisticated method of manipulating the way we shop to ensure maximum profit. Supermarkets are able to invest millions of pounds in powerful computers which tell them what sells best and where.

Now, an example of this is Spaceman which is a computer program that helps the retailer to decide which particular product sells best in which part of the store. Now Spaceman works by receiving information from the electronic checkouts (where customers pay) on how well a product is selling in a particular position. Spaceman then suggests the most profitable combination of an article and its position in the store.

So, let's have a look at what we know about supermarkets and the way people behave when they walk down the aisles and take the articles they think they need from the shelves.

Now here's a diagram of one supermarket aisle and two rows of shelves. Here's the entrance at the top left-hand corner.

Now products placed here, at the beginning of aisles, don't sell well. In tests, secret fixed cameras have filmed shoppers' movements around a store over a seven-day period. When the film is speeded up, it clearly shows that we walk straight past these areas on our way to the centre of an aisle. Items placed here just don't attract people.

When we finally stop at the centre of an aisle, we pause and take stock, casting our eyes along the length of it. Now products displayed here sell well and do even better if they are placed at eye level so that the customer's eyes hit upon them instantly. Products here are snapped up and manufacturers pay a lot for these shelf areas which are known in the trade as hotspots. Naturally everyone wants their products to be in a hotspot.

But the prime positions in the store are the ends of the aisles, otherwise known as Gondola ends. Now these stand out and grab our attention. For this reason new products are launched in these positions and manufacturers are charged widely varying prices for this privileged spot. Also, the end of an aisle may be used for promoting special offers which are frequently found waiting for us as we turn the corner of an aisle.

Well, now, eventually of course, we have to pay. Any spot where a supermarket can be sure we are going to stand still and concentrate for more than a few seconds is good for sales. That's why the shelves at the checkout have long been a favourite for manufacturers of chocolates — perhaps the most sure-fire "impulse" food of all.

Answer Key

#	Answer	Explanation
1	**B**	Yes, I think it's possible for post graduate students but not for undergraduate students
2	**D**	It's in the building called Block G. Right next to Block E
3	**C**	F: No, I think they tow your car away.M: Oh really?F: Yeah. And then they fine you as well because you have to pay to get the car back
4	**A**	Right. You go along Library Road, past the tennis courts on your left and the swimming pool on your right and the administration office is opposite the car park on the left. You can't miss it
5	**Richard Lee**	C: OK, well, I'll just need to take some details Your name?M: Richard Lee — that's spelt L double E
6	**30 Enmore Road**	Flat 13, 30 Enmore Road
7	**Newport**	E-N-M-0-R-E. And that's in the suburb of Newport: N-E-W-P-0-R-T
8	**Architecture**	C: Which faculty are you in?M: Architecture, the Faculty of Architecture
9	**LJX 058K**	M: Let me see um L X J five oh No, sorry, I always get that wrong, it's LJX 058K.C: LJX 508K.M: No 058K
10	**Ford**	C: Ah. And what make is the car?M: It s a Ford
11	**C**	But they open again at a quarter past two until 4.30
12	**(the) (front) window / (the) (front) windscreen**	When you get your sticker, you must attach it to the front windscreen of your car. I m afraid it's not valid if you don't have it stuck on the window
13	**November 1991**	it was in fact opened by the Prime Minister of Australia in November 1991
14	**(historic) ships**	But the museum isn't only housed in this building, there are a number of historic ships docked outside in the harbour which form part of the museum and which you are also free to visit, and we'll be coming to them shortly
15	**(little) green arrows**	Follow the signs to the Education Centre — you'll see a lot of little green arrows on the wall. The green arrows will take you there
16	**information desk**	The information desk, marked with the small letter i on your plan is located right here in the foyer, so if you get separated from your friends, I suggest you make your way back to the information desk because we'll be returning to this spot at the end of the tour
17	**stairs to climb//lots of stairs**	However a word of warning! I don't recommend it for the grandmas and grandpas because there are lots of stairs to climb
18	**every hour**	Now, tours of the Vampire run on the hour every hour
19	**Captain Cook**	There's a continuous video showing today about the voyages of Captain Cook, so come back here later on if you want to learn more about Captain Cook
20	**the sea**	This is one of our permanent exhibitions and here we try to give you an idea of the many different ways in which Australians have enjoyed their time by the sea: surfing, swimming, lifesaving clubs, that's all very much a part of Australian culture
21	**Australian artists**	At the end of this section we'll come to the Picture Gallery where we've got a marvellous collection of paintings all by Australian artists
22	**70**	Membership costs $50 a year or $70 for all the family
23	**souvenirs**	And down at the far end of this floor, you'll find the section which we've called Passengers and the Sea. In this part of the museum we've gathered together a wonderful collection of souvenirs from the old days when people travelled by ship
24	**B**	you were going to give us a quick run down on a new strategy for pricing which is now being used by many large companies known as "revenue management" before we go on to your actual tutorial paper on Sales Targets
25	**C**	even cheaper if you buy a ticket where you can't get a refund if you have to cancel; in that case the ticket costs about half the price
26	**D**	M: Well not really when you think about it, that's just common sense isn't it
27	**A**	The fact is that the companies are not actually interested in selling you a cheap flight! They're interested in selling the seats and flying aeroplanes that are full
28	**(the) law**	firstly because the law has been changed to allow the companies to do this

#	Answer	Explanation
29	**(powerful) computer programs**	and secondly we now have very powerful computer programs to do the calculations and so the prices can be changed at a moment's notice
30	**from home (computer)**	M: And I understand we have almost reached the stage where these computer programs that the airlines are using will eventually be available to consumers to find the best deals for their travel plans from their home computerS: Heavens! What a thought! So the travel agent could easily become a thing of the past if you could book your airline tickets from home
31	**hotel/big hotel**	Many of the big hotel groups are doing it now. That's why the price of a bed in a hotel can also vary so much
32	**hire car**	Yes, and hire car companies are also using revenue management to set their tariffs, because they are also dealing with a "commodity" if you like
33	**displays//products//displays and products**	There is, for example, the simple and direct questionnaire which provides information from customers about their views on displays and products and then helps retailers make decisions about what to put where
34	**(hidden) TV cameras / (hidden) television cameras**	Another method to help managers understand just how shoppers go around their stores are the hidden television cameras that film us as we shop and monitor our physical movement around the supermarket aisles: where do we start, what do we buy last, what attracts us, etc
35	**recorder//recording**	More sophisticated techniques now include video surveillance and such devices as the eye movement recorder. This is a device which shoppers volunteer to wear taped into a headband, and which traces their eye movements as they walk round the shop recording the most eye-catching areas of shelves and aisles
36	**Spaceman**	Now, an example of this is Spaceman which is a computer program that helps the retailer to decide which particular product sells best in which part of the store
37	**position//shelf//spot//place**	Spaceman then suggests the most profitable combination of an article and its position in the store
38	**walk (straight/right) past / ignore / pass**	When the film is speeded up, it clearly shows that we walk straight past these areas on our way to the centre of an aisle
39	**at eye level / near customers' eyes**	Now products displayed here sell well and do even better if they are placed at eye level so that the customer's eyes hit upon them instantly
40	**hotspots**	Products here are snapped up and manufacturers pay a lot for these shelf areas which are known in the trade as hotspots
41	**special offers**	Also, the end of an aisle may be used for promoting special offers which are frequently found waiting for us as we turn the corner of an aisle
42	**chocolates**	That's why the shelves at the checkout have long been a favourite for manufacturers of chocolates — perhaps the most sure-fire "impulse" food of all

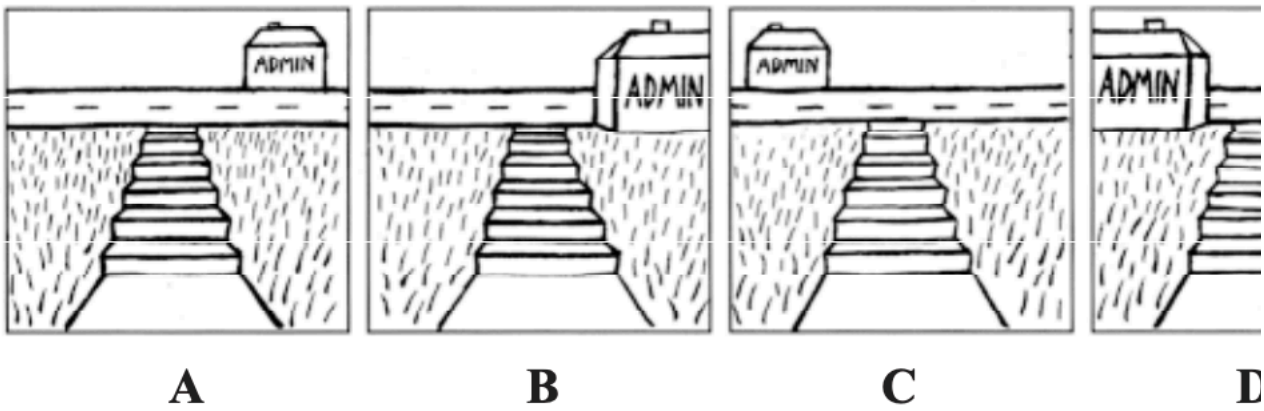
PART 1 — QUESTIONS

Part 1 Audio: https://ielts-listening-audio.engnovatemedia.com/3172298-cambridge-ielts-01-academic-listening-test-4-1.mp3

Questions 1-5

Circle the appropriate letter

1 Where is the administration building?

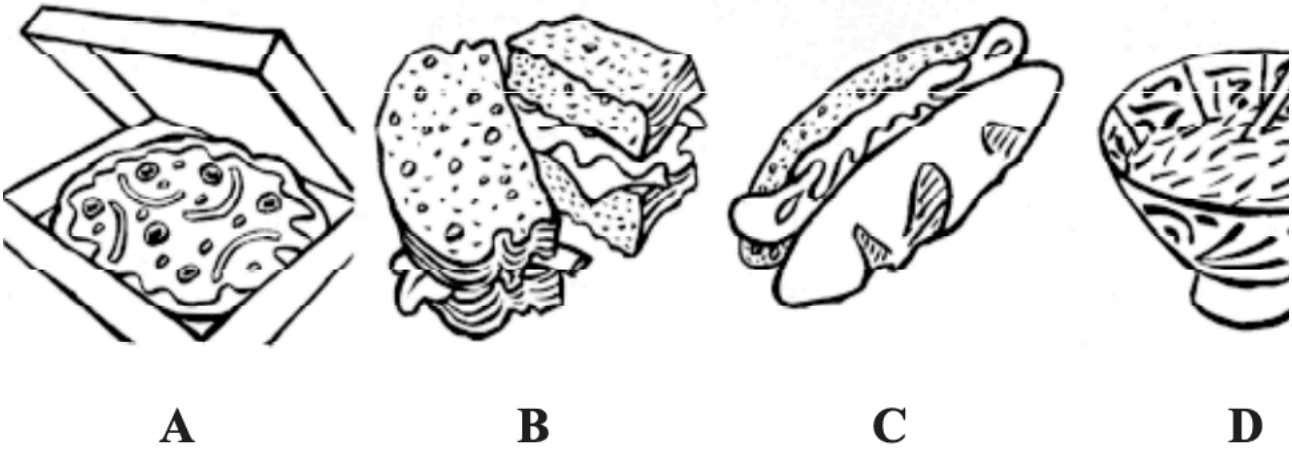


- **A** ○ Image A
- **B** ○ Image B
- **C** ○ Image C
- **D** ○ Image D

2 How many people are waiting in the queue?

- **A** ○ 50
- **B** ○ 100
- **C** ○ 200
- **D** ○ 300

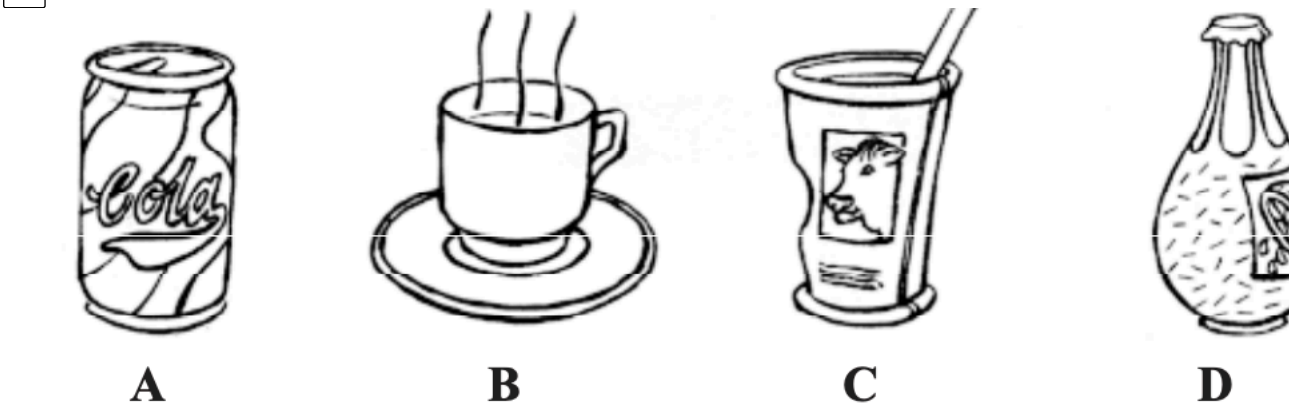
3 What does the woman order for lunch?



A B C D

- **A** ○ Image A
- **B** ○ Image B
- **C** ○ Image C
- **D** ○ Image D

4 What does the woman order to drink?



A B C D

- **A** ○ Image A
- **B** ○ Image B
- **C** ○ Image C
- **D** ○ Image D

5 How much money does the woman give the man?

- **A** ○ $2.00
- **B** ○ $3.00
- **C** ○ $3.50
- **D** ○ $5.00

Questions 6-10

Complete the registration form using NO MORE THAN THREE WORDS AND/OR A NUMBER.

Name of student: **6** _____

Address: Flat 5, **7** _____

Town: **8** _____

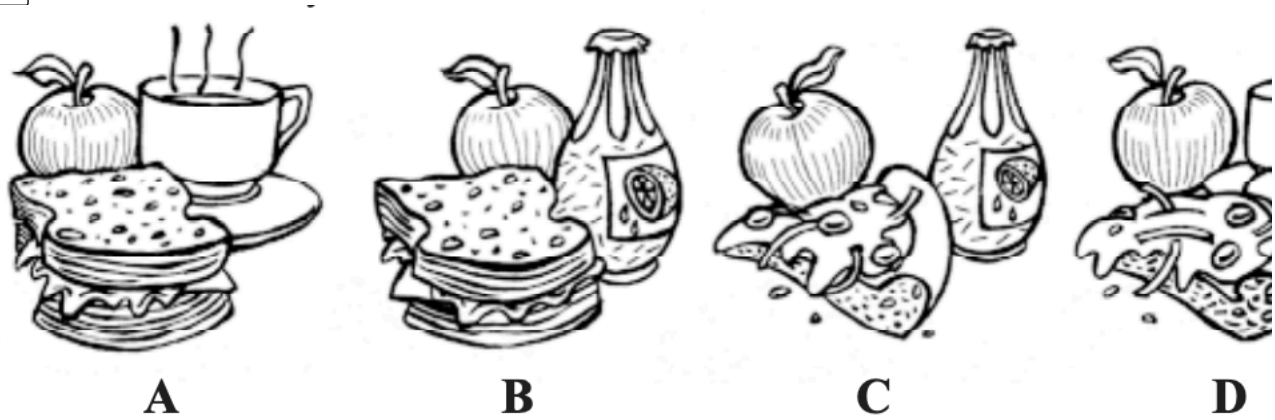
Tel: **9** _____

Course: **10** _____

Questions 11-12

Circle the appropriate letter

11 What did the man buy for her to eat?



- **A** ○ Image A
- **B** ○ Image B
- **C** ○ Image C
- **D** ○ Image D

12 What must the students do as part of registration at the university?

- **A** ○ Check the notice board in the Law Faculty.
- **B** ○ Find out about lectures.
- **C** ○ Organise tutorial groups.
- **D** ○ Pay the union fees.

PART 2 — QUESTIONS

Part 2 Audio: https://ielts-listening-audio.engnovatemedia.com/3172297-cambridge-ielts-01-academic-listening-test-4-2.mp3

Questions 13-21

Complete the notes. Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

STUDENT BANKING

Recommended Banks	Location
Barclays	Realty Square
National Westminster	Example: Preston Park
Lloyds	City Plaza
Midland	**13** _____

Note: May not be allowed all facilities given to resident students.

Funding

- Must provide **14** _____ I can support myself.
- Services will depend on personal circumstances and discretion of Bank Manager.

Opening an account

- Take with me: **15** _____ and letter of enrolment.
- Recommended account: **16** _____
- Bank supplies: **17** _____ and chequecard which guarantees cheques.

Other services

- Cashcard: (you can **18** _____ cash at any time.)
- Switch/Delta cards: (take the money **19** _____ the account.)

Overdraft

- Must have **20** _____ from the bank
- Sometimes must pay interest.

Opening times

- Most banks open until **21** _____ or 5 pm during the week.
- Some open for a limited time on Saturdays.

PART 3 — QUESTIONS

Part 3 Audio: https://ielts-listening-audio.engnovatemedia.com/3172296-cambridge-ielts-01-academic-listening-test-4-3.mp3

Questions 22-25

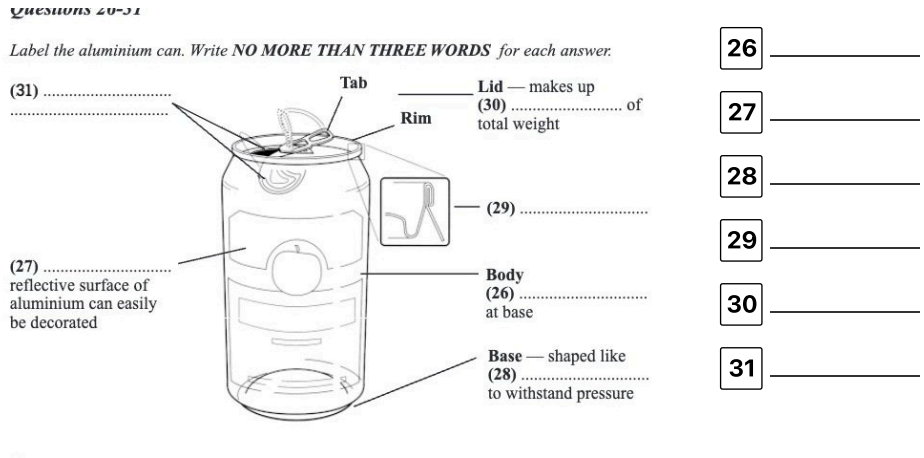
Complete the factsheet. Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

FACTSHEET - Aluminium Cans

- 22 _____ produced every day in the US — more cans produced than nails or 23 _____
- each can weighs 0.48 ounces — thinner than two 24 _____
- can take more than 90 pounds of pressure per square inch — over 25 _____ the pressure of a car tyre

Questions 26-31

Label the aluminium can. Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.



26 _____

27 _____

28 _____

29 _____

30 _____

31 _____

PART 4 — QUESTIONS

Part 4 Audio: https://ielts-listening-audio.engnovatemedia.com/3172295-cambridge-ielts-01-academic-listening-test-4-4.mp3

Questions 32-42

Complete the lecture notes. Use NO MORE THAN THREE WORDS for each answer.

Purpose of the mini lecture	
To experience 32 _____	To find out about 33 _____

The three strands of Sports Studies are:

a. Sports psychology
b. Sports 34 _____
c. Sports physiology

a	The psychologists work with 35 _____ They want to discover what makes people 36 _____
b	Sports marketing looks at 37 _____ Sport now competes with 38 _____ Spectators want 39 _____
c	Sports physiology is also known as 40 _____ Macro levels look at fitness testing and 41 _____ Micro level looks at 42 _____

Transcripts

Part 1

F = Female student

M = Male student

C = Clerk

F: Excuse me. Can you help me? I was looking for the Main Hall.

M: Maybe I can, actually. I'm looking for the Main Hall, too. I think it's in the Administration building. Are you a new student?

F: Yes, I am.

[Repeat]

M: I thought you looked as lost as me. I'm trying to find the admin building, too, so that I can register for my course. But I don't seem to be having much luck.

F: Well, look, according to this map of the campus here, you go straight up the steps, turn left and the building is on the right. OK, let's see if we can find it.

M: Oh, this looks right. Oh, yeah, it must be. Look, there are hundreds of other people here!

F: There must be at least 50 people in the queue — we'll be here till gone 2 o'clock at this rate.

M: And I'm starving!

F: So am I.

M: Actually, I was on my way to the canteen to get something for lunch. Why don't I go to the canteen and buy something and you stay here and wait?

F: Good idea.

M: What would you like? Pizza, sandwich, hot dog, fried rice. They do everything ...

F: Oh, something easy. Take away fried rice sounds good.

M: OK, fried ...

F: No, on second thoughts, I'll have a cheese and tomato sandwich.

M: Right one cheese and tomato — anything to drink?

F: Yeah, get me a coffee, would you?

M: Oh, hot coffee's a bit hard to carry. What about a coke or an orange juice?

F: Oh, um ... get me an orange juice, then. Look, here's five dollars.

M: Oh, take two dollars back, it shouldn't cost me more than three dollars.

F: Well, keep the five and we'll sort it out later. Oh, and could you get me an apple as well?

M: OK. Back in a minute.

F: Oh, hello. I'm here to register for the First Year Law course.

C: I'll just have to fill out this form for our records. What's your name?

F: Julia Perkins.

C: Can you spell that for me?

F: Yeah, that's J-U-L-I-A P-E-R-K-I-N-S.

C: Address?

F: Flat 5, 15 Waratah Road, that's W-A-R-A-T-A-H, Brisbane.

C: Brisbane ... And your telephone number?

F: We haven't got the phone on yet. We've only just moved in.

C: OK, well can you let us have the number once the phone's connected and I'll make a note here to be advised. And the course?

F: I beg your pardon?

C: What course are you doing?

F: First Year Law.

C: Right. Well, you'll have to go across to the Law Faculty and get this card stamped and then you come back here with it and pay your union fee.

F: Thanks very much.

M: Oh, there you are.

F: I thought you were never going to come back.

M: Sorry! The canteen was absolutely packed and I had to wait for ages. Then when I got to the front of the queue they had hardly any food left. So I had to get you a slice of pizza. I'm sorry.

F: Oh, that's OK. I could eat anything, I'm so hungry.

M: And there's your bottle of orange juice and your apple. At least I managed that.

F: Great. Thanks a lot.

M: Oh and here's your $2 back.

F: Don't worry about it. Buy me a cup of coffee later!

M: Oh, alright then! So how'd you go?

F: Well in order to register we've got to go to the Law Faculty and get this card stamped and then go back to the Admin building and pay the union fees. That means we're registered. After that we have to go to the notice board to find out about lectures and then we have to put our names down for tutorial groups and go to the library to ...

M: Great. Well first let's sit down and have our lunch.

Part 2

Speaker:

Thanks for turning up today, thanks for turning up today to this short talk I'm going to give on student banking. Many of you are unfamiliar with the way banks work in this country and today's talk should just give you a few starting points. I will of course answer any questions at the end.

Right. Well, as you probably know, you'll need to open a bank account while you're here — it's the safest place to keep your money and it's best to open an account with one of the major banks. You should each have a handout with the names and addresses ... there's Barclays in Realty Square, National Westminster in Preston Park, Lloyds in City Plaza and Midland in Hope Street. OK. All these banks offer special student accounts. However, it's important to note that as an international student you'll not necessarily be eligible for all the facilities offered to resident students.

Now, as an international student you will need to provide evidence that you can fund yourself for however long your course lasts. Banks have different policies and the services that they'll offer you will depend on your individual circumstances and on the discretion of the bank manager involved. So it's a matter of going there and finding out about your own particular situation.

Right, erm, when you do go to open a bank account, you should take some documentation with you. I've already mentioned that you must be able to support yourself. In addition to this most banks ask you to bring your passport and your letter or certificate of enrolment. OK?

Now, by far the most useful type of account to open is a current account. When you do this, you will actually get what is called a "student account" which is a current account with special concessions for students. When you open the account, the bank will give you a chequebook and you can use this to draw money out as you need it. If you need to write cheques in shops, you'll also need a cheque card. This is really an identity card which guarantees that correctly written cheques up to the value stated on the card will be honoured by the bank. OK?

Right, er, if you want to draw out cash for yourself you can make the cheque payable in your own name or "to cash". You can also withdraw cash from a cashpoint machine with a cashcard. These are extremely useful as they enable you to withdraw cash from your account during the day or at night.

There is also another card called Switch or Delta and you can use this to pay for things in shops. It takes the money right out of your account, so you don't need your chequebook.

Now — you may want to take more money out of the bank than you have in it. This is called having an overdraft. Be very careful with this you should not do this without permission from your bank. Overdrafts usually incur charges though some banks offer interest-free overdrafts to some students. But find out before you get one! Right?

Well, that just leaves opening times — when can you go? Banks used to be open from 9.30 am until 3.30 pm from Monday to Friday but many main branches are now open until 4.30 or 5 pm on weekdays and some of the bigger branches in London and other major cities are now open for a limited time on Saturdays.

OK — any questions?

Part 3

I = Ilmar

D = Dawn

I: Hi, Dawn.

D: Oh hi, Ilmar.

I: I'm glad I've bumped into you. I've just found a great idea for the presentation we've got to do for Dr Banks next month.

D: What, the one on everyday objects?

I: Yes ... look at this article ... it's really interesting.

D: The aluminium coke can?

I: You know ... coca cola cans, soft drink cans. Look let's sit down here. Have you got a minute?

D: Sure ... I'll just get my bag.

D: OK, so you think we can get a presentation out of this article?

I: I'm sure we can. First of all we can provide some interesting facts about the aluminium cans that we drink out of every day.

D: Like ... ?

I: Well, here ... it says that in the US they produce 300 million aluminium drink cans each day.

D: Wow! 300 million!

I: Exactly. That's an enormous number. It says here "outstrips the production of nails or paper clips". And they say that the manufacturers of these cans exercise as much attention and precision in producing them as aircraft manufacturers do when they make the wing of an aircraft!

D: Really! Let's have a look.

I: They're trying to produce the perfect can - as thin but as strong as possible.

D: Mmm ... this bit's interesting ... "today's can weighs about 0.48 ounces: thinner than two pieces of paper ... from this magazine say."

I: Yeah, and yet it can take a lot of weight.

D: More than 90 pounds of pressure per square inch — three times the pressure of a car tyre. OK, I agree, it's a good topic.

I: What I thought was that we could do a large picture of a coke can and label it and then talk about the different parts. Look, I've done a rough picture here.

D: OK, so where shall we start?

I: Well, the lid is complicated. Let's start with the body first. I'll do a line from the centre of the can ... like this ... and label it "body ". What does it say?

D: It's made of aluminium, of course, and it's thicker at the bottom.

I: Right, so that it can take all that pressure.

D: And then I think you should draw another line from the body for the label.

I: Right "label". The aluminium is ironed out until it's so thin that it produces what does it say?

D: "A reflective surface suitable for decoration."

I: That's right apparently it helps advertisers, too.

D: Yes, because it's so attractively decorated.

I: Good ... and then there's the base.

D: Yes, it says the bottom of the can is shaped like a dome so that it can resist the internal pressure.

I: That's interesting. I didn't know that.

D: Nor did I. OK, so going up to the lid ... there are several things we can label here. There's the rim around the edge which seals the can.

I: Got that. And there's a funny word for the seal isn't there?

D: Yes, it's a flange

I: What does it say about it?

D: Well, the can's filled with coke or whatever and after that the top of the can is trimmed and then bent over to secure the lid.

I: That's right, it looks like a seam. We could even do a blow-up of it like this F-L-A-N-G-E ...

D: Yes, that would be clearer. I think we should label the lid itself and say that it constitutes twenty five percent of the total weight.

I: Twenty-five percent ... so it's stronger than the body of the can.

D: So to save money, manufacturers make it smaller than the rest of the can!

I: Didn't know that either ... so how do we open a can of coke?

D: Mmm ... first of all there's the tab which we pull up to open the can and that's held in place by a rivet.

I: Mmm ... I think that's too small for us to include.

D: I agree, but we can talk about it in the presentation. We can show the opening though

I: That's the bit of the can that drops down into the drink when we pull the tab.

D: Yeah, hopefully. Sometimes the tab just breaks off.

I: I know.

D: Anyway the opening is scored so that it pushes in easily but doesn't detach itself.

I: OK, we can show that by drawing a shadow of it inside the can, like this I'll label it scored opening. Great ... well, I think we've got the basis of a really interesting presentation. Let's go and photocopy the article.

D: Fine. I'll take it home and study it some more.

Part 4

Lecturer:

Good morning and welcome to the University's Open Day and to our mini-lecture from the Sports Studies department. Now the purpose of this lecture is twofold: one — we want you to experience a university lecture, to give you a taste of what listening to a university lecture is like, and two — we want you to find out something about the Sports Studies program at this university. So feel free to ask any questions during the talk and I'll do my best to answer them.

Right — so what does a course in Sports Studies involve? Well, you wouldn't be blamed for not knowing the answer to this question because Sports Studies as a discipline is still comparatively new. But it's a growing area and one which is now firmly established at our university.

Now there are three distinct strands to Sports Studies and you would need to choose fairly early on just which direction you wanted to follow. And I'll just run over these now. Firstly, we've got the Sports Psychology strand, secondly, we've got the Sports Management strand, and last, but not least, there's the Sports Physiology strand. So Just to recap there's Sports Psychology, Sports Management, and Sports Physiology.

Let's look first at Psychology. Now the people who study Sports Psych want to work with top athletes, and they're looking at what will take those athletes that one percent extra. What makes them win? When all other things are equal, physically all other things are equal, they want to know ... what are the mental factors involved? The Sports Psychologist works closely with the athlete through his or her training program and becomes an integral part of the team. In fact you could say that they play just as important a role as the coach. So if you're interested in what makes people win this could be the area for you.

Now secondly, we've got the strand which I referred to as Sports Management and this goes hand in hand with the area of Sports Marketing. So you might like to think of this area as having two branches: Management and Marketing. On the Management side we look at issues relating to the running of sports clubs, management of athletes that sort of thing. But then on the other side, we've got Sports Marketing. And this is the side that interests me more because here we will look at the market forces behind sport. Questions like: why do people spend their money on a football match, or a tennis game rather, than say on buying a CD or going to the cinema? What are those market forces?

Sport used to just compete with sport. Nowadays it competes with other leisure activities. The spectators go to sport to be entertained rather than out of loyalty to a team. They want to have an evening out and they don't want the cheap seats any more they want good seats they want entertainment. And the professional sportsmen and women respond to this without question. They're there to give a performance. They provide the entertainment. So in the marketing course we address all these commercial issues and we look at how this hooks back into the Management of sport.

Now the third branch of Sports Studies sometimes comes under another name and is also known as Exercise Science. And again here we find that there are two distinct types of exercise science. The first is working very much at the macro level. What I call the huffing and puffing people. So this looks at fitness testing, body measurements, all that sort of thing. But the more interesting side of sports physiology, at least in my view, is the side that looks at the micro level, looking at cellular change. They're doing cellular research, looking at changes in body cells when the body is under stress.

So that just about brings us to the end of our mini-lecture for today. I hope you've found it interesting and I look forward to seeing you all on our course next year. Feel free to come and talk to me if you want any more information. I'll be over at that notice board near the main entrance.

Answer Key

#	Answer	Explanation
1	**C**	Well, look, according to this map of the campus here, you go straight up the steps, turn left and the building is on the right
2	**A**	F: There must be at least 50 people in the queue — we'll be here till gone 2 o'clock at this rate
3	**B**	No, on second thoughts, I'll have a cheese and tomato sandwich Oh, um get me an orange juice, then. Look, here's five dollars Well, keep the five and we'll sort it out later. Oh, and could you get me an apple as well
4	**D**	M: Oh, hot coffee's a bit hard to carry. What about a coke or an orange juice? F: Oh, um get me an orange juice, then. Look, here's five dollars
5	**D**	Look, here's five dollars
6	**Julia Perkins**	C: I'll just have to fill out this form for our records. What's your name? F: Julia Perkins. C: Can you spell that for me? F: Yeah, that's J-U-L-I-A P-E-R-K-I-N-S
7	**15 Waratah Road**	Flat 5, 15 Waratah Road, that's W-A-R-A-T-A-H, Brisbane
8	**Brisbane**	F: Flat 5, 15 Waratah Road, that's W-A-R-A-T-A-H, Brisbane
9	**to be advised//not connected//no phone//none**	F: We haven't got the phone on yet. We've only just moved in.C: OK, well can you let us have the number once the phone's connected and I'll make a note here to be advised
10	**first year Law/first-year Law**	C: What course are you doing? F: First Year Law.
11	**C**	The canteen was absolutely packed and I had to wait for ages. Then when I got to the front of the queue they had hardly any food left. So I had to get you a slice of pizza. I'm sorry And there's your bottle of orange juice and your apple. At least I managed that.
12	**D**	Well in order to register we've got to go to the Law Faculty and get this card stamped and then go back to the Admin building and pay the union fees. That means we're registered
13	**Hope Street**	there's Barclays in Realty Square, National Westminster in Preston Park, Lloyds in City Plaza and Midland in Hope Street
14	**evidence**	Now, as an international student you will need to provide evidence that you can fund yourself for however long your course lasts
15	**passport**	In addition to this most banks ask you to bring your passport and your letter or certificate of enrolment
16	**current/student (account)**	Now, by far the most useful type of account to open is a current account. When you do this, you will actually get what is called a "student account" which is a current account with special concessions for students
17	**chequebook/checkbook**	When you open the account, the bank will give you a chequebook and you can use this to draw money out as you need it. If you need to write cheques in shops, you'll also need a cheque card
18	**withdraw / draw (out) / take out**	You can also withdraw cash from a cashpoint machine with a cashcard. These are extremely useful as they enable you to withdraw cash from your account during the day or at night
19	**directly from//right out of**	It takes the money right out of your account, so you don't need your chequebook
20	**permission**	Be very careful with this you should not do this without permission from your bank
21	**4.30 (pm) / 4:30 (pm)**	Banks used to be open from 9.30 am until 3.30 pm from Monday to Friday but many main branches are now open until 4.30 or 5 pm on weekdays
22	**300 million / 300,000,000 / 300000000**	Well, here it says that in the US they produce 300 million aluminium drink cans each day
23	**paper clips**	It says here "outstrips the production of nails or paper clips"
24	**magazine pages//pieces of paper//pages**	Mmm this bit's interesting "today's can weighs about 0.48 ounces: thinner than two pieces of paper from this magazine say."
25	**three times/3 times**	More than 90 pounds of pressure per square inch — three times the pressure of a car tyre
26	**thicker**	It's made of aluminium, of course, and it's thicker at the bottom
27	**label**	And then I think you should draw another line from the body for the label.I: Right "label". The aluminium is ironed out until it's so thin that it produces what does it say?D: "A reflective surface suitable for decoration."

#	Answer	Explanation
28	**(a) dome**	D: Yes, it says the bottom of the can is shaped like a dome so that it can resist the internal pressure
29	**flange**	There's the rim around the edge which seals the can.I: Got that. And there's a funny word for the seal isn't there? D: Yes, it's a flange
30	**25%/25 percent**	I think we should label the lid itself and say that it constitutes twenty five percent of the total weight
31	**scored opening**	Anyway the opening is scored so that it pushes in easily but doesn't detach itself.I: OK, we can show that by drawing a shadow of it inside the can, like this I'll label it scored opening
32	**a university lecture**	Now the purpose of this lecture is twofold: one — we want you to experience a university lecture, to give you a taste of what listening to a university lecture is like, and two — we want you to find out something about the Sports Studies program at this university
33	**Sports Studies (programme/program)**	two — we want you to find out something about the Sports Studies program at this university
34	**management**	Firstly, we've got the Sports Psychology strand, secondly, we've got the Sports Management strand, and last, but not least, there's the Sports Physiology strand
35	**top athletes**	Now the people who study Sports Psych want to work with top athletes, and they're looking at what will take those athletes that one percent extra
36	**win**	Now the people who study Sports Psych want to work with top athletes, and they're looking at what will take those athletes that one percent extra. What makes them win
37	**market forces**	But then on the other side, we've got Sports Marketing. And this is the side that interests me more because here we will look at the market forces behind sport
38	**(other) leisure activities**	Sport used to just compete with sport. Nowadays it competes with other leisure activities
39	**entertainment//to be entertained**	The spectators go to sport to be entertained rather than out of loyalty to a team. They want to have an evening out and they don't want the cheap seats any more they want good seats they want entertainment
40	**exercise science**	Now the third branch of Sports Studies sometimes comes under another name and is also known as Exercise Science
41	**body measurements**	The first is working very much at the macro level. What I call the huffing and puffing people. So this looks at fitness testing, body measurements, all that sort of thing
42	**cellular research//cellular change//body cells**	But the more interesting side of sports physiology, at least in my view, is the side that looks at the micro level, looking at cellular change. They're doing cellular research, looking at changes in body cells when the body is under stress

Part 1

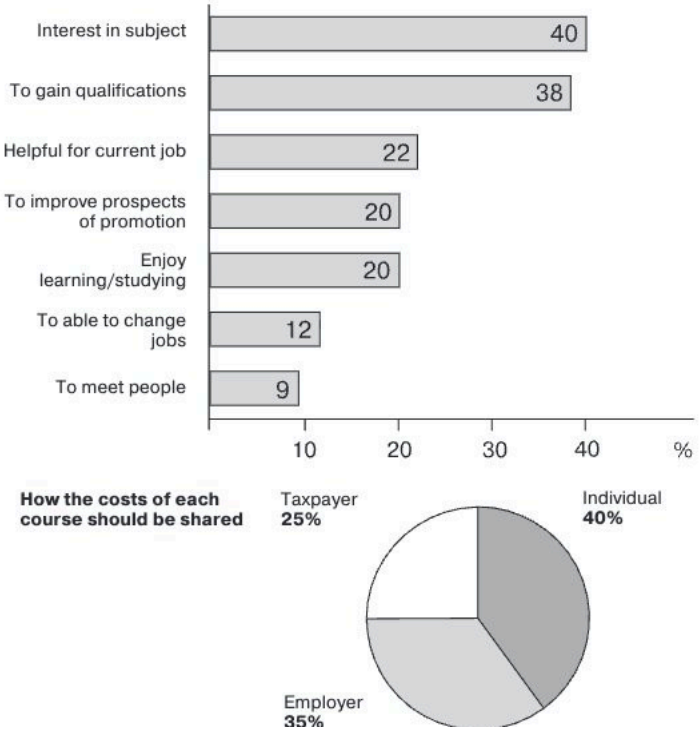
WRITING TASK 1

You should spend about 20 minutes on this task.

The charts below show the results of a survey of adult education. The first chart shows the reasons why adults decide to study. The pie chart shows how people think the costs of adult education should be shared.

Write a report for a university lecturer, describing the information shown below.

You should write at least 150 words.



Part 2

WRITING TASK 2

You should spend about 40 minutes on this task.

Present a written argument or case to an educated reader with no specialist knowledge of the following topic:

There are many different types of music in the world today. Why do we need music? Is the traditional music of a country more important than the International music that is heard everywhere nowadays?

You should write at least 250 words.

Use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence.

Part 1

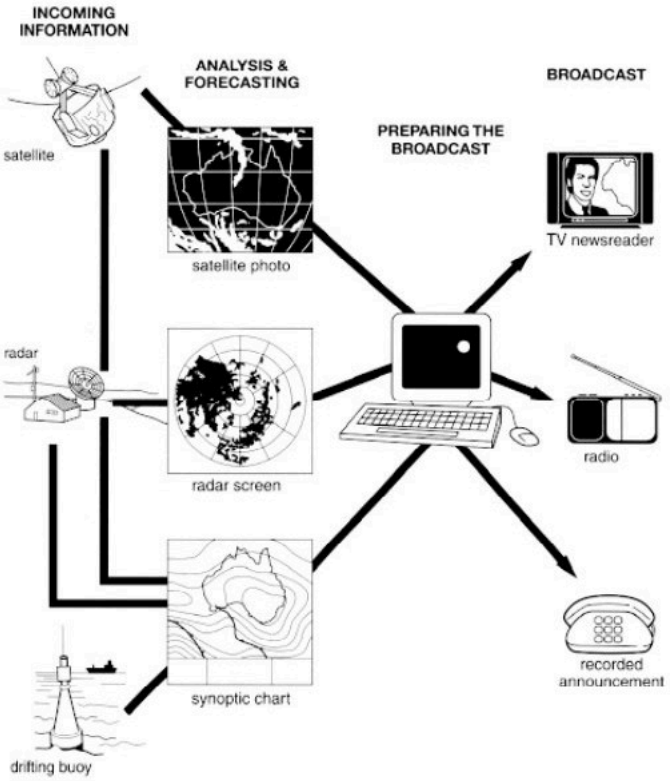
WRITING TASK 1

You should spend about 20 minutes on this task.

The diagram below shows how the Australian Bureau of Meteorology collects up-to-the-minute information on the weather in order to produce reliable forecasts.

Write a report for a university lecturer describing the information shown below.

You should write at least 150 words.



Part 2

WRITING TASK 2

You should spend about 40 minutes on this task.

Present a written argument or case to an educated reader with no specialist knowledge of the following topic.

Should wealthy nations be required to share their wealth among poorer nations by providing such things as food and education? Or is it the responsibility of the governments of poorer nations to look after their citizens themselves?

You should write at least 250 words.

Use your own ideas, knowledge and experience and support your arguments with examples and with relevant evidence.

Part 1

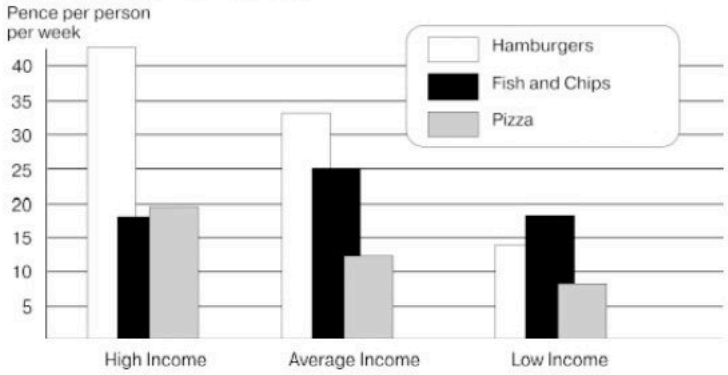
You should spend about 20 minutes on this task

The chart below shows the amount of money per week spent on fast foods in Britain. The graph shows the trends in consumption of fast foods.

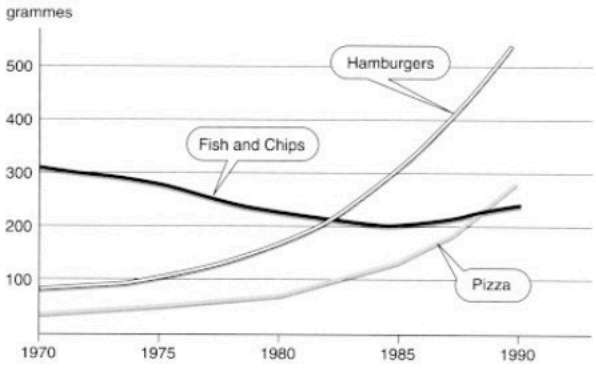
Write a report for a university lecturer describing the information shown below.

You should write at least 150 words.

Expenditure on fast foods by income groups



Consumption of fast foods 1970 -1990



Part 2

You should spend about 40 minutes on this task.

Present a written argument or case to an educated reader with no specialist knowledge of the following topic:

News editors decide what to broadcast on television and what to print in newspapers. What factors do you think influence these decisions? Do we become used to bad news? Would it be better if more good news was reported?

You should write at least 250 words.

Use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence.

Part 1

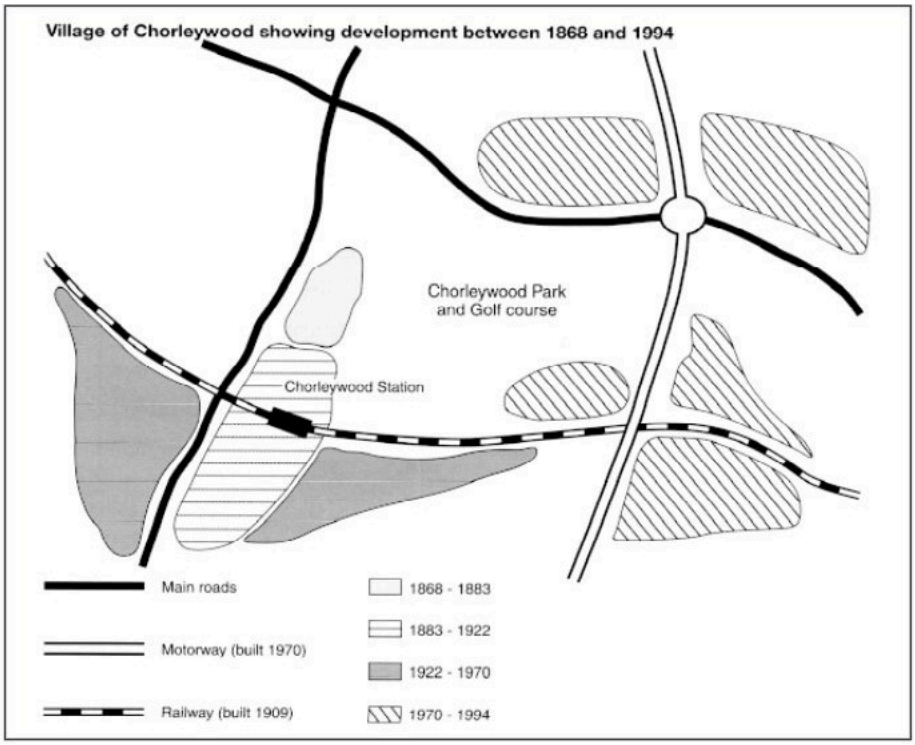
WRITING TASK 1

You should spend about 20 minutes on this task.

Chorleywood is a village near London whose population has increased steadily since the middle of the nineteenth century. The map below shows the development of the village.

Write a report for a university lecturer describing the development of the village.

You should write at least 150 words.



Part 2

WRITING TASK 2

You should spend about 40 minutes on this task.

Present a written argument or case to an educated reader with no specialist knowledge of the following topic:

The idea of having a single career is becoming an old fashioned one. The new fashion will be to have several careers or ways of earning money and further education will be something that continues throughout life.

You should write at least 250 words.

Use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence.

Part 2

Question 1

CANDIDATE'S CUE CARD Task 1

UNIVERSITY CLUBS AND ASSOCIATIONS

You have just arrived at a new university. It is orientation week and you want to know about the different clubs and associations you can join.

Your examiner is a Student Union representative.

Ask the examiner about: types of clubs

meeting times

benefits

costs

Part 3

Question 2

How has education changed in your country in the last 10 years?

Question 3

What changes do you foresee in the next 50 years?

Question 4

How do the expectations of today's school leavers compare with those of the previous generation?

Question 5

What role do you think extracurricular activities play in education?

Question 6

What method of learning works best for you?

Question 7

How beneficial do you think it is to group students according to their level of ability?

Part 2

Question 1

CANDIDATE'S CUE CARD Task 2

ASKING FOR AN EXTENSION

You have to give in a piece of work to your lecturer next Wednesday.

You need two more weeks to prepare the assignment because you have had difficulty obtaining the reference books. Your examiner is your lecturer. Find out if you can have an extension.

Ask the examiner about:

regulations regarding late work

possibility of having more time

different sources for books/information

assistance with writing for overseas students

Part 3

Question 2

Do you think the cinema has increased or decreased in popularity in recent years?

Question 3

In your opinion, will this trend continue into the future?

Question 4

What are the advantages and disadvantages of making films of real-life events?

Question 5

How important do you think it is for a film-maker to remain true to the original story?

Question 6

Should films and television be censored or should we be free to choose what we see?

Question 7

How do you think censorship laws will change in the next 20 years?

Part 2

Question 1

CANDIDATE'S CUE CARD

Task 3

THE PUBLIC HOLIDAY

There will soon be a public holiday in the country your examiner comes from. You want to find out about the holiday.

Ask the examiner about:

- the name of the public holiday

- the significance of the holiday

- availability of services on the day (banks/shops/cinemas)

- things for visitors to do

- how she/he plans to spend the day

Part 3

Question 2

How important are ceremonies in our lives?

Question 3

Do you see the role of private and public ceremonies changing in the future?

Question 4

Have attitudes to marriage changed in recent years?

Question 5

In what ways do men and women feel differently about marriage, in your opinion?

Question 6

What sort of national events make headlines in your country?

Question 7

Does the media in your country pay more attention to global or national events?

Part 2

Question 1

CANDIDATE'S CUE CARD Task 4

THE EXCURSION

The Overseas Students' Club is organising an excursion to a local tourist spot.

You are thinking of joining the exursion. Your examiner is one of the organisers.

Ask the examiner about:

- destination

- means of transport

- length of excursion

- cost

- meals

- clothing/equipment

Part 3

Question 2

What kind of possessions show status in your country?

Question 3

Do you think it was different for your grandparents?

Question 4

Modern society is often called ‘materialistic’. Why do you think this is?

Question 5

Do you think consumerism is a positive or a negative development?

Question 6

What is the role of advertising?

Question 7

How do you think the Internet will affect buying patterns in the future?