[PDF + Audio] Cambridge IELTS 02 Academic Ebook with Answers

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Cambridge IELTS 02 Academic Reading Test 1

PASSAGE 1

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

AIRPORTS ON WATER

River deltas are difficult places for map makers. The river builds them up, the sea wears them down; their outlines are always changing. The changes in China's Pearl River delta, however, are more dramatic than these natural fluctuations. An island six kilometres long and with a total area of 1248 hectares is being created there. And the civil engineers are as interested in performance as in speed and size. This is a bit of the delta that they want to endure.

The new island of Chek Lap Kok, the site of Hong Kong's new airport, is 83% complete. The giant dumper trucks rumbling across it will have finished their job by the middle of this year and the airport itself will be built at a similarly breakneck pace.

As Chek Lap Kok rises, however, another new Asian island is sinking back into the sea. This is a 520-hectare island built in Osaka Bay, Japan, that serves as the platform for the new Kansai airport. Chek Lap Kok was built in a different way, and thus hopes to avoid the same sinking fate.

The usual way to reclaim land is to pile sand rock on to the seabed. When the seabed oozes with mud, this is rather like placing a textbook on a wet sponge; the weight squeezes the water out, causing both water and sponge to settle lower. The settlement is rarely even; different parts sink at different rates. So buildings, pipes, roads and so on tend to buckle and crack. You can engineer around these problems, or you can engineer them out. Kansai took the first approach; Chek Lap Kok is taking the second.

The differences are both political and geological. Kansai was supposed to be built just one kilometre offshore, where the seabed is quite solid. Fishermen protested, and the site was shifted a further five kilometres. That put it in deeper water (around 20 metres) and above a seabed that consisted of 20 metres of soft alluvial silt and mud deposits. Worse, below it was a not-very-firm glacial deposit hundreds of metres thick.

The Kansai builders recognised that settlement was inevitable. Sand was driven into the seabed to strengthen it before the land-fill was piled on top, in an attempt to slow the process; but this has not been as effective as had been hoped. To cope with settlement, Kansai's giant terminal is supported on 900 pillars. Each of them can be individually jacked up, allowing wedges to be added underneath. That is meant to keep the building level. But it could be a tricky task.

Conditions are different at Chek Lap Kok. There was some land there to begin with, the original little island of Chek Lap Kok and a smaller outcrop called Lam Chau. Between them, these two

outcrops of hard, weathered granite make up a quarter of the new island's surface area. Unfortunately, between the islands there was a layer of soft mud, 27 metres thick in places.

According to Frans Uiterwijk, a Dutchman who is the project's reclamation director, it would have been possible to leave this mud below the reclaimed land, and to deal with the resulting settlement by the Kansai method. But the consortium that won the contract for the island opted for a more aggressive approach. It assembled the world's largest fleet of dredgers, which sucked up 150m cubic metres of clay and mud and dumped it in deeper waters. At the same time, sand was dredged from the waters and piled on top of the layer of stiff clay that the massive dredging had laid bare.

Nor was the sand the only thing used. The original granite island which had hills up to 120 metres high was drilled and blasted into boulders no bigger than two metres in diameter. This provided 70m cubic metres of granite to add to the island's foundations. Because the heap of boulders does not fill the space perfectly, this represents the equivalent of 105m cubic metres of landfill. Most of the rock will become the foundations for the airport's runways and its taxiways. The sand dredged from the waters will also be used to provide a two-metre capping layer over the granite platform. This makes it easier for utilities to dig trenches - granite is unyielding stuff. Most of the terminal buildings will be placed above the site of the existing island. Only a limited amount of pile-driving is needed to support building foundations above softer areas.

The completed island will be six to seven metres above sea level. In all, 350m cubic metres of material will have been moved. And much of it, like the overloads, has to be moved several times before reaching its final resting place. For example, there has to be a motorway capable of carrying 150-tonne dump-trucks; and there has to be a raised area for the 15,000 construction workers. These are temporary; they will be removed when the airport is finished.

The airport, though, is here to stay. To protect it, the new coastline is being bolstered with a formidable twelve kilometres of sea defences. The brunt of a typhoon will be deflected by the neighbouring island of Lantau; the sea walls should guard against the rest. Gentler but more persistent bad weather - the downpours of the summer monsoon - is also being taken into account. A mat-like material called geotextile is being laid across the island to separate the rock and sand layers. That will stop sand particles from being washed into the rock voids, and so causing further settlement. This island is being built never to be sunk.

PART 1 — QUESTIONS

Questions 1-5

Classify the following statements as applying to

Write the appropriate letters A - C in boxes 1 - 5 on your answer sheet.

A. Chek Lap Kok airport only

B. Kansai airport only

C. Both airports

	A	B	C
1 having an area of over 1000 hectares	○	○	○
2 built in a river delta	○	○	○
3 built in the open sea	○	○	○
4 built by reclaiming land	○	○	○
5 built using conventional methods of reclamation	○	○	○

Questions 6-9

Complete the labels on Diagam B below.

Choose your answers from the box below the diagram and write them in boxes 6 - 9 on your answer sheet.

DIAGRAM A

Cross-section of the original area around Chek Lap Kok before work began

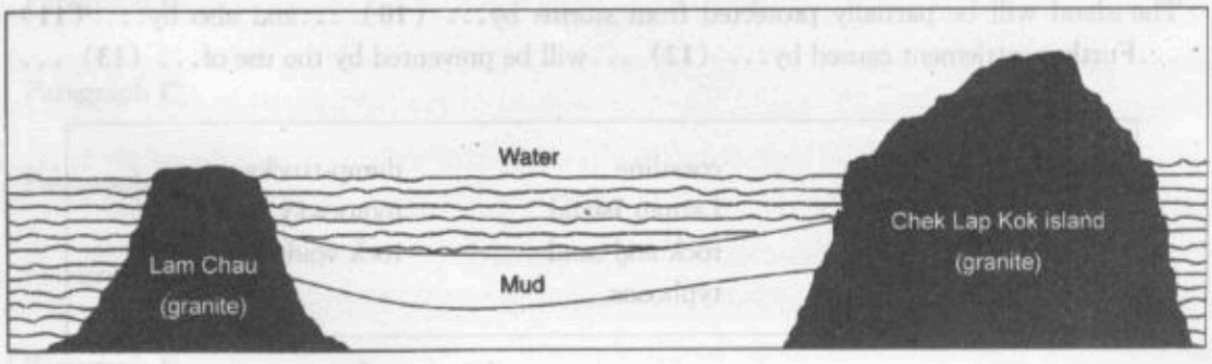
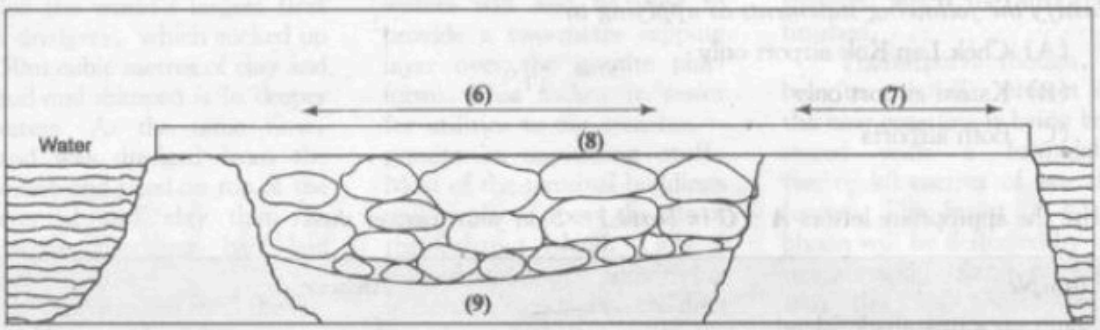


DIAGRAM B

Cross-section of the same area at the time the article was written



granite	runways and taxiways
mud	water
terminal building site	stiff clay
sand	

granite | mud | terminal building site

sand | runways and taxiways | water

stiff clay

6 _____

7 _____

8 _____

9 _____

Questions 10-13

Complete the summary below.

Choose your answers from the box below the summary and write them in boxes 10 - 13 on your answer sheet.

construction workers | geotextile | rainfall

sea walls | coastline | Lantau Island

rock and sand | typhoons | dump-trucks

motorway | rock voids

When the new Chek Lap Kok airport has been completed, the raised area and the motorway will be removed.

The island will be partially protected from storms by **10** _____ and also by **11** _____. Further settlement caused by **12** _____ will be prevented by the use of **13** _____.

PASSAGE 2

You should spend about 20 minutes on Questions 14 - 27 which are based on Reading Passage 2 on the following pages.

Changing our Understanding of Health

A

The concept of health holds different meanings for different people and groups. These meanings of health have also changed over time. This change is no more evident than in Western society today, when notions of health and health promotion are being challenged and expanded in new ways.

14

B

For much of recent Western history, health has been viewed in the physical sense only. That is, good health has been connected to the smooth mechanical operation of the body, while ill health has been attributed to a breakdown in this machine. Health in this sense has been defined as the absence of disease or illness and is seen in medical terms. According to this view, creating health for people means providing medical care to treat or prevent disease and illness. During this period, there was an emphasis on providing clean water, improved sanitation and housing.

15

C

In the late 1940s the World Health Organistation challenged this physically and medically oriented view of health. They stated that 'health is a complete state of physical, mental and social well-being and is not merely the absence of disease' (WHO, 1946). Health and the person were seen more holistically (mind/body/spirit) and not just in physical terms.

16

D

The 1970s was a time of focusing on the prevention of disease and illness by emphasising the importance of the lifestyle and behaviour of the individual. Specific behaviours which were seen to increase risk of disease, such as smoking, lack of fitness and unhealthy eating habits, were targeted. Creating health meant providing not only medical health care, but health promotion programs and policies which would help people maintain healthy behaviours and lifestyles. While this individualistic healthy lifestyles approach to health worked for some (the wealthy

members of society), people experiencing poverty, unemployment, underemployment or little control over the conditions of their daily lives benefited little from this approach. This was largely because both the healthy lifestyles approach and the medical approach to health largely ignored the social and environmental conditions affecting the health of people.

17

E

During the 1980s and 1990s there has been a growing swing away from seeing lifestyle risks as the root cause of poor health. While lifestyle factors still remain important, health is being viewed also in terms of the social, economic and environmental contexts in which people live. This broad approach to health is called the socio-ecological view of health. The broad socio-ecological view of health was endorsed at the first International Conference of Health Promotion held in 1986, Ottawa, Canada, where people from 38 countries agreed and declared that:

The fundamental conditions and resources for health are peace, shelter, education, food, a viable income, a stable eco-system, sustainable resources, social justice and equity. Improvement in health requires a secure foundation in these basic requirements. (WHO, 1986)

It is clear from this statement that the creation of health is about much more than encouraging healthy individual behaviours and lifestyles and providing appropriate medical care. Therefore, the creation of health must include addressing issues such as poverty, pollution, urbanisation, natural resource depletion, social alienation and poor working conditions. The social, economic and environmental contexts which contribute to the creation of health do not operate separately or independently of each other. Rather, they are interacting and interdependent, and it is the complex interrelationships between them which determine the conditions that promote health. A broad socio-ecological view of health suggests that the promotion of health must include a strong social, economic and environmental focus.

18

F

At the Ottawa Conference in 1986, a charter was developed which outlined new directions for health promotion based on the socio-ecological view of health. This charter, known as the Ottawa Charter for Health Promotion, remains as the backbone of health action today. In exploring the scope of health promotion it states that:

Good health is a major resource for social, economic and personal development and an important dimension of quality of life. Political, economic, social, cultural, environmental, behavioural and biological factors can all favour health or be harmful to it. (WHO, 1986)

The Ottawa Charter brings practical meaning and action to this broad notion of health promotion. It presents fundamental strategies and approaches in achieving health for all. The overall philosophy of health promotion which guides these fundamental strategies and

approaches is one of 'enabling people to increase control over and to improve their health' (WHO, 1986).

PART 2 — QUESTIONS

Questions 14-18

Reading Passage 2 has six paragraphs A - F.

Choose the most suitable headings for paragraphs B - F from the list of headings below.

Write the appropriate numbers (i - ix) in boxes 14 - 18 on your answer sheet.

i. **Ottawa International Conference on Health Promotion**

ii. **Holistic approach to health**

iii. **The primary importance of environmental factors**

iv. **Healthy lifestyles approach to health**

v. **Changes in concepts of health in Western society**

vi. **Prevention of diseases and illness**

vii. **Ottawa Charter for Health Promotion**

viii. **Definition of health in medical terms**

ix. **Socio-ecological view of health**

Questions 19-22

Using NO MORE THAN THREE WORDS from the passage, answer the following questions.

Write your answers in boxes 19 - 22 on your answer sheet.

19 In which year did the World Health Organisation define health in terms of mental, physical and social well-being? _____

20 Which members of society benefited most from the healthy lifestyles approach to health? _____

21 Name the three broad areas which relate to people's health, according to the socioecological view of health. _____

22 During which decade were lifestyle risks seen as the major contributors to poor health? _____

Questions 23-27

Do the following statements agree with the information in Reading Passage 2? In boxes 23 - 27 on your answer sheet write

YES if the statement agrees with the information

NO if the statement contradicts the information

NOT GIVEN if there is no information on this in the passage

23 Doctors have been instrumental in improving living standards in Western society.

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

24 The approach to health during the 1970s included the introduction of health awareness programs.

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

25 The socio-ecological view of health recognises that lifestyle habits and the provision of adequate health care are critical factors governing health.

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

26 The principles of the Ottawa Charter are considered to be out of date in the 1990s.

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

27 In recent years a number of additional countries have subscribed to the Ottawa Charter.

- **A** ○ YES

B ○ NO

C ○ NOT GIVEN

PASSAGE 3

You should spend about 20 minutes on Questions 28 - 40 which are based on Reading Passage 3 below.

CHILDREN'S THINKING

One of the most eminent of psychologists, Clark Hull, claimed that the essence of reasoning lies in the putting together of two 'behaviour segments' in some novel way, never actually performed before, so as to reach a goal.

Two followers of Clark Hull, Howard and Tracey Kendler, devised a test for children that was explicitly based on Clark Hull's principles. The children were given the task of learning to operate a machine so as to get a toy. In order to succeed they had to go through a two-stage sequence. The children were trained on each stage separately. The stages consisted merely of pressing the correct one of two buttons to get a marble; and of inserting the marble into a small hole to release the toy.

The Kendlers found that the children could learn the separate bits readily enough. Given the task of getting a marble by pressing the button they could get the marble; given the task of getting a toy when a marble was handed to them, they could use the marble. (All they had to do was put it in a hole.) But they did not for the most part 'integrate', to use the Kendlers' terminology. They did not press the button to get the marble and then proceed without further help to use the marble to get the toy. So the Kendlers concluded that they were incapable of deductive reasoning.

The mystery at first appears to deepen when we learn, from another psychologist, Michael Cole, and his colleagues, that adults in an African culture apparently cannot do the Kendlers' task either. But it lessens, on the other hand, when we learn that a task was devised which was strictly analogous to the Kendlers' one but much easier for the African males to handle.

Instead of the button-pressing machine, Cole used a locked box and two differently coloured match-boxes, one of which contained a key that would open the box. Notice that there are still two behaviour segments - 'open the right match-box to get the key' and 'use the key to open the box' - so the task seems formally to be the same. But psychologically it is quite different. Now the subject is dealing not with a strange machine but with familiar meaningful objects; and it is clear to him what he is meant to do. It then turns out that the difficulty of 'integration' is greatly reduced.

Recent work by Simon Hewson is of great interest here for it shows that, for young children, too, the difficulty lies not in the inferential processes which the task demands, but in certain perplexing features of the apparatus and the procedure. When these are changed in ways which do not at all affect the inferential nature of the problem, then five-year-old children solve the problem as well as college students did in the Kendlers' own experiments.

Hewson made two crucial changes. First, he replaced the button-pressing mechanism in the side panels by drawers in these panels which the child could open and shut. This took away the

mystery from the first stage of training. Then he helped the child to understand that there was no 'magic' about the specific marble which, during the second stage of training, the experimenter handed to him so that he he could pop it in the hole and get the reward. A child understands nothing, after all, about how a marble put into a hole can open a little door. How is he to know that any other marble of similar size will do just as well? Yet he must assume that if he is to solve the problem. Hewson made the functional equivalence of different marbles clear by playing a 'swapping game' with the children.

The two modifications together produced a jump in success rates from 30 per cent to 90 per cent for five-year-olds and from 35 per cent to 72.5 per cent for four-year-olds. For three-year-olds, for reasons that are still in need of clarification, no improvement - rather a slight drop in performance - resulted from the change.

We may conclude, then that children experience very real difficulty when faced with the Kendler apparatus; but this difficulty cannot be taken as proof that they are incapable of deductive reasoning.

PART 3 — QUESTIONS

Questions 28-35

Classify the following descriptions as referring to

Write the appropriate letters in boxes 28 - 35 on your answer sheet.

CH. Clark Hull

HTK. Howard and Tracey Kendler

MC. Michael Cole and colleagues

SH. Simon Hewson

	CH	HTK	MC	SH
28 is cited as famous in the field of psychology.	○	○	○	○
29 demonstrated that the two-stage experiment involving button-pressing and inserting a marble into a hole poses problems for certain adults as well as children.	○	○	○	○
30 devised an experiment that investigated deductive reasoning without the use of any marbles.	○	○	○	○
31 appears to have proved that a change in the apparatus dramatically improves the performance of children of certain ages.	○	○	○	○
32 used a machine to measure inductive reasoning that replaced button-pressing with drawer-opening.	○	○	○	○
33 experimented with things that the subjects might have been expected to encounter in everyday life, rather than with a machine.	○	○	○	○
34 compared the performance of five-year-olds with college students, using the same apparatus with both sets of subjects.	○	○	○	○
35 is cited as having demonstrated that earlier experiments into children's ability to reason deductively may have led to the wrong conclusions.	○	○	○	○

Questions 36-40

Do the following statements agree with the information given in Reading Passage 3? In boxes 36 - 40 on you answer sheet write

YES if the statement agrees with the information

NO if the statement contradicts the information

NOT GIVEN if there is no information on this in the passage

36 Howard and Tracey Kendler studied under Clark Hull.

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

37 The Kendlers trained their subjects separately in the two stages of their experiment, but not in how to integrate the two actions.

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

38 Michael Cole and his colleagues demonstrated that adult performance on inductive reasoning tasks depends on features of the apparatus and procedure.

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

39 All Hewson's experiments used marbles of the same size.

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

40 Hewson's modifications resulted in a higher success rate for children of all ages.

A ○ YES

B ○ NO

C ○ NOT GIVEN

Answer Key

#	Answer	Explanation
1	**A**	An island six kilometres long and with a total area of 1248 hectares is being created there The new island of Chek Lap Kok, the site of Hong Kong's new airport, is 83% complete This is a 520-hectare island built in Osaka Bay, Japan, that serves as the platform for the new Kansai airport
2	**A**	The changes in China's Pearl River delta, however, are more dramatic than these natural fluctuations. An island six kilometres long and with a total area of 1248 hectares is being created there. And the civil engineers are as interested in performance as in speed and size. This is a bit of the delta that they want to endure. The new island of Chek Lap Kok, the site of Hong Kong's new airport, is 83% complete This is a 520-hectare island built in Osaka Bay, Japan, that serves as the platform for the new Kansai airport
3	**B**	Kansai was supposed to be built just one kilometre offshore, where the seabed is quite solid. Fishermen protested, and the site was shifted a further five kilometres. That put it in deeper water (around 20 metres) and above a seabed that consisted of 20 metres of soft alluvial silt and mud deposits
4	**C**	The usual way to reclaim land is to pile sand rock on to the seabed. When the seabed oozes with mud, this is rather like placing a textbook on a wet sponge; the weight squeezes the water out, causing both water and sponge to settle lower. The settlement is rarely even; different parts sink at different rates. So buildings, pipes, roads and so on tend to buckle and crack. You can engineer around these problems, or you can engineer them out. Kansai took the first approach; Chek Lap Kok is taking the second
5	**B**	The usual way to reclaim land is to pile sand rock on to the seabed. When the seabed oozes with mud, this is rather like placing a textbook on a wet sponge; the weight squeezes the water out, causing both water and sponge to settle lower. The settlement is rarely even; different parts sink at different rates. So buildings, pipes, roads and so on tend to buckle and crack. You can engineer around these problems, or you can engineer them out. Kansai took the first approach; Chek Lap Kok is taking the second
6	**runways and taxiways**	Most of the rock will become the foundations for the airport's runways and its taxiways

#	Answer	Explanation
7	**terminal building site**	Most of the terminal buildings will be placed above the site of the existing island
8	**sand**	The sand dredged from the waters will also be used to provide a two-meter capping layer over the granite platform
9	**stiff clay**	At the same time, sand was dredged from the waters and piled on top of the layer of stiff clay that the massive dredging had laid bare
10	**Lantau Island**	The brunt of a typhoon will be deflected by the neighbouring island of Lantau; the sea walls should guard against the rest
11	**sea walls**	The brunt of a typhoon will be deflected by the neighbouring island of Lantau; the sea walls should guard against the rest
12	**rainfall**	Gentler but more persistent bad weather – the downpours of the summer monsoon – is also being taken into account. A mat-like material called geotextile is being laid across the island to separate the rock and sand layers. That will stop sand particles from being washed into the rock voids, and so causing further settlement
13	**geotextile**	A mat-like material called geotextile is being laid across the island to separate the rock and sand layers. That will stop sand particles from being washed into the rock voids, and so causing further settlement
14	**viii**	Health in this sense has been defined as the absence of disease or illness and is seen in medical terms
15	**ii**	Health and the person were seen more holistically (mind/body/spirit) and not just in physical terms
16	**iv**	While this individualistic healthy lifestyles approach to health worked for some (the wealthy members of society), people experiencing poverty, unemployment, underemployment or little control over the conditions of their daily lives benefited little from this approach
17	**ix**	This broad approach to health is called the socio-ecological view of health
18	**vii**	At the Ottawa Conference in 1986, a charter was developed which outlined new directions for health promotion based on the socio-ecological view of health. This charter, known as the Ottawa Charter for Health Promotion, remains as the backbone of health action today
19	**1946**	In the late 1940s the World Health Organistation challenged this physically and medically oriented view of health. They stated that

#	Answer	Explanation
		'health is a complete state of physical, mental and social well-being and is not merely the absence of disease' (WHO, 1946)
20	**(the) wealthy (members)**	While this individualistic healthy lifestyles approach to health worked for some (the wealthy members of society), people experiencing poverty, unemployment, underemployment or little control over the conditions of their daily lives benefited little from this approach
21	**social, economic, environmental**	While lifestyle factors still remain important, health is being viewed also in terms of the social, economic and environmental contexts in which people live
22	**(the) 1970s**	The 1970s was a time of focusing on the prevention of disease and illness by emphasising the importance of the lifestyle and behaviour of the individual
23	**NOT GIVEN**	During this period, there was an emphasis on providing clean water, improved sanitation and housing
24	**YES**	The 1970s was a time of focusing on the prevention of disease and illness by emphasising the importance of the lifestyle and behaviour of the individual. Specific behaviours which were seen to increase risk of disease, such as smoking, lack of fitness and unhealthy eating habits, were targeted. Creating health meant providing not only medical health care, but health promotion programs and policies which would help people maintain healthy behaviours and lifestyles
25	**NO**	It is clear from this statement that the creation of health is about much more than encouraging healthy individual behaviours and lifestyles and providing appropriate medical care
26	**NO**	This charter, known as the Ottawa Charter for Health Promotion, remains as the backbone of health action today
27	**NOT GIVEN**	The broad socio-ecological view of health was endorsed at the first International Conference of Health Promotion held in 1986, Ottawa, Canada, where people from 38 countries agreed and declared that
28	**CH**	One of the most eminent of psychologists, Clark Hull, claimed that the essence of reasoning lies in the putting together of two 'behaviour segments' in some novel way, never actually performed before, so as to reach a goal
29	**MC**	The stages consisted merely of pressing the correct one of two buttons to get a marble; and of inserting the marble into a small hole to release the toy The mystery at first appears to deepen when we learn, from another psychologist, Michael Cole, and his

#	Answer	Explanation
		colleagues, that adults in an African culture apparently cannot do the Kendlers' task either
30	**MC**	Instead of the button-pressing machine, Cole used a locked box and two differently coloured match-boxes, one of which contained a key that would open the box
31	**SH**	The two modifications together produced a jump in success rates from 30 per cent to 90 per cent for five-year-olds and from 35 per cent to 72.5 per cent for four-year-olds
32	**SH**	First, he replaced the button-pressing mechanism in the side panels by drawers in these panels which the child could open and shut
33	**MC**	Instead of the button-pressing machine, Cole used a locked box and two differently coloured match-boxes, one of which contained a key that would open the box. Notice that there are still two behaviour segments – 'open the right match-box to get the key' and 'use the key to open the box' – so the task seems formally to be the same. But psychologically it is quite different. Now the subject is dealing not with a strange machine but with familiar meaningful objects; and it is clear to him what he is meant to do
34	**HTK**	When these are changed in ways which do not at all affect the inferential nature of the problem, then five-year-old children solve the problem as well as college students did in the Kendlers' own experiments
35	**SH**	Recent work by Simon Hewson is of great interest here for it shows that, for young children, too, the difficulty lies not in the inferential processes which the task demands, but in certain perplexing features of the apparatus and the procedure
36	**NOT GIVEN**	Two followers of Clark Hull, Howard and Tracey Kendler, devised a test for children that was explicitly based on Clark Hull's principles
37	**YES**	The children were trained on each stage separately They did not press the button to get the marble and then proceed without further help to use the marble to get the toy
38	**YES**	But it lessens, on the other hand, when we learn that a task was devised which was strictly analogous to the Kendlers' one but much easier for the African males to handle. Instead of the button-pressing machine, Cole used a locked box and two differently coloured match-boxes, one of which contained a key that would open the box

#	Answer	Explanation
39	**YES**	How is he to know that any other marble of similar size will do just as well? Yet he must assume that if he is to solve the problem
40	**NO**	The two modifications together produced a jump in success rates from 30 per cent to 90 per cent for five-year-olds and from 35 per cent to 72.5 per cent for four-year-olds. For three-year-olds, for reasons that are still in need of clarification, no improvement – rather a slight drop in performance – resulted from the change

Cambridge IELTS 02 Academic Reading Test 2

PASSAGE 1

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

IMPLEMENTING THE CYCLE OF SUCCESS: A CASE STUDY

Within Australia, Australian Hotels Inc (AHI) operates nine hotels and employs over 2000 permanent full-time staff, 300 permanent part-time employees and 100 casual staff. One of its latest ventures, the Sydney Airport hotel (SAH), opened in March 1995. The hotel is the closest to Sydney Airport and is designed to provide the best available accommodation, food and beverage and meeting facilities in Sydney's southern suburbs. Similar to many international hotel chains, however, AHI has experienced difficulties in Australia in providing long-term profits for hotel owners, as a result of the country's high labour-cost structure. In order to develop an economically viable hotel organisation model, AHI decided to implement some new policies and practices at SAH.

The first of the initiatives was an organisational structure with only three levels of management —compared to the traditional seven. Partly as a result of this change, there are 25 per cent fewer management positions, enabling a significant saving. This change also has other implications. Communication, both up and down the organisation, has greatly improved. Decision-making has been forced down in many cases to front-line employees. As a result, guest requests are usually met without reference to a supervisor, improving both customer and employee satisfaction.

The hotel also recognised that it would need a different approach to selecting employees who would fit in with its new policies. In its advertisements, the hotel stated a preference for people with some 'service' experience in order to minimise traditional work practices being introduced into the hotel. Over 7000 applicants filled in application forms for the 120 jobs initially offered at SAH. The balance of the positions at the hotel (30 management and 40 shift leader positions) were predominantly filled by transfers from other AHI properties.

A series of tests and interviews were conducted with potential employees, which eventually left 280 applicants competing for the 120 advertised positions. After the final interview, potential recruits were divided into three categories. Category A was for applicants exhibiting strong leadership qualities, Category C was for applicants perceived to be followers, and Category B was for applicants with both leader and follower qualities. Department heads and shift leaders then composed prospective teams using a combination of people from all three categories. Once suitable teams were formed, offers of employment were made to team members.

Another major initiative by SAH was to adopt a totally multi-skilled workforce. Although there may be some limitations with highly technical jobs such as cooking or maintenance, wherever possible, employees at SAH are able to work in a wide variety of positions. A multi-skilled

workforce provides far greater management flexibility during peak and quiet times to transfer employees to needed positions. For example, when office staff are away on holidays during quiet periods of the year, employees in either food or beverage or housekeeping departments can temporarily fill in.

The most crucial way, however, of improving the labour cost structure at SAH was to find better, more productive ways of providing customer service. SAH management concluded this would first require a process of 'benchmarking'. The prime objective of the benchmarking process was to compare a range of service delivery processes across a range of criteria using teams made up of employees from different departments within the hotel which interacted with each other. This process resulted in performance measures that greatly enhanced SAH's ability to improve productivity and quality.

The front office team discovered through this project that a high proportion of AHI Club member reservations were incomplete. As a result, the service provided to these guests was below the standard promised to them as part of their membership agreement. Reducing the number of incomplete reservations greatly improved guest perceptions of service.

In addition, a program modelled on an earlier project called 'Take Charge' was implemented. Essentially, Take Charge provides an effective feedback loop from both customers and employees. Customer comments, both positive and negative, are recorded by staff. These are collated regularly to identify opportunities for improvement. Just as importantly, employees are requested to note down their own suggestions for improvement. (AHI has set an expectation that employees will submit at least three suggestions for every one they receive from a customer.) Employee feedback is reviewed daily and suggestions are implemented within 48 hours, if possible, or a valid reason is given for non-implementation. If suggestions require analysis or data collection, the Take Charge team has 30 days in which to address the issue and come up with recommendations.

Although quantitative evidence of AHI's initiatives at SAH are limited at present, anecdotal evidence clearly suggests that these practices are working. Indeed AHI is progressively rolling out these initiatives in other hotels in Australia, whilst numerous overseas visitors have come to see how the program works.

This article has been adapted and condensed from the article by R.Carter (1996), 'Implementing the cycle of success: A case study of the Sheraton Pacific Division', Asia Pacific Journal of Human Resources, 34(3):111-23. Names and other details have been changed and report findings may have been given a different emphasis from the original. We are grateful to the author and Asia Pacific Journal of Human Resources for allowing us to use the material in this way.

Questions 1-5

Choose the appropriate letters A - D.

1 The high costs of running AHI's hotels are related to their

- **A** ○ management.
- **B** ○ size.
- **C** ○ staff.
- **D** ○ policies.

2 SAH's new organisational structure requires

- **A** ○ 75% of the old management positions.
- **B** ○ 25% of the old management positions.
- **C** ○ 25% more management positions.
- **D** ○ 5% fewer management positions.

3 The SAH's approach to organisational structure required changing practices in

- **A** ○ industrial relations.
- **B** ○ firing staff.
- **C** ○ hiring staff.
- **D** ○ marketing.

4 The total number of jobs advertised at the SAH was

- **A** ○ 70.
- **B** ○ 120.
- **C** ○ 170.
- **D** ○ 280.

5 Categories A, B and C were used to select

- **A** ○ front office staff.
- **B** ○ new teams.
- **C** ○ department heads.
- **D** ○ new managers.

Questions 6-13

Complete the following summary of the last four paragraphs of Reading Passage 1 using ONE OR TWO WORDS AND/OR A NUMBER from the Reading Passage for each answer.

WHAT THEY DID AT SAH

Teams of employees were selected from different hotel departments to participate in a **6** _____ exercise.

The information collected was used to compare **7** _____ processes which, in turn, led to the development of **8** _____ that would be used to increase the hotel's capacity to improve **9** _____ as well as quality.

Also, and older program known as **10** _____ was introduced at SAH. In this program, **11** _____ is sought from customers and staff. Wherever possible **12** _____ suggestions are implemented within 48 hours. Other suggestions are investigated for their feasibility for a period of up to **13** _____.

PASSAGE 2

You should spend about 20 minutes on Questions 14 - 26 which are based on Reading Passage 2 below.

Reading Passage 2

The discovery that language can be a barrier to communication is quickly made by all who travel, study, govern or sell. Whether the activity is tourism, research, government, policing, business, or data dissemination, the lack of a common language can severely impede progress or can halt it altogether. 'Common language' here usually means a foreign language, but the same point applies in principle to any encounter with unfamiliar dialects or styles within a single language. 'They don't talk the same language' has a major metaphorical meaning alongside its literal one.

Although communication problems of this kind must happen thousands of times each day, very few become public knowledge. Publicity comes only when a failure to communicate has major consequences, such as strikes, lost orders, legal problems, or fatal accidents - even, at times, war. One reported instance of communication failure took place in 1970, when several Americans ate a species of poisonous mushroom. No remedy was known, and two of the people died within days. A radio report of the case was heard by a chemist who knew of a treatment that had been successfully used in 1959 and published in 1963. Why had the American doctors not heard of it seven years later? Presumably because the report of the treatment had been published only in journals written in European languages other than English.

Several comparable cases have been reported. But isolated examples do not give an impression of the size of the problem - something that can come only from studies of the use or avoidance of foreign-language materials and contacts in different communicative situations. In the English-speaking scientific world, for example, surveys of books and documents consulted in libraries and other information agencies have shown that very little foreign-language material is ever consulted. Library requests in the field of science and technology showed that only 13 per cent were for foreign language periodicals. Studies of the sources cited in publications lead to a similar conclusion: the use of foreign-language sources is often found to be as low as 10 per cent.

The language barrier presents itself in stark form to firms who wish to market their products in other countries. British industry, in particular, has in recent decades often been criticised for its linguistic insularity - for its assumption that foreign buyers will be happy to communicate in English, and that awareness of other languages is not therefor a priority. In the 1960s, over two-thirds of British firms dealing with non-English-speaking customers were using English for outgoing correspondence; many had their sales literature only in English; and as many as 40 per cent employed no-one able to communicate in the customers' languages. A similar problem was identified in other English-speaking countries, notably the USA, Australia and New Zealand. And non-English-speaking countries were by no means exempt - although the widespread use of English as an alternative language made them less open to the charge of insularity.

The criticism and publicity given to this problem since the 1960s seems to have greatly improved the situation. Industrial training schemes have promoted an increase in linguistic and cultural awareness. Many firms now have their own translation services; to take just one example in Britain, Rowntree Mackintosh now publish their documents in six languages (English, French, German, Dutch, Italian and Xhosa). Some firms run part-time language courses in the languages of the countries with which they are most involved; some produce their own technical glossaries, to ensure consistency when material is being translated. It is now much more readily appreciated that marketing efforts can be delayed, damaged, or disrupted by a failure to take account of the linguistic needs of the customer.

The changes in awareness have been most marked in English-speaking countries, where the realisation has gradually dawned that by no means everyone in the world knows English well enough to negotiate in it. This is especially a problem when English is not an official language of public administration, as in most parts of the Far East, Russia, Eastern Europe, the Arab world, Latin America and French-speaking Africa. Even in cases where foreign customers can speak English quite well, it is often forgotten that they may not be able to understand it to the required level - bearing in mind the regional and social variation which permeates speech and which can cause major problems of listening comprehension. In securing understanding, how 'we' speak to 'them' is just as important, it appears, as how 'they' speak to 'us'.

PART 2 — QUESTIONS

Questions 14-17

Complete each of the following statements with words taken from Reading Passage 2.

Write NO MORE THAN THREE WORDS for each answer.

- Language problems may come to the attention of the public when they have **14** _____ , such as fatal accidents or social problems.
- Evidence of the extent of the language barrier has been gained from **15** _____ of materials used by scientists such as books and periodicals.
- An example of British linguistic insularity is the use of English for materials such as **16** _____ .
- An example of a part of the world where people may have difficulty in negotiating English is **17** _____ .

Questions 18-20

Choose the appropriate letter A - D.

18 According to the passage, 'They don't talk the same language' (paragraph 1), can refer to problems in

A ○ understanding metaphor.

B ○ learning foreign languages.

C ○ understanding dialect or style.

D ○ dealing with technological change.

19 The case of the poisonous mushrooms (paragraph 2) suggests that American doctors

A ○ should pay more attention to radio reports.

B ○ only read medical articles if they are in English.

C ○ are sometimes unwilling to try foreign treatments.

D ○ do not always communicate effectively with their patients.

20 According to the writer, the linguistic insularity of British businesses

- **A** ○ later spread to other countries.
- **B** ○ had a negative effect on their business.
- **C** ○ is not as bad now as it used to be in the past
- **D** ○ made non-English-speaking companies turn to other markets.

Questions 21-24

List the FOUR main ways (in order) in which British companies have tried to solve the problem of the language barrier since the 1960s.

Write NO MORE THAN THREE WORDS for each answer.

21 _____

22 _____

23 _____

24 _____

Questions 25-26

Choose the appropriate letters A - D.

25 According to the writer, English-speaking people need to be aware that

- **A** ○ some foreigners have never met an English-speaking person.
- **B** ○ many foreigners have no desire to learn English.
- **C** ○ foreign language may pose a greater problem in the future.
- **D** ○ English-speaking foreigners may have difficulty understanding English.

26 A suitable title for this passage would be

- **A** ○ Overcoming the language barrier
- **B** ○ How to survive an English-speaking world

C ◯ Global understanding - the key to personal progress

D ◯ The need for a common language

PASSAGE 3

You should spend about 20 minutes on Questions 27 - 40 which are based on Reading Passage 3 on the following pages.

What is a Port City?

The port city provides a fascinating and rich understanding of the movement of people and goods around the world. We understand a port as a centre of land-sea exchange, and as a major source of livelihood and a major force for cultural mixing. But do ports all produce a range of common urban characteristics which justify classifying port cities together under a single generic label? Do they have enough in common to warrant distinguishing them from other kinds of cities?

A A port must be distinguished from a harbour. They are two very different things. Most ports have poor harbours, and many fine harbours see few ships. Harbour is a physical concept, a shelter for ships; port is an economic concept, a centre of land-sea exchange which requires good access to a hinterland even more than a sea-linked foreland. it is landward access, which is productive of goods for export and which demands imports, that is critical. Poor harbours can be improved with breakwaters and dredging if there is a demand for a port. Madras and Colombo are examples of harbours expensively improved by enlarging, dredging and building breakwaters.

27

B Port cities become industrial, financial and service centres and political capitals because of their water connections and the urban concentration which arises there and later draws to it railways, highways and air routes. Water transport means cheap access, the chief basis of all port cities. Many of the world's biggest cities, for example, London, New York, Shanghai, Istanbul, Buenos Aires, Tokyo, Jakarta, Calcutta, Philadelphia and San Francisco began as ports - that is, with land-sea exchange as their major function - but they have since grown disproportionately in other respects so that their port functions are no longer dominant. They remain different kinds of places from non-port cities and their port functions account for that difference.

28

C Port functions, more than anything else, make a city cosmopolitan. A port city is open to the world. In it races, cultures, and ideas, as well as goods from a variety of places, jostle, mix and enrich each other and the life of the city. The smell of the sea and the harbour, the sound of boat whistles or the moving tides are symbols of their multiple links with a wide world, samples of which are present in microcosm within their own urban areas.

29

D Sea ports have been transformed by the advent of powered vessels, whose size and draught have increased. Many formerly important ports have become economically and physically less accessible as a result. By-passed by most of their former enriching flow of exchange, they have become cultural and economic backwaters or have acquired the character of museums of the past. Examples of these are Charleston, Salem, Bristol, Plymouth, Surat, Galle, Melaka, Suzhou chow, and a long list of earlier prominent port cities in Southeast Asia, Africa and Latin America.

30

E Much domestic port trade has not been recorded. What evidence we have suggests that domestic trade was greater at all periods than external trade. Shanghai, for example, did most of its trade with other Chinese ports and inland cities. Calcutta traded mainly with other parts of India and so on. Most of any city's population is engaged in providing goods and services for the city itself. Trade outside the city is its basic function. But each basic worker requires food, housing, clothing and other such services. Estimates of the ratio of basic to service workers range from 1:4 to 1:8.

F No city can be simply a port but must be involved in a variety of other activities. The port function of the city draws to it raw materials and distributes them in many other forms. Ports take advantage of the need for breaking up the bulk material where water and land transport meet and where loading and unloading costs can be minimised by refining raw materials or turning them into finished goods. The major examples here are oil refining and ore refining, which are commonly located at ports. It is not easy to draw a line around what is and is not a port function. All ports handle, unload, sort, alter, process, repack, and reship most of what they receive. A city may still be regarded as a port city when it becomes involved in a great range of functions not immediately involved with ships or docks.

G Cities which began as ports retain the chief commercial and administrative centre of the city close to the waterfront. The centre of New York is in lower Manhattan between two river mouths, the City of London is on the Thames, Shanghai along the Bund. This proximity to water is also true of Boston, Philadelphia, Bombay, Calcutta, Madras, Singapore, Bangkok, Hong Kong and Yokohama, where the commercial, financial, and administrative centres are still grouped around their harbours even though each city has expanded into a metropolis. Even a casual visitor cannot mistake them as anything but port cities.

Questions 27-30

Reading Passage 3 has seven paragraphs A - G.

From the list of headings below choose the most suitable headings for paragraphs B - E.

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

i. **A truly international environment**

ii. **Once a port city, always a port city**

iii. **Good ports make huge profits**

iv. **How the port changes a city's infrastructure**

v. **Reasons for the decline of ports**

vi. **Relative significance of trade and service industry**

vii. **Ports and harbours**

viii. **The demands of the oil industry**

Questions 31-34

Look at the following descriptions of some port cities mentioned in Reading Passage 3.

Match the pairs of cities (A - H) listed below, with the descriptions.

NB There are more pairs of port cities than descriptions. so you will not use them all.

A. Bombay and Buenos Aires

B. Hong Kong and Salem

C. Istanbul and Jakarta

D. Madras and Colombo

E. New York and Bristol

F. Plymouth and Melaka

G. Singapore and Yokohama

H. Surat and London

	A	B	C	D	E	F	G	H
31 required considerable harbour development	○	○	○	○	○	○	○	○
32 began as ports but other facilities later dominated	○	○	○	○	○	○	○	○
33 lost their prominence when large ships could not be accommodated	○	○	○	○	○	○	○	○
34 maintain their business centres near the port waterfront	○	○	○	○	○	○	○	○

Questions 35-40

Do the following statements agree with the information given in Reading Passage 3?

YES if the statement agrees with the information

NO if the statement contradicts the information

NOT GIVEN if there is no information on this in the passage

35 Cities cease to be port cities when other functions dominate.

A ○ YES

B ○ NO

C ○ NOT GIVEN

36 In the past, many cities did more trade within their own country than with overseas ports.

A ○ YES

B ○ NO

C ○ NOT GIVEN

37 Most people in a port city are engaged in international trade and finance.

A ○ YES

B ○ NO

C ○ NOT GIVEN

38 Ports attract many subsidiary and independent industries.

A ○ YES

B ○ NO

C ○ NOT GIVEN

39 Ports have to establish a common language of trade.

A ○ YES

B ○ NO

C ○ NOT GIVEN

40 Ports often have river connections.

A ○ YES

B ○ NO

C ○ NOT GIVEN

Answer Key

#	Answer	Explanation
1	**C**	Similar to many international hotel chains, however, AHI has experienced difficulties in Australia in providing long-term profits for hotel owners, as a result of the country's high labour-cost structure
2	**A**	Partly as a result of this change, there are 25 per cent fewer management positions, enabling a significant saving
3	**C**	The hotel also recognised that it would need a different approach to selecting employees who would fit in with its new policies
4	**B**	A series of tests and interviews were conducted with potential employees, which eventually left 280 applicants competing for the 120 advertised positions
5	**B**	Department heads and shift leaders then composed prospective teams using a combination of people from all three categories
6	**benchmarking**	The prime objective of the benchmarking process was to compare a range of service delivery processes across a range of criteria using teams made up of employees from different departments within the hotel which interacted with each other
7	**service delivery**	The prime objective of the benchmarking process was to compare a range of service delivery processes across a range of criteria using teams made up of employees from different departments within the hotel which interacted with each other
8	**(performance) measures**	This process resulted in performance measures that greatly enhanced SAH's ability to improve productivity and quality
9	**productivity**	This process resulted in performance measures that greatly enhanced SAH's ability to improve productivity and quality
10	**Take Charge**	In addition, a program modelled on an earlier project called 'Take Charge' was implemented
11	**feedback**	Essentially, Take Charge provides an effective feedback loop from both customers and employees
12	**employee(s') //staff**	Employee feedback is reviewed daily and suggestions are implemented within 48 hours, if possible, or a valid reason is given for non-implementation
13	**30 days**	If suggestions require analysis or data collection, the Take Charge team has 30 days in which to address the issue and come up with

#	Answer	Explanation
		recommendations
14	**major consequences**	Publicity comes only when a failure to communicate has major consequences, such as strikes, lost orders, legal problems, or fatal accidents – even, at times, war
15	**surveys**	In the English-speaking scientific world, for example, surveys of books and documents consulted in libraries and other information agencies have shown that very little foreign-language material is ever consulted
16	**sales literature**	many had their sales literature only in English
17	**Eastern Europe//Far East//Russia//the Arab world //Latin America //French-speaking Africa**	This is especially a problem when English is not an official language of public administration, as in most parts of the Far East, Russia, Eastern Europe, the Arab world, Latin America and French-speaking Africa
18	**C**	'Common language' here usually means a foreign language, but the same point applies in principle to any encounter with unfamiliar dialects or styles within a single language. 'They don't talk the same language' has a major metaphorical meaning alongside its literal one
19	**B**	Why had the American doctors not heard of it seven years later? Presumably because the report of the treatment had been published only in journals written in European languages other than English
20	**C**	The criticism and publicity given to this problem since the 1960s seems to have greatly improved the situation
21	**(industrial) training (schemes)**	Industrial training schemes have promoted an increase in linguistic and cultural awareness
22	**translation services**	Many firms now have their own translation services; to take just one example in Britain, Rowntree Mackintosh now publish their documents in six languages (English, French, German, Dutch, Italian and Xhosa)
23	**(part-time) language courses**	Some firms run part-time language courses in the languages of the countries with which they are most involved
24	**(technical) glossaries**	some produce their own technical glossaries, to ensure consistency when material is being translated

#	Answer	Explanation
25	**D**	Even in cases where foreign customers can speak English quite well, it is often forgotten that they may not be able to understand it to the required level – bearing in mind the regional and social variation which permeates speech and which can cause major problems of listening comprehension
26	**A**	The discovery that language can be a barrier to communication is quickly made by all who travel, study, govern or sell The criticism and publicity given to this problem since the 1960s seems to have greatly improved the situation
27	**ii**	They remain different kinds of places from non-port cities and their port functions account for that difference
28	**i**	Port functions, more than anything else, make a city cosmopolitan. A port city is open to the world. In it races, cultures, and ideas, as well as goods from a variety of places, jostle, mix and enrich each other and the life of the city
29	**v**	Sea ports have been transformed by the advent of powered vessels, whose size and draught have increased. Many formerly important ports have become economically and physically less accessible as a result. By-passed by most of their former enriching flow of exchange, they have become cultural and economic backwaters or have acquired the character of museums of the past
30	**vi**	Most of any city's population is engaged in providing goods and services for the city itself. Trade outside the city is its basic function. But each basic worker requires food, housing, clothing and other such services. Estimates of the ratio of basic to service workers range from 1:4 to 1:8
31	**D**	Madras and Colombo are examples of harbours expensively improved by enlarging, dredging and building breakwaters
32	**C**	Many of the world's biggest cities, for example, London, New York, Shanghai, Istanbul, Buenos Aires, Tokyo, Jakarta, Calcutta, Philadelphia and San Francisco began as ports – that is, with land-sea exchange as their major function – but they have since grown disproportionately in other respects so that their port functions are no longer dominant
33	**F**	Sea ports have been transformed by the advent of powered vessels, whose size and draught have increased. Many formerly important ports have become economically and physically less accessible as a result. By-passed by most of their former enriching flow of exchange, they have become cultural and economic backwaters or have acquired the character of museums of the past. Examples of these are Charleston, Salem, Bristol,

#	Answer	Explanation
		Plymouth, Surat, Galle, Melaka, Suzhou chow, and a long list of earlier prominent port cities in Southeast Asia, Africa and Latin America
34	**G**	This proximity to water is also true of Boston, Philadelphia, Bombay, Calcutta, Madras, Singapore, Bangkok, Hong Kong and Yokohama, where the commercial, financial, and administrative centres are still grouped around their harbours even though each city has expanded into a metropolis
35	**NO**	Many of the world's biggest cities, for example, London, New York, Shanghai, Istanbul, Buenos Aires, Tokyo, Jakarta, Calcutta, Philadelphia and San Francisco began as ports – that is, with land-sea exchange as their major function – but they have since grown disproportionately in other respects so that their port functions are no longer dominant. They remain different kinds of places from non-port cities and their port functions account for that difference
36	**YES**	What evidence we have suggests that domestic trade was greater at all periods than external trade
37	**NO**	Most of any city's population is engaged in providing goods and services for the city itself. Trade outside the city is its basic function. But each basic worker requires food, housing, clothing and other such services. Estimates of the ratio of basic to service workers range from 1:4 to 1:8
38	**YES**	Port cities become industrial, financial and service centres and political capitals because of their water connections and the urban concentration which arises there and later draws to it railways, highways and air routes
39	**NOT GIVEN**	In it races, cultures, and ideas, as well as goods from a variety of places, jostle, mix and enrich each other and the life of the city
40	**YES**	The centre of New York is in lower Manhattan between two river mouths, the City of London is on the Thames, Shanghai along the Bund

Cambridge IELTS 02 Academic Reading Test 3

PASSAGE 1

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

ABSENTEEISM IN NURSING: A LONGITUDINAL STUDY

Absence from work is a costly and disruptive problem for any organisation. The cost of absenteeism in Australia has been put at 1.8 million hours per day or $ 1400 million annually. The study reported here was conducted in the Prince William Hospital in Brisbane, Australia, where, prior to this time, few active steps had been taken to measure, understand or manage the occurrence of absenteeism.

Nursing Absenteeism

A prevalent attitude amongst many nurses in the group selected for study was that there was no reward or recognition for not utilising the paid sick leave entitlement allowed them in their employment conditions. Therefore, they believed they may as well take the days off - sick or otherwise. Similar attitudes have been noted by James (1989), who noted that sick leave is seen by many workers as a right, like annual holiday leave.

Miller and Norton (1986), in their survey of 865 nursing personnel, found that 73 per cent felt they should be rewarded for not taking sick leave, because some employees always used their sick leave. Further, 67 per cent of nurses felt that administration was not sympathetic to the problems shift work causes to employees' personal and social lives. Only 53 per cent of the respondents felt that every effort was made to schedule staff fairly.

In another longitudinal study of nurses working in two Canadian hospitals, Hackett, Bycio and Guion (1989) examined the reasons why nurses took absence from work. The most frequent reason stated for absence was minor illness to self. Other causes, in decreasing order of frequency, were illness in family, family social function, work to do at home and bereavement.

Method

In an attempt to reduce the level of absenteeism amongst the 250 Registered and Enrolled Nurses in the present study, the Prince William management introduced three different, yet potentially complementary, strategies over 18 months.

Strategy 1: Non-financial (material) incentives

Within the established wage and salary system it was not possible to use hospital funds to support this strategy. However, it was possible to secure incentives from local businesses, including free passes to entertainment parks, theatres, restaurants, etc. At the end of each roster period, the ward with the lowest absence rate would win the prize.

Strategy 2: Flexible fair rostering

Where possible, staff were given the opportunity to determine their working schedule within the limits of clinical needs.

Strategy 3: Individual absenteeism and counselling

Each month, managers would analyse the pattern of absence of staff with excessive sick leave (greater than ten days per year for full-time employees). Characteristic patterns of potential 'voluntary absenteeism' such as absence before and after days off, excessive weekend and night duty absence and multiple single days off were communicated to all ward nurses and then, as necessary, followed up by action.

Results

Absence rates for the six months prior to the incentive scheme ranged from 3.69 per cent to 4.32 per cent. In the following six months they ranged between 2.87 per cent and 3.96 per cent. This represents a 20 per cent improvement. However, analysing the absence rates on a year-to-year basis, the overall absence rate was 3.60 per cent in the first year and 3.43 per cent in the following year. This represents a 5 per cent decrease from the first to the second year of the study. A significant decrease in absence over the two-year period could not be demonstrated.

Discussion

The non-financial incentive scheme did appear to assist in controlling absenteeism in the short term. As the scheme progressed it became harder to secure prizes and this contributed to the program's losing momentum and finally ceasing. There were mixed results across wards as well. For example, in wards with staff members who had long-term genuine illness, there was little chance of winning, and to some extent the staff on those wards were disempowered. Our experience would suggest that the long-term effects of incentive awards on absenteeism are questionable.

Over the time of the study, staff were given a larger degree of control in their rosters. This led to significant improvements in communication between managers and staff. A similar effect was found from the implementation of the third strategy. Many of the nurses had not realised the impact their behaviour was having on the organisation and their colleagues but there were also staff members who felt that talking to them about their absenteeism was 'picking' on them and this usually had a negative effect on management-employee relationships.

Conclusion

Although there has been some decrease in absence rates, no single strategy or combination of strategies has had a singnificant impact on absenteeism per se. Notwithstanding the disappointing results, it is our contention that the strategies were not in vain. A shared ownership of absenteeism and a collaborative approach to problem solving has facilitated improved co-operation and communication between management and staff. It is our belief that this improvement alone, while not tangibly measurable, has increased the ability of management to manage the effects of absenteeism more effectively since this study.

This article has been adapted and condensed from the article by G. William and K. Slater (1996), 'Absenteeism in nursing: A longitudinal study', *Asia Pacific Journal of Human Resources*, 34 (1): 111-21. Names and other details have been changed and report findings may have been given a different emphasis from the original. We are grateful to the authors and *Asia Pacific Journal of Human Resources* for allowing us to use the material in this way.

PART 1 — QUESTIONS

Questions 1-7

Do the following statements agree with the information given in Reading Passage 1?

In boxes 1 - 7 on your answer sheet write

YES if the statement agrees with the information

NO if the statement contradicts the information

NOT GIVEN if there is no information on this in the passage

1 The prince William Hospital has been trying to reduce absenteeism amongst nurses for many years.

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

2 Nurses in the Prince William Hospital study believed that there were benefits in taking as little sick leave as possible.

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

3 Just over half the nurses in the 1986 study believed that management understood the effects that shift work had on them.

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

4 The Canadian study found that 'illness in the family' was a greater cause of absenteeism than 'work to do at home'.

- **A** ○ YES

B ○ NO

C ○ NOT GIVEN

5 In relation to management attitude to absenteeism the study at the Prince William Hospital found similar results to the two 1989 studies.

A ○ YES

B ○ NO

C ○ NOT GIVEN

6 The study at the Prince William Hospital aimed to find out the causes of absenteeism amongst 250 nurses.

A ○ YES

B ○ NO

C ○ NOT GIVEN

7 The study at the Prince William Hospital involved changes in management practices.

A ○ YES

B ○ NO

C ○ NOT GIVEN

Questions 8-13

Complete the notes below.

Choose ONE OR TWO WORDS AND/OR A NUMBER from the passage for each answer.

In the first strategy, wards with the lowest absenteeism in different periods would win prizes donated by **8** _____.

In the second strategy, staff were given more control over their **9** _____.

In the third strategy, nurses who appeared to be taking **10** _____ sick leave or **11** _____ were identified and counselled.

Initially, there was a **12** _____ per cent decrease in absenteeism.

The first strategy was considered ineffective and stopped. The second and third strategies generally resulted in better **13** _____ among staff.

PASSAGE 2

You should spend about 20 minutes on Questions 14 - 26 which are based on Reading Passage 2 below.

THE MOTOR CAR

A There are now over 700 million motor vehicles in the world - and the number is rising by more than 40 million each year. The average distance driven by car users is growing too - from 8 km a day per person in western Europe in 1965 to 25 km a day in 1995. This dependence on motor vehicles has given rise to major problems, including environmental pollution, depletion of oil resources, traffic congestion and safety.

B While emissions from new cars are far less harmful than they used to be, city streets and motorways are becoming more crowded than ever, often with older trucks, buses and taxis, which emit excessive levels of smoke and fumes. This concentration of vehicles makes air quality in urban areas unpleasant and sometimes dangerous to breathe. Even Moscow has joined the list of capitals afflicted by congestion and traffic fumes. In Mexico City, vehicle pollution is a major health hazard.

C Until a hundred years ago, most journeys were in the 20 km range, the distance conveniently accessible by horse. Heavy freight could only be carried by water or rail. The invention of the motor vehicle brought personal mobility to the masses and made rapid freight delivery possible over a much wider area. Today about 90 per cent of inland freight in the United Kingdom is carried by road. Clearly the world cannot revert to the horse-drawn wagon. Can it avoid being locked into congested and polluting ways of transporting people and goods?

D In Europe most cities are still designed for the old modes of transport. Adaptation to the motor car has involved adding ring roads, one-way systems and parking lots. In the United States, more land is assigned to car use than to housing. Urban sprawl means that life without a car is next to impossible. Mass use of motor vehicles has also killed or injured millions of people. Other social effects have been blamed on the car such as alienation and aggressive human behaviour.

E A 1993 study by the European Federation for Transport and Environment found that car transport is seven times as costly as rail travel in terms of the external social costs it entails such as congestion, accidents, pollution, loss of cropland and natural habitats, depletion of oil resources, and so on.

F Technical solutions can reduce the pollution problem and increase the fuel efficiency of engines. But fuel consumption and exhaust emissions depend on which cars are preferred by customers and how they are driven. Many people buy larger cars than they need for daily purposes or waste fuel by driving aggressively. Besides, global car use is increasing at a faster rate than the improvement in emissions and fuel efficiency which technology is now making possible.

G One solution that has been put forward is the long-term solution of designing cities and neighbourhoods so that car journeys are not necessary - all essential services being located within walking distance or easily accessible by public transport. Not only would this save energy and cut carbon dioxide emissions, it would also enhance the quality of community life, putting the emphasis on people instead of cars. Good local government is already bringing this about in some places. But few democratic communities are blessed with the vision - and the capital - to make such profound changes in modern lifestyles.

H A more likely scenario seems to be a combination of mass transit systems for travel into and around cities, with small 'low emission' cars for urban use and larger hybrid or lean burn cars for use elsewhere. Electronically tolled highways might be used to ensure that drivers pay charges geared to actual road use. Better integration of transport systems is also highly desirable - and made more feasible by modern computers. But these are solutions for countries which can afford them. In most developing countries, old cars and old technologies continue to predominate.

PART 2 — QUESTIONS

Questions 14-19

Reading Passage 2 has eight paragraphs (A - H). Which paragraphs concentrate on the following information?

NB You need only write ONE letter for each answer.

	A	B	C	D	E	F	G	H
14 a comparison of past and present transportation methods	○	○	○	○	○	○	○	○
15 how driving habits contribute to road problems	○	○	○	○	○	○	○	○
16 the relative merits of cars and public transport	○	○	○	○	○	○	○	○
17 the writer's own prediction of future solutions	○	○	○	○	○	○	○	○
18 the increasing use of motor vehicles	○	○	○	○	○	○	○	○
19 the impact of the car on city development	○	○	○	○	○	○	○	○

Questions 20-26

Do the following statements agree with the information given in Reading Passage 2?

In boxes 20 - 26 on your answer sheet write

YES if the statement agrees with the information

NO if the statement contradicts the information

NOT GIVEN if there is no information on this in the passage

20 Vehicle pollution is worse in European cities than anywhere else.

A ○ YES

B ○ NO

C ○ NOT GIVEN

21 Transport by horse would be a useful alternative to motor vehicles.

A ○ YES

B ○ NO

C ○ NOT GIVEN

22 Nowadays freight is not carried by water in the United Kingdom.

A ○ YES

B ○ NO

C ○ NOT GIVEN

23 Most European cities were not designed for motor vehicles.

A ○ YES

B ○ NO

C ○ NOT GIVEN

24 Technology alone cannot solve the problem of vehicle pollution.

A ○ YES

B ○ NO

C ○ NOT GIVEN

25 People's choice of car and attitude to driving is a factor in the pollution problem.

A ○ YES

B ○ NO

C ○ NOT GIVEN

26 Redesigning cities would be a short-term solution.

A ○ YES

B ○ NO

C ○ NOT GIVEN

PASSAGE 3

You should spend about 20 minutes on Questions 27 - 40 which are based on Reading Passage 3 on the following pages.

THE KEYLESS SOCIETY

A Students who want to enter the University of Montreal's Athletic Complex need more than just a conventional ID card- their identities must be authenticated by an electronic hand scanner. In some California housing estates, a key alone is insufficient to get someone in the door; his or her voiceprint must also be verified. And soon, customers at some Japanese banks will have to present their faces for scanning before they can enter the building and withdraw their money.

27

B All of these are applications of biometrics, a little-known but fast-growing technology that involves the use of physical or biological characteristics to identify individuals. In use for more than a decade at some high-security government institution in the United States and Canada, biometrics are now rapidly popping up in the everyday world. Already, more than 10,000 facilities, from prisons to day-care centres, monitor people's fingerprints or other physical parts to ensure that they are who they claim to be. Some 60 biometric companies around the world pulled in at least $ 22 million last year and that grand total is expected to mushroom to at least $ 50 million by 1999.

28

C Biometric security systems operate by storing a digitised record of some unique human feature. When an authorised user wishes to enter or use the facility, the sysytem scans the person's corresponding characteristics and attempts to match them against those on record. Systems using fingerprints, hands, voices, irises, retinas and faces are on the market. Others using typing patterns and even body odours are in various stages of development.

29

D Fingerprint scanners are currently the most widely deployed type of biometric application, thanks to their growing use over the last 20 years by law-enforcement agencies. Sixteen American states now use biometric fingerprint verification systems to check that people claiming welfare payments are genuine. In June, politicians in Toronto voted to do the same, with a pilot project beginning next year.

30

E To date, the most widely used commercial biometric system is the handkey, a type of hand scanner which reads the unique shape, size and irregularities of people's hands. Originally developed for nuclear power plants, the handkey received its big break when it was used to control access to the Olympic Village in Atlanta by more than 65,000 athletes, trainers and support staff. Now there are scores of other applications.

31

F Around the world, the market is growing rapidly. Malaysia, for example, is preparing to equip all of its airports with biometric face scanners to match passengers with luggage. And Japen's largest maker of cash dispensers is developing new machines that incorporate iris scanners. The first commercial biometric, a hand reader used by an American firm to monitor employee attendance, was introduced in 1974. But only in the past few years has the technology improved enough for the prices to drop sufficiently to make them commercially viable. 'When we started four years ago. I had to explain to everyone what a biometric is,' says one marketing expert. 'Now, there's much more awareness out there.'

32

G Not surprisingly, biometrics raise thorny questions bout privacy and the potential for abuse. Some worry that governments and industry will be tempted to use the technology to monitor individual behaviour. 'If someone used your fingerprints to match your health-insurance records with a credit-card record showing you regularly bought lots of cigarettes and fatty foods.' says one policy analyst, 'you would see your insurance payments go through the roof.' In Toronto, critics of the welfare fingerprint plan complained that it would stigmatise recipients by forcing them to submit to a procedure widely identified with criminals.

33

H Nonetheless, support for biometrics is growing in Toronto as it is in many other communities. In an increasingly crowded and complicated world, biometrics may well be a technology whose time has come.

Questions 27-33

Reading Passage 3 has eight paragraphs (A - H).

Choose the most suitable headings for paragraphs B - H from the list of headings below.

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

i. **Common objections**

ii. **Who's planning what**

iii. **This type sells best in the shops**

iv. **The figures say it all**

v. **Early trials**

vi. **They can't get in without these**

vii. **How does it work?**

viii. **Fighting fraud**

ix. **Systems to avoid**

x. **Accepting the inevitable**

Questions 34-40

Look at the following groups of people (Questions 34 - 40) and the list of biometric systems (A - F) below.

Match the groups of people to the biometric system associated with them in Reading Passage 3.

NB You may use any biometric system more than once.

A. fingerprint scanner

B. hand scanner

C. body odour

D. voiceprint

E. face scanner

F. typing pattern

	A	B	C	D	E	F
34 sports students	○	○	○	○	○	○
35 Olympic athletes	○	○	○	○	○	○
36 airline passengers	○	○	○	○	○	○
37 welfare claimants	○	○	○	○	○	○
38 business employees	○	○	○	○	○	○
39 home owners	○	○	○	○	○	○
40 bank customers	○	○	○	○	○	○

Answer Key

#	Answer	Explanation
1	**NO**	The study reported here was conducted in the Prince William Hospital in Brisbane, Australia, where, prior to this time, few active steps had been taken to measure, understand or manage the occurrence of absenteeism
2	**NO**	A prevalent attitude amongst many nurses in the group selected for study was that there was no reward or recognition for not utilising the paid sick leave entitlement allowed them in their employment conditions
3	**NO**	Further, 67 per cent of nurses felt that administration was not sympathetic to the problems shift work causes to employees' personal and social lives
4	**YES**	Other causes, in decreasing order of frequency, were illness in family, family social function, work to do at home and bereavement
5	**NOT GIVEN**	Similar attitudes have been noted by James (1989), who noted that sick leave is seen by many workers as a right, like annual holiday leave In another longitudinal study of nurses working in two Canadian hospitals, Hackett, Bycio and Guion (1989) examined the reasons why nurses took absence from work
6	**NO**	In an attempt to reduce the level of absenteeism amongst the 250 Registered and Enrolled Nurses in the present study, the Prince William management introduced three different, yet potentially complementary, strategies over 18 months
7	**YES**	In an attempt to reduce the level of absenteeism amongst the 250 Registered and Enrolled Nurses in the present study, the Prince William management introduced three different, yet potentially complementary, strategies over 18 months
8	**(local) businesses**	However, it was possible to secure incentives from local businesses, including free passes to entertainment parks, theatres, restaurants, etc
9	**(working) schedule / rostering/roster(s)**	Where possible, staff were given the opportunity to determine their working schedule within the limits of clinical needs Over the time of the study, staff were given a larger degree of control in their rosters
10	**excessive**	Each month, managers would analyse the pattern of absence of staff with excessive sick leave (greater than ten days per year for

#	Answer	Explanation
		full-time employees)
11	**voluntary absence/voluntary absenteeism**	Each month, managers would analyse the pattern of absence of staff with excessive sick leave (greater than ten days per year for full-time employees). Characteristic patterns of potential 'voluntary absenteeism' such as absence before and after days off, excessive weekend and night duty absence and multiple single days off were communicated to all ward nurses and then, as necessary, followed up by action
12	**twenty//20**	Absence rates for the six months prior to the incentive scheme ranged from 3.69 per cent to 4.32 per cent. In the following six months they ranged between 2.87 per cent and 3.96 per cent. This represents a 20 per cent improvement
13	**communication**	This led to significant improvements in communication between managers and staff. A similar effect was found from the implementation of the third strategy
14	**C**	Until a hundred years ago, most journeys were in the 20 km range, the distance conveniently accessible by horse. Heavy freight could only be carried by water or rail. The invention of the motor vehicle brought personal mobility to the masses and made rapid freight delivery possible over a much wider area. Today about 90 per cent of inland freight in the United Kingdom is carried by road
15	**F**	Many people buy larger cars than they need for daily purposes or waste fuel by driving aggressively
16	**E**	A 1993 study by the European Federation for Transport and Environment found that car transport is seven times as costly as rail travel in terms of the external social costs it entails such as congestion, accidents, pollution, loss of cropland and natural habitats, depletion of oil resources, and so on
17	**H**	A more likely scenario seems to be a combination of mass transit systems for travel into and around cities, with small 'low emission' cars for urban use and larger hybrid or lean burn cars for use elsewhere
18	**A**	There are now over 700 million motor vehicles in the world – and the number is rising by more than 40 million each year. The average distance driven by car users is growing too – from 8 km a day per person in western Europe in 1965 to 25 km a day in 1995

#	Answer	Explanation
19	**D**	In Europe most cities are still designed for the old modes of transport. Adaptation to the motor car has involved adding ring roads, one-way systems and parking lots. In the United States, more land is assigned to car use than to housing. Urban sprawl means that life without a car is next to impossible
20	**NOT GIVEN**	Even Moscow has joined the list of capitals afflicted by congestion and traffic fumes. In Mexico City, vehicle pollution is a major health hazard
21	**NO**	Clearly the world cannot revert to the horse-drawn wagon
22	**NOT GIVEN**	Today about 90 per cent of inland freight in the United Kingdom is carried by road
23	**YES**	In Europe most cities are still designed for the old modes of transport
24	**YES**	Technical solutions can reduce the pollution problem and increase the fuel efficiency of engines. But fuel consumption and exhaust emissions depend on which cars are preferred by customers and how they are driven. Many people buy larger cars than they need for daily purposes or waste fuel by driving aggressively. Besides, global car use is increasing at a faster rate than the improvement in emissions and fuel efficiency which technology is now making possible
25	**YES**	But fuel consumption and exhaust emissions depend on which cars are preferred by customers and how they are driven. Many people buy larger cars than they need for daily purposes or waste fuel by driving aggressively
26	**NO**	One solution that has been put forward is the long-term solution of designing cities and neighbourhoods so that car journeys are not necessary – all essential services being located within walking distance or easily accessible by public transport
27	**iv**	Already, more than 10,000 facilities, from prisons to day-care centres, monitor people's fingerprints or other physical parts to ensure that they are who they claim to be. Some 60 biometric companies around the world pulled in at least $ 22 million last year and that grand total is expected to mushroom to at least $ 50 million by 1999
28	**vii**	Biometric security systems operate by storing a digitised record of some unique human feature. When an authorised user wishes to enter or use the facility, the sysytem scans the person's corresponding characteristics and attempts to match them against those on record

#	Answer	Explanation
29	**viii**	Sixteen American states now use biometric fingerprint verification systems to check that people claiming welfare payments are genuine
30	**iii**	To date, the most widely used commercial biometric system is the handkey, a type of hand scanner which reads the unique shape, size and irregularities of people's hands
31	**ii**	Malaysia, for example, is preparing to equip all of its airports with biometric face scanners to match passengers with luggage. And Japen's largest maker of cash dispensers is developing new machines that incorporate iris scanners
32	**i**	Not surprisingly, biometrics raise thorny questions bout privacy and the potential for abuse
33	**x**	Nonetheless, support for biometrics is growing in Toronto as it is in many other communities. In an increasingly crowded and complicated world, biometrics may well be a technology whose time has come
34	**B**	Students who want to enter the University of Montreal's Athletic Complex need more than just a conventional ID card- their identities must be authenticated by an electronic hand scanner
35	**B**	Originally developed for nuclear power plants, the handkey received its big break when it was used to control access to the Olympic Village in Atlanta by more than 65,000 athletes, trainers and support staff
36	**E**	Malaysia, for example, is preparing to equip all of its airports with biometric face scanners to match passengers with luggage
37	**A**	Sixteen American states now use biometric fingerprint verification systems to check that people claiming welfare payments are genuine
38	**B**	The first commercial biometric, a hand reader used by an American firm to monitor employee attendance, was introduced in 1974
39	**D**	In some California housing estates, a key alone is insufficient to get someone in the door; his or her voiceprint must also be verified
40	**E**	And soon, customers at some Japanese banks will have to present their faces for scanning before they can enter the building and withdraw their money

Cambridge IELTS 02 Academic Reading Test 4

PASSAGE 1

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

Green Wave Washes Over Mainstream Shopping

Research in Britain has shown that 'green consumers' continue to flourish as a significant group amongst shoppers. This suggests that politicians who claim environmentalism is yesterday's issue may be seriously misjudging the public mood.

A report from Mintel, the market research organisation, says that despite recession and financial pressures, more people than ever want to buy environmentally friendly products and a 'green wave' has swept through consumerism, taking in people previously untouched by environmental concerns. The recently published report also predicts that the process will repeat itself with 'ethical' concerns, involving issues such as fair trade with the Third World and the social record of businesses. Companies will have to be more honest and open in response to this mood.

Mintel's survey, based on nearly 1,000 consumers, found that the proportion who look for green products and are prepared to pay more for them has climbed from 53 per cent in 1990 to around 60 per cent in 1994. On average, they will pay 13 per cent more for such products, although this percentage is higher among women, managerial and professional groups and those aged 35 to 44.

Between 1990 and 1994 the proportion of consumers claiming to be unaware of or unconcerned about green issues fell from 18 to 10 per cent but the number of green spenders among older people and manual workers has risen substantially. Regions such as Scotland have also caught up with the south of England in their environmental concerns. According to Mintel, the image of green consumerism as associated in the past with the more eccentric members of society has virtually disappeared. The consumer research manager for Mintel, Angela Hughes, said it had become firmly established as a mainstream market. She explained that as far as the average person is concerned environmentalism has not 'gone off the boil'. In fact, it has spread across a much wider range of consumer groups, ages and occupations.

Mintel's 1994 survey found that 13 per cent of consumers are 'very dark green', nearly always buying environmentally friendly products, 28 per cent are 'dark green', trying 'as far as possible' to buy such products, and 21 per cent are 'pale green' - tending to buy green products if they see them. Another 26 per cent are 'armchair greens'; they said they care about environmental issues but their concern does not affect their spending habits. Only 10 per cent say they do not care about green issues.

Four in ten people are 'ethical spenders', buying goods which do not, for example, involve dealings with oppressive regimes. This figure is the same as in 1990, although the number of

'armchair ethicals' has risen from 28 to 35 per cent and only 22 per cent say they are unconcerned now, against 30 per cent in 1990. Hughes claims that in the twenty-first century, consumers will be encouraged to think more about the entire history of the products and services they buy, including the policies of the companies that provide them and that this will require a greater degree of honesty with consumers.

Among green consumers, animal testing is the top issue - 48 per cent said they would be deterred from buying a product if it had been tested on animals - followed by concerns regarding irresponsible selling, the ozone layer, river and sea pollution, forest destruction, recycling and factory farming. However, concern for specific issues is lower than in 1990, suggesting that many consumers feel that Government and business have taken on the environmental agenda.

Questions 1-6

Do the following statements agree with the claims of the writer of Reading Passage 1?

Write

YES if the statement agrees with the claims of the writer

NO if the statement contradicts the claims of the writer

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

1 The research findings report commercial rather than political trends.

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

2 Being financially better off has made shoppers more sensitive to buying 'green'.

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

3 The majority of shoppers are prepared to pay more for the benefit of the environment according to the research findings.

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

4 Consumers' green shopping habits are influenced by Mintel's findings.

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

5 Mintel have limited their investigation to professional and managerial groups.

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

6 Mintel undertakes market surveys on an annual basis.

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

Questions 7-9

Choose the appropriate letters A - D.

7 Politicians may have 'misjudged the public mood' because

- **A** ○ they are pre-occupied with the recession and financial problems.
- **B** ○ there is more widespread interest in the environment agenda than they anticipated.
- **C** ○ consumer spending has increased significantly as a result of 'green' pressure.
- **D** ○ shoppers are displeased with government policies on a range of issues.

8 What is Mintel?

- **A** ○ an environmentalist group
- **B** ○ a business survey organisation
- **C** ○ an academic research team
- **D** ○ a political organisation

9 A consumer expressing concern for environmental issues without actively supporting such principles is

- **A** ○ an 'ethical spender'.

B ○ a 'very dark green' spender.

C ○ an 'armchair green'.

D ○ a 'pale green' spender.

Questions 10-13

Complete the summary using words from the box below.

NB There are more answers than spaces, so you will not use them all.

environmental research | honesty and openness | ethical spenders

politicians | social awareness | social record

armchair ethicals | environmentalists | consumers

political beliefs | financial constraints

The Mintel report suggests that in future companies will be forced to practise greater **10** _____ in their dealings because of the increased awareness amongst **11** _____ of ethical issues. This prediction is supported by the growth in the number of **12** _____ identified in the most recent survey published. As a consequence, it is felt that companies will have to think more carefully about their **13** _____.

PASSAGE 2

You should spend about 20 minutes on Questions 14 - 26 which are based on Reading Passage 2 below.

A There is a great concern in Europe and North America about declining standards of literacy in schools. In Britain, the fact that 30 per cent of 16 year olds have a reading age of 14 or less has helped to prompt massive educational changes. The development of literacy has far-reaching effects on general intellectual development and thus anything which impedes the development of literacy is a serious matter for us all. So the hunt is on for the cause of the decline in literacy. The search so far has focused on socio-economic factors, or the effectiveness of 'traditional' versus 'modern' teaching techniques.

B The fruitless search for the cause of the increase in illiteracy is a tragic example of the saying 'They can't see the wood for the trees'. When teachers use picture books, they are simply continuing a long-established tradition that is accepted without question. And for the past two decades, illustrations in reading primers have become impoverished - sometimes to the point of extinction.

C Amazingly, there is virtually no empirical evidence to support the use of illustrations in teaching reading. On the contrary, a great deal of empirical evidence shows that pictures interfere in a damaging way with all aspects of learning to read. Despite this, from North America to the Antipodes, the first books that many school children receive are totally without text.

D A teacher's main concern is to help young beginner readers to develop not only the ability to recognise words, but the skills necessary to understand what these words mean. Even if a child is able to read aloud fluently, he or she may not be able to understand much of it: this is called 'barking at text'. The teacher's task of improving comprehension is made harder by influences outside the classroom. But the adverse effects of such things as television, video games, or limited language experiences at home, can be offset by experiencing 'rich' language at school.

E Instead, it is not unusual for a book of 30 or more pages to have only one sentence full of repetitive phrases. The artwork is often marvellous, but the pictures make the language redundant, and the children have no need to imagine anything when they read such books. Looking at a picture actively prevents children younger than nine from creating a mental image, and can make it difficult for older children. In order to learn how to comprehend, they need to practise making their own meaning in response to text. They need to have their innate powers of imagination trained.

F As they grow older, many children turn aside from books without pictures, and it is a situation made more serious as our culture becomes more visual. It is hard to wean children off picture books when pictures have played a major part throughout their formative reading experiences, and when there is competition for their attention from so many other sources of entertainment. The least intelligent are most vulnerable, but tests show that even intelligent children are being affected. The response of educators has been to extend the use of pictures in books and to

simplify the language, even at senior levels. The Universities of Oxford and Cambridge recently held joint conferences to discuss the noticeably rapid decline in literacy among their undergraduates.

G Pictures are also used to help motivate children to read because they are beautiful and eye-catching. But motivation to read should be provided by listening to stories well read, where children imagine in response to the story. Then, as they start to read, they have this experience to help them understand the language. If we present pictures to save children the trouble of developing these creative skills, then I think we are making a great mistake.

H Academic journals ranging from educational research, psychology, language learning, psycholinguistics, and so on cite experiments which demonstrate how detrimental pictures are for beginner readers. Here is a brief selection:

I The research results of the Canadian educationalist Dale Willows were clear and consistent: pictures affected speed and accuracy and the closer the pictures were to the words, the slower and more inaccurate the child's reading became. She claims that when children come to a word they already know, then the pictures are unnecessary and distracting. If they do not know a word and look to the picture for a clue to its meaning, they may well be misled by aspects of the pictures which are not closely related to the meaning of the word they are trying to understand.

J Jay Samuels, an American psychologist, found that poor readers given no pictures learnt significantly more words than those learning to read with books with pictures. He examined the work of other researchers who had reported problems with the use of pictures and who found that a word without a picture was superior to a word plus a picture. When children were given words and pictures, those who seemed to ignore the pictures and pointed at the words learnt more words than the children who pointed at the pictures, but they still learnt fewer words than the children who had no illustrated stimuli at all.

Questions 14-17

Choose the appropriate letters A - D.

14 Readers are said to 'bark' at a text when

- **A** ○ they read too loudly.
- **B** ○ there are too many repetitive words.
- **C** ○ they are discouraged from using their imagination.
- **D** ○ they have difficulty assessing its meaning.

15 The text suggests that

- **A** ○ pictures in books should be less detailed.
- **B** ○ picture can slow down reading progress.
- **C** ○ picture books are best used with younger readers.
- **D** ○ pictures make modern books too expensive.

16 University academics are concerned because

- **A** ○ young people are showing less interest in higher education.
- **B** ○ students cannot understand modern academic texts.
- **C** ○ academic books are too childish for their undergraduates.
- **D** ○ there has been a significant change in student literacy.

17 The youngest readers will quickly develop good reading skills if they

- **A** ○ learn to associate the words in a text with pictures.
- **B** ○ are exposed to modern teaching techniques.
- **C** ○ are encouraged to ignore pictures in the text.
- **D** ○ learn the art of telling stories.

Questions 18-21

Do the following statements agree with the information given in Reading Passage 2?

Write

YES if the statement agrees with the information

NO if the statement contradicts the information

NOT GIVEN if there is no information about this in the passage

18 It is traditionally accepted that children's books should contain few pictures.

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

19 Teachers aim to teach both word recognition and word meaning.

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

20 Older readers are having difficulty in adjusting to texts without pictures.

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

21 Literacy has improved as a result of recent academic conferences.

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

Questions 22-25

Reading Passage 2 has ten paragraphs, A - J. Which paragraphs state the following information?

NB There are more paragraphs than summaries, so you will not use them all.

	A	B	C	D	E	F	G	H	I	J
22 The decline of literacy is seen in groups of differing ages and abilities.	○	○	○	○	○	○	○	○	○	○
23 Reading methods currently in use go against research findings.	○	○	○	○	○	○	○	○	○	○
24 Readers able to ignore pictures are claimed to make greater progress.	○	○	○	○	○	○	○	○	○	○
25 Illustrations in books can give misleading information about word meaning.	○	○	○	○	○	○	○	○	○	○

Questions 26-26

From the list below choose the most suitable title for the whole of Reading Passage 2.

26 Choose the most suitable title for the whole of Reading Passage 2.

- **A** ○ The global decline in reading levels
- **B** ○ Concern about recent educational developments
- **C** ○ The harm that picture books can cause
- **D** ○ Research carried out on children's literature
- **E** ○ An examination of modern reading styles

PASSAGE 3

You should spend about 20 minutes on Questions 27 - 40 which are based on Reading Passage 3 below.

IN SEARCH OF THE HOLY GRAIL

It has been called the Holy Grail of modern biology. Costing more than £2 billion, it is the most ambitious scientific project since the Apollo programme that landed a man on the moon. And it will take longer to accomplish than the lunar missions, for it will not be complete until early next century. Even before it is finished, according to those involved, this project should open up new understanding of, and new treatments for, many of the ailments that afflict humanity. As a result of the Human Genome Project, there will be new hope of liberation from the shadows of cancer, heart disease, autoimmune diseases such as rheumatoid arthritis, and some psychiatric illnesses.

The objective of the Human Genome Project is simple to state, but audacious in scope: to map and analyse every single gene within the double helix of humanity's DNA[1]. The project will reveal a new human anatomy - not the bones, muscles and sinews, but the complete genetic blueprint for a human being. Those working on the Human Genome Project claim that the new genetical anatomy will transform medicine and reduce human suffering in the twenty-first century. But others see the future through a darker glass, and fear that the project may open the door to a world peopled by Frankenstein's monsters and disfigured by a new eugenics[2].

The genetic inheritance a baby receives from its parents at the moment of conception fixes much of its later development, determining characteristics as varied as whether it will have blue eyes or suffer from a life-threatening illness such as cystic fibrosis. The human genome is the compendium of all these inherited genetic instructions. Written out along the double helix of DNA are the chemical letters of the genetic text. It is an extremely long text, for the human genome contains more than 3 billions letters. On the printed page it would fill about 7,000 volumes. Yet, within little more than a decade, the position of every letter and its relation to its neighbours will have been tracked down, analysed and recorded.

Considering how many letters there are in the human genome, nature is an excellent proof-reader. But sometimes there are mistakes. An error in a single 'word' - a gene - can give rise to the crippling condition of cystic fibrosis, the commonest genetic disorder among Caucasians. Errors in the genetic recipe for haemoglobin, the protein that gives blood its characteristic red colour and which carries oxygen from the lungs to the rest of the body, give rise to the most common single-gene disorder in the world: thalassaemia. More than 4,000 such single-gene defects are known to afflict humanity. The majority of them are fatal; the majority of the victims are children.

None of the single-gene disorders is a disease in the conventional sense, for which it would be possible to administer a curative drug: the defect is pre-programmed into every cell of the sufferer's body. But there is hope of progress. In 1986, American researchers identified the genetic defect underlying one type of muscular dystrophy. In 1989, a team of American and

Canadian biologists announced that they had found the site of the gene which, when defective, gives rise to cystic fibrosis. Indeed, not only had they located the gene, they had analysed the sequence of letters within it and had identified the mistake responsible for the condition. At the least, these scientific advances may offer a way of screening parents who might be at risk of transmitting a single-gene defect to any children that they conceive. Foetuses can be tested while in the womb, and if found free of the genetic defect, the parents will be relieved of worry and stress, knowing that they will be delivered of a baby free from the disorder.

In the mid-1980s, the idea gained currency within the scientific world that the techniques which were successfully deciphering disorder-related genes could be applied to a larger project: if science can learn the genetic spelling of cystic fibrosis, why not attempt to find out how to spell 'human'? Momentum quickly built up behind the Human Genome Project and its objective of 'sequencing' the entire genome - writing out all the letters in their correct order.

But the consequences of the Human Genome Project go far beyond a narrow focus on disease. Some of its supporters have made claims of great extravagance - that the Project will bring us to understand, at the most fundamental level, what it is to be human. Yet many people are concerned that such an emphasis on humanity's genetic constitution may distort our sense of values, and lead us to forget that human life is more than just the expression of a genetic program written in the chemistry of DNA.

If properly applied, the new knowledge generated by the Human Genome Project may free humanity from the terrible scourge of diverse diseases. But if the new knowledge is not used wisely, it also holds the threat of creating new forms of discrimination and new methods of oppression. Many characteristics, such as height and intelligence, result not from the action of genes alone, but from subtle interactions between genes and the environment. What would be the implications if humanity were to understand, with precision, the genetic constitution which, given the same environment, will predispose one person towards a higher intelligence than another individual whose genes were differently shuffled?

Once before in this century, the relentless curiosity of scientific researchers brought to light forces of nature in the power of the atom, the mastery of which has shaped the destiny of nations and overshadowed all our lives. The Human Genome Project holds the promise that, ultimately, we may be able to alter our genetic inheritance if we so choose. But there is the central moral problem: how can we ensure that when we choose, we choose correctly? That such a potential is a promise and not a threat? We need only look at the past to understand the danger.

Glossary

[1] **DNA** Deoxyribonucleic acid, molecules responsible for the transference of genetic characteristics.

[2] **eugenics** The science of improving the qualities of the human race, especially the careful selection of parents.

PART 3 — QUESTIONS

Questions 27-32

Complete the sentences below with words taken from Reading Passage 3.

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

- The passage compares the Project in scale to the **27** _____.
- The possible completion date of the Project is **28** _____.
- To write out the human genome on paper would require **29** _____ books.
- A genetic problem cannot be treated with drugs because strictly speaking it is not a **30** _____.
- Research into genetic defects had its first success in the discovery of the cause of one form of **31** _____.
- The second success of research into genetic defects was to find the cause of **32** _____.

Questions 33-40

Classify the following statements as representing

A. the writer's fears about the Human Genome Project

B. other people's fears about the Project reported by the writer

C. the writer's reporting of facts about the Project

D. the writer's reporting of the long-term hopes for the Project

	A	B	C	D
33 The Project will provide a new understanding of major diseases.	○	○	○	○
34 All the components which make up DNA are to be recorded and studied.	○	○	○	○
35 Genetic monsters may be created.	○	○	○	○
36 The correct order and inter-relation of all genetic data in all DNA will be mapped.	○	○	○	○

	A	B	C	D
37 Parents will no longer worry about giving birth to defective offspring.	○	○	○	○
38 Being 'human' may be defined solely in terms of describable physical data.	○	○	○	○
39 People may be discriminated against in new ways.	○	○	○	○
40 From past experience humans may not use this new knowledge wisely.	○	○	○	○

Answer Key

#	Answer	Explanation
1	**YES**	A report from Mintel, the market research organisation, says that despite recession and financial pressures, more people than ever want to buy environmentally friendly products and a ‘green wave’ has swept through consumerism, taking in people previously untouched by environmental concerns
2	**NO**	A report from Mintel, the market research organisation, says that despite recession and financial pressures, more people than ever want to buy environmentally friendly products
3	**YES**	Mintel’s survey, based on nearly 1,000 consumers, found that the proportion who look for green products and are prepared to pay more for them has climbed from 53 per cent in 1990 to around 60 per cent in 1994
4	**NOT GIVEN**	A report from Mintel, the market research organisation, says that despite recession and financial pressures, more people than ever want to buy environmentally friendly products and a ‘green wave’ has swept through consumerism, taking in people previously untouched by environmental concerns
5	**NO**	Between 1990 and 1994 the proportion of consumers claiming to be unaware of or unconcerned about green issues fell from 18 to 10 per cent but the number of green spenders among older people and manual workers has risen substantially
6	**NOT GIVEN**	Mintel’s survey, based on nearly 1,000 consumers, found that the proportion who look for green products and are prepared to pay more for them has climbed from 53 per cent in 1990 to around 60 per cent in 1994
7	**B**	Research in Britain has shown that ‘green consumers’ continue to flourish as a significant group amongst shoppers. This suggests that politicians who claim environmentalism is yesterday’s issue may be seriously misjudging the public mood
8	**B**	A report from Mintel, the market research organisation, says that despite recession and financial pressures, more people than ever want to buy environmentally friendly products and a ‘green wave’ has swept through consumerism, taking in people previously untouched by environmental concerns
9	**C**	Another 26 per cent are ‘armchair greens’; they said they care about environmental issues but their concern does not affect their spending habits

#	Answer	Explanation
10	**honesty and openness**	Companies will have to be more honest and open in response to this mood
11	**consumers**	Hughes claims that in the twenty-first century, consumers will be encouraged to think more about the entire history of the products and services they buy, including the policies of the companies that provide them and that this will require a greater degree of honesty with consumers
12	**armchair ethicals**	the number of 'armchair ethicals' has risen from 28 to 35 per cent
13	**social record**	The recently published report also predicts that the process will repeat itself with 'ethical' concerns, involving issues such as fair trade with the Third World and the social record of businesses
14	**D**	Even if a child is able to read aloud fluently, he or she may not be able to understand much of it: this is called 'barking at text'
15	**B**	The research results of the Canadian educationalist Dale Willows were clear and consistent: pictures affected speed and accuracy and the closer the pictures were to the words, the slower and more inaccurate the child's reading became
16	**D**	The Universities of Oxford and Cambridge recently held joint conferences to discuss the noticeably rapid decline in literacy among their undergraduates
17	**C**	When children were given words and pictures, those who seemed to ignore the pictures and pointed at the words learnt more words than the children who pointed at the pictures, but they still learnt fewer words than the children who had no illustrated stimuli at all
18	**NO**	When teachers use picture books, they are simply continuing a long-established tradition that is accepted without question
19	**YES**	A teacher's main concern is to help young beginner readers to develop not only the ability to recognise words, but the skills necessary to understand what these words mean
20	**YES**	As they grow older, many children turn aside from books without pictures, and it is a situation made more serious as our culture becomes more visual. It is hard to wean children off picture books when pictures have played a major part throughout their formative reading experiences, and when there is competition for their attention from so many other sources of entertainment
21	**NOT GIVEN**	The Universities of Oxford and Cambridge recently held joint conferences to discuss the noticeably rapid decline in literacy among their undergraduates

#	Answer	Explanation
22	**F**	The least intelligent are most vulnerable, but tests show that even intelligent children are being affected. The response of educators has been to extend the use of pictures in books and to simplify the language, even at senior levels. The Universities of Oxford and Cambridge recently held joint conferences to discuss the noticeably rapid decline in literacy among their undergraduates
23	**C**	Amazingly, there is virtually no empirical evidence to support the use of illustrations in teaching reading. On the contrary, a great deal of empirical evidence shows that pictures interfere in a damaging way with all aspects of learning to read. Despite this, from North America to the Antipodes, the first books that many school children receive are totally without text
24	**J**	When children were given words and pictures, those who seemed to ignore the pictures and pointed at the words learnt more words than the children who pointed at the pictures, but they still learnt fewer words than the children who had no illustrated stimuli at all
25	**I**	If they do not know a word and look to the picture for a clue to its meaning, they may well be misled by aspects of the pictures which are not closely related to the meaning of the word they are trying to understand
26	**C**	On the contrary, a great deal of empirical evidence shows that pictures interfere in a damaging way with all aspects of learning to read
27	**Apollo (space) programme**	Costing more than £2 billion, it is the most ambitious scientific project since the Apollo programme that landed a man on the moon
28	**(early) next century**	And it will take longer to accomplish than the lunar missions, for it will not be complete until early next century
29	**7,000/7000**	On the printed page it would fill about 7,000 volumes
30	**disease**	None of the single-gene disorders is a disease in the conventional sense, for which it would be possible to administer a curative drug: the defect is pre-programmed into every cell of the sufferer's body
31	**muscular dystrophy**	In 1986, American researchers identified the genetic defect underlying one type of muscular dystrophy
32	**cystic fibrosis**	In 1986, American researchers identified the genetic defect underlying one type of muscular dystrophy. In 1989, a team of American and Canadian biologists announced that they had found the site of the gene which, when defective, gives rise to cystic fibrosis

#	Answer	Explanation
33	**D**	Even before it is finished, according to those involved, this project should open up new understanding of, and new treatments for, many of the ailments that afflict humanity
34	**C**	Yet, within little more than a decade, the position of every letter and its relation to its neighbours will have been tracked down, analysed and recorded
35	**B**	But others see the future through a darker glass, and fear that the project may open the door to a world peopled by Frankenstein's monsters and disfigured by a new eugenics
36	**C**	Yet, within little more than a decade, the position of every letter and its relation to its neighbours will have been tracked down, analysed and recorded
37	**D**	Foetuses can be tested while in the womb, and if found free of the genetic defect, the parents will be relieved of worry and stress, knowing that they will be delivered of a baby free from the disorder
38	**B**	Yet many people are concerned that such an emphasis on humanity's genetic constitution may distort our sense of values, and lead us to forget that human life is more than just the expression of a genetic program written in the chemistry of DNA
39	**A**	But if the new knowledge is not used wisely, it also holds the threat of creating new forms of discrimination and new methods of oppression
40	**A**	Once before in this century, the relentless curiosity of scientific researchers brought to light forces of nature in the power of the atom, the mastery of which has shaped the destiny of nations and overshadowed all our lives. The Human Genome Project holds the promise that, ultimately, we may be able to alter our genetic inheritance if we so choose. But there is the central moral problem: how can we ensure that when we choose, we choose correctly? That such a potential is a promise and not a threat? We need only look at the past to understand the danger

Cambridge IELTS 02 Academic Listening Test 1

PART 1 — QUESTIONS

Part 1 Audio: https://ielts-listening-audio.engnovatemedia.com/3172278-cambridge-ielts-02-academic-listening-test-1-1.mp3

Questions 1-5

Complete the form below.

Write NO MORE THAN ONE WORD OR A NUMBER for each answer.

VIDEO LIBRARY

APPLICATION FORM

Example Answer

Surname: Jones

First names: Louise Cynthia

Address: Apartment 1, 72 **1** _____ Street, Highbridge

Post code: **2** _____

Telephone:

- 9835 6712 (home)

- **3** _____ (work)

Driver's licence number: **4** _____

Date of birth:

- Day: 25th

- Month: **5** _____

- Year: 1977

Questions 6-8

Circle THREE letters A - F.

6 **7** **8** What types of films does Louise like?

- **A** ☐ Action
- **B** ☐ Comedies
- **C** ☐ Musicals
- **D** ☐ Romance
- **E** ☐ Westerns
- **F** ☐ Wildlife

Questions 9-10

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

9 How much does it cost to join the library? _____

10 When will Louise's card be ready? _____

PART 2 — QUESTIONS

Part 2 Audio: https://ielts-listening-audio.engnovatemedia.com/3172293-cambridge-ielts-02-academic-listening-test-1-2.mp3

Questions 11-13

Complete the form below.

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

Expedition Across Attora Mountains

Leader: Charles Owen

Prepared a: **11** _____ for the trip

Total length of trip: **12** _____

Climbed highest peak in: **13** _____

Questions 14-15

Circle the correct letters A - C.

14 What took the group by surprise?

- **A** ○ the amount of rain
- **B** ○ the number of possible routes
- **C** ○ the length of the journey

15 How did Charles feel about having to change routes?

- **A** ○ He reluctantly accepted it.
- **B** ○ He was irritated by the diversion.
- **C** ○ It made no difference to his enjoyment.

Questions 16-18

Circle THREE letters A - F.

16 **17** **18** What does Charles say about his friends?

- **A** ☐ He met them at one stage on the trip.
- **B** ☐ They kept all their meeting arrangements.
- **C** ☐ One of them helped arrange the transport.
- **D** ☐ One of them owned the hotel they stayed in.
- **E** ☐ Some of them travelled with him.
- **F** ☐ Only one group lasted the 96 days.

Questions 19-20

Circle TWO letters A - E.

19 **20** What does Charles say about the donkeys?

- **A** ☐ He rode them when he was tired.
- **B** ☐ He named them after places.
- **C** ☐ One of them died.
- **D** ☐ They behaved unpredictably.
- **E** ☐ They were very small.

PART 3 — QUESTIONS

Part 3 Audio: https://ielts-listening-audio.engnovatemedia.com/3172292-cambridge-ielts-02-academic-listening-test-1-3.mp3

Questions 21-25

Complete the form below.

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

	TIM	JANE
Day of arrival	Sunday	21 _____
Subject	History	22 _____
Number of books to read	23 _____	24 _____
Day of first lecture	Tuesday	25 _____

Questions 26-30

Write NO MORE THAN THREE WORDS for each answer.

26 What will Jane use during the lectures? _____

27 What is Tim's study strategy for reading? _____

28 What is the subject of Tim's first lecture? _____

29 What is the title of Tim's first essay? _____

30 What is the subject of Jane's first essay? _____

PART 4 — QUESTIONS

Part 4 Audio: https://ielts-listening-audio.engnovatemedia.com/3172291-cambridge-ielts-02-academic-listening-test-1-4.mp3

Questions 31-35

Complete the table below.

Write NO MORE THAN THREE WORDS for each answer.

Course	Type of course: duration and level	Entry requirements
Physical Fitness Instructor	*Example* Six-month certificate	None
Sports Administrator	**31** _____	**32** _____ in sports administration
Sports Psychologist	**33** _____	Degree in psychology
Physical Education Teacher	Four-year degree in education	**34** _____
Recreation Officer	**35** _____	None

Questions 36-40

Complete the table below.

Write the appropriate letters A - G.

A. the coaching of teams

B. the support of elite athletes

C. guidance of ordinary individuals

D. community health

E. the treatment of injuries

F. arranging matches and venues

G. the rounded development of children

36 Physical Fitness Instructor _____

37 Sports Administrator _____

38 Sports Psychologist _____

39 Physical Education Teacher _____

40 Recreation Officer _____

Transcripts

Part 1

LOUISE Oh hello, I'd like to join the video library.

MR MAX OK. Would you like to fill in the application form now?

LOUISE Yes, I can do it now.

MR MAX Hold on and I'll get a form. Now, I'll just ask you a few questions and then I'll get you to sign at the bottom.

LOUISE Right.

MR MAX What's your full name?

LOUISE Louise Cynthia Jones.

MR MAX Jones?

LOUISE Yes, that's right.

MR MAX OK, and what's your address?

LOUISE Apartment 1, 72 Black Street, Highbridge.

MR MAX Black Street, that's just around the corner, isn't it?

LOUISE Yes.

MR MAX OK, so the post code is 2085, right?

LOUISE Yes, 2085.

MR MAX Mm. And your telephone number? I need both home and work.

LOUISE Home is 9835 6712 and work is 9456 1309. Do you need any ID or anything like that?

MR MAX Yes, we need your driver's licence number, that is if you have one.

LOUISE Yes, I know if off by heart, it's an easy one, 2020BD. Do you need to see it?

MR MAX Yes, I'm afraid I do.

LOUISE Mm...here.

MR MAX Right, thanks. And could you tell me your date of birth please?

LOUISE 25 July 1977.

MR MAX That's the most important part out of the way, but could I just ask you a few questions for a survey we're conducting?

LOUISE OK.

MR MAX What kind of videos do you prefer to watch? Have a look at this list.

LOUISE Well, I love anything that makes me laugh. I just love to hear jokes and funny punch lines. I'm not very keen on westerns, although my father likes them, but I'm a real softie, so anything with a bit of a love story is good for me. It doesn't matter how old. Not musicals though, they're too much!

MR MAX Anything else?

LOUISE I'm completely taken by documentaries of the great outdoors, you know the sort, animals, plants and faraway places. I saw wonderful one on dolphins last week. It was amazing.

MR MAX Now, I think that's all from me, except I need you to sign here on the line. Here's a pen. Oh, and I nearly forgot, the membership fee. $25, refundable if you leave the library for any reason.

LOUISE There you are. And do I sign here?

MR MAX Yes, that's it. You can borrow videos now, if you like, but your card won't be ready until next week. You can come and pick it up when you bring your first videos back. That is if you want to take some now.

LOUISE Yes, I'd like to. I'll have a look around.

MR MAX Fine.

Part 2

INTERVIEWER A dream came true in 1995, when over 96 days of the spring and summer, and expedition of four men undertook what they believe to have been the first and only complete end-to-end crossing of Morocco's Attora mountains. I talked to Charles Owen, the leader or the expedition group, about the trip. Charles, how much planning went on beforehand?

CHARLES Well, as you know, I run these walking trips across the mountains for tourists and over the years, I've collected maps and other data to prepare what I call a 'route book' for this trip and this book basically shows the route across the mountains that we took.

INTERVIEWER You actually broke records while you were out there, didn't you?

CHARLES Mmm. Yes, it was 900 miles in total and we managed to climb 32 peaks that were over 3000 metres high, including Toubkal, which is of course the highest in North Africa. We weren't actually out to make a name for ourselves—it just happened really.

INTERVIEWER What was the weather like?

CHARLES It got us right from day one and we were pretty taken aback really to find that it rained on quite a number of days, and so we were forced to start re-planning our route almost from the outset. One of the obvious problems is the heavy snow which blocks the mountain passes, so you have to make

considerable detours. When we were on the way to Imilchil, for example, the snow forced us into a northern bypass which was new to us, but anyway, either way we would have been rewarded because we fell upon amazing, high meadows, huge gorges and wonderful snow-capped mountains. The scenery was as fine as any we saw on the trip and that was how it was every time—having to take another pass was never a disappointment.

INTERVIEWER It was in many ways a social trip, wasn't it?

CHARLES Yes, yes...we'd arranged to meet up with friends at various points on the journey. I mean this was actually one of the purposes of the trip...and we managed to keep all these dates, which is amazing really considering the detours we made. An old friend acted as a sort of transport organiser for everyone and the Hotel Ali in Marrakech was a good social base—I'd really recommend it, although I can't remember who runs it. Anyway, groups of friends actually joined us for three-week stints and others just linked up with us. Some, whom we hadn't met before the trip at all, tagged on for short bursts—people from the area—who just came along for the tide. But outside the major visitor areas like Toubkal we only met one other group of travellers like ourselves in the whole 96 days.

INTERVIEWER Were there any bad moments?

CHARLES We took two, I must say, long-suffering donkeys with us to help transport water and tents and things. I suppose if we were to do it all again we'd probably hire donkeys along the way. Taza and Tamri, as we called them after the last places in the trip, well, they made quite a unique journey between them, and...but it was continuously demanding for them. On both the really high summits, they took diversions that were quite out of character and I can only assume that it must have been due to tiredness.

INTERVIEWER Well, thank you...And Charles has put together a video about this journey and continues to lead groups to the Attora mountains, so if you want further information....

Part 3

JANE Hi Tim! (Tim: Jane.) How are you? (Tim: Fine.) I'd been wondering when I'd run into you. Have you been here long?

TIM I arrived yesterday, on Sunday. How about you?

JANE I got here a few days ago, on Saturday. No—wait a minute, what's today? —Sorry Friday, not Saturday.

TIM But we didn't have to be here till today.

JANE Yes, I know, but I wanted to get my things moved into my room, and just take a look around. So, did you decide to do English in the end?

TIM No, I changed my mind and opted for history instead. And you're doing biology, if I remember correctly.

JANE Yes, although to start with I couldn't decide between that and geography.

TIM How much reading have you got? I was given an amazingly long list of books to read. See!

JANE Wow, it does look pretty long.

TIM Well, I counted 57. I could hardly believe it! What's your list like?

JANE Well, it's not as long as yours, but it's sitll pretty big. There are 43. I don't know how I'm going to get through them all.

TIM Well you don't have to read them all this week! You just have to stay ahead of the lectures and seminars. Have you got your class schedule yet?

JANE Yep. It came with the reading list. When's your first lecture?

TIM Tuesday. How about you?

JANE The day after. It's my busiest day; I've got two lectures in the morning and one in the afternoon.

JANE It's going to be different from school, isn't it!

TIM Yeah, particularly the lectures. Have you got any special strategy for listening to lectures?

JANE Well I'm going to use a cassette recorder and record them all.

TIM What! Are you allowed to?

JANE Sure. Lots of people do it nowadays. It means you can listen to the lectures all over again later, and make really good notes.

TIM I couldn't do that. I like to take notes as I'm listening. I usually find I get all the important points. Reading is different of course. My approach is to skim the book first to see what's important and what isn't. It saves hours of time.

JANE But what if you miss something?

TIM You don't mean you're going to read every word, do you?

JANE Well, that's what I usually do.

TIM Well, that's up to you, but I think you're crazy!

JANE What's your first lecture on, anyway?

TIM Oh, it's a lecture on the French Revolution.

JANE The French Revolution! How boring!

TIM It's not boring at all! It was an amazing period of history. It changed everything in Europe. So what's your first lecture about?

JANE It's about animal behaviour. It sounds really interesting.

TIM Look, I was on my way to the library. I'm going to get some of these books out and start reading for the first essay I've got to write.

JANE And what have you got to write about?

TIM Well, you'll never believe it, I think our professor must have a sense of humour. He's given us the title "Why study history?"

JANE That's a good one. When you find the answer, let me know!

TIM I'm going to enjoy writing it. Have you been given any writing assignments yet?

JANE Yes, I've got to write about animal language.

TIM Hmm! That sounds a challenge. I suppose you'll be off to the zoo to do field research.

Part 4

LECTURER Welcome to further education Information Week. This is the Physical Education Faculty's session and I'm the Head of the Faculty. During the course of this morning we hope to give you a clear idea of what we offer in our training programs and we will look at the types of courses and the entry requirements, if any, for those courses. Some of these courses are open to school leavers, but for some you need previous qualifications, or relevant successful employment.

So firstly, the Physical Fitness Instructor's course is offered as a six-month certificate course which includes an important component of personal fitness but there are no specific entry requirements.

For Sports Administrators we provide a four-month certificate course but you should be aware that this is designed for those who are in employment. This employment must be current and related to sports administration.

For the Sports Psychologist course we offer a one-year diploma course, but this diploma course is available only to those who already hold a degree in psychology, so you need to make sure you have that before you apply to do this course.

Now...for Physical Education Teachers we offer a four-year degree in education. This degree course is designed for preparing students to teach in primary and secondary schools and needs no prior qualifications as it is entered directly by school leavers.

And lastly for the Recreation Officer's course we offer a six-month certificate. Entry to this course normally includes applicants of a wide range of ages and experiences, but we do not insist on any prerequisites for this course.

Remember that this is a vocational training institute. We train you so that you can take up a particular kind of job. So it is important that you know the main roles of the jobs—what the work is like and what kind of qualities you need to succeed at them.

A Physical Fitness Instructor works in health and fitness centres preparing individual programs for ordinary members of the public. Physical Fitness Instructors prepare routines of exercises to suit the individual client's age and level of fitness.

Sports Administrators run clubs and sporting associations. Their duties include such things as booking playing fields with local councils and organising the schedule of games or events for the club, so they need good organisational skills.

Sports Psychologists spend time with professional athletes helping them approach competition with a positive mental attitude to enable them to achieve their personal best. They do this by improving motivation and concentration or assisting with stress management.

Physical Education or PE Teachers instruct young students in how to exercise, play sport, and do other recreational activities correctly and safely. PE teachers help the development of co-ordination, balance, posture, and flexibility with things like simple catching and throwing skills. They are not expected to be experts in all sports, but must be able to show students the basic techniques involved in a wide range of activities.

Recreation Officers often find themselves working for local government authorities and local groups. Their aim is to raise people's awareness of healthy lifestyles and improved general fitness through arranging recreational activities for groups of all ages from the very young to the elderly.

There are many other job opportunities which our graduates can look forward to. If you are interested in any of these...

Answer Key

#	Answer	Explanation
1	**Black**	LOUISE Apartment 1, 72 Black Street, Highbridge
2	**2085**	MR MAX OK, so the post code is 2085, right?LOUISE Yes, 2085
3	**9456 1309**	Home is 9835 6712 and work is 9456 1309
4	**2020BD**	LOUISE Yes, I know if off by heart, it's an easy one, 2020BD. Do you need to see it
5	**July**	LOUISE 25 July 1977
6	**B / D / F**	Well, I love anything that makes me laugh. I just love to hear jokes and funny punch lines. I'm not very keen on westerns, although my father likes them, but I'm a real softie, so anything with a bit of a love story is good for me I'm completely taken by documentaries of the great outdoors, you know the sort, animals, plants and faraway places
7	**B / D / F**	Well, I love anything that makes me laugh. I just love to hear jokes and funny punch lines. I'm not very keen on westerns, although my father likes them, but I'm a real softie, so anything with a bit of a love story is good for me I'm completely taken by documentaries of the great outdoors, you know the sort, animals, plants and faraway places
8	**B / D / F**	Well, I love anything that makes me laugh. I just love to hear jokes and funny punch lines. I'm not very keen on westerns, although my father likes them, but I'm a real softie, so anything with a bit of a love story is good for me I'm completely taken by documentaries of the great outdoors, you know the sort, animals, plants and faraway places
9	**$25 / 25 dollars / twenty-five dollars**	Oh, and I nearly forgot, the membership fee. $25, refundable if you leave the library for any reason
10	**next week//in a week//in one week//the following week**	You can borrow videos now, if you like, but your card won't be ready until next week
11	**route book**	Well, as you know, I run these walking trips across the mountains for tourists and over the years, I've collected maps and other data to prepare what I call a 'route book' for this trip and this book basically shows the route across the mountains that we took

#	Answer	Explanation
12	**900 miles/nine hundred miles**	Yes, it was 900 miles in total and we managed to climb 32 peaks that were over 3000 metres high, including Toubkal, which is of course the highest in North Africa
13	**North Africa**	including Toubkal, which is of course the highest in North Africa
14	**A**	It got us right from day one and we were pretty taken aback really to find that it rained on quite a number of days, and so we were forced to start re-planning our route almost from the outset
15	**C**	The scenery was as fine as any we saw on the trip and that was how it was every time—having to take another pass was never a disappointment
16	**B / C / E**	we'd arranged to meet up with friends at various points on the journey. I mean this was actually one of the purposes of the trip and we managed to keep all these dates, which is amazing really considering the detours we made. An old friend acted as a sort of transport organiser for everyone and the Hotel Ali in Marrakech was a good social base—I'd really recommend it, although I can't remember who runs it. Anyway, groups of friends actually joined us for three-week stints and others just linked up with us
17	**B / C / E**	we'd arranged to meet up with friends at various points on the journey. I mean this was actually one of the purposes of the trip and we managed to keep all these dates, which is amazing really considering the detours we made. An old friend acted as a sort of transport organiser for everyone and the Hotel Ali in Marrakech was a good social base—I'd really recommend it, although I can't remember who runs it. Anyway, groups of friends actually joined us for three-week stints and others just linked up with us
18	**B / C / E**	we'd arranged to meet up with friends at various points on the journey. I mean this was actually one of the purposes of the trip and we managed to keep all these dates, which is amazing really considering the detours we made. An old friend acted as a sort of transport organiser for everyone and the Hotel Ali in Marrakech was a good social base—I'd really recommend it, although I can't remember who runs it. Anyway, groups of friends actually joined us for three-week stints and others just linked up with us
19	**B / D**	Taza and Tamri, as we called them after the last places in the trip, well, they made quite a unique journey between them, and but it was continuously demanding for them. On both the really high summits, they took diversions that were quite out of character and I can only assume that it must have been due to tiredness

#	Answer	Explanation
20	**B / D**	Taza and Tamri, as we called them after the last places in the trip, well, they made quite a unique journey between them, and but it was continuously demanding for them. On both the really high summits, they took diversions that were quite out of character and I can only assume that it must have been due to tiredness
21	**Friday**	I got here a few days ago, on Saturday. No—wait a minute, what's today? —Sorry Friday, not Saturday
22	**Biology**	TIM No, I changed my mind and opted for history instead. And you're doing biology, if I remember correctly.JANE Yes, although to start with I couldn't decide between that and geography
23	**57 (books) / fifty-seven (books)**	TIM Well, I counted 57. I could hardly believe it
24	**43 (books) / forty-three (books)**	Well, it's not as long as yours, but it's sitll pretty big. There are 43. I don't know how I'm going to get through them all
25	**Wednesday**	TIM Tuesday. How about you?JANE The day after
26	**(cassette) recorder**	Well I'm going to use a cassette recorder and record them all
27	**skimming / skim the book / skim books**	My approach is to skim the book first to see what's important and what isn't
28	**(The) French Revolution**	TIM Oh, it's a lecture on the French Revolution
29	**Why study history**	He's given us the title "Why study history?"
30	**animal language**	JANE Yes, I've got to write about animal language
31	**four-month certificate (course)**	For Sports Administrators we provide a four-month certificate course but you should be aware that this is designed for those who are in employment
32	**(current/in) employment**	This employment must be current and related to sports administration
33	**one-year diploma (course) / one-year dyploma (course)**	For the Sports Psychologist course we offer a one-year diploma course, but this diploma course is available only to those who already hold a degree in psychology, so you need to make sure you have that before you apply to do this course
34	**none / no (prior) qualifications**	Now for Physical Education Teachers we offer a four-year degree in education. This degree course is designed for preparing students to teach in primary and secondary schools and needs no prior qualifications as it is entered directly by school leavers
35	**six-month certificate (course)**	And lastly for the Recreation Officer's course we offer a six-month certificate

#	Answer	Explanation
36	**C**	A Physical Fitness Instructor works in health and fitness centres preparing individual programs for ordinary members of the public
37	**F**	Sports Administrators run clubs and sporting associations. Their duties include such things as booking playing fields with local councils and organising the schedule of games or events for the club, so they need good organisational skills
38	**B**	Sports Psychologists spend time with professional athletes helping them approach competition with a positive mental attitude to enable them to achieve their personal best
39	**G**	Physical Education or PE Teachers instruct young students in how to exercise, play sport, and do other recreational activities correctly and safely. PE teachers help the development of co-ordination, balance, posture, and flexibility with things like simple catching and throwing skills
40	**D**	Recreation Officers often find themselves working for local government authorities and local groups. Their aim is to raise people's awareness of healthy lifestyles and improved general fitness through arranging recreational activities for groups of all ages from the very young to the elderly

Cambridge IELTS 02 Academic Listening Test 2

PART 1 — QUESTIONS

Part 1 Audio: https://ielts-listening-audio.engnovatemedia.com/3172290-cambridge-ielts-02-academic-listening-test-2-1.mp3

Questions 1-2

Circle the correct letters A - C.

1 Gavin's apartment is located on the

- **A** ○ ground floor.
- **B** ○ second floor.
- **C** ○ third floor.

2 The monthly rent for Gavin's apartment is

- **A** ○ $ 615.
- **B** ○ $ 650.
- **C** ○ $ 655.

Questions 3-6

Complete the table below.

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

ITEM	VALUE
3 _____	$ 450
4 _____	$ 1,150
Watches	$ 2,000
CDs and **5** _____	$ 400
Total annual cost of insurance	$ **6** _____

Questions 7-10

Complete the form below.

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

INSURANCE APPLICATION FORM

Name: Mr Gavin **7** _____

Address: **8** _____ Biggins Street, **9** _____

Date of Birth: 12th November 1980

Telephone: Home: 9872 4855

Nationality: **10** _____

PART 2 — QUESTIONS

Part 2 Audio: https://ielts-listening-audio.engnovatemedia.com/3172289-cambridge-ielts-02-academic-listening-test-2-2.mp3

Questions 11-11

Circle the correct letter A - D.

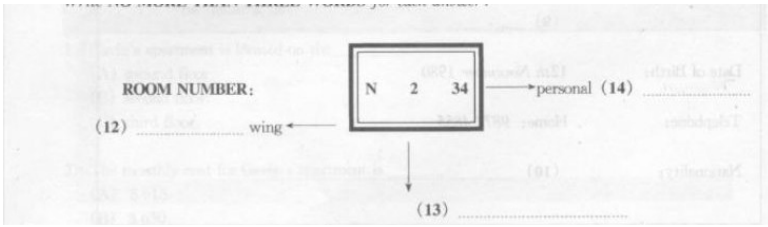
11 Smith House was originally built as

- **A** ○ a residential college.
- **B** ○ a family house.
- **C** ○ a university.
- **D** ○ an office block.

Questions 12-14

Complete the explanation of the room number.

Write NO MORE THAN THREE WORDS for each answer.



12 _____

13 _____

14 _____

Questions 15-17

Complete the sentences below.

Write NUMBERS AND/OR NO MORE THAN THREE WORDS for each answer.

- Students need a front door key between **15** _____
- In an emergency, students should use **16** _____ .

- Fees also cover some **17** _____ charges.

Questions 18-20

Complete the sentences below.

Write NO MORE THAN THREE WORDS for each answer.

HOUSE RULES

- No noise after 9 pm.
- Smoking only allowed on **18** _____
- No changes can be made to **19** _____

If you have any questions, ask the **20** _____

PART 3 — QUESTIONS

Part 3 Audio: https://ielts-listening-audio.engnovatemedia.com/3172288-cambridge-ielts-02-academic-listening-test-2-3.mp3

Questions 21-25

Complete the form below.

Write NO MORE THAN ONE WORD for each answer.

Forms of media	Examples
Print	• books • **21** _____
Pictures	• **22** _____
Audio (listening)	• CDs • **23** _____
Audio-visual	• film • **24** _____ • videos
Electronic	**25** _____

Questions 26-30

Write the appropriate letters A - C against questions 26 - 30.

According to the speakers, in which situation are the following media most useful?

A. individual children

B. five or six children

C. whole class

26 tapes _____

27 computers _____

28 videos _____

29 books _____

30 wall maps _____

PART 4 — QUESTIONS

Part 4 Audio: https://ielts-listening-audio.engnovatemedia.com/3172287-cambridge-ielts-02-academic-listening-test-2-4.mp3

Questions 31-31

Circle the correct letter A - D.

31 What percentage of the workforce were employed in agriculture in the mid 1900s?

- **A** ○ 3%
- **B** ○ 10%
- **C** ○ 20%
- **D** ○ 50%

Questions 32-33

Complete the notes below.

Write NO MORE THAN ONE WORD for each answer.

Three factors contributing to the efficiency of the agricultural sector are...

- 50 - 60 years of intelligent state support
- the quality of **32** _____ among those employed
- the farmers' investment in **33** _____

Questions 34-39

Complete the table below.

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

Region	Land	Climate	Farm type	Produce
North	hilly with thin soil	**34** _____	small, family-run	**35** _____
East	flat with	mixed	commercial	cereals and

	36 _____			37 _____
West	rich soil	38 _____	average size 39 _____ hectares	milk, cheese and meat

Questions 40-40

Circle the correct letter A - C.

40 Farmers have a strong sense of solidarity because

- **A** ○ the media supports them.
- **B** ○ they have a strong Union.
- **C** ○ they have countrywide interests.

Transcripts

Part 1

DIANE: Good morning. Diane Davies. Can I help you?

GAVIN: Yes, I'd like to get some insurance for the contents of my home.

DIANE: Fine. When did you move into the house?

GAVIN: A couple of weeks ago, and it's an apartment actually. I was told by the landlord that it would be a good idea to get some insurance for the furniture and other personal possessions.

DIANE: Fine. Well, let's get some details. What kind of apartment is it?

GAVIN: It's a two-bedroom apartment.

DIANE: What floor is it on?

GAVIN: Why do you need to know that?

DIANE: Because it affects the cost of the insurance. An apartment on the ground floor isn't as protected as others and there's more chance of a break-in.

GAVIN: Really? I didn't know that. It's on the third, no, ... second floor.

DIANE: Second... and now much is the rent?

GAVIN: It's $ 615 per month.

DIANE: Good, and where is it located?

GAVIN: In Biggins St, South Hills.

DIANE: I see. And what things did you want to insure?

GAVIN: Well, what do you recommend?

DIANE: Well, the most important things are those which you would normally find in a home. Things like the television, fridge and so on.

GAVIN: I see. Well, I've got a fridge and a stereo system which I've just bought from a friend.

DIANE: And how much did you pay for the fridge?

GAVIN: Er, $ 450.

DIANE: 50 OR 15?

GAVIN: 50, and the stereo system cost $ 1,150.

DIANE: Have you got a television?

GAVIN: Yes, but it's very old and not worth much.

DIANE: OK. Well, is there anything else you want to insure?

GAVIN: Yes, I've got a couple of watches and my CDs and books.

DIANE: How much do you think they're worth?

GAVIN: The watches are worth $ 1,000...

DIANE: For both of them?

GAVIN: No, each one and, all together, the CDs and books cost me about $ 400.

DIANE: OK, so the value of everything you want to insure is $ 4,000.

GAVIN: How much will the insurance cost?

DIANE: Let me see, $ 4,000 divided by... plus 10%... right, so this kind of insurance, er, that's Private Contents insurance, it comes to $ 184.00 for a twelve-month period.

GAVIN: $ 184.00. Well, that sounds pretty good. OK, I'll take that policy.

GAVIN: Can I arrange the policy over the phone?

DIANE: Sure, just let me get the details down. So that's Mr...

GAVIN: Gavin Murray, that's M-U-R-R-A-Y.

DIANE: And the address is?

GAVIN: It's 16C Biggins Street, South Hills.

DIANE: OK (writing) 16C Biggins Street, South Hills?

GAVIN: That's right, it's two words, 'South Hills'.

DIANE: And your date of birth is?

GAVIN: 12 November 1980.

DIANE: And your contact number?

GAVIN: Home phone number is 9872 4855.

DIANE: Right... and er, ... you're Australian?

GAVIN: No... I was born in London, although my mother is from Tasmania.

DIANE: Really? Whereabouts?

GAVIN: Hobart.

DIANE: I see... interesting place. Now, are you working at the moment?

GAVIN: No, I'm a full-time student at Sydney University.

DIANE: Right, good.

Part 2

COLLEGE PRESIDENT:

Well, good morning, everyone, it's good to see you all here. Welcome to Smith House. Smith House as you may or may not know is one of the oldest residential colleges of the university. As you can see, the building you're in now which contains this main lounge, the dining room, the recreation room, the kitchen and the offices was part of the original old house, built in the 1840s to be used by the family of George Smith. That's of course how the house and college got their names. The original house was converted into a residential college for the university in 1940 and since then has continued to be added on to and modernised.

You'll notice when you receive your room allocation in a few minutes that your room number either begins with the letter N, S, or W like this one here. The first letter refers to the three wings of the college which come away from this main building. Of course the letters represent the three directions—in this case—north, south and west. Each wing has two floors, and so the next number you see is either one, or in this case two, and this indicates which floor your room is on. The number after that is your individual room number. So it's quite simple to find any room by going to the right wing, then floor, and then room number.

You'll also notice, when you receive your orientation pack shortly, that there are two keys. One is the key to your room and only you have that key—and the other is a key to the front door which you've just come through here from the street. This door is closed and locked at 8 pm every night and opened again at 7 am. You'll need your key if you're coming back to the college between those times. We ask all students to always enter and leave the college through the front door. You will notice at the end of each corridor that there is another door but these are fire doors and are kept locked from the outside. They should only be opened from the inside in case of emergency.

In your fees you've paid a laundry fee which covers the cleaning of bed linen and towels. All bed linen and towels are clearly embossed with the name Smith House so it's easily identifiable. If you want your other laundry to be done by the college this can be arranged for a small extra fee.

There are only a few rules here at Smith House and we have these rules so that we can all live comfortably together. The most important rule is that there must be no noise after 9 pm. There is also no smoking in the rooms or anywhere inside the college but smoking is permitted on the balconies.

All meals are served in the dining room. Meal times are listed in your orientation pack. Please read these carefully as meal times cannot be changed and if you arrive late I'm sorry to say you'll just go hungry.

If you're unsure about things, each floor has an elected 'floor senior' who is usually a student in their third or fourth year of study who's been at Smith House for a while. The floor seniors will introduce themselves later today and answer any questions you have. But for now I'm going to hand you over to Marney who is going to give you the orientation packs and keys. Thanks Marney.

Part 3

LYNNE: That essay we have to write... the one on how children learn through the media... how are you planning to write it?

ROBIN: Well, I've given it some thought and I think that the best way to approach it is to divide the essay into two parts. First of all, we'd have to look at some examples of each type of media...

LYNNE: Yes, what they are... then we could describe how we can use each medium so that children can learn something from each one.

ROBIN: Exactly. Maybe we could draw up a table and look at examples of each medium in turn. Let's see, the different forms of media would be... the print media...

LYNNE: Here you'd have things like books and newspapers, that sort of thing...

ROBIN: Um, and included in these are the pictorial forms of print media, like maps...

LYNNE: Yes, maps are really just formal pictures, aren't they? And then there are what we call the audio forms of media... where children can listen. CDs and radios are probably the best examples, because a lot of children have access to these... especially radios.

ROBIN: And this would lead into the audio-visual media, which can be seen as well as heard... film, television... and we mustn't forget videos.

LYNNE: Yes, but there's a final category as well... computers, that make up the so-called electronic media. In the United Kingdom and Australia, they say that one in three families has a computer now.

ROBIN: Yes, I believe it. Well that's a good list to start with... we're really getting somewhere with this essay now... so let's move on to when each type of medium could be used. I guess we could start by trying to identify the best situation for each type of media.

LYNNE: What do you mean?

ROBIN: I'm talking about whether each medium should be used with different sized groups. For example, we could look at pictures, and ask whether they're more useful for an individual child, a few children together or a full class—in this case, I'd say pictures are best with individual children, because they give them an opportunity to let their imaginations run wild.

LYNNE: Yes, I see...

ROBIN: Let's take tapes next. Although tapes look ideal for individual children, I feel they're best suited to small group work. This way, children don't feel isolated, because they can get help from their friends. Computers are the same... I think they're better with small numbers of children and they're hardly ever useful with a whole class. Videos, however, are ideal for use with everyone present in the class, especially when children have individual activity sheets to help them focus their minds on what's in the video.

LYNNE: And what about books, what would you recommend for them? Books are ideal for children to use by themselves. I know they're used with groups in schools, but I wouldn't recommend it. Other

pictorial media like maps, though, are different ... I'd always plan group work around those... give the children a chance to interact and to share ideas.

ROBIN: I agree... teachers often just leave maps on the wall for children to look at when they have some free time, but kids really enjoy using them for problem solving.

LYNNE: Yes, different people have different ideas I suppose...

ROBIN: Yes, and different teachers recommend different tools for different age groups...

Part 4

LECTURER:

I hope that this first session, which I've called An Introduction to British Agriculture, will provide a helpful background to the farm visits you'll be doing next week.

I think I should start by emphasising that agriculture still accounts for a very important part of this country's economy. We are used to hearing the UK's society and economy described as being 'industrial' or even 'post-industrial', but we mustn't let this blind us to the fact that agriculture and its supporting industries still account for around 20% of our Gross National Product.

This figure is especially impressive, I think, when you bear in mind how very small a percentage of the UK workforce is employed in agriculture. This is not a recent development—you would have to go back to 1750 or so to find a majority of the workforce in this country working in agriculture. By the middle of the next century, in 1850 that is, it had fallen sharply to 10%, and then to 3% by the middle of the twentieth century.

And now just 2% of the workforce contribute 20% of GNP. How is this efficiency achieved? Well, my own view is that it owes a great deal to a history, over the last 50 or 60 years, of intelligent support by the state, mainly taking the form of helping farmers to plan ahead. Then the two other factors I should mention, both very important, are the high level of training amongst the agricultural workforce. And secondly, the recognition by farmers of the value of investing in technology.

Now, although the UK is a fairly small country, the geology and climate vary a good deal from region to region. For our purposes today we can divide the country broadly into three—I've marked them on the map here (indicates map).

The region you'll get to know best, of course, is the north, where we are at present. The land here is generally hilly, and the soils thin. The climate up here, and you've already had evidence of this, is generally cool and wet. As you will see next week, the typical farm here in the North is a small, family-run concern, producing mainly wool and timber for the market.

If we contrast that with the Eastern region, over here (indicating on map), the east is flatter and more low-lying, with fertile soils and a mixed climate. Average farm-size is much bigger in the east, and farms are likely to be managed strictly on commercial lines. As for crops, well, the east is the UK's great cereal-producing region. However, increasingly significant areas are now also given over to high quality vegetables for supply direct to the supermarkets.

The third broad region is the west, where it's a different story again. The climate is warmer than in the north and much wetter than in the east. The resulting rich soils in the west provide excellent pasture, and the farms there are quite large, typically around 800 hectares. The main products are milk, cheese and meat.

So, clearly, there are marked differences between regions, But this does not prevent quite a strong sense of solidarity amongst the farming community as a whole, right across the country. This solidarity comes in part from the need to present a united front in dealing with other powerful interest-groups, such as government or the media. It also owes something to the close co-operation between all the agricultural training colleges, through which the great majority of farmers pass at the beginning of their careers. And a third factor making for solidarity is the national structure of the Farmers' Union, of which virtually all farmers are members.

Finally in this short talk, I would like to say a little about the challenges facing farmers in the next...

Answer Key

#	Answer	Explanation
1	**B**	GAVIN: Really? I didn't know that. It's on the third, no second floor
2	**A**	It's $ 615 per month
3	**fridge/refrigerator**	DIANE: And how much did you pay for the fridge?GAVIN: Er, $ 450
4	**stereo (system)**	50, and the stereo system cost $ 1,150
5	**books**	No, each one and, all together, the CDs and books cost me about $ 400
6	**184**	so this kind of insurance, er, that's Private Contents insurance, it comes to $ 184.00 for a twelve-month period
7	**Murray**	GAVIN: Gavin Murray, that's M-U-R-R-A-Y
8	**16C**	GAVIN: It's 16C Biggins Street, South Hills
9	**South Hills**	It's 16C Biggins Street, South Hills
10	**English//British**	I was born in London, although my mother is from Tasmania
11	**B**	the building you're in now which contains this main lounge, the dining room, the recreation room, the kitchen and the offices was part of the original old house, built in the 1840s to be used by the family of George Smith
12	**north**	The first letter refers to the three wings of the college which come away from this main building. Of course the letters represent the three directions—in this case—north, south and west
13	**(second) floor (number)**	Each wing has two floors, and so the next number you see is either one, or in this case two, and this indicates which floor your room is on
14	**room (number)**	The number after that is your individual room number. So it's quite simple to find any room by going to the right wing, then floor, and then room number
15	**8 pm and 7 am / 8:00 pm and 7:00 am / 8.00 pm and 7.00 am**	This door is closed and locked at 8 pm every night and opened again at 7 am. You'll need your key if you're coming back to the college between those times

#	Answer	Explanation
16	**(the) fire doors / (the) emergency doors**	You will notice at the end of each corridor that there is another door but these are fire doors and are kept locked from the outside. They should only be opened from the inside in case of emergency
17	**laundry//washing**	In your fees you've paid a laundry fee which covers the cleaning of bed linen and towels
18	**(the) balconies / (the) balconys**	There is also no smoking in the rooms or anywhere inside the college but smoking is permitted on the balconies
19	**meal times**	Please read these carefully as meal times cannot be changed and if you arrive late I'm sorry to say you'll just go hungry
20	**(elected) floor senior(s)**	If you're unsure about things, each floor has an elected 'floor senior' who is usually a student in their third or fourth year of study who's been at Smith House for a while. The floor seniors will introduce themselves later today and answer any questions you have
21	**newspaper(s)**	LYNNE: Here you'd have things like books and newspapers, that sort of thing
22	**map(s)**	Um, and included in these are the pictorial forms of print media, like maps LYNNE: Yes, maps are really just formal pictures, aren't they
23	**radio(s)**	And then there are what we call the audio forms of media where children can listen. CDs and radios are probably the best examples, because a lot of children have access to these especially radios
24	**television//TV**	film, television and we mustn't forget videos
25	**computer(s)**	Yes, but there's a final category as well computers, that make up the so-called electronic media. In the United Kingdom and Australia, they say that one in three families has a computer now
26	**B**	Let's take tapes next. Although tapes look ideal for individual children, I feel they're best suited to small group work. This way, children don't feel isolated, because they can get help from their friends
27	**B**	Computers are the same I think they're better with small numbers of children and they're hardly ever useful with a whole class
28	**C**	Videos, however, are ideal for use with everyone present in the class, especially when children have individual activity sheets to help them focus their minds on what's in the video

#	Answer	Explanation
29	**A**	And what about books, what would you recommend for them? Books are ideal for children to use by themselves. I know they're used with groups in schools, but I wouldn't recommend it
30	**B**	Other pictorial media like maps, though, are different I'd always plan group work around those give the children a chance to interact and to share ideas
31	**A**	By the middle of the next century, in 1850 that is, it had fallen sharply to 10%, and then to 3% by the middle of the twentieth century
32	**training**	Then the two other factors I should mention, both very important, are the high level of training amongst the agricultural workforce
33	**technology**	And secondly, the recognition by farmers of the value of investing in technology
34	**cool (and) wet / cool,wet**	The climate up here, and you've already had evidence of this, is generally cool and wet
35	**wool (and) timber / wool,timber**	As you will see next week, the typical farm here in the North is a small, family-run concern, producing mainly wool and timber for the market
36	**fertile soil(s)**	If we contrast that with the Eastern region, over here (indicating on map), the east is flatter and more low-lying, with fertile soils and a mixed climate
37	**(high quality) vegetables**	However, increasingly significant areas are now also given over to high quality vegetables for supply direct to the supermarkets
38	**warm (and) wet / warm,wet**	The climate is warmer than in the north and much wetter than in the east
39	**800 // eight hundred**	The resulting rich soils in the west provide excellent pasture, and the farms there are quite large, typically around 800 hectares
40	**B**	And a third factor making for solidarity is the national structure of the Farmers' Union, of which virtually all farmers are members

Cambridge IELTS 02 Academic Listening Test 3

PART 1 — QUESTIONS

Part 1 Audio: https://ielts-listening-audio.engnovatemedia.com/3172286-cambridge-ielts-02-academic-listening-test-3-1.mp3

Questions 1-4

Circle the correct letters A - C.

1 The respondent works on

- **A** ○ the professions.
- **B** ○ business.
- **C** ○ other.

2 The respondent has a salary of

- **A** ○ 0 – £ 15,000 a year.
- **B** ○ £ 15,000 – £ 35,000 a year.
- **C** ○ over £ 35,000 a year.

3 The respondent watches TV for

- **A** ○ relaxation.
- **B** ○ entertainment.
- **C** ○ information.

4 Every day the respondent watches TV for

- **A** ○ 30 minutes – 1 hour.
- **B** ○ 1 hour – 2 hours.
- **C** ○ more than 2 hours.

Questions 5-6

Choose TWO letters A - E.

5 6 The respondent mainly watches TV _____

- A ☐ in the early morning.
- B ☐ around midday.
- C ☐ in the afternoon.
- D ☐ in the early evening.
- E ☐ at night.

Questions 7-8

Choose TWO letters A - E.

7 8 On the new channel, the respondent would like to see more _____

- A ☐ children's programmes.
- B ☐ documentaries.
- C ☐ local service programmes.
- D ☐ travel programmes.
- E ☐ health programmes.

Questions 9-10

Choose TWO letters A - E.

9 **10** The respondent would advise the new channel to _____

- **A** ☐ spend more money on drama.
- **B** ☐ train their broadcasters to higher standards.
- **C** ☐ improve sound quality.
- **D** ☐ broadcast interviews with famous people.
- **E** ☐ talk more to customers.

Questions 11-13

Circle the correct letters A - C.

11 The respondent feels that adverts should occur every _____

- **A** ○ 10 minutes.
- **B** ○ 15 minutes.
- **C** ○ 20 minutes.

12 The respondent would like to attend special special promotions if _____

- **A** ○ expenses are paid.
- **B** ○ he is invited specially.
- **C** ○ they are held locally.

13 The respondent would like to receive _____

- **A** ○ no mail.
- **B** ○ requested mail.
- **C** ○ all mail.

PART 2 — QUESTIONS

Part 2 Audio: https://ielts-listening-audio.engnovatemedia.com/3172285-cambridge-ielts-02-academic-listening-test-3-2.mp3

Questions 14-17

Circle FOUR letters A - G.

Which FOUR activities (in order) of the Union are mentioned by the speaker?

A. raising money for good causes

B. political campaigning

C. running a newsagent's

D. running a supermarket

E. providing cheap tickets

F. helping with accommodation

G. providing catering services

14 - _____

15 - _____

16 - _____

17 - _____

Questions 18-19

circle TWO letters A - E.

18 **19** Which TWO of the following can you get advice about from the Union?

- **A** ☐ immigration
- **B** ☐ grants
- **C** ☐ medical problems
- **D** ☐ personal problems
- **E** ☐ legal matters

Questions 20-23

Write the appropriate letters A - C against Questions 17 - 20.

What are the locations of the following places in Radford?

A. part of the Metro Tower building

B. in the main square in the centre of the town

C. some distance from the centre of the town

20 The hi-tech fitness centre _____

21 the ice rink _____

22 the new cinema _____

23 the Theatre Royal _____

PART 3 — QUESTIONS

Part 3 Audio: https://ielts-listening-audio.engnovatemedia.com/3172284-cambridge-ielts-02-academic-listening-test-3-3.mp3

Questions 24-26

Complete the notes below.

Write NO MORE THAN THREE WORDS or A NUMBER for each answer.

DISSERTATION INFORMATION

Hand-in date: **24** _____

Length: 18,000 to **25** _____ words

Extra programme offered on: **26** _____

Questions 27-29

Complete the table below.

Write NO MORE THAN THREE WORDS for each answer.

DISSERTATION TIMETABLE

Date	Action
31 January	Basic bibliography
7 February	**27** _____
February-March	**28** _____
29 _____	Write up work
21 May	Hand in work

Questions 30-33

What is Dr Simon's opinion on the following points?

Tick column A if he is in favour

Tick column B if he has no strong opinion either way

Tick column C if he is against

A. he is in favour

B. he has no strong opinion either way

C. he is against

30 Buying a computer _____

31 Reading previous year's dissertations _____

32 Using questionnaires as main research instrument _____

33 Interviewing tutors _____

PART 4 — QUESTIONS

Part 4 Audio: https://ielts-listening-audio.engnovatemedia.com/3172283-cambridge-ielts-02-academic-listening-test-3-4.mp3

Questions 34-40

Circle the correct letters A - C.

34 The driest continents is _____

- **A** ○ Australia.
- **B** ○ Africa.
- **C** ○ Antarctica.

35 The evaporation rate in Australia is _____

- **A** ○ lower than Africa.
- **B** ○ higher than Africa.
- **C** ○ about the same as Africa.

36 Rainfall in Australia hardly penetrates the soil because _____

- **A** ○ the soil is too hard.
- **B** ○ the soil is too hot.
- **C** ○ plants use it up.

37 In sandy soils water can _____

- **A** ○ evaporate quickly.
- **B** ○ seep down to rock.
- **C** ○ wash the soil away.

38 Water is mainly pumped up for _____

- **A** ○ people to drink.
- **B** ○ animals to drink.
- **C** ○ watering crops.

39 Natural springs are located _____

- **A** ○ in unexplored parts of Australia.
- **B** ○ quite commonly over all Australia.
- **C** ○ in a few areas of Australia.

40 Underground water supplies _____

- **A** ○ 18% of Australia's water.
- **B** ○ 48% of Australia's water.
- **C** ○ 80% of Australia's water.

Questions 41-43

Circle THREE letters A - E.

41 **42** **43** Which THREE of the following uses of dam water are mentioned?

- **A** ☐ providing water for livestock
- **B** ☐ watering farmland
- **C** ☐ providing water for industry
- **D** ☐ controlling flood water
- **E** ☐ producing hydro-electric power

Transcripts

Part 1

A: Excuse me, I'm sorry to bother you, but would you have time to answer a few questions?

B: What's it about?

A: We're doing some market research for a new television channel starting in two years' time.

B: OK, why not?

A: Lovely, we'll just work through this form. And if we could start with some personal background information...

B: Sure.

A: Right, if I could just have your age...

B: 35.

A: Right, great... And your job?

B: Systems analyst, but for the form I don't know whether it would count as professional or business or what.

A: What do you think?

B: OK, it's more like business.

A: Fine. And would you mind my asking about your salary? Or we can leave it blank.

B: No, I don't mind. It's £40,000 a year.

A: Thank you. Right...about your current watching habits...what would you say is your main reason for watching TV?

B: Well, at work I tend to read for information and what have you, so I'd say that with TV it probably just helps me relax and unwind.

A: Fine. And how many hours a day on average do you watch TV?

B: Not a lot really...I should say just over an hour.

A: So what are the two main times of the day that you watch TV?

B: Well, a little around breakfast time and then it tends to be really late—eleven or even midnight—when I've finished work.

A: And what sort of programmes do you go for?

B: Some news bulletins but I also really like to put my feet up with some of the old comedy shows.

A: Fine. And turning to the new channel...which type of programmes would you like to see more of?

B: Well, I certainly don't think we need any more factual programmes like news and documentaries. I think we need more about things like local information...you know, providing a service for the community. And in the same vein, perhaps more for younger viewers...you know, good quality stuff.

A: Ah ha. And if you had to give the new directors some specific advice when they set up the channel, what advice would you give them?

B: I think I'd advise them to pay a lot of attention to the quality of the actual broadcast, you know, the sound system. People are very fussy these days about that and in general I think they ought to do lots more of these kinds of interview, you know, talking with their potential customers.

A: Oh, I'm glad you think it's valuable!

B: Certainly...yeah.

A: Good. OK, this will be a commercial channel of course, but how often do you think it is tolerable to have adverts?

B: Well out of that list I'd say every quarter of an hour. I don't think we can complain about that, as long as they don't last for ten minutes each time!

A: Quite. And...would you be willing to attend any of our special promotions for the new channel?

B: Yes, I'd be very happy to, as long as they're held here in my area.

A: OK, I'll make a note of that. And finally, may we put you on our mailing list?

B: Well, I'd prefer not... except for the information about the promotion you mentioned.

A: Can I have your name and address?

B: Of course...here's my card.

A: Oh, lovely...and thank you very much for your time and we look forward to seeing you.

B: Yes, indeed. Um, thanks.

Part 2

ELIZABETH: OK, well, good morning everybody! My name's Elizabeth Reed and I'm your Assistant Welfare Officer. What I'd like to do now is tell you a little more about some of the er...the social facilities available on the campus, and also to tell you something about what the town has to offer.

As you probably know already, the Student Union Building is the main centre of social life here, as indeed it is in most British Universities. The Union runs a weekly programme of events for all tastes...oh everything from discos to talks by guest speakers. Many of these events are fund raising activities for charities, which the Union takes very seriously. They manage the Students' Union paper-shop, selling magazines and newspapers, as well as stationery, sweets and so on. Um...Then...er, let me see...there's

the Ticket Shop, where you can get some very good deals on, well for example, coaches to London or inexpensive charter flights, as cheap as you'll get anywhere people say, or tickets for big pop groups playing here or at other venues all over the country, or plays in London—oh and we mustn't forget the Union Cafeteria and the Big New Diner...Er...yes? Did you have a question?

STUDENT: Yes, does the Union also provide help with any problems, I mean advice on financial problems, for example? Or does the University provide that?

ELIZABETH: Yes, the Union run their own advice service, offering help with financial matters such as grants. I am sure you realise anything medical should be discussed with the University Medical Service, which also has an excellent counselling centre. I think that was made clear yesterday. However the Union has its own officer who can give advice on legal problems.

Now, onto Radford. For a town of its size, Radford has some unusually good leisure and community facilities and has quite a good shopping centre, with an interesting range of shops. As you go into Radford, there's a new...well, quite new...Olympic-size swimming pool. That's on the outskirts at a place called Renton. Above the pool there's a hi-tech fitness centre. Are there any ice skaters here? No? Oh, pity! The facilities for ice-skating are excellent. Well, the new Metro Tower, right in the centre of town has got an ice rink and a sports hall for squash, badminton, volleyball and several other indoor sports. And in the same building there's a new cinema with six screens. Er...then, let me see, in the main square, just two minutes' walk from the Metro Tower, there's the Theatre Royal, which often gets London productions on tour...and in the streets nearby you can find a good range of inexpensive restaurants including Indian, Chinese, Thai and...

Part 3

DR SIMON: OK, welcome back to the new term. Hope you've had a good break and that you're looking forward to writing your dissertation...What I'd like to do in this session is give you the opportunity to ask questions on writing the dissertation...requirements, milestones...who to see when you need help. It's very informal...it may all be written on paper, but it's nice to get it confirmed. So anything you'd like to ask?

ANDY: Dr Simon, is there a fixed hand-in date yet?

DR SIMON: Right. I can confirm that that's 21 May, not 20 as we first stated. OK? ...Jane?

JANE: What about the word limit?

DR SIMON: Well we try to be pretty flexible on this, but in broad terms it's 18 - 20,000.

JANE: Ah...

DR SIMON: And you can choose your topics... anything from Years 2 and 3... Yes?

JANE: I still haven't got any idea what I want to do it on. Who...?

DR SIMON: Well, you should see your course tutor to agree on your final title and you should also be aware that there's a special programme running on research methods for anyone who wants some extra help on that.

JANE: Can I just check on the deadlines for everything?

DR SIMON: Yes, sure. Look, let me write it on the board...when the different stages have to be completed. First of all you've got to work on your basic bibliography, and that's due in to your course tutor by 31 January...which is just two weeks away, so you'd better get a move on on that.

ANDY: Do we have to have our own draft plan by then?

DR SIMON: No, your draft plan is due on 7 February, which is a week later, so that should give you plenty of time.

JANE: And when do we have to be doing the research?

DR SIMON: That's over a one-month period...essentially February to March.

ANDY: And the write up?

DR SIMON: Well, you can't really get going on your writing until you've got quite a bit of the research done, so that's really March to May, with the hand in date on 21st. Any more questions?

ANDY: Well, sir, just some advice really. It's about computers...would you advise us to buy one?

DR SIMON: What can I say, Andy? I know it's a massive expense, but I really feel that it will be of great benefit...you can always look in the Student Union adverts for second hand ones. Yes?

JANE: I've been looking at some of last year's dissertations.

ANDY: Is that a good idea, sir? I heard...

DR SIMON: Well, I don't think you should read them in detail too early or you might end up taking more of their ideas than you realise. But yes...it really is the best guide you can have to the expectations of the...of what's expected when you write a dissertation.

ANDY: Sorry, Jane, I interrupted you.

JANE: That's OK. It's just that they did a lot of research using questionnaires...is that a good idea?

DR SIMON: I think questionnaires are very good at telling you how people fill in questionnaires, but to be frank they tell you very little else. Avoid them!

ANDY: About interviews...is it OK if we interview you?

DR SIMON: The tutors? I don't see why not; they don't have any special contribution to make, but you can if you want. There's a whole section on this issue in the Research Guide. I'm afraid it's slightly out of date, and you're probably better talking to the tutor on the Research Methods course, but you might find it useful to start there.

ANDY/JANE: OK, thanks.

DR SIMON: OK...well, great, I hope that sorted a few things out. You can always come and see me or drop me a note if you've got any more queries.

ANDY/JANE: Fine.

DR SIMON: OK, Thanks...

Part 4

LECTURER: Good morning. This morning we are continuing our look at Australia and its natural problems. Actually dryness, or aridity, as it is generally called by geographers, is probably the most challenging of Australia's natural problems and so it is very important in this course for you to have a good understanding of the subject. For Australia, water is a precious resource and its wise management is of the greatest importance.

As I have said, Australia is a dry continent, second only to Antarctica in its lack of rainfall. Long hours of hot sunshine and searing winds give Australia an extremely high rate of evaporation, far more than in most other countries. It is estimated that approximately 87% of Australia's rainfall is lost through evaporation, compared with just over 60% in Europe and Africa and 48% in North America. You generally think of Africa as being a very hot and dry place, but it is not in comparison with Australia. In many parts of Australia standing water, that is dams, puddles and so forth, dry up rapidly and some rainfall barely penetrates the soil. The reason for this is that the moisture is absorbed by thirsty plants.

Some parts of Australia are dry because rainwater seeps quickly through sandy soils and into the rock below. In parts of Australia this water which seeps through the sandy soil collects underground to form underground lakes. Water from these subterranean lakes can be pumped to the surface and tapped and so used for various purposes above the ground. In fact, extensive underground water resources are available over more than half of Australia's land area, but most of the water is too salty to be used for human consumption or for the irrigation of crops. However, most inland farmers do rely on this water for watering their animals and, where possible, to a lesser extent for irrigation.

Underground water can flow very large distances and can be kept in underground reservoirs for a very long time. Water from these underground reservoirs bubbles to the surface as springs in some parts of the country, and these fare sources of permanent water were vital to early explorers of inland Australia, and to other pioneers last century, who used the springs for survival. But in many places levels have fallen drastically through continuous use over the years. This has necessitated the pumping of the water to the surface. Remarkably, underground water sources in Australia supply about 18% of total water consumption. So you can see it is quite an important source of water in this dry land.

So most of the consumption of water in Australia comes from water which is kept above ground. More than 300 dams regulate river flows around the country. The dams store water for a variety of functions, the rural irrigation of crops, without which many productive areas of the country would not be able to be farmed; the regulation of flooding, a serious problem which will be dealt with later in the course; and last but not least, the harnessing of the force of gravity for the generation of electricity.

That is all we have time for this morning, but you will be able to do further study on this important area in the library. I have a handout here with references on the subject, so if you are interested, please come up to the desk and take a copy.

Next week's lecture is a case study of an outback farm and...

Answer Key

#	Answer	Explanation
1	**B**	B: Systems analyst, but for the form I don't know whether it would count as professional or business or what.A: What do you think?B: OK, it's more like business
2	**C**	B: No, I don't mind. It's £40,000 a year
3	**A**	Well, at work I tend to read for information and what have you, so I'd say that with TV it probably just helps me relax and unwind
4	**B**	B: Not a lot really I should say just over an hour
5	**A / E**	Well, a little around breakfast time and then it tends to be really late—eleven or even midnight—when I've finished work
6	**A / E**	Well, a little around breakfast time and then it tends to be really late—eleven or even midnight—when I've finished work
7	**A / C**	I think we need more about things like local information you know, providing a service for the community. And in the same vein, perhaps more for younger viewers you know, good quality stuff
8	**A / C**	I think we need more about things like local information you know, providing a service for the community. And in the same vein, perhaps more for younger viewers you know, good quality stuff
9	**C / E**	I think I'd advise them to pay a lot of attention to the quality of the actual broadcast, you know, the sound system. People are very fussy these days about that and in general I think they ought to do lots more of these kinds of interview, you know, talking with their potential customers
10	**C / E**	I think I'd advise them to pay a lot of attention to the quality of the actual broadcast, you know, the sound system. People are very fussy these days about that and in general I think they ought to do lots more of these kinds of interview, you know, talking with their potential customers
11	**B**	Well out of that list I'd say every quarter of an hour. I don't think we can complain about that, as long as they don't last for ten minutes each time
12	**C**	B: Yes, I'd be very happy to, as long as they're held here in my area
13	**B**	Well, I'd prefer not except for the information about the promotion you mentioned

#	Answer	Explanation
14	**A**	Many of these events are fund raising activities for charities, which the Union takes very seriously
15	**C**	They manage the Students' Union paper-shop, selling magazines and newspapers, as well as stationery, sweets and so on
16	**E**	there's the Ticket Shop, where you can get some very good deals on, well for example, coaches to London or inexpensive charter flights, as cheap as you'll get anywhere people say, or tickets for big pop groups playing here or at other venues all over the country, or plays in London—oh and we mustn't forget the Union Cafeteria and the Big New Diner
17	**G**	oh and we mustn't forget the Union Cafeteria and the Big New Diner
18	**B / E**	Yes, the Union run their own advice service, offering help with financial matters such as grants. I am sure you realise anything medical should be discussed with the University Medical Service, which also has an excellent counselling centre. I think that was made clear yesterday. However the Union has its own officer who can give advice on legal problems
19	**B / E**	Yes, the Union run their own advice service, offering help with financial matters such as grants. I am sure you realise anything medical should be discussed with the University Medical Service, which also has an excellent counselling centre. I think that was made clear yesterday. However the Union has its own officer who can give advice on legal problems
20	**C**	As you go into Radford, there's a new well, quite new Olympic-size swimming pool. That's on the outskirts at a place called Renton. Above the pool there's a hi-tech fitness centre
21	**A**	Well, the new Metro Tower, right in the centre of town has got an ice rink and a sports hall for squash, badminton, volleyball and several other indoor sports
22	**A**	Well, the new Metro Tower, right in the centre of town has got an ice rink and a sports hall for squash, badminton, volleyball and several other indoor sports. And in the same building there's a new cinema with six screens
23	**B**	Er then, let me see, in the main square, just two minutes' walk from the Metro Tower, there's the Theatre Royal, which often gets London productions on tour
24	**21st May/May 21st/21st of May / 21 May/May 21**	I can confirm that that's 21 May, not 20 as we first stated. OK

#	Answer	Explanation
25	**20,000/20000**	DR SIMON: Well we try to be pretty flexible on this, but in broad terms it's 18 – 20,000
26	**research methods**	Well, you should see your course tutor to agree on your final title and you should also be aware that there's a special programme running on research methods for anyone who wants some extra help on that
27	**(draft) plan**	No, your draft plan is due on 7 February, which is a week later, so that should give you plenty of time
28	**(do) research / doing the research**	JANE: And when do we have to be doing the research?DR SIMON: That's over a one-month period essentially February to March
29	**March-May / March to May**	Well, you can't really get going on your writing until you've got quite a bit of the research done, so that's really March to May, with the hand in date on 21st
30	**A**	DR SIMON: What can I say, Andy? I know it's a massive expense, but I really feel that it will be of great benefit you can always look in the Student Union adverts for second hand ones
31	**A**	Well, I don't think you should read them in detail too early or you might end up taking more of their ideas than you realise. But yes it really is the best guide you can have to the expectations of the of what's expected when you write a dissertation
32	**C**	I think questionnaires are very good at telling you how people fill in questionnaires, but to be frank they tell you very little else. Avoid them
33	**B**	The tutors? I don't see why not; they don't have any special contribution to make, but you can if you want
34	**C**	As I have said, Australia is a dry continent, second only to Antarctica in its lack of rainfall
35	**B**	It is estimated that approximately 87% of Australia's rainfall is lost through evaporation, compared with just over 60% in Europe and Africa and 48% in North America
36	**C**	In many parts of Australia standing water, that is dams, puddles and so forth, dry up rapidly and some rainfall barely penetrates the soil. The reason for this is that the moisture is absorbed by thirsty plants
37	**B**	Some parts of Australia are dry because rainwater seeps quickly through sandy soils and into the rock below
38	**B**	However, most inland farmers do rely on this water for watering their animals and, where possible, to a lesser extent for irrigation

#	Answer	Explanation
39	**C**	Water from these underground reservoirs bubbles to the surface as springs in some parts of the country, and these fare sources of permanent water were vital to early explorers of inland Australia, and to other pioneers last century, who used the springs for survival
40	**A**	Remarkably, underground water sources in Australia supply about 18% of total water consumption
41	**B / D / E**	The dams store water for a variety of functions, the rural irrigation of crops, without which many productive areas of the country would not be able to be farmed; the regulation of flooding, a serious problem which will be dealt with later in the course; and last but not least, the harnessing of the force of gravity for the generation of electricity
42	**B / D / E**	The dams store water for a variety of functions, the rural irrigation of crops, without which many productive areas of the country would not be able to be farmed; the regulation of flooding, a serious problem which will be dealt with later in the course; and last but not least, the harnessing of the force of gravity for the generation of electricity
43	**B / D / E**	The dams store water for a variety of functions, the rural irrigation of crops, without which many productive areas of the country would not be able to be farmed; the regulation of flooding, a serious problem which will be dealt with later in the course; and last but not least, the harnessing of the force of gravity for the generation of electricity

Cambridge IELTS 02 Academic Listening Test 4

PART 1 — QUESTIONS

Part 1 Audio: https://ielts-listening-audio.engnovatemedia.com/3172282-cambridge-ielts-02-academic-listening-test-4-1.mp3

Questions 1-2

Complete the notes below.

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

MIC HOUSE AGENCY - REPAIRS

Example Answer

Name: Paul...SMILEY...

Address: Apartment 2, **1** _____ , Newton

Length of lease: one year

Date moved in: **2** _____

Questions 3-9

Complete the table below.

Write NO MORE THAN TWO WORDS for each answer.

For the "When to be done" column, write:

A if the repair will be done immediately.

B if the repair will be done during the following week.

C if the repair will be done in two or more weeks.

Item	Problem	When to be done
washing machine	leaking	Example A
cooker	**3** _____	**4** _____

windows	5 _____	B
6 _____	flickers	7 _____
8 _____	torn	9 _____

Questions 10-10

Write NO MORE THAN ONE WORD AND/OR A NUMBER for each answer .

- workman to call between 1 pm and 10 _____.

PART 2 — QUESTIONS

Part 2 Audio: https://ielts-listening-audio.engnovatemedia.com/3172281-cambridge-ielts-02-academic-listening-test-4-2.mp3

Questions 11-12

Circle the correct letters A - C.

11 At Rainforest Lodage there aren't any _____

- **A** ○ telephones or TVs.
- **B** ○ newspapers or TVs.
- **C** ○ telephones or newspapers.

12 The guests are told to _____

- **A** ○ carry their luggage to the cabin.
- **B** ○ go straight to the restaurant.
- **C** ○ wait an hour for dinner.

Questions 13-15

Complete the table below.

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

TOUR NAME	DETAILS
Orchid and Fungi	walking tour
Four-Wheel-Dreve	tour to the **13** _____
Fishing	to catch lunch
Crocodile Cruise	departs at **14** _____ daily
15 _____	departs at sundown

Questions 16-18

Write NO MORE THAN TWO WORDS for each answer.

What THREE items of clothing (in order) does the speaker recommend for the rainforest?

- **16** _____
- **17** _____
- **18** _____

Questions 19-20

Write NO MORE THAN TWO WORDS for each answer.

Which TWO things in the rainforest (in order) does the speaker give a warning about?

- **19** _____
- **20** _____

PART 3 — QUESTIONS

Part 3 Audio: https://ielts-listening-audio.engnovatemedia.com/3172280-cambridge-ielts-02-academic-listening-test-4-3.mp3

Questions 21-25

Circle the correct letters A - C.

21 These sessions with a counsellor are _____

- **A** ○ compulsory for all students.
- **B** ○ available to any students.
- **C** ○ for science students only.

22 The counsellor says that new students have to _____

- **A** ○ spend more time on the college premises.
- **B** ○ get used to working independently.
- **C** ○ work harder than they did at school.

23 John complains that the resource centre _____

- **A** ○ has limited opening hours.
- **B** ○ has too few resources.
- **C** ○ gets too crowded.

24 The counsellor suggests to John that _____

- **A** ○ most other students can cope.
- **B** ○ he needs to study all the time.
- **C** ○ he should be able to fit in some leisure activities.

25 Before being able to help John the counsellor needs to _____

- **A** ○ talk with some of his lecturers.
- **B** ○ consult his tutor.
- **C** ○ get more information from him.

Questions 26-30

Complete the notes below.

Write NO MORE THAN THREE WORDS for each answer.

WRITING

- Pay careful attention to the question
- Leave time to **26** _____

LISTENING

- Try to **27** _____ lectures
- Check notes with **28** _____

READING

- Choose topics of **29** _____
- Buy a good **30** _____

PART 4 — QUESTIONS

Part 4 Audio: https://ielts-listening-audio.engnovatemedia.com/3172279-cambridge-ielts-02-academic-listening-test-4-4.mp3

Questions 31-35

Circle the correct letters A - C.

31 John was first interested in the subject because of something _____

- **A** ○ he had witnessed.
- **B** ○ he had read about.
- **C** ○ he had experienced.

32 The main research method was _____

- **A** ○ interviews.
- **B** ○ questionnaires.
- **C** ○ observation.

33 Which pie chart shows the proportion of men and women respondents?

- **A** ○ Pie chart A
- **B** ○ Pie chart B
- **C** ○ Pie chart C

34 How many respondents were there?

- **A** ○ 50 – 100
- **B** ○ 100 – 150
- **C** ○ 150 – 200

35 The most common type of road rage incident involved _____

- **A** ○ damage to property.
- **B** ○ personal violence.
- **C** ○ verbal abuse.

Questions 36-40

Which group gave the following advice?

Tick Column A if it was mainly women.

Tick Column B if it was mainly men.

Tick Column C if it was both men and women.

A. mainly women

B. mainly men

C. both men and women

36 Avoid eye contact with other drivers. _____

37 Inform someone of your likely arrival time. _____

38 Ensure car keys are ready when you return to the car. _____

39 Leave plenty of space when parking. _____

40 Keep all doors locked. _____

Transcripts

Part 1

AGENT Good morning. MIC House Agency.

PAUL Good morning. I'm ringing about the problems I've been having with my apartment.

AGENT Yes, of course. If I can just take a few details first... What's your name?

PAUL Paul Smiley.

AGENT How do you spell that?

PAUL S-M-I-L-E-Y.

AGENT OK, and what's the address?

PAUL Apartment 2, 16 Rose Lane.

AGENT Rose Lane...and that's in...?

PAUL In Newton.

AGENT Oh yes, I know the property. Could I just ask how long is the lease?

PAUL It's for one year.

AGENT And you moved in...?

PAUL Last week, on 27th June.

AGENT Fine, thank you.

AGENT And what are the problems that you've been having?

PAUL Well, no one thing is really dangerous or anything, but you know, it's just been building up.

AGENT Yes, of course.

PAUL Well the first thing is the washing machine. It's been leaking a little and it's beginning to get worse. Because we have a small child, we really need to get that done straight away.

AGENT OK...that's a washing machine for immediate repair.

PAUL And then there's a niggling problem with the cooker...

AGENT Ah ha...

PAUL The door's broken.

AGENT Right.

PAUL It's nothing serious and it can be used, but if you can send someone over in the next couple of weeks or so that'd be great.

AGENT Fine, I've got that.

PAUL Then we are worried about all the windows.

AGENT Are they broken?

PAUL No, but there are no locks on them...and you know with the insurance these days...

AGENT And when would you like those done?

PAUL Oh, that's not really urgent...but you never know when there's going to be a break-in...

AGENT No, we'll get those done for you next week, don't worry.

PAUL And then there's the bathroom light...it's getting quite annoying. It flickers quite badly and it's giving me headaches. I'd really like to get that replaced right away.

AGENT That's no problem.

PAUL And then the last thing on the list is the kitchen curtains. They're torn.

AGENT Oh, right. We do have quite a few spare ones in stock and can get those to you in the next week, if that's alright with you?

PAUL Yes, that'd be fine.

AGENT Anything else?

PAUL No, that's all.

AGENT OK, fine. What we'll do is get someone over to you this afternoon, if you're in.

PAUL Well, I'm going to be out for a short time.

AGENT Well you tell us your preferred times.

PAUL Well the best time is about 1.00.

AGENT I'll have to check that with him. And if he can't make it then, what would be your second preference?

PAUL Any time up to 5 pm would be fine.

AGENT OK, I've made a note of that.

PAUL Great, well thanks very much for your help.

AGENT That's fine. Thank you for calling.

PAUL Goodbye.

AGENT Goodbye.

Part 2

RECREATION OFFICER

Great. Well, hi, everyone! My name's Jody and I'm one of the four recreation officers here at Rainforest Lodge. My job is to make sure that you all have a great stay here with us and go away feeling relaxed and refreshed. As you can see, we're literally in the middle of nowhere at the Lodge. There are no newspapers or TVs and there's only one phone and that's in the office. The Lodge is a complete 'getaway from it all' experience: a place to unwind and appreciate the world without a lot of interruptions and distractions.

From your cabin balcony you'll find that you can't see anyone else and the only noise you should hear is the birds. When the luggage comes, one of the guys will take it across to your cabin for you and make sure you know the way back here to the main centre for dinner in the restaurant. Dinner will be served in about an hour or so.

All the times of each day's activities are printed on the blue sheet you should have got in the information guides that were handed out on the coach. Each Explorer trip has a different focus, so it doesn't matter how many you do or on what day, because there's always something new to discover in the rainforest.

Tomorrow I think we've still got places on the Orchid and Fungi Tour. This is on foot and takes you to different parts of the rainforest. Or, if you'd prefer, there's the Four-Wheel-Drive tour to the waterfalls, or the fishing trip where I promise you we'll catch some lunch, and last but not least, the famous Crocodile Cruise that leaves at 11 am each day. (Just in time for the crocodile's lunch!) Plenty to choose from here at Rainforest Lodge or just sit on your balcony, relax and unwind and enjoy the views. In the evenings there is the Spotlight Tour, one of my favourites. The Spotlight Tour leaves at sundown and lets you catch a glimpse of some more of the rainforest's wildlife as it comes out at dusk to feed. That's a great trip and if you can, I'd really try to make sure you do it during your stay.

You've chosen to visit the rainforest in March, which is just at the end of the wet season, so you'll soon notice how well the waterfalls are running and also how damp the ground is. Things can tend to get a bit slippery, too, so if you didn't bring any walking boots I'd advise you to hire some from the office. You'll also be much better off in long trousers rather than shorts because they will give your legs more protection, and socks are a good idea too.

There's no need to be nervous of the rainforest provided that you treat it with respect and common sense. Most of the animals and wildlife are gentle and harmless. There are some venomous snakes to beware of, but really they're much more frightened of you than you are of them. The other thing is that certain plants can cause irritation if you touch them with bare skin.

Well, that's about all for the time being. The guys are here to take you and your luggage to the cabins...

Part 3

COUNSELLOR Hello, John, What can I do for you?

JOHN Well, I heard about these counselling sessions from a friend doing a science course and I was really interested. I think they should be compulsory really.

COUNSELLOR Well to be quite honest, John, I think they would be useful for everybody but well, everybody has their own way of going about things. I prefer people just to drop in when they can.

JOHN Yes.

COUNSELLOR I find that talking to students about the requirements of a course helps to clarify what needs to be done. I mean the biggest difference between college and school is that new college students really have to do a lot of work on their own, and it's sometimes useful to get advice on how to take control of your time and work effectively.

JOHN Yes. I mean, it seems like a very light workload until assignment time comes and then I seem to be working all night sometimes. I'm not the only one. It's ridiculous. The resource centre is very good but it closes so early. It's in the library and so you'd think you could use it more. It's a real problem for me.

COUNSELLOR Well, you're certainly not the only person in that position, as I'm sure you've found. It really comes down to using every available hour in a systematic way. If you do this with a plan, then you'll find that you still have time for yourself and your hobbies as well.

JOHN Yeah. I've heard from Thomas that you made him a sort of plan like this, and he's going away for the weekend with all his work handed in, whereas I haven't even started.

COUNSELLOR I need to find out a few more things about you first. I'll give you this form to fill in about your lectures and things before you leave.

COUNSELLOR Now, what are your main problems?

JOHN Well, what most concerns me is I'm still not doing very well in my assignments.

COUNSELLOR Well, I know that you plan your writing carefully, but this can come to nothing if the assignment doesn't answer the question. That really is the key. You must read the question carefully and give it a great deal of thought before you even start planning or writing your first draft. It's also vital to check your work for errors. Everybody makes them, and they can influence the person marking the work. So, always take time at the end to check what you have written.

JOHN As far as listening is concerned, I find it hard to keep up sometimes in lectures, especially two-hour ones. I sometimes just seem to go off into a dream.

COUNSELLOR It's a good idea to find out from your lecturers if they mind you recording the lectures. You only need one of those small cassette recorders. The quality is pretty good and a second listening can really clarify things. Something else you can do is check your notes with a friend after the lecture.

JOHN Yes. That's a good idea. Thanks. It's hard to do all that all the time though, especially when there's so much reading to do.

COUNSELLOR Yes. It's important, though, not to confine yourself to reading on your subject. You should also read things of general interest that appeal to you. You know, novels, newspapers, that kind of thing. Do you have a good dictionary?

JOHN Not really. I've never bothered with one.

COUNSELLOR Mmmm. It would probably be a good idea to get one. Dictionaries are not expensive and they can help a lot. Also you can underline or highlight new words and...

Part 4

TUTOR Well, good afternoon. In today's session John Upton will be sharing some of the findings of his research project from last term. John...

JOHN Thanks. Well, first of all, a little bit about the background to the project. Our title, as you can see, is pretty straightforward: 'car safety'. But these days there's a lot more to it than the usual injunctions about drinking and driving or speeding. I had been interested and horrified by several newspaper reports on what people call 'road rage'. For example the famous incident of a man getting out of his car in a car park and hitting the driver of a van who had overtaken him earlier. It seemed to me that there were almost as many serious problems when cars were parked...i.e. were stationary...as when they were travelling at 90 miles an hour. So I decided to make this the focus of the project.

For our research we depended mainly on talking to individuals, asking them questions rather than using written questionnaires. We stopped people at a selected garage on the motorway over a two-day period, and asked them questions about what they'd observed or experienced themselves. Our respondents were both men and women, but the women were just slightly in the majority. We were pleased by the public's willingness to stop and chat to us...in the end we talked to a total of 135 drivers over those two days.

So what were our findings? Well, as you can see, 93% of respondents had had some kind of problem. A surprisingly large percentage—24% had had their car damaged in some way, but the main type of incident was being shouted at – 79% had experienced that. 15% had experienced violence on their own persons...they'd actually been hit by someone. The police tended only to be informed when there was physical violence involved.

So what strategies had people developed to ensure their own safety? Let's have a look at the figures here. Well, first of all, it was quite striking that there were often distinct answers from the men and women. It was mainly women, for example, who said one shouldn't ever stop to find out how to get somewhere. Whereas it was men who said you should try to avoid looking directly at other drivers. Both men and...oh sorry no...it was women who said you had to tell someone when you were due to get to a particular destination. Then, I had thought that it would be mainly men, but both sexes made the point that it's much safer to get keys out well in advance as you go towards your car. Men were very aware that muggers or whatever might be concealed behind the car. They also made the point that you should leave plenty of room when you park your car so you can make a quick getaway if you need to. Finally, locking doors at all times...men didn't think it was quite as important as women, but both gave it a high safety rating.

When we asked them what they thought the best improvements had been in the last five years in helping with road rage problems...

Answer Key

#	Answer	Explanation
1	**16 Rose Lane**	Apartment 2, 16 Rose Lane
2	**27th June/June 27th/27th of June / 27 June/June 27**	AGENT And you moved in ?PAUL Last week, on 27th June
3	**door broken//broken door**	PAUL And then there's a niggling problem with the cooker PAUL The door's broken
4	**C**	It's nothing serious and it can be used, but if you can send someone over in the next couple of weeks or so that'd be great
5	**no locks//need locks**	PAUL Then we are worried about all the windows.AGENT Are they broken?PAUL No, but there are no locks on them and you know with the insurance these days
6	**bathroom light**	And then there's the bathroom light it's getting quite annoying. It flickers quite badly and it's giving me headaches. I'd really like to get that replaced right away
7	**A**	I'd really like to get that replaced right away
8	**kitchen curtains**	PAUL And then the last thing on the list is the kitchen curtains. They're torn
9	**B**	We do have quite a few spare ones in stock and can get those to you in the next week, if that's alright with you
10	**5 pm/5:00pm/5.00pm**	PAUL Well the best time is about 1.00.AGENT I'll have to check that with him. And if he can't make it then, what would be your second preference?PAUL Any time up to 5 pm would be fine
11	**B**	There are no newspapers or TVs and there's only one phone and that's in the office
12	**C**	When the luggage comes, one of the guys will take it across to your cabin for you and make sure you know the way back here to the main centre for dinner in the restaurant. Dinner will be served in about an hour or so
13	**waterfall(s) / water fall(s) / water-fall(s)**	Or, if you'd prefer, there's the Four-Wheel-Drive tour to the waterfalls
14	**eleven (am) / 11.00 (am) / 11:00 (am) / 11 (am)**	and last but not least, the famous Crocodile Cruise that leaves at 11 am each day

#	Answer	Explanation
15	**Spotlight (tour)**	In the evenings there is the Spotlight Tour, one of my favourites. The Spotlight Tour leaves at sundown and lets you catch a glimpse of some more of the rainforest's wildlife as it comes out at dusk to feed
16	**walking boots**	Things can tend to get a bit slippery, too, so if you didn't bring any walking boots I'd advise you to hire some from the office
17	**long trousers**	You'll also be much better off in long trousers rather than shorts because they will give your legs more protection
18	**socks**	socks are a good idea too
19	**(venomous/poisonous) snakes**	There are some venomous snakes to beware of, but really they're much more frightened of you than you are of them
20	**(certain) plants**	The other thing is that certain plants can cause irritation if you touch them with bare skin
21	**B**	I prefer people just to drop in when they can
22	**B**	I mean the biggest difference between college and school is that new college students really have to do a lot of work on their own, and it's sometimes useful to get advice on how to take control of your time and work effectively
23	**A**	The resource centre is very good but it closes so early. It's in the library and so you'd think you could use it more. It's a real problem for me
24	**C**	It really comes down to using every available hour in a systematic way. If you do this with a plan, then you'll find that you still have time for yourself and your hobbies as well
25	**C**	I need to find out a few more things about you first. I'll give you this form to fill in about your lectures and things before you leave
26	**check (your) work / check (for) errors**	It's also vital to check your work for errors. Everybody makes them, and they can influence the person marking the work. So, always take time at the end to check what you have written
27	**record**	It's a good idea to find out from your lecturers if they mind you recording the lectures
28	**(a) friend / friends**	Something else you can do is check your notes with a friend after the lecture
29	**general interest**	You should also read things of general interest that appeal to you

#	Answer	Explanation
30	**dictionary**	Do you have a good dictionary? JOHN Not really. I've never bothered with one. COUNSELLOR Mmmm. It would probably be a good idea to get one. Dictionaries are not expensive and they can help a lot
31	**B**	I had been interested and horrified by several newspaper reports on what people call 'road rage'
32	**A**	For our research we depended mainly on talking to individuals, asking them questions rather than using written questionnaires
33	**A**	Our respondents were both men and women, but the women were just slightly in the majority
34	**B**	in the end we talked to a total of 135 drivers over those two days
35	**C**	but the main type of incident was being shouted at – 79% had experienced that
36	**B**	Whereas it was men who said you should try to avoid looking directly at other drivers
37	**A**	Both men and oh sorry no it was women who said you had to tell someone when you were due to get to a particular destination
38	**C**	Then, I had thought that it would be mainly men, but both sexes made the point that it's much safer to get keys out well in advance as you go towards your car
39	**B**	Men were very aware that muggers or whatever might be concealed behind the car. They also made the point that you should leave plenty of room when you park your car so you can make a quick getaway if you need to
40	**C**	Finally, locking doors at all times men didn't think it was quite as important as women, but both gave it a high safety rating

Cambridge IELTS 02 Academic Writing Test 1

Part 1

WRITING TASK 1

You should spend about 20 minutes on this task.

The table below shows the consumer durables (telephone, refrigerator, etc.) owned in Britain from 1972 to 1983.

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

You should write at least 150 words.

Consumer durables	1972	1974	1976	1978	1979	1981	1982	1983
Percentage of households with:								
central heating	37	43	48	52	55	59	60	64
television	93	95	96	96	97	97	97	98
video								18
vacuum cleaner	87	89	92	92	93	94	95	
refrigerator	73	81	88	91	92	93	93	94
washing machine	66	68	71	75	74	78	79	80
dishwasher				3	3	4	4	5
telephone	42	50	54	60	67	75	76	77

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.

"Fatherhood ought to be emphasised as much as motherhood. The idea that women are solely responsible for deciding whether or not to have babies leads on to the idea that they are also responsible for bringing the children up."

To what extent do you agree or disagree?

You should write at least 250 words.

You should use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence.

Cambridge IELTS 02 Academic Writing Test 2

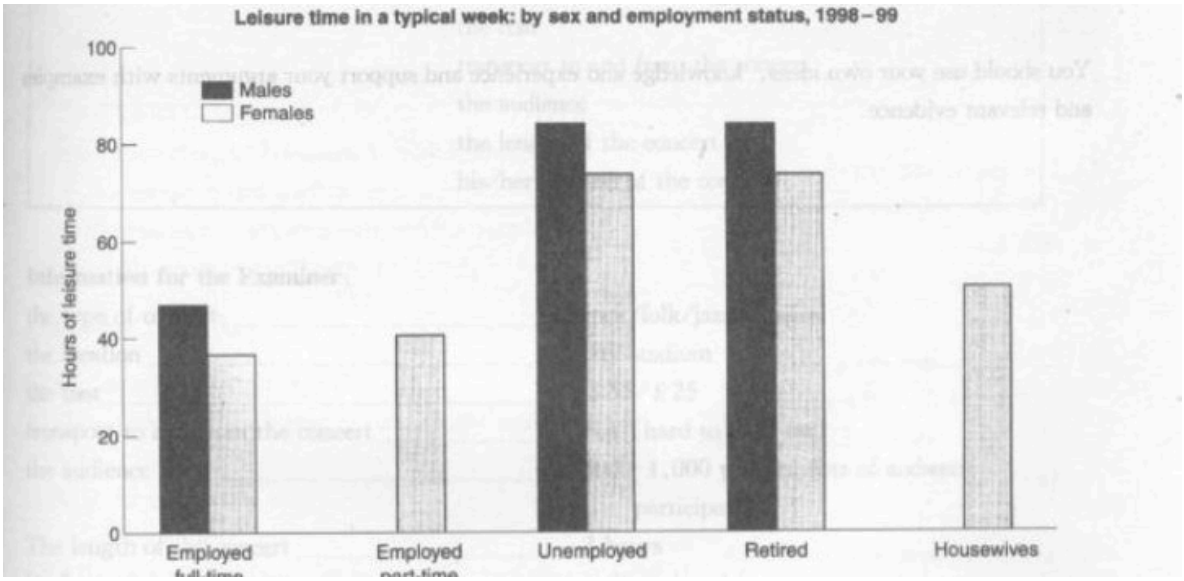
Part 1

You should spend about 20 minutes on this task.

The chart below shows the amount of leisure time enjoyed by men and women of different employment status.

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

You should write at least 150 wrods.



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.

"Prevention is better than cure."

Out of a country's health budget, a large proportion should be diverted from treatment to spending on health education and preventative measures.

To what extent do you agree or disagree with this statement?

You should write at least 250 words.

You should use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence.

Cambridge IELTS 02 Academic Writing Test 3

Part 1

You should spend about 20 minutes on this task.

The first chart below shows the results of a survey which sampled a cross-section of 100,000 people asking if they travelled abroad and why they travelled for the period 1994 - 98. The second chart shows their destinations over the same period.

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

You should write at least 150 words.

VISITS ABROAD BY UK RESIDENTS BY PURPOSE OF VISIT (1994 – 98)

	1994	1995	1996	1997	1998
Holiday	15,246	14,898	17,896	19,703	20,700
Business	3,155	3,188	3,249	3,639	3,957
Visits to friends and relatives	2,689	2,628	2,774	3,051	3,181
Other reasons	982	896	1,030	1,054	990
TOTAL	**22,072**	**21,610**	**24,949**	**27,447**	**28,828**

DESTINATIONS OF VISITS ABROAD BY UK RESIDENTS BY MAIN REGION (1994 – 98)

	Western Europe	North America	Other areas	Total
1994	19,371	919	1,782	**22,072**
1995	18,944	914	1,752	**21,610**
1996	21,877	1,167	1,905	**24,949**
1997	23,661	1,559	2,227	**27,447**
1998	24,519	1,823	2,486	**28,828**

Part 2

You should spend about 40 minutes on this task.

Without capital punishment (the death penalty) our lives are less secure and crimes of violence increase. Capital punishment is essential to control violence in society.

To what extent do you agree or disagree with this opinion?

You should write at least 250 words.

You should use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence.

Cambridge IELTS 02 Academic Writing Test 4

Part 1

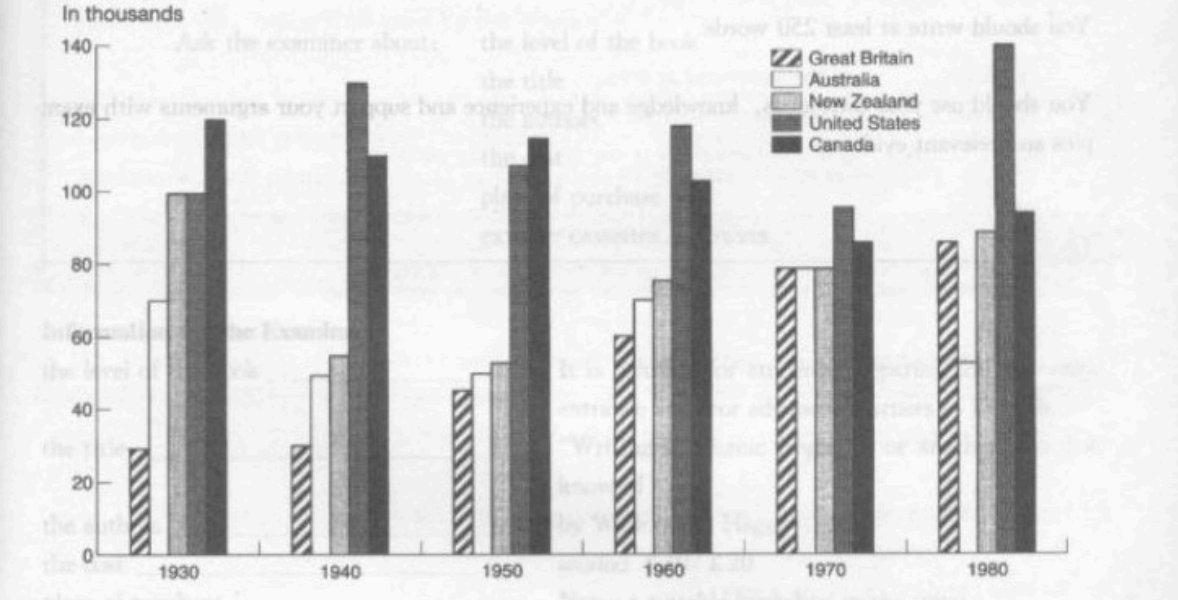
WRITING TASK 1

You should spend about 20 minutes on this task.

The table below shows the figures for imprisonment in five countries between 1930 and 1980.

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.

The position of women in society has changed markedly in the last twenty years. Many of the problems young people now experience, such as juvenile delinquency, arise from the fact that many married women now work and are not at home to care for their children.

To what extent do you agree or disagree with this opinion?

You should write at least 250 words.

You should use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence.

Part 2

Question 1

ELECTRONIC MAIL

You are studying at a language school and have heard that students may obtain an electronic mail (e-mail) address so that they can send and receive messages by computer.

The Examiner is the Student Services advisor.

Ask the Examiner about:

- what e-mail is

- cost

- how to obtain an e-mail address

- location of e-mail at school

- equipment needed at home

- courses on e-mail

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?

Cambridge IELTS 02 Academic Speaking Test 2

Part 2

Question 1

CONCERT

Find out as much as possible about a concert your examiner has been to recently.

Ask the examiner about:

the type of concert

the location

the cost

transport to and from the concert

the audience

the length of the concert

his/her opinion of the concert

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?

Cambridge IELTS 02 Academic Speaking Test 3

Part 2

Question 1

AN ENVIRONMENTAL GROUP

You are interested in joining a group of students at the university who work to protect the environment.

Ask the Examiner about:

the name of the group

action that they take

the cost of membership

what members have to do

number of members

when the group was founded

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?

Cambridge IELTS 02 Academic Speaking Test 4

Part 2

Question 1

BUYING A BOOK

Your teacher recommended a good English language writing book to assist students with their written work.

Ask the examiner about:

the level of the book

the title

the authors

the cost

place of purchase

extras - cassettes, answers

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?