[PDF + Audio] Cambridge IELTS 03 Academic Ebook with Answers

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Cambridge IELTS 03 Academic Reading Test 1

PASSAGE 1

You should spend about 20 minutes on Questions 1-14 which are based on Reading Passage 1 on the following pages.

THE ROCKET - FROM EAST TO WEST

A The concept of the rocket, or rather the mechanism behind the idea of propelling an object into the air, has been around for well over two thousand years. However, it wasn't until the discovery of the reaction principle, which was the key to space travel and so represents one of the great milestones in the history of scientific thought, that rocket technology was able to develop. Not only did it solve a problem that had intrigued man for ages, but, more importantly, it literally opened the door to exploration of the universe.

1

B An intellectual breakthrough, brilliant though it may be, does not automatically ensure that the transition is made from theory to practice. Despite the fact that rockets had been used sporadically for several hundred years, they remained a relatively minor artefact of civilisation until the twentieth century. Prodigious efforts, accelerated during two world wars, were required before the technology of primitive rocketry could be translated into the reality of sophisticated astronauts. It is strange that the rocket was generally ignored by writers of fiction to transport their heroes to mysterious realms beyond the Earth, even though it had been commonly used in fireworks displays in China since the thirteenth century. The reason is that nobody associated the reaction principle with the idea of travelling through space to a neighbouring world.

2

C A simple analogy can help us to understand how a rocket operates. It is much like a machine gun mounted on the rear of a boat. In reaction to the backward discharge of bullets, the gun, and hence the boat, move forwards. A rocket motor's 'bullets' are minute, high-speed particles produced by burning propellants in a suitable chamber. The reaction to the ejection of these small particles causes the rocket to move forwards. There is evidence that the reaction principle was applied practically well before the rocket was invented. In his Noctes Atticae or Greek Nights, Aulus Gellius describes 'the pigeon of Archytas', an invention dating back to about 360 BC. Cylindrical in shape, made of wood, and hanging from string, it was moved to and fro by steam blowing out from small exhaust ports at either end. The reaction to the discharging steam provided the bird with motive power.

3

D The invention of rockets is linked inextricably with the invention of ‘black powder’. Most historians of technology credit the Chinese with its discovery. They base their belief on studies of Chinese writings or on the notebooks of early Europeans who settled in or made long visits to China to study its history and civilisation. It is probable that, some time in the tenth century, black powder was first compounded from its basic ingredients of saltpetre, charcoal and sulphur. But this does not mean that it was immediately used to propel rockets. By the thirteenth century, powder-propelled fire arrows had become rather common. The Chinese relied on this type of technological development to produce incendiary projectiles of many sorts, explosive grenades and possibly cannons to repel their enemies. One such weapon was the ‘basket of fire’ or, as directly translated from Chinese, the ‘arrows like flying leopards’. The 0.7 metre-long arrows, each with a long tube of gunpowder attached near the point of each arrow, could be fired from a long, octagonal-shaped basket at the same time and had a range of 400 paces. Another weapon was the ‘arrow as a flying sabre’, which could be fired from crossbows. The rocket, placed in a similar position to other rocket-propelled arrows, was designed to increase the range. A small iron weight was attached to the 1.5m bamboo shaft, just below the feathers, to increase the arrow’s stability by moving the centre of gravity to a position below the rocket. At a similar time, the Arabs had developed the ‘egg which moves and burns’. This ‘egg’ was apparently full of gunpowder and stabilised by a 1.5m tail. It was fired using two rockets attached to either side of this tail.

4

E It was not until the eighteenth century that Europe became seriously interested in the possibilities of using the rocket itself as a weapon of war and not just to propel other weapons. Prior to this, rockets were used only in pyrotechnic displays. The incentive for the more aggressive use of rockets came not from within the European continent but from far-away India, whose leaders had built up a corps of rocketeers and used rockets successfully against the British in the late eighteenth century. The Indian rockets used against the British were described by a British Captain serving in India as ‘an iron envelope about 200 millimetres long and 40 millimetres in diameter with sharp points at the top and a 3m-long bamboo guiding stick’. In the early nineteenth century the British began to experiment with incendiary barrage rockets. The British rocket differed from the Indian version in that it was completely encased in a stout, iron cylinder, terminating in a conical head, measuring one metre in diameter and having a stick almost five metres long and constructed in such a way that it could be firmly attached to the body of the rocket. The Americans developed a rocket, complete with its own launcher, to use against the Mexicans in the mid-nineteenth century. A long cylindrical tube was propped up by two sticks and fastened to the top of the launcher, thereby allowing the rockets to be inserted and lit from the other end. However, the results were sometimes not that impressive as the behaviour of the rockets in flight was less than predictable.

F Since then, there have been huge developments in rocket technology, often with devastating results in the forum of war. Nevertheless, the modern day space programs owe their success to the humble beginnings of those in previous centuries who developed the foundations of the reaction principle. Who knows what it will be like in the future?

Questions 1-4

Reading Passage 1 has six paragraphs A-F.

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

i. **How the reaction principle works**

ii. **The impact of the reaction principle**

iii. **Writers' theories of the reaction principle**

iv. **Undeveloped for centuries**

v. **The first rockets**

vi. **The first use of steam**

vii. **Rockets for military use**

viii. **Developments of fire**

ix. **What's next?**

Questions 5-6

Choose the appropriate letters A-D

5 The greatest outcome of the discovery of the reaction principle was that

- **A** ○ rockets could be propelled into the air.
- **B** ○ space travel became a reality.
- **C** ○ a major problem had been solved.
- **D** ○ bigger rockets were able to be built.

6 According to the text, the greatest progress in rocket technology was made

- **A** ○ from the tenth to the thirteenth centuries.
- **B** ○ from the seventeenth to the nineteenth centuries.
- **C** ○ from the early nineteenth to the late nineteenth century.
- **D** ○ from the late nineteenth century to the present day.

Questions 7-10

From the information in the text, indicate who FIRST invented or used the items in the list below.

NB You may use any letter more than once.

A. the Chinese

B. the Indians

C. the British

D. the Arabs

E. the Americans

	A	B	C	D	E
7 black powder	○	○	○	○	○
8 rocket-propelled arrows for fighting	○	○	○	○	○
9 rockets as war weapons	○	○	○	○	○
10 the rocket launcher	○	○	○	○	○

Questions 11-14

Look at the drawings of different projectiles below, A-H, and the names of types of projectiles given in the passage. Match each name with one drawing.

A. Drawing A

B. Drawing B

C. Drawing C

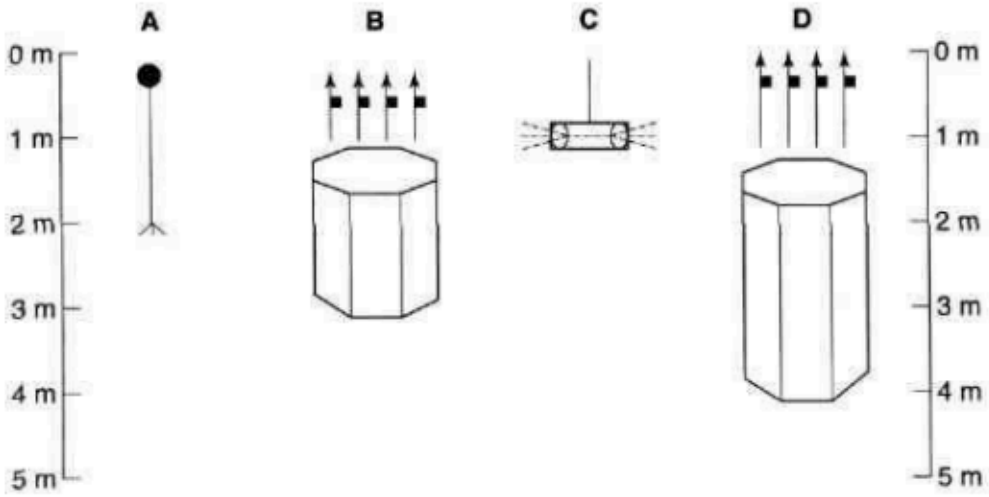
D. Drawing D

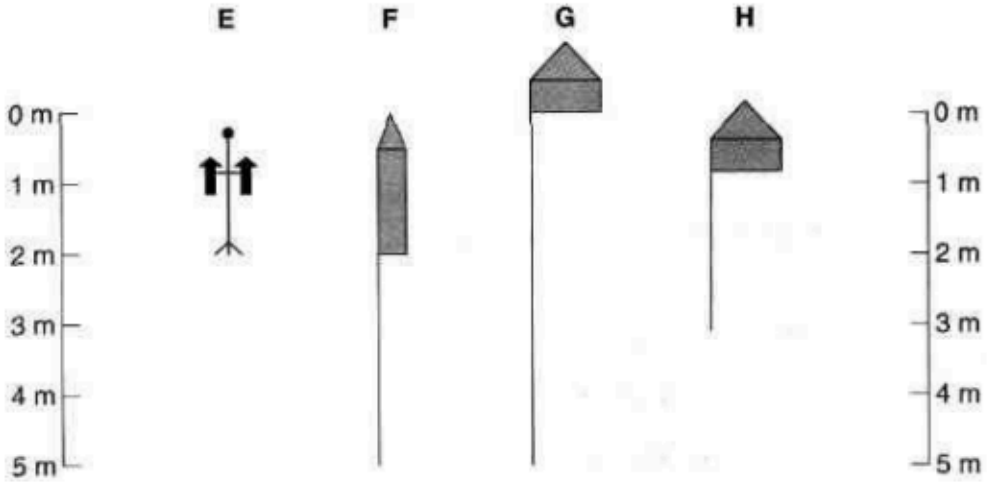
E. Drawing E

F. Drawing F

G. Drawing G

H. Drawing H





	A	B	C	D	E	F	G	H
11 The Chinese 'basket of fire'	○	○	○	○	○	○	○	○
12 The Arab 'egg which moves and burns'	○	○	○	○	○	○	○	○
13 The Indian rocket	○	○	○	○	○	○	○	○
14 The British barrage rocket	○	○	○	○	○	○	○	○

PASSAGE 2

You should spend about 20 minutes on Questions 15-28 which are based on Reading Passage 2 below.

The Risks of Cigarette Smoke

Discovered in the early 1800s and named nicotianine, the oily essence now called nicotine is the main active insredient of tobacco. Nicotine, however, is only a small component of cigarette smoke, which contains more than 4,700 chemical compounds, including 43 cancer-causing substances. In recent times, scientific research has been providing evidence that years of cigarette smoking vastly increases the risk of developing fatal medical conditions.

In addition to being responsible for more than 85 per cent of lung cancers, smoking is associated with cancers of, amongst others, the mouth, stomach and kidneys, and is thought to cause about 14 per cent of leukemia and cervical cancers. In 1990, smoking caused more than 84,000 deaths, mainly resulting from such problems as pneumonia, bronchitis and influenza. Smoking, it is believed, is responsible for 30 per cent of all deaths from cancer and clearly represents the most important preventable cause of cancer in countries like the United States today.

Passive smoking, the breathing in of the side-stream smoke from the burning of tobacco between puffs or of the smoke exhaled by a smoker, also causes a serious health risk. A report published in 1992 by the US Environmental Protection Agency (EPA) emphasized the health dangers, especially from side-stream smoke. This type of smoke contains more, smaller particles and is therefore more likely to be deposited deep in the lungs. On the basis of this report, the EPA has classified environmental tobacco smoke in the highest risk category for causing cancer.

As an illustration of the health risks, in the case of a married couple where one partner is a smoker and one a non-smoker, the latter is believed to have a 30 per cent higher risk of death from heart disease because of passive smoking. The risk of lung cancer also increases over the years of exposure and the figure jumps to 80 per cent if the spouse has been smoking four packs a day for 20 years. It has been calculated that 17 per cent of cases of lung cancer can be attributed to high levels of exposure to second-hand tobacco smoke during childhood and adolescence.

A more recent study by researchers at the University of California at San Francisco (UCSF) has shown that second-hand cigarette smoke does more harm to non-smokers than to smokers. Leaving aside the philosophical question of whether anyone should have to breathe someone else's cigarette smoke, the report suggests that the smoke experienced by many people in their daily lives is enough to produce substantial adverse effects on a person's heart and lungs.

The report, published in the Journal of the American Medical Association (AMA), was based on the researchers' own earlier research but also includes a review of studies over the past few years. The American Medical Association represents about half of all US doctors and is a strong opponent of smoking. The study suggests that people who smoke cigarettes are continually damaging their cardiovascular system, which adapts in order to compensate for the effects of smoking. It further states that people who do not smoke do not have the benefit of their system

adapting to the smoke inhalation. Consequently, the effects of passive smoking are far greater on non-smokers than on smokers.

This report emphasizes that cancer is not caused by a single element in cigarette smoke; harmful effects to health are caused by many components. Carbon monoxide, for example, competes with oxygen in red blood cells and interferes with the blood's ability to deliver life-giving oxygen to the heart. Nicotine and other toxins in cigarette smoke activate small blood cells called platelets, which increases the likelihood of blood clots, thereby affecting blood circulation throughout the body.

The researchers criticize the practice of some scientific consultants who work with the tobacco industry for assuming that cigarette smoke has the same impact on smokers as it does on non-smokers. They argue that those scientists are underestimating the damage done by passive smoking and, in support of their recent findings, cite some previous research which points to passive smoking as the cause for between 30,000 and 60,000 deaths from heart attacks each year in the United States. This means that passive smoking is the third most preventable cause of death after active smoking and alcohol-related diseases.

The study argues that the type of action needed against passive smoking should be similar to that being taken against illegal drugs and AIDS (SIDA). The UCSF researchers maintain that the simplest and most cost-effective action is to establish smoke-free work places, schools and public places.

PART 2 — QUESTIONS

Questions 15-17

Choose the appropriate letters A—D

15 According to information in the text, leukaemia and pneumonia

- **A** ○ are responsible for 84,000 deaths each year.
- **B** ○ are strongly linked to cigarette smoking.
- **C** ○ are strongly linked to lung cancer.
- **D** ○ result in 30 per cent of deaths per year.

16 According to information in the text, intake of carbon monoxide

- **A** ○ inhibits the flow of oxygen to the heart.
- **B** ○ increases absorption of other smoke particles.
- **C** ○ inhibits red blood cell formation.
- **D** ○ promotes nicotine absorption.

17 According to information in the text, intake of nicotine encourages

- **A** ○ blood circulation through the body.
- **B** ○ activity of other toxins in the blood.
- **C** ○ formation of blood clots.
- **D** ○ an increase of platelets in the blood.

Questions 18-21

Do the following statements reflect the claims of the writer in Reading Passage 2?

YES if the statement reflects 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

18 Thirty per cent of deaths in the United States are caused by smoking-related diseases.

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

19 If one partner in a marriage smokes, the other is likely to take up smoking.

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

20 Teenagers whose parents smoke are at risk of getting lung cancer at some time during their lives.

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

21 Opponents of smoking financed the UCSF study.

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

Questions 22-24

Choose ONE phrase from the list of phrases A—J below to complete each of the following sentences.

- Passive smoking ... **22** _____
- Compared with a non-smoker, a smoker ... **23** _____
- The American Medical Association ... **24** _____

A. **includes reviews of studies in its reports.**

B. **argues for stronger action against smoking in public places.**

C. **is one of the two most preventable causes of death.**

D. **is more likely to be at risk from passive smoking diseases.**

E. **is more harmful to non-smokers than to smokers.**

F. **is less likely to be at risk of contracting lung cancer.**

G. **is more likely to be at risk of contracting various cancers.**

H. **opposes smoking and publishes research on the subject.**

I. **is just as harmful to smokers as it is to non-smokers.**

J. **reduces the quantity of blood flowing around the body.**

Questions 25-28

Classify the following statements as being

NB You may use any letter more than once.

A. a finding of the UCSF study

B. an opinion of the UCSF study

C. a finding of the EPA report

D. an assumption of consultants to the tobacco industry

	A	B	C	D
25 Smokers' cardiovascular systems adapt to the intake of environmental smoke.	○	○	○	○
26 There is a philosophical question as to whether people should have to inhale others' smoke.	○	○	○	○
27 Smoke-free public places offer the best solution.	○	○	○	○
28 The intake of side-stream smoke is more harmful than smoke exhaled by a smoker.	○	○	○	○

PASSAGE 3

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

THE SCIENTIFIC METHOD

A 'Hypotheses,' said Medawar in 1964, 'are imaginative and inspirational in character'; they are 'adventures of the mind'. He was arguing in favour of the position taken by Karl Popper in The Logic of Scientific Discovery (1972, 3rd edition) that the nature of scientific method is hypothetico-deductive and not, as is generally believed, inductive.

B It is essential that you, as an intending researcher, understand the difference between these two interpretations of the research process so that you do not become discouraged or begin to suffer from a feeling of 'cheating' or not going about it the right way.

29

C The myth of scientific method is that it is inductive: that the formulation of scientific theory starts with the basic, raw evidence of the senses - simple, unbiased, unprejudiced observation. Out of these sensory data - commonly referred to as 'facts' — generalisations will form. The myth is that from a disorderly array of factual information an orderly, relevant theory will somehow emerge. However, the starting point of induction is an impossible one.

30

D There is no such thing as an unbiased observation. Every act of observation we make is a function of what we have seen or otherwise experienced in the past. All scientific work of an experimental or exploratory nature starts with some expectation about the outcome. This expectation is a hypothesis. Hypotheses provide the initiative and incentive for the inquiry and influence the method. It is in the light of an expectation that some observations are held to be relevant and some irrelevant, that one methodology is chosen and others discarded, that some experiments are conducted and others are not. Where is, your naive, pure and objective researcher now?

31

E Hypotheses arise by guesswork, or by inspiration, but having been formulated they can and must be tested rigorously, using the appropriate methodology. If the predictions you make as a result of deducing certain consequences from your hypothesis are not shown to be correct then you discard or modify your hypothesis. If the predictions turn out to be correct then your hypothesis has been supported and may be retained until such time as some further test shows it not to be correct. Once you have arrived at your hypothesis, which is a product of your

imagination, you then proceed to a strictly logical and rigorous process, based upon deductive argument — hence the term ‘hypothetico-deductive’.

32

F So don’t worry if you have some idea of what your results will tell you before you even begin to collect data; there are no scientists in existence who really wait until they have all the evidence in front of them before they try to work out what it might possibly mean. The closest we ever get to this situation is when something happens by accident; but even then the researcher has to formulate a hypothesis to be tested before being sure that, for example, a mould might prove to be a successful antidote to bacterial infection.

33

G The myth of scientific method is not only that it is inductive (which we have seen is incorrect) but also that the hypothetico-deductive method proceeds in a step-by-step, inevitable fashion. The hypothetico-deductive method describes the logical approach to much research work, but it does not describe the psychological behaviour that brings it about. This is much more holistic — involving guesses, reworkings, corrections, blind alleys and above all inspiration, in the deductive as well as the hypothetic component -than is immediately apparent from reading the final thesis or published papers. These have been, quite properly, organised into a more serial, logical order so that the worth of the output may be evaluated independently of the behavioural processes by which it was obtained. It is the difference, for example between the academic papers with which Crick and Watson demonstrated the structure of the DNA molecule and the fascinating book The Double Helix in which Watson (1968) described how they did it. From this point of view, ‘scientific method’ may more usefully be thought of as a way of writing up research rather than as a way of carrying it out.

Questions 29-33

Reading Passage 3 has seven paragraphs A-G.

Choose the most suitable headings for paragraphs C-G from the list of headings below.

i. **The Crick and Watson approach to research**

ii. **Antidotes to bacterial infection**

iii. **The testing of hypotheses**

iv. **Explaining the inductive method**

v. **Anticipating results before data is collected**

vi. **How research is done and how it is reported**

vii. **The role of hypotheses in scientific research**

viii. **Deducing the consequences of hypotheses**

ix. **Karl Popper's claim that the scientific method is hypothetico-deductive**

x. **The unbiased researcher**

Questions 34-35

Choose the correct letters.

34 **35** In which TWO paragraphs in Reading Passage 3 does the writer give advice directly to the reader?

A ☐ A

B ☐ B

C ☐ C

D ☐ D

E ☐ E

F ☐ F

G ☐ G

Questions 36-39

Do the following statements reflect the opinions of the writer in Reading Passage 3?

YES if the statement reflects the opinion of the writer

NO if the statement contradicts the opinion of the writer

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

36 Popper says that the scientific method is hypothetico-deductive.

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

37 If a prediction based on a hypothesis is fulfilled, then the hypothesis is confirmed as true.

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

38 Many people carry out research in a mistaken way.

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

39 The 'scientific method' is more a way of describing research than a way of doing it.

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

Questions 40-40

Choose the appropriate letter A-D

Which of the following statements best describes the writer's main purpose in Reading Passage 3?

40 Which of the following statements best describes the writer's main purpose in Reading Passage 3?

- **A** ○ to advise Ph.D students not to cheat while carrying out research
- **B** ○ to encourage Ph.D students to work by guesswork and inspiration
- **C** ○ to explain to Ph.D students the logic which the scientific research paper follows
- **D** ○ to help Ph.D students by explaining different conceptions of the research process

Answer Key

#	Answer	Explanation
1	**iv**	Despite the fact that rockets had been used sporadically for several hundred years, they remained a relatively minor artefact of civilisation until the twentieth century
2	**i**	A simple analogy can help us to understand how a rocket operates. It is much like a machine gun mounted on the rear of a boat. In reaction to the backward discharge of bullets, the gun, and hence the boat, move forwards. A rocket motor's 'bullets' are minute, high-speed particles produced by burning propellants in a suitable chamber. The reaction to the ejection of these small particles causes the rocket to move forwards
3	**v**	The invention of rockets is linked inextricably with the invention of 'black powder'. Most historians of technology credit the Chinese with its discovery
4	**vii**	It was not until the eighteenth century that Europe became seriously interested in the possibilities of using the rocket itself as a weapon of war and not just to propel other weapons
5	**B**	it wasn't until the discovery of the reaction principle, which was the key to space travel and so represents one of the great milestones in the history of scientific thought, that rocket technology was able to develop. Not only did it solve a problem that had intrigued man for ages, but, more importantly, it literally opened the door to exploration of the universe
6	**D**	Despite the fact that rockets had been used sporadically for several hundred years, they remained a relatively minor artefact of civilisation until the twentieth century. Prodigious efforts, accelerated during two world wars, were required before the technology of primitive rocketry could be translated into the reality of sophisticated astronauts
7	**A**	Most historians of technology credit the Chinese with its discovery
8	**A**	By the thirteenth century, powder-propelled fire arrows had become rather common. The Chinese relied on this type of technological development to produce incendiary projectiles of many sorts, explosive grenades and possibly cannons to repel their enemies

#	Answer	Explanation
9	**B**	The incentive for the more aggressive use of rockets came not from within the European continent but from far-away India, whose leaders had built up a corps of rocketeers and used rockets successfully against the British in the late eighteenth century
10	**E**	The Americans developed a rocket, complete with its own launcher, to use against the Mexicans in the mid-nineteenth century
11	**B**	One such weapon was the 'basket of fire' or, as directly translated from Chinese, the 'arrows like flying leopards'. The 0.7 metre-long arrows, each with a long tube of gunpowder attached near the point of each arrow, could be fired from a long, octagonal-shaped basket at the same time and had a range of 400 paces
12	**E**	At a similar time, the Arabs had developed the 'egg which moves and burns'. This 'egg' was apparently full of gunpowder and stabilised by a 1.5m tail. It was fired using two rockets attached to either side of this tail
13	**F**	The Indian rockets used against the British were described by a British Captain serving in India as 'an iron envelope about 200 millimetres long and 40 millimetres in diameter with sharp points at the top and a 3m-long bamboo guiding stick'
14	**G**	The British rocket differed from the Indian version in that it was completely encased in a stout, iron cylinder, terminating in a conical head, measuring one metre in diameter and having a stick almost five metres long and constructed in such a way that it could be firmly attached to the body of the rocket
15	**B**	and is thought to cause about 14 per cent of leukemia and cervical cancers. In 1990, smoking caused more than 84,000 deaths, mainly resulting from such problems as pneumonia, bronchitis and influenza
16	**A**	Carbon monoxide, for example, competes with oxygen in red blood cells and interferes with the blood's ability to deliver life-giving oxygen to the heart
17	**C**	Nicotine and other toxins in cigarette smoke activate small blood cells called platelets, which increases the likelihood of blood clots, thereby affecting blood circulation throughout the body
18	**NO // N**	Smoking, it is believed, is responsible for 30 per cent of all deaths from cancer and clearly represents the most important preventable cause of cancer in countries like the United States today
19	**NOT GIVEN // NG**	As an illustration of the health risks, in the case of a married couple where one partner is a smoker and one a non-smoker, the latter is

#	Answer	Explanation
		believed to have a 30 per cent higher risk of death from heart disease because of passive smoking
20	**YES // Y**	It has been calculated that 17 per cent of cases of lung cancer can be attributed to high levels of exposure to second-hand tobacco smoke during childhood and adolescence
21	**NOT GIVEN // NG**	The report, published in the Journal of the American Medical Association (AMA), was based on the researchers' own earlier research but also includes a review of studies over the past few years. The American Medical Association represents about half of all US doctors and is a strong opponent of smoking
22	**E**	A more recent study by researchers at the University of California at San Francisco (UCSF) has shown that second-hand cigarette smoke does more harm to non-smokers than to smokers
23	**G**	In addition to being responsible for more than 85 per cent of lung cancers, smoking is associated with cancers of, amongst others, the mouth, stomach and kidneys, and is thought to cause about 14 per cent of leukemia and cervical cancers
24	**H**	The report, published in the Journal of the American Medical Association (AMA), was based on the researchers' own earlier research but also includes a review of studies over the past few years. The American Medical Association represents about half of all US doctors and is a strong opponent of smoking
25	**A**	The study suggests that people who smoke cigarettes are continually damaging their cardiovascular system, which adapts in order to compensate for the effects of smoking
26	**B**	Leaving aside the philosophical question of whether anyone should have to breathe someone else's cigarette smoke, the report suggests that the smoke experienced by many people in their daily lives is enough to produce substantial adverse effects on a person's heart and lungs
27	**B**	The UCSF researchers maintain that the simplest and most cost-effective action is to establish smoke-free work places, schools and public places
28	**C**	A report published in 1992 by the US Environmental Protection Agency (EPA) emphasized the health dangers, especially from side-stream smoke
29	**iv**	The myth of scientific method is that it is inductive: that the formulation of scientific theory starts with the basic, raw evidence of the senses – simple, unbiased, unprejudiced observation
30	**vii**	Hypotheses provide the initiative and incentive for the inquiry and influence the method. It is in the light of an expectation that some

#	Answer	Explanation
		observations are held to be relevant and some irrelevant, that one methodology is chosen and others discarded, that some experiments are conducted and others are not
31	**iii**	Hypotheses arise by guesswork, or by inspiration, but having been formulated they can and must be tested rigorously, using the appropriate methodology. If the predictions you make as a result of deducing certain consequences from your hypothesis are not shown to be correct then you discard or modify your hypothesis
32	**v**	So don't worry if you have some idea of what your results will tell you before you even begin to collect data; there are no scientists in existence who really wait until they have all the evidence in front of them before they try to work out what it might possibly mean
33	**vi**	From this point of view, 'scientific method' may more usefully be thought of as a way of writing up research rather than as a way of carrying it out
34	**B / F**	It is essential that you, as an intending researcher, understand the difference between these two interpretations of the research process so that you do not become discouraged or begin to suffer from a feeling of 'cheating' or not going about it the right way So don't worry if you have some idea of what your results will tell you before you even begin to collect data; there are no scientists in existence who really wait until they have all the evidence in front of them before they try to work out what it might possibly mean
35	**B / F**	It is essential that you, as an intending researcher, understand the difference between these two interpretations of the research process so that you do not become discouraged or begin to suffer from a feeling of 'cheating' or not going about it the right way So don't worry if you have some idea of what your results will tell you before you even begin to collect data; there are no scientists in existence who really wait until they have all the evidence in front of them before they try to work out what it might possibly mean
36	**YES // Y**	He was arguing in favour of the position taken by Karl Popper in The Logic of Scientific Discovery (1972, 3rd edition) that the nature of scientific method is hypothetico-deductive and not, as is generally believed, inductive
37	**NO // N**	If the predictions turn out to be correct then your hypothesis has been supported and may be retained until such time as some further test shows it not to be correct
38	**NOT GIVEN // NG**	It is essential that you, as an intending researcher, understand the difference between these two interpretations of the research process so that you do not become discouraged or begin to suffer from a feeling of 'cheating' or not going about it the right way

#	Answer	Explanation
39	**YES // Y**	From this point of view, ‘scientific method’ may more usefully be thought of as a way of writing up research rather than as a way of carrying it out
40	**D**	It is essential that you, as an intending researcher, understand the difference between these two interpretations of the research process so that you do not become discouraged or begin to suffer from a feeling of ‘cheating’ or not going about it the right way

Cambridge IELTS 03 Academic Reading Test 2

PASSAGE 1

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

A Remarkable Beetle

Some of the most remarkable beetles are the dung beetles, which spend almost their whole lives eating and breeding in dung.

More than 4,000 species of these remarkable creatures have evolved and adapted to the world's different climates and the dung of its many animals. Australia's native dung beetles are scrub and woodland dwellers, specialising in coarse marsupial droppings and avoiding the soft cattle dung in which bush flies and buffalo flies breed.

In the early 1960s George Bornemissza, then a scientist at the Australian Government's premier research organisation, the Commonwealth Scientific and Industrial Research Organisation (CSIRO), suggested that dung beetles should be introduced to Australia to control dung-breeding flies. Between 1968 and 1982, the CSIRO imported insects from about 50 different species of dung beetle, from Asia, Europe and Africa, aiming to match them to different climatic zones in Australia. Of the 26 species that are known to have become successfully integrated into the local environment, only one, an African species released in northern Australia, has reached its natural boundary.

Introducing dung beetles into a pasture is a simple process: approximately 1,500 beetles are released, a handful at a time, into fresh cow pats in the cow pasture. The beetles immediately disappear beneath the pats digging and tunnelling and, if they successfully adapt to their new environment, soon become a permanent, self sustaining part of the local ecology. In time they multiply and within three or four years the benefits to the pasture are obvious.

Dung beetles work from the inside of the pat so they are sheltered from predators such as birds and foxes. Most species burrow into the soil and bury dung in tunnels directly underneath the pats, which are hollowed out from within. Some large species originating from France excavate tunnels to a depth of approximately 30 cm below the dung pat. These beetles make sausage-shaped brood chambers along the tunnels. The shallowest tunnels belong to a much smaller Spanish species that buries dung in chambers that hang like fruit from the branches of a pear tree. South African beetles dig narrow tunnels of approximately 20 cm below the surface of the pat. Some surface-dwelling beetles, including a South African species, cut perfectly-shaped balls from the pat, which are rolled away and attached to the bases of plants.

For maximum dung burial in spring, summer and autumn, farmers require a variety of species with overlapping periods of activity. In the cooler environments of the state of Victoria, the large French species (2.5 cms long) is matched with smaller (half this size), temperate-climate Spanish species. The former are slow to recover from the winter cold and produce only one or

two generations of offspring from late spring until autumn. The latter, which multiply rapidly in early spring, produce two to five generations annually. The South African ball-rolling species, being a subtropical beetle, prefers the climate of northern and coastal New South Wales where it commonly works with the South African tunnelling species. In warmer climates, many species are active for longer periods of the year.

Dung beetles were initially introduced in the late 1960s with a view to controlling buffalo flies by removing the dung within a day or two and so preventing flies from breeding. However, other benefits have become evident. Once the beetle larvae have finished pupation, the residue is a first-rate source of fertiliser. The tunnels abandoned by the beetles provide excellent aeration and water channels for root systems. In addition, when the new generation of beetles has left the nest the abandoned burrows are an attractive habitat for soil-enriching earthworms. The digested dung in these burrows is an excellent food supply for the earthworms, which decompose it further to provide essential soil nutrients. If it were not for the dung beetle, chemical fertiliser and dung would be washed by rain into streams and rivers before it could be absorbed into the hard earth, polluting water courses and causing blooms of blue-green algae. Without the beetles to dispose of the dung, cow pats would litter pastures making grass inedible to cattle and depriving the soil of sunlight. Australia's 30 million cattle each produce 10-12 cow pats a day. This amounts to 1.7 billion tonnes a year, enough to smother about 110,000 sq km of pasture, half the area of Victoria.

Dung beetles have become an integral part of the successful management of dairy farms in Australia over the past few decades. A number of species are available from the CSIRO or through a small number of private breeders, most of whom were entomologists with the CSIRO's dung beetle unit who have taken their specialised knowledge of the insect and opened small businesses in direct competition with their former employer.

Glossary

1. dung: the droppings or excreta of animals

2. cow pats: droppings of cows

Questions 1-5

Do the following statements reflect the claims of the writer in Reading Passage 1?

YES if the statement reflects 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 Bush flies are easier to control than buffalo flies.

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

2 Four thousand species of dung beetle were initially brought to Australia by the CSIRO.

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

3 Dung beetles were brought to Australia by the CSIRO over a fourteen-year period.

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

4 At least twenty-six of the introduced species have become established in Australia.

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

5 The dung beetles cause an immediate improvement to the quality of a cow pasture.

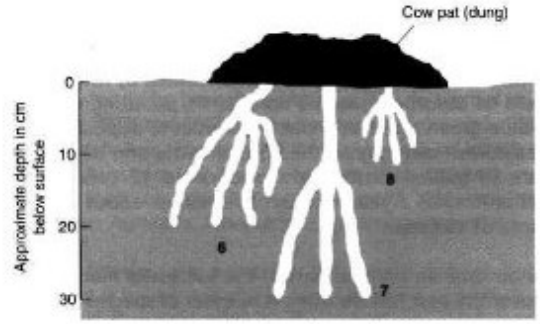
A ○ YES

B ○ NO

C ○ NOT GIVEN

Questions 6-8

Label the tunnels on the diagram below. Choose your labels from the box below the diagram.



Dung Beetle Types	
French	Spanish
Mediterranean	South African
Australian native	South African ball roller

French | Mediterranean | Australian native

Spanish | South African | South African ball roller

6 _____

7 _____

8 _____

Questions 9-13

Complete the table below.

Choose NO MORE THAN THREE WORDS OR A NUMBER from Reading Passage 1 for each answer.

Species	Size	Preferred climate	Complementary species	Start of active period	Number of generations per year
French	2.5 cm	cool	Spanish	late spring	1-2

Spanish	1.25 cm	9 _____		10 _____	11 _____
South African ball roller		12 _____	13 _____		

PASSAGE 2

You should spend about 20 minutes on Questions 14-28 which are based on Reading Passage 2 on the following pages.

READING PASSAGE 2

Section A

The role of governments in environmental management is difficult but inescapable. Sometimes, the state tries to manage the resources it owns, and does so badly. Often, however, governments act in an even more harmful way. They actually subsidise the exploitation and consumption of natural resources. A whole range of policies, from farm price support to protection for coal-mining, do environmental damage and (often) make no economic sense. Scrapping them offers a two-fold bonus: a cleaner environment and a more efficient economy. Growth and environmentalism can actually go hand in hand, if politicians have the courage to confront the vested interest that subsi-dies create.

Section B

No activity affects more of the earth's surface than farming. It shapes a third of the planet's land area, not counting Antarctica, and the proportion Is rising. World food output per head has risen by 4 per cent between the 1970s and 1980s mainly as a result of increases in yields from land already in cultivation, but also because more land has been brought under the plough. Higher yields have been achieved by increased irrigation, better crop breeding, and a doubling in the use of pesticides and chemical fertilisers in the 1970s and 1980s.

Section C

All these activities may have damaging environmental impacts. For example, land clearing for agriculture is the largest single cause of deforestation; chemical fertilisers and pesticides may contaminate water supplies; more intensive farming and the abandonment of fallow periods tend to exacerbate soil erosion; and the spread of mono-Culture and use of high-yielding varieties of crops have been accompanied by the disappearance of old varieties of food plants which might have provided some insurance against pests or diseases in future. Soil erosion threatens the productivity of land In both rich and poor countries. The United States, where the most careful measurements have been done, discovered in 1982 that about one-fifth of its farmland as losing topsoil at a rate likely to diminish the soil's productivity. The country subse-uently embarked upon a program to convert 11 per cent of its cropped land to meadow or forest. Topsoil in India and China is vanishing much faster than in America.

Section D

Government policies have frequently compounded the environmental damage that farming can cause. In the rich countries, subsidies for growing crops and price supports for farm output drive up the price of land.The annual value of these subsidies is immense: about $250 billion, or more than all World Bank lending in the 1980s.To increase the output of crops per acre, a farmer's

easiest option is to use more of the most readily available inputs: fertilisers and pesticides. Fertiliser use doubled in Denmark in the period 1960-1985 and increased in The Netherlands by 150 per cent. The quantity of pesticides applied has risen too; by 69 per cent In 1975-1984 in Denmark, for example, with a rise of 115 per cent in the frequency of application in the three years from 1981.

In the late 1980s and early 1990s some efforts were made to reduce farm subsidies. The most dramatic example was that of New Zealand, which scrapped most farm support in 1984. A study of the environmental effects, conducted in 1993, found that the end of fertiliser subsidies had been followed by a fall in fertiliser use (a fall compounded by the decline in world commodity prices, which cut farm incomes). The removal of subsidies also stopped land-clearing and over-stocking, which in the past had been the principal causes of erosion. Farms began to diversify. The one kind of subsidy whose removal appeared to have been bad for the environment was the subsidy to manage soil eroslon,

In less enlightened countries, and in the European Union, the trend has been to reduce rather than eliminate subsidies, and to introduce new payments to encourage farmers to treat their land In environmentally friendlier ways, or to leave it follow. It may sound strange but such payments need to be higher than the existing incentives for farmers to grow food crops. Farmers, however, dislike being paid to do nothing. In several countries they have become interested in the possibility of using fuel produced from crop residues either as a replacement for petrol (as ethanol) or as fuel for power stations (as biomass). Such fuels produce far less carbon dioxide than coal or oil, and absorb carbon dioxide as they grow.They are therefore less likely to contribute to the greenhouse effect. But they die rarely competitive with fossil fuels unless subsidised - and growing them does no less environmental harm than other crops.

Section E

In poor countries, governments aggravate other sorts of damage. Subsidies for pesticides and artificial fertilisers encourage farmers to use greater quantities than are needed to get the highest economic crop yield. A study by the International Rice Research Institute Of pesticide use by farmers in South East Asia found that, with pest-resistant varieties of rice, even moderate applications of pesticide frequently cost farmers more than they saved.Such waste puts farmers on a chemical treadmill: bugs and weeds become resis-tant to poisons, so next year's poisons must be more lethal. One cost is to human health, Every year some 10,000 people die from pesticide poisoning, almost all of them in the developing countries, and another 400,000 become seriously ill. As for artificial fertilisers, their use world-wide increased by 40 per cent per unit of farmed land between the mid 1970s and late 1980s, mostly in the developing countries. Overuse of fertilisers may cause farmers to stop rotating crops or leaving their land fallow. That, In turn, may make soil erosion worse.

Section F

A result of the Uruguay Round of world trade negotiations Is likely to be a reduction of 36 per cent In the average levels of farm subsidies paid by the rich countries in 1986-1990. Some of the world's food production will move from Western Europe to regions where subsidies are lower or non-existent, such as the former communist countries and parts of the developing world. Some environmentalists worry about this outcome. It wiB undoubtedly mean more pressure to convert

natural habitat into farmland. But it will also have many desirable environmental effects. The intensity of farming in the rich world should decline, and the use of chemical inputs will diminish. Crops are more likely to be grown p the environments to which they are naturally suited. And more farmers in poor coun-tries wilt have the money and the incentive to manage their land in ways that are sustainable in the long run. That is important. To feed an increasingly hungry world, farmers need every incentive to use their soil and water effectively and efficiently.

Questions 14-18

Reading Passage 2 has six sections A-F.

Choose the most suitable headings for sections A-D and F from the list of headings below.

i. The probable effects of the new international trade agreement

ii. The environmental impact of modern farming

iii. Farming and soil erosion

iv. The effects of government policy in rich countries

v. Governments and management of the environment

vi. The effects of government policy in poor countries

vii. Farming and food output

viii. The effects of government policy on food output

ix. The new prospects for world trade

	i	ii	iii	iv	v	vi	vii	viii	ix
14 Section A	○	○	○	○	○	○	○	○	○
15 Section B	○	○	○	○	○	○	○	○	○
16 Section C	○	○	○	○	○	○	○	○	○
17 Section D	○	○	○	○	○	○	○	○	○
18 Section F	○	○	○	○	○	○	○	○	○

Questions 19-22

Complete the table below using the information in sections B and C of Reading Passage 2.

Choose your answers A-G from the box below the table

Agricultural practice	Environmental damage that may result

19 _____	Deforestation
20 _____	Degraded water supply
More intensive farming	21 _____
Expansion of monoculture	22 _____

A. **Abandonment of fallow period** B. **Disappearance of old plant varieties**

C. **Increased use of chemical inputs** D. **Increased irrigation**

E. **Insurance against pests and diseases** F. **Soil erosion**

G. **Clearing land for cultivation**

Questions 23-27

Choose the appropriate letters A-D.

23 Research completed in 1982 found that in the United States soil erosion

- **A** ○ reduced the productivity of farmland by 20 per cent.
- **B** ○ was almost as severe as in India and China.
- **C** ○ was causing significant damage to 20 per cent of farmland.
- **D** ○ could be reduced by converting cultivated land to meadow or forest.

24 By the mid-1980s, farmers in Denmark

- **A** ○ used 50 per cent less fertiliser than Dutch farmers.
- **B** ○ used twice as much fertiliser as they had in 1960.
- **C** ○ applied fertiliser much more frequently than in 1960.
- **D** ○ more than doubled the amount of pesticide they used in just 3 years.

25 Which one of the following increased in New Zealand after 1984?

- **A** ○ farm incomes

B ○ use of fertiliser

C ○ over-stocking

D ○ farm diversification

26 The writer refers to some rich countries as being 'less enlightened' than New Zealand because

A ○ they disapprove of paying farmers for not cultivating the land.

B ○ their new fuel crops are as harmful as the ones they have replaced.

C ○ their policies do not recognise the long-term benefit of ending subsidies.

D ○ they have not encouraged their farmers to follow environmentally friendly practices.

27 The writer believes that the Uruguay Round agreements on trade will

A ○ encourage more sustainable farming practices in the long term.

B ○ do more harm than good to the international environment.

C ○ increase pressure to cultivate land in the rich countries.

D ○ be more beneficial to rich than to poor countries.

Questions 28-28

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

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

A ○ Environmental management

B ○ Increasing the world's food supply

C ○ Soil erosion

D ○ Fertilisers and pesticides - the way forward

E ○ Farm subsidies

PASSAGE 3

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

THE CONCEPT OF ROLE THEORY

Role set

Any individual in any situation occupies a role in relation to other people. The particular individual with whom one is concerned in the analysis of any situation is usually given the name of focal person. He has the focal role and can be regarded as sitting in the middle of a group of people, with whom he interacts in some way in that situation. This group of people is called his role set. For instance, in the family situation, an individual's role set might be shown as in Figure 6.

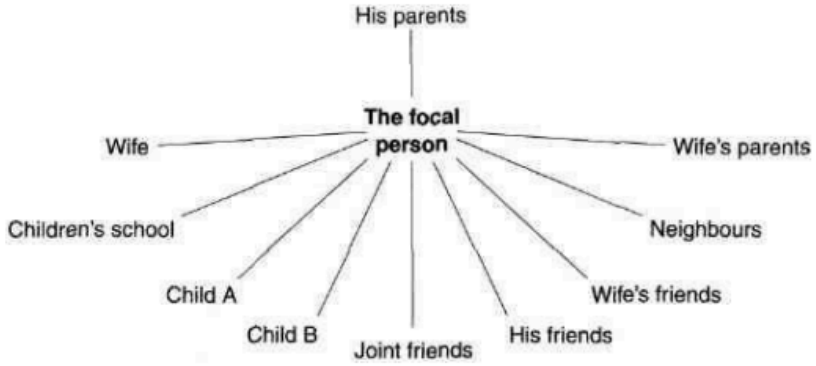


Figure 6

The role set should include all those with whom the individual has more than trivial interactions.

Role definition

The definition of any individual's role in any situation will be a combination of the role expectations that the members of the role set have of the focal role. These expectations are often occupationally denned, sometimes even legally so. The role definitions of lawyers and doctors are fairly clearly defined both in legal and in cultural terms. The role definitions of, say, a film star or bank manager, are also fairly clearly defined in cultural terms, too clearly perhaps.

Individuals often find it hard to escape from the role that cultural traditions have defined for them. Not only with doctors or lawyers is the required role behaviour so constrained that if you are in that role for long it eventually becomes part of you, part of your personality. Hence, there is some likelihood that all accountants will be alike or that all blondes are similar - they are forced that way by the expectations of their role.

It is often important that you make it clear what your particular role is at a given time. The means of doing this are called, rather obviously, role signs. The simplest of role signs is a uniform. The number of stripes on your arm or pips on your shoulder is a very precise role definition which

allows you to do certain very prescribed things in certain situations. Imagine yourself questioning a stranger on a dark street at midnight without wearing the role signs of a policeman!

In social circumstances, dress has often been used as a role sign to indicate the nature and degree of formality of any gathering and occasionally the social status of people present. The current trend towards blurring these role signs in dress is probably democratic, but it also makes some people very insecure. Without role signs, who is to know who has what role?

Place is another role sign. Managers often behave very differently outside the office and in it, even to the same person. They use a change of location to indicate a change in role from, say, boss to friend. Indeed, if you wish to change your roles you must find some outward sign that you are doing so or you won't be permitted to change - the subordinate will continue to hear you as his boss no matter how hard you try to be his friend. In very significant cases of role change, e.g. from a soldier in the ranks to officer, from bachelor to married man, the change of role has to have a very obvious sign, hence rituals. It is interesting to observe, for instance, some decline in the emphasis given to marriage rituals. This could be taken as an indication that there is no longer such a big change in role from single to married person, and therefore no need for a public change in sign.

In organisations, office signs and furniture are often used as role signs. These and other perquisites of status are often frowned upon, but they may serve a purpose as a kind of uniform in a democratic society; roles without signs often lead to confused or differing expectations of the role of the focal person.

Role ambiguity

Role ambiguity results when there is some uncertainty in the minds, either of the focal person or of the members of his role set, as to precisely what his role is at any given time. One of the crucial expectations that shape the role definition isthat of the individual, the focal person himself. If his occupation of the role is unclear, or if it differs from that of the others in the role set, there will be a degree of role ambiguity. Is this bad? Not necessarily, for the ability to shape one's own role is one of the freedoms that many people desire, but the ambiguity may lead to role stress which will be discussed later on. The virtue of job descriptionsis that they lessen thisrole ambiguity.

Unfortunately, job descriptions are seldom complete role definitions, except at the lower end of the scale. At middle and higher management levels, they are often a list of formal jobs and duties that say little about the more subtle and informal expectations of the role. The result is therefore to give the individual an uncomfortable feeling that there are things left unsaid, i.e. to heighten the sense of role ambiguity.

Looking at role ambiguity from the other side, from the point of view of the members of the role set, lack of clarity in the role of the focal person can cause insecurity, lack of confidence, irritation and even anger among members of his role set. One list of the roles of a manager identified the following: executive, planner, policy maker, expert, controller of rewards and punishments, counsellor, friend, teacher. If it is not clear, through role signs of one sort or another, which role is currently the operational one, the other party may not react in the

appropriate way — we may, in fact, hear quite another message if the focal person speaks to us, for example, as a teacher and we hear her as an executive.

Questions 29-35

Do the following statements reflect the views of the writer in Reading Passage 3?

YES if the statement reflects the views of the writer

NO if the statement contradicts the views of the writer

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

29 It would be a good idea to specify the role definitions of soldiers more clearly.

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

30 Accountants may be similar to one another because they have the same type of job.

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

31 It is probably a good idea to keep dress as a role sign even nowadays.

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

32 The decline in emphasis on marriage rituals should be reversed.

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

33 Today furniture operates as a role sign in the same way as dress has always done.

A ○ YES

B ○ NO

C ○ NOT GIVEN

34 It is a good idea to remove role ambiguity.

A ○ YES

B ○ NO

C ○ NOT GIVEN

35 Job descriptions eliminate role ambiguity for managers.

A ○ YES

B ○ NO

C ○ NOT GIVEN

Questions 36-39

Choose ONE OR TWO WORDS from Reading Passage 3 for each answer.

- A new headmaster of a school who enlarges his office and puts in expensive carpeting is using the office as a **36** _____
- The graduation ceremony in many universities is an important **37** _____
- The wig which judges wear in UK courts is a **38** _____
- The parents of students in a school are part of the headmaster's **39** _____

Questions 40-40

Choose the appropriate letter A-D.

40 This text is taken from

A ○ a guide for new managers in a company.

B ○ a textbook analysis of behaviour in organisations.

C ◯ a critical study of the importance of role signs in modern society.

D ◯ a newspaper article about role changes.

Answer Key

#	Answer	Explanation
1	**NOT GIVEN**	Australia's native dung beetles are scrub and woodland dwellers, specialising in coarse marsupial droppings and avoiding the soft cattle dung in which bush flies and buffalo flies breed
2	**NO**	Between 1968 and 1982, the CSIRO imported insects from about 50 different species of dung beetle, from Asia, Europe and Africa, aiming to match them to different climatic zones in Australia
3	**YES**	Between 1968 and 1982, the CSIRO imported insects from about 50 different species of dung beetle
4	**YES**	Of the 26 species that are known to have become successfully integrated into the local environment, only one, an African species released in northern Australia, has reached its natural boundary
5	**NO**	In time they multiply and within three or four years the benefits to the pasture are obvious
6	**South African**	South African beetles dig narrow tunnels of approximately 20 cm below the surface of the pat
7	**French**	Some large species originating from France excavate tunnels to a depth of approximately 30 cm below the dung pat
8	**Spanish**	The shallowest tunnels belong to a much smaller Spanish species that buries dung in chambers that hang like fruit from the branches of a pear tree
9	**temperate**	In the cooler environments of the state of Victoria, the large French species (2.5 cms long) is matched with smaller (half this size), temperate-climate Spanish species
10	**early spring**	The latter, which multiply rapidly in early spring, produce two to five generations annually
11	**two to five**	The latter, which multiply rapidly in early spring, produce two to five generations annually
12	**sub-tropical**	The South African ball-rolling species, being a subtropical beetle, prefers the climate of northern and coastal New South Wales where it commonly works with the South African tunnelling species
13	**South African tunneling / South African tunnelling**	The South African ball-rolling species, being a subtropical beetle, prefers the climate of northern and coastal New South Wales where it commonly works with the South African tunnelling species

#	Answer	Explanation
14	**v**	The role of governments in environmental management is difficult but inescapable
15	**vii**	World food output per head has risen by 4 per cent between the 1970s and 1980s mainly as a result of increases in yields from land already in cultivation, but also because more land has been brought under the plough
16	**ii**	All these activities may have damaging environmental impacts. For example, land clearing for agriculture is the largest single cause of deforestation; chemical fertilisers and pesticides may contaminate water supplies; more intensive farming and the abandonment of fallow periods tend to exacerbate soil erosion; and the spread of mono-Culture and use of high-yielding varieties of crops have been accompanied by the disappearance of old varieties of food plants which might have provided some insurance against pests or diseases in future
17	**iv**	In the rich countries, subsidies for growing crops and price supports for farm output drive up the price of land
18	**i**	A result of the Uruguay Round of world trade negotiations Is likely to be a reduction of 36 per cent In the average levels of farm subsidies paid by the rich countries in 1986-1990
19	**G**	land clearing for agriculture is the largest single cause of deforestation
20	**C**	chemical fertilisers and pesticides may contaminate water supplies
21	**F**	more intensive farming and the abandonment of fallow periods tend to exacerbate soil erosion
22	**B**	and the spread of mono-Culture and use of high-yielding varieties of crops have been accompanied by the disappearance of old varieties of food plants which might have provided some insurance against pests or diseases in future
23	**C**	The United States, where the most careful measurements have been done, discovered in 1982 that about one-fifth of its farmland as losing topsoil at a rate likely to diminish the soil’s productivity
24	**B**	Fertiliser use doubled in Denmark in the period 1960-1985
25	**D**	Farms began to diversify
26	**C**	The most dramatic example was that of New Zealand, which scrapped most farm support in 1984 In less enlightened countries, and in the European Union, the trend has been to reduce rather than eliminate subsidies, and to introduce new payments to encourage farmers to treat their land In environmentally friendlier ways, or to leave it follow

#	Answer	Explanation
27	**A**	And more farmers in poor coun-tries wilt have the money and the incentive to manage their land in ways that are sustainable in the long run
28	**A**	The role of governments in environmental management is difficult but inescapable
29	**NOT GIVEN**	In very significant cases of role change, e.g. from a soldier in the ranks to officer, from bachelor to married man, the change of role has to have a very obvious sign, hence rituals
30	**YES**	Hence, there is some likelihood that all accountants will be alike or that all blondes are similar – they are forced that way by the expectations of their role
31	**YES**	The current trend towards blurring these role signs in dress is probably democratic, but it also makes some people very insecure. Without role signs, who is to know who has what role
32	**NOT GIVEN**	It is interesting to observe, for instance, some decline in the emphasis given to marriage rituals. This could be taken as an indication that there is no longer such a big change in role from single to married person, and therefore no need for a public change in sign
33	**YES**	In social circumstances, dress has often been used as a role sign to indicate the nature and degree of formality of any gathering and occasionally the social status of people present In organisations, office signs and furniture are often used as role signs. These and other perquisites of status are often frowned upon, but they may serve a purpose as a kind of uniform in a democratic society
34	**NO**	Is this bad? Not necessarily, for the ability to shape one's own role is one of the freedoms that many people desire, but the ambiguity may lead to role stress which will be discussed later on
35	**NO**	Unfortunately, job descriptions are seldom complete role definitions, except at the lower end of the scale. At middle and higher management levels, they are often a list of formal jobs and duties that say little about the more subtle and informal expectations of the role. The result is therefore to give the individual an uncomfortable feeling that there are things left unsaid, i.e. to heighten the sense of role ambiguity
36	**role sign**	In organisations, office signs and furniture are often used as role signs
37	**ritual**	In very significant cases of role change, e.g. from a soldier in the ranks to officer, from bachelor to married man, the change of role has to have a very obvious sign, hence rituals

#	Answer	Explanation
38	**role sign**	These and other perquisites of status are often frowned upon, but they may serve a purpose as a kind of uniform in a democratic society
39	**role set**	He has the focal role and can be regarded as sitting in the middle of a group of people, with whom he interacts in some way in that situation. This group of people is called his role set
40	**C**	In social circumstances, dress has often been used as a role sign to indicate the nature and degree of formality of any gathering and occasionally the social status of people present. The current trend towards blurring these role signs in dress is probably democratic, but it also makes some people very insecure

Cambridge IELTS 03 Academic Reading Test 3

PASSAGE 1

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

THE DEPARTMENT OF ETHNOGRAPHY

The Department of Ethnography was created as a separate department within the British Museum in 1946, after 140 years of gradual development from the original Department of Antiquities. It is concerned with the people of Africa, the Americas, Asia, the Pacific and parts of Europe. While this includes complex kingdoms, as in Africa, and ancient empires, such as those of the Americas, the primary focus of attention in the twentieth century has been on small-scale societies. Through its collections, the Department's specific interest is to document how objects are created and used, and to understand their importance and significance to those who produce them. Such objects can include both the extraordinary and the mundane, the beautiful and the banal.

The collections of the Department of Ethnography include approximately 300,000 artefacts, of which about half are the product of the present century. The Department has a vital role to play in providing information on non-Western cultures to visitors and scholars. To this end, the collecting emphasis has often been less on individual objects than on groups of material which allow the display of a broad range of a society's cultural expressions.

Much of the more recent collecting was carried out in the field, sometimes by Museum staff working on general anthropological projects in collaboration with a wide variety of national governments and other institutions. The material collected includes great technical series - for instance, of textiles from Bolivia, Guatemala, Indonesia and areas of West Africa - or of artefact types such as boats. The latter include working examples of coracles from India, reed boats from Lake Titicaca in the Andes, kayaks from the Arctic, and dug-out canoes from several countries. The field assemblages, such as those from the Sudan, Madagascar and Yemen, include a whole range of material culture representative of one people. This might cover the necessities of life of an African herdsman or an Arabian farmer, ritual objects, or even on occasion airport art. Again, a series of acquisitions might represent a decade's fieldwork documenting social experience as expressed in the varieties of clothing and jewellery styles, tents and camel trappings from various Middle Eastern countries, or in the developing preferences in personal adornment and dress from Papua New Guinea. Particularly interesting are a series of collections which continue to document the evolution of ceremony and of material forms for which the Department already possesses early (if not the earliest) collections formed after the first contact with Europeans.

The importance of these acquisitions extends beyond the objects themselves. They come to the Museum with documentation of the social context, ideally including photographic records. Such acquisitions have multiple purposes. Most significantly they document for future change. Most people think of the cultures represented in the collection in terms of the absence of advanced technology. In fact, traditional practices draw on a continuing wealth of technological ingenuity.

Limited resources and ecological constraints are often overcome by personal skills that would be regarded as exceptional in the West. Of growing interest is the way in which much of what we might see as disposable is, elsewhere, recycled and reused.

With the Independence of much of Asia and Africa after 1945, it was assumed that economic progress would rapidly lead to the disappearance or assimilation of many small-scale societies. Therefore, it was felt that the Museum should acquire materials representing people whose art or material culture, ritual or political structures were on the point of irrevocable change. This attitude altered with the realisation that marginal communities can survive and adapt in spite of partial integration into a notoriously fickle world economy. Since the seventeenth century, with the advent of trading companies exporting manufactured textiles to North America and Asia, the importation of cheap goods has often contributed to the destruction of local skills and indigenous markets. On the one hand modern imported goods may be used in an everyday setting, while on the other hand other traditional objects may still be required for ritually significant events. Within this context trade and exchange attitudes are inverted. What are utilitarian objects to a Westerner may be prized objects in other cultures - when transformed by local ingenuity - principally for aesthetic value. In the same way, the West imports goods from other peoples and in certain circumstances categorises them as ‘art’.

Collections act as an ever-expanding database, not merely for scholars and anthropologists, but for people involved in a whole range of educational and artistic purposes. These include schools and universities as well as colleges of art and design. The provision of information about non-Western aesthetics and techniques, not just for designers and artists but for all visitors, is a growing responsibility for a Department whose own context is an increasingly multicultural European society.

Questions 1-6

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

TRUE if the statement is true according to the passage

FALSE if the statement is false according to the passage

NOT GIVEN if the information is not given in the passage

1 The twentieth-century collections come mainly from mainstream societies such as the US and Europe.

- **A** ○ TRUE
- **B** ○ FALSE
- **C** ○ NOT GIVEN

2 The Department of Ethnography focuses mainly on modern societies.

- **A** ○ TRUE
- **B** ○ FALSE
- **C** ○ NOT GIVEN

3 The Department concentrates on collecting single unrelated objects of great value.

- **A** ○ TRUE
- **B** ○ FALSE
- **C** ○ NOT GIVEN

4 The textile collection of the Department of Ethnography is the largest in the world.

- **A** ○ TRUE
- **B** ○ FALSE
- **C** ○ NOT GIVEN

5 Traditional societies are highly inventive in terms of technology.

A ○ TRUE

B ○ FALSE

C ○ NOT GIVEN

6 Many small-scale societies have survived and adapted in spite of predictions to the contrary.

A ○ TRUE

B ○ FALSE

C ○ NOT GIVEN

Questions 7-12

Some of the exhibits at the Department of Ethnography are listed below.

The writer gives these exhibits as examples of different collection types.

Match each exhibit with the collection type with which it is associated in Reading Passage 1.

NB You may use any collection type more than once.

AT. Artefact Types

EC. Evolution of Ceremony

FA. Field Assemblages

SE. Social Experience

TS. Technical Series

	AT	EC	FA	SE	TS
7 Bolivian textiles	○	○	○	○	○
8 Indian coracles	○	○	○	○	○
9 airport art	○	○	○	○	○
10 Arctic kayaks	○	○	○	○	○
11 necessities of life of an Arabian farmer	○	○	○	○	○

	AT	EC	FA	SE	TS
12 tents from the Middle East	○	○	○	○	○

PASSAGE 2

You should spend about 20 minutes on Questions 13-25 which are based on Reading Passage 2 on the following pages.

Secrets of the Forest

13

A In 1942 Allan R Holmberg, a doctoral student in anthropology from Yale University, USA, ventured deep into the jungle of Bolivian Amazonia and searched out an isolated band of Siriono Indians. The Siriono, Holmberg later wrote, led a "strikingly backward" existence. Their villages were little more than clusters of thatched huts. Life itself was a perpetual and punishing search for food: some families grew manioc and other starchy crops in small garden plots cleared from the forest, while other members of the tribe scoured the country for small game and promising fish holes. When local resources became depleted, the tribe moved on. As for technology, Holmberg noted, the Siriono "may be classified among the most handicapped peoples of the world". Other than bows, arrows and crude digging sticks, the only tools the Siriono seemed to possess were "two machetes worn to the size of pocket-knives".

14

B Although the lives of the Siriono have changed in the intervening decades, the image of them as Stone Age relics has endured. Indeed, in many respects the Siriono epitomize the popular conception of life in Amazonia. To casual observers, as well as to influential natural scientists and regional planners, the luxuriant forests of Amazonia seem ageless, unconquerable, a habitat totally hostile to human civilization. The apparent simplicity of Indian ways of life has been judged an evolutionary adaptation to forest ecology, living proof that Amazonia could not - and cannot - sustain a more complex society. Archaeological traces of far more elaborate cultures have been dismissed as the ruins of invaders from outside the region, abandoned to decay in the uncompromising tropical environment.

C The popular conception of Amazonia and its native residents would be enormously consequential if it were true. But the human history of Amazonia in the past 11,000 years betrays that view as myth. Evidence gathered in recent years from anthropology and archaeology indicates that the region has supported a series of indigenous cultures for eleven thousand years; an extensive network of complex societies - some with populations perhaps as large as 100,000 - thrived there for more than 1,000 years before the arrival of Europeans. (Indeed, some contemporary tribes, including the Siriono, still live among the earthworks of earlier cultures.) Far from being evolutionarily retarded, prehistoric Amazonian people developed technologies and cultures that were advanced for their time. If the lives of Indians today seem "primitive", the appearance is not the result of some environmental adaptation or ecological barrier; rather it is a comparatively recent adaptation to centuries of economic and political pressure. Investigators who argue otherwise have unwittingly projected the present onto the past.

15

D The evidence for a revised view of Amazonia will take many people by surprise. Ecologists have assumed that tropical ecosystems were shaped entirely by natural forces and they have focused their research on habitats they believe have escaped human influence. But as the University of Florida ecologist, Peter Feinsinger, has noted, an approach that leaves people out of the equation is no longer tenable. The archaeological evidence shows that the natural history of Amazonia is to a surprising extent tied to the activities of its prehistoric inhabitants.

E The realization comes none too soon. In June 1992 political and environmental leaders from across the world met in Rio de Janeiro to discuss how developing countries can advance their economies without destroying their natural resources. The challenge is especially difficult in Amazonia. Because the tropical forest has been depicted as ecologically unfit for large-scale human occupation, some environmentalists have opposed development of any kind. Ironically, one major casualty of that extreme position has been the environment itself. While policy makers struggle to define and implement appropriate legislation, development of the most destructive kind has continued apace over vast areas.

F The other major casualty of the "naturalism" of environmental scientists has been the indigenous Amazonians, whose habits of hunting, fishing, and slash-and-burn cultivation often have been represented as harmful to the habitat. In the clash between environmentalists and developers, the Indians, whose presence is in fact crucial to the survival of the forest, have suffered the most. The new understanding of the pre-history of Amazonia, however, points toward a middle ground. Archaeology makes clear that with judicious management selected parts of the region could support more people than anyone thought before. The long-buried past, it seems, offers hope for the future.

Questions 13-15

Reading Passage 2 has six sections A-F.

Choose the most suitable headings for sections A, B and D from the list of headings below.

i. **Amazonia as unable to sustain complex societies**

ii. **The role of recent technology in ecological research in Amazonia**

iii. **The hostility of the indigenous population to North American influences**

iv. **Recent evidence**

v. **Early research among the Indian Amazons**

vi. **The influence of prehistoric inhabitants on Amazonian natural history**

vii. **The great difficulty of changing local attitudes and practices**

Questions 16-21

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

YES if the statement agrees with the views of the writer

NO if the statement contradicts the views of the writer

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

16 The reason for the simplicity of the Indian way of life is that Amazonia has always been unable to support a more complex society.

A ○ YES

B ○ NO

C ○ NOT GIVEN

17 There is a crucial popular misconception about the human history of Amazonia.

A ○ YES

B ○ NO

C ○ NOT GIVEN

18 There are lessons to be learned from similar ecosystems in other parts of the world.

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

19 Most ecologists were aware that the areas of Amazonia they were working in had been shaped by human settlement.

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

20 The indigenous Amazonian Indians are necessary to the well-being of the forest.

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

21 It would be possible for certain parts of Amazonia to support a higher population.

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

Questions 22-25

Choose the appropriate letters A-D.

22 In 1942 the US anthropology student concluded that the Siriono

- **A** ○ were unusually aggressive and cruel.
- **B** ○ had had their way of life destroyed by invaders.
- **C** ○ were an extremely primitive society.
- **D** ○ had only recently made permanent settlements.

23 The author believes recent discoveries of the remains of complex societies in Amazonia

- **A** ○ are evidence of early indigenous communities.
- **B** ○ are the remains of settlements by invaders.
- **C** ○ are the ruins of communities established since the European invasions.
- **D** ○ show the region has only relatively recently been covered by forest.

24 The assumption that the tropical ecosystem of Amazonia has been created solely by natural forces

- **A** ○ has often been questioned by ecologists in the past.
- **B** ○ has been shown to be incorrect by recent research.
- **C** ○ was made by Peter Feinsinger and other ecologists.
- **D** ○ has led to some fruitful discoveries.

25 The application of our new insights into the Amazonian past would

- **A** ○ warn us against allowing any development at all.
- **B** ○ cause further suffering to the Indian communities.
- **C** ○ change present policies on development in the region.
- **D** ○ reduce the amount of hunting, fishing, and 'slash-and-burn'.

PASSAGE 3

You should spend about 20 minutes on Questions 26-40 which are based on Reading Passage 3 below.

HIGHS & LOWS

Hormone levels - and hence our moods -may be affected by the weather. Gloomy weather can cause depression, but sunshine appears to raise the spirits. In Britain, for example, the dull weather of winter drastically cuts down the amount of sunlight that is experienced which strongly affects some people. They become so depressed and lacking in energy that their work and social life are affected. This condition has been given the name SAD (Seasonal Affective Disorder). Sufferers can fight back by making the most of any sunlight in winter and by spending a few hours each day under special, full-spectrum lamps. These provide more ultraviolet and blue-green light than ordinary fluorescent and tungsten lights. Some Russian scientists claim that children learn better after being exposed to ultraviolet light. In warm countries, hours of work are often arranged so that workers can take a break, or even a siesta, during the hottest part of the day. Scientists are working to discover the links between the weather and human beings' moods and performance.

It is generally believed that tempers grow shorter in hot, muggy weather. There is no doubt that 'crimes against the person' rise in the summer, when the weather is hotter and fall in the winter when the weather is colder. Research in the United States has shown a relationship between temperature and street riots. The frequency of riots rises dramatically as the weather gets warmer, hitting a peak around 27-30°C. But is this effect really due to a mood change caused by the heat? Some scientists argue that trouble starts more often in hot weather merely because there are more people in the street when the weather is good.

Psychologists have also studied how being cold affects performance. Researchers compared divers working in icy cold water at 5°C with others in water at 20°C (about swimming pool temperature). The colder water made the divers worse at simple arithmetic and other mental tasks. But significantly, their performance was impaired as soon as they were put into the cold water - before their bodies had time to cool down. This suggests that the low temperature did not slow down mental functioning directly, but the feeling of cold distracted the divers from their tasks.

Psychologists have conducted studies showing that people become less sceptical and more optimistic when the weather is sunny However, this apparently does not just depend on the temperature. An American psychologist studied customers in a temperature-controlled restaurant. They gave bigger tips when the sun was shining and smaller tips when it wasn't, even though the temperature in the restaurant was the same. A link between weather and mood is made believable by the evidence for a connection between behaviour and the length of the daylight hours. This in turn might involve the level of a hormone called melatonin, produced in the pineal gland in the brain. The amount of melatonin falls with greater exposure to daylight. Research shows that melatonin plays an important part in the seasonal behaviour of certain animals. For example, food consumption of stags increases during the winter, reaching a peak in

February/ March. It falls again to a low point in May, then rises to a peak in September, before dropping to another minimum in November. These changes seem to be triggered by varying melatonin levels.

In the laboratory, hamsters put on more weight when the nights are getting shorter and their melatonin levels are falling. On the other hand, if they are given injections of melatonin, they will stop eating altogether. It seems that time cues provided by the changing lengths of day and night trigger changes in animals' behaviour - changes that are needed to cope with the cycle of the seasons. People's moods too, have been shown to react to the length of the daylight hours. Sceptics might say that longer exposure to sunshine puts people in a better mood because they associate it with the happy feelings of holidays and freedom from responsibility. However, the belief that rain and murky weather make people more unhappy is borne out by a study in Belgium, which showed that a telephone counselling service gets more telephone calls from people with suicidal feelings when it rains.

When there is a thunderstorm brewing, some people complain of the air being 'heavy' and of feeling irritable, moody and on edge. They may be reacting to the fact that the air can become slightly positively charged when large thunderclouds are generating the intense electrical fields that cause lightning flashes. The positive charge increases the levels of serotonin (a chemical involved in sending signals in the nervous system). High levels of serotonin in certain areas of the nervous system make people more active and reactive and, possibly, more aggressive. When certain winds are blowing, such as the Mistral in southern France and the Fohn in southern Germany, mood can be affected - and the number of traffic accidents rises. It may be significant that the concentration of positively charged particles is greater than normal in these winds. In the United Kingdom, 400,000 ionizers are sold every year. These small machines raise the number of negative ions in the air in a room. Many people claim they feel better in negatively charged air.

Questions 26-28

Choose the appropriate letters A—D.

26 Why did the divers perform less well in colder conditions?

- **A** ○ They were less able to concentrate.
- **B** ○ Their body temperature fell too quickly.
- **C** ○ Their mental functions were immediately affected by the cold.
- **D** ○ They were used to swimming pool conditions.

27 The number of daylight hours

- **A** ○ affects the performance of workers in restaurants.
- **B** ○ influences animal feeding habits.
- **C** ○ makes animals like hamsters more active.
- **D** ○ prepares humans for having greater leisure time.

28 Human irritability may be influenced by

- **A** ○ how nervous and aggressive people are.
- **B** ○ reaction to certain weather phenomena.
- **C** ○ the number of ions being generated by machines.
- **D** ○ the attitude of people to thunderstorms.

Questions 29-34

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

TRUE if the statement is true according to the passage

FALSE if the statement is false according to the passage

NOT GIVEN if the information is not given in the passage

29 Seasonal Affective Disorder is disrupting children's education in Russia.

- **A** ○ TRUE
- **B** ○ FALSE
- **C** ○ NOT GIVEN

30 Serotonin is an essential cause of human aggression.

- **A** ○ TRUE
- **B** ○ FALSE
- **C** ○ NOT GIVEN

31 Scientific evidence links 'happy associations with weather' to human mood.

- **A** ○ TRUE
- **B** ○ FALSE
- **C** ○ NOT GIVEN

32 A link between depression and the time of year has been established.

- **A** ○ TRUE
- **B** ○ FALSE
- **C** ○ NOT GIVEN

33 Melatonin levels increase at certain times of the year.

- **A** ○ TRUE
- **B** ○ FALSE
- **C** ○ NOT GIVEN

34 Positively charged ions can influence eating habits.

- **A** ○ TRUE
- **B** ○ FALSE

C ○ NOT GIVEN

Questions 35-37

Choose THREE letters A—G.

35 36 37 According to the text which THREE of the following conditions have been scientifically proved to have a psychological effect on humans?

A ☐ lack of negative ions

B ☐ rainy weather

C ☐ food consumption

D ☐ high serotonin levels

E ☐ sunny weather

F ☐ freedom from worry

G ☐ lack of counselling facilities

Questions 38-40

Complete each of the following statements with the best ending from the box below.

• It has been established that social tension increases significantly in the United States during ...

38 _____

• Research has shown that a hamster's bodyweight increases according to its exposure to

39 _____

• Animals cope with changing weather and food availability because they are influenced by...

40 _____

A. **daylight**

B. **hot weather**

C. **melatonin**

D. **moderate temperatures**

E. **poor co-ordination**

F. **time cues**

G. **impaired performance**

Answer Key

#	Answer	Explanation
1	**FALSE**	While this includes complex kingdoms, as in Africa, and ancient empires, such as those of the Americas, the primary focus of attention in the twentieth century has been on small-scale societies
2	**FALSE**	the primary focus of attention in the twentieth century has been on small-scale societies
3	**FALSE**	the collecting emphasis has often been less on individual objects than on groups of material which allow the display of a broad range of a society's cultural expressions
4	**NOT GIVEN**	The material collected includes great technical series – for instance, of textiles from Bolivia, Guatemala, Indonesia and areas of West Africa – or of artefact types such as boats
5	**TRUE**	In fact, traditional practices draw on a continuing wealth of technological ingenuity
6	**TRUE**	it was assumed that economic progress would rapidly lead to the disappearance or assimilation of many small-scale societies. Therefore, it was felt that the Museum should acquire materials representing people whose art or material culture, ritual or political structures were on the point of irrevocable change. This attitude altered with the realisation that marginal communities can survive and adapt
7	**TS**	The material collected includes great technical series – for instance, of textiles from Bolivia, Guatemala, Indonesia and areas of West Africa – or of artefact types such as boats
8	**AT**	The material collected includes great technical series – for instance, of textiles from Bolivia, Guatemala, Indonesia and areas of West Africa – or of artefact types such as boats. The latter include working examples of coracles from India, reed boats from Lake Titicaca in the Andes, kayaks from the Arctic, and dug-out canoes from several countries
9	**FA**	The field assemblages, such as those from the Sudan, Madagascar and Yemen, include a whole range of material culture representative of one people. This might cover the necessities of life of an African herdsman or an Arabian farmer, ritual objects, or even on occasion airport art
10	**AT**	The material collected includes great technical series – for instance, of textiles from Bolivia, Guatemala, Indonesia and areas

#	Answer	Explanation
		of West Africa – or of artefact types such as boats. The latter include working examples of coracles from India, reed boats from Lake Titicaca in the Andes, kayaks from the Arctic, and dug-out canoes from several countries
11	**FA**	The field assemblages, such as those from the Sudan, Madagascar and Yemen, include a whole range of material culture representative of one people. This might cover the necessities of life of an African herdsman or an Arabian farmer, ritual objects, or even on occasion airport art
12	**SE**	Again, a series of acquisitions might represent a decade's fieldwork documenting social experience as expressed in the varieties of clothing and jewellery styles, tents and camel trappings from various Middle Eastern countries
13	**v**	In 1942 Allan R Holmberg, a doctoral student in anthropology from Yale University, USA, ventured deep into the jungle of Bolivian Amazonia and searched out an isolated band of Siriono Indians
14	**i**	The apparent simplicity of Indian ways of life has been judged an evolutionary adaptation to forest ecology, living proof that Amazonia could not – and cannot – sustain a more complex society
15	**vi**	The archaeological evidence shows that the natural history of Amazonia is to a surprising extent tied to the activities of its prehistoric inhabitants
16	**NO**	If the lives of Indians today seem "primitive", the appearance is not the result of some environmental adaptation or ecological barrier; rather it is a comparatively recent adaptation to centuries of economic and political pressure
17	**YES**	The popular conception of Amazonia and its native residents would be enormously consequential if it were true. But the human history of Amazonia in the past 11,000 years betrays that view as myth
18	**NOT GIVEN**	In 1942 Allan R Holmberg, a doctoral student in anthropology from Yale University, USA, ventured deep into the jungle of Bolivian Amazonia and searched out an isolated band of Siriono Indians
19	**NO**	Ecologists have assumed that tropical ecosystems were shaped entirely by natural forces and they have focused their research on habitats they believe have escaped human influence
20	**YES**	In the clash between environmentalists and developers, the Indians, whose presence is in fact crucial to the survival of the forest, have suffered the most
21	**YES**	Archaeology makes clear that with judicious management selected parts of the region could support more people than anyone thought before

#	Answer	Explanation
22	**C**	The Siriono, Holmberg later wrote, led a “strikingly backward” existence
23	**A**	Evidence gathered in recent years from anthropology and archaeology indicates that the region has supported a series of indigenous cultures for eleven thousand years; an extensive network of complex societies – some with populations perhaps as large as 100,000 – thrived there for more than 1,000 years before the arrival of Europeans
24	**B**	The archaeological evidence shows that the natural history of Amazonia is to a surprising extent tied to the activities of its prehistoric inhabitants
25	**C**	The new understanding of the pre-history of Amazonia, however, points toward a middle ground. Archaeology makes clear that with judicious management selected parts of the region could support more people than anyone thought before
26	**A**	This suggests that the low temperature did not slow down mental functioning directly, but the feeling of cold distracted the divers from their tasks
27	**B**	The amount of melatonin falls with greater exposure to daylight. Research shows that melatonin plays an important part in the seasonal behaviour of certain animals. For example, food consumption of stags increases during the winter, reaching a peak in February/ March
28	**B**	When there is a thunderstorm brewing, some people complain of the air being ‘heavy’ and of feeling irritable, moody and on edge
29	**NOT GIVEN**	Some Russian scientists claim that children learn better after being exposed to ultraviolet light
30	**FALSE**	High levels of serotonin in certain areas of the nervous system make people more active and reactive and, possibly, more aggressive
31	**FALSE**	Sceptics might say that longer exposure to sunshine puts people in a better mood because they associate it with the happy feelings of holidays and freedom from responsibility
32	**TRUE**	In Britain, for example, the dull weather of winter drastically cuts down the amount of sunlight that is experienced which strongly affects some people. They become so depressed and lacking in energy that their work and social life are affected. This condition has been given the name SAD (Seasonal Affective Disorder)
33	**TRUE**	The amount of melatonin falls with greater exposure to daylight

#	Answer	Explanation
34	**NOT GIVEN**	The positive charge increases the levels of serotonin (a chemical involved in sending signals in the nervous system). High levels of serotonin in certain areas of the nervous system make people more active and reactive and, possibly, more aggressive Research shows that melatonin plays an important part in the seasonal behaviour of certain animals. For example, food consumption of stags increases during the winter, reaching a peak in February/ March
35	**B / D / E**	Psychologists have conducted studies showing that people become less sceptical and more optimistic when the weather is sunny However, the belief that rain and murky weather make people more unhappy is borne out by a study in Belgium, which showed that a telephone counselling service gets more telephone calls from people with suicidal feelings when it rains High levels of serotonin in certain areas of the nervous system make people more active and reactive and, possibly, more aggressive
36	**B / D / E**	Psychologists have conducted studies showing that people become less sceptical and more optimistic when the weather is sunny However, the belief that rain and murky weather make people more unhappy is borne out by a study in Belgium, which showed that a telephone counselling service gets more telephone calls from people with suicidal feelings when it rains High levels of serotonin in certain areas of the nervous system make people more active and reactive and, possibly, more aggressive
37	**B / D / E**	Psychologists have conducted studies showing that people become less sceptical and more optimistic when the weather is sunny However, the belief that rain and murky weather make people more unhappy is borne out by a study in Belgium, which showed that a telephone counselling service gets more telephone calls from people with suicidal feelings when it rains High levels of serotonin in certain areas of the nervous system make people more active and reactive and, possibly, more aggressive
38	**B**	Research in the United States has shown a relationship between temperature and street riots. The frequency of riots rises dramatically as the weather gets warmer, hitting a peak around 27-30°C
39	**A**	The amount of melatonin falls with greater exposure to daylight In the laboratory, hamsters put on more weight when the nights are getting shorter and their melatonin levels are falling
40	**F**	It seems that time cues provided by the changing lengths of day and night trigger changes in animals' behaviour – changes that are needed to cope with the cycle of the seasons

Cambridge IELTS 03 Academic Reading Test 4

PASSAGE 1

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

Port One

A Air pollution is increasingly becoming the focus of government and citizen concern around the globe. From Mexico City and New York, to Singapore and Tokyo, new solutions to this old problem are being proposed, Mailed and implemenred with ever increasing speed. It is feared that unless pollution reduction measures are able to keep pace with the continued pressures of urban growth, air quality in many of the world's major cities will deteriorate beyond reason.

B Acrion is being taken along several fronts: through new legislation, improved enforcement and innovative technology. In Los Angeles, state regulations are forcing manufacturers to try to sell ever cleaner cars: their first of the cleanest, titled "Zero Emission Vehicles', hove to be available soon, since they are intended to make up 2 per cent of sales in 1997. Local authorities in London are campaigning to be allowed to enforce anti-pollution lows themselves; at present only rhe police have the power to do so, but they tend to be busy elsewhere. In Singapore, renting out toad space to users is the woy of the future.

C When Dritain's Royal Automobile Club monitored rhe exhausts of 60,000 vehicles, it found that 12 per cent of them produced more than half the total pollution. Older cars were the worst offenders; though a sizeable number of quire new cars were also identified as gross polluters, they were simply badly tuned. California has developed a scheme to get these gross polluters off rhe streets: they offer a flat $700 for any old, run-down vehicle driven in by its owner. The aim is to remove rhe heaviesr-polluring, most decrepit vehicles from rhe roads.

D As part of a European Union environmental programme, a London council is resting an infra-red specrrometer from rhe University of Denver in Colorado. It gauges the pollution from a passing vehicle - more useful than the annual stationary rest that is the British standard today - by bouncing a beam through the exhaust and measuring what gets blocked. The councils next step may be to link the system to a computerised video camera able to read number plates automatically.

E The effort to clean up cars may do little to cut pollution if nothing is done about the tendency to drive them more. Los Angeles has some of the world's cleanest cars - far better than those of Europe - but the total number of miles those cars drive continues to grow. One solution is car-pooling, an arrangement in which a number of people who share the same destination share the use of one car. However, the average number of people in o car on the freeway in Los Angeles, which is 1.0, has been falling steadily. Increasing it would be an effecrive way of reducing emissions as well as easing congestion. The trouble is, Los Angelenos seem to like being alone in their cars.

F Singapore has for a while had o scheme that forces drivers to buy a badge if they wish to visit a certain parr of the city. Electronic innovations make possible increasing sophistication: rates can vary according to road conditions, time of day and so on. Singapore is advancing in this direction, with a city-wide network of transmittets to collect information and charge drivers as they pass certain points. Such road-pricing, however, can be conrroversial. When the local government in Cambridge, England, considered introducing Singaporean techniques, it faced vocal and ultimately successful opposition.

Part Two

The scope of the problem facing the world's cities is immense. In 1992, the United Nations Environmental Programme and the World Healrh Organisation (WHO) concluded that all of a sample of twenty megacities - places likely to have more than ten million inhabitants in the year 2000 - already exceeded the level the WHO deems healthy in at least one major pollutant. Two-thirds of them exceeded the guidelines for two, seven for three or more.

Of the six pollutants monitored by the WHO - carbon dioxide, nittogen dioxide, ozone, sulphur dioxide, lead and parriculate matter - it is this last category rhar is attracting the most attention from health researchers. PM10, a sub-category of particulate matter measuring ten-millionths of a mette across, has been implicated in thousands of deaths a year in Britain alone. Research being conducred in two counties of Southern California is reaching similarly disturbing conclusions concerning this little-understood pollutant.

A world-wide rise in allergies, particularly asthma, over the past four decades is now said to be linked with increased air pollution. The lungs and brains of children who grow up in pollured air offer further evidence of its desttuctive power The old and ill, however, are the most vulnerable to the acute effects of heavily polluted stagnant air. It con actually hasten death, os it did in December 1991 when a cloud of exhaust fumes lingered over the city of London for over a week.

The United Nations has estimated that in the year 2000 there will be twenty-four mega-cities and a further eighty-five cities of more than three million people. The ptessure on public officials, corporations and urban citizens to reverse established trends in air pollution is likely to grow in proportion with the growth of cities themselves. Progress is being made. The quesrion, though, remains rhe same: 'Will change happen quickly enough?'

Questions 1-5

Look at the following solutions and locations.

Match each solution with one location.

NB You may use any location more than once.

Singapore

Tokyo

London

New York

Mexico City

Cambridge

Los Angeles

1 Manufacturers must sell cleaner cars. _____

2 Authorities want to have power to enforce anti-pollution laws. _____

3 Drivers will be charged according to the roads they use. _____

4 Moving vehicles will be monitored for their exhaust emissions. _____

5 Commuters are encouraged to share their vehicles with others. _____

Questions 6-10

Do the following statements reflect the claims of the writer in Reading Passage 1?

YES if the statement reflects 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

6 According to British research, a mere twelve per cent of vehicles tested produced over fifty per cent of total pollution produced by the sample group.

A ○ YES

B ○ NO

C ○ NOT GIVEN

7 It is currently possible to measure the pollution coming from individual vehicles whilst they are moving.

A ○ YES

B ○ NO

C ○ NOT GIVEN

8 Residents of Los Angeles are now tending to reduce the yearly distances they travel by car.

A ○ YES

B ○ NO

C ○ NOT GIVEN

9 Car-pooling has steadily become more popular in Los Angeles in recent years.

A ○ YES

B ○ NO

C ○ NOT GIVEN

10 Charging drivers for entering certain parts of the city has been successfully done in Cambridge, England.

A ○ YES

B ○ NO

C ○ NOT GIVEN

Questions 11-13

Choose the appropriate letters A—D.

11 How many pollutants currently exceed WHO guidelines in all megacities studied?

A ○ one

B ○ two

C ○ three

D ○ seven

12 Which pollutant is currently the subject of urgent research?

A ○ nitrogen dioxide

B ○ ozone

C ○ lead

D ○ particulate matter

13 Which of the following groups of people are the most severely affected by intense air pollution?

A ○ allergy sufferers

B ○ children

C ○ the old and ill

D ○ asthma sufferers

PASSAGE 2

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

VOTES FOR WOMEN

The suffragette movement, which campaigned for votes for women in the early twentieth century, is most commonly associated with the Pankhurst family and militant acts of varying degrees of violence. The Museum of London has drawn on its archive collection to convey a fresh picture with its exhibition *The Purple, White and Green: Suffragettes in London 1906-14*.

The name is a reference to the colour scheme that the Women's Social and Political Union (WSPU) created to give the movement a uniform, nationwide image. By doing so, it became one of the first groups to project a corporate identity, and it is this advanced marketing strategy, along with the other organisational and commercial achievements of the WSPU, to which the exhibition is devoted.

Formed in 1903 by the political campaigner Mrs Emmeline Pankhurst and her daughters Christabel and Sylvia, the WSPU began an educated campaign to put women's suffrage on the political agenda. New Zealand, Australia and parts of the United States had already enfranchised women, and growing numbers of their British counterparts wanted the same opportunity.

With their slogan 'Deeds not words', and the introduction of the colour scheme, the WSPU soon brought the movement the cohesion and focus it had previously lacked. Membership grew rapidly as women deserted the many other, less directed, groups and joined it. By 1906 the WSPU headquarters, called the Women's Press Shop, had been established in Charing Cross Road and in spite of limited communications (no radio or television, and minimal use of the telephone) the message had spread around the country, with members and branch officers stretching to as far away as Scotland.

The newspapers produced by the WSPU, first *Votes for Women* and later *The Suffragette*, played a vital role in this communication. Both were sold throughout the country and proved an invaluable way of informing members of meetings, marches, fund-raising events and the latest news and views on the movement.

Equally importantly for a rising political group, the newspaper returned a profit. This was partly because advertising space was bought in the paper by large department stores such as Selfridges, and jewellers such as Mappin & Webb. These two, together with other like-minded commercial enterprises sympathetic to the cause, had quickly identified a direct way to reach a huge market of women, many with money to spend.

The creation of the colour scheme provided another money-making opportunity which the WSPU was quick to exploit. The group began to sell playing cards, board games, Christmas and greeting cards, and countless other goods, all in the purple, white and green colours. In 1906 such merchandising of a corporate identity was a new marketing concept.

But the paper and merchandising activities alone did not provide sufficient funds for the WSPU to meet organisational costs, so numerous other fund-raising activities combined to fill the coffers of the ‘war chest’. The most notable of these was the Woman’s Exhibition, which took place in 1909 in a Knightsbridge ice-skating rink, and in 10 days raised the equivalent of £250,000 today.

The Museum of London’s exhibition is largely visual, with a huge number of items on show. Against a quiet background hum of street sounds, copies of *The Suffragette*, campaign banners and photographs are all on display, together with one of Mrs Pankhurst’s shoes and a number of purple, white and green trinkets.

Photographs depict vivid scenes of a suffragette’s life: WSPU members on a self-proclaimed ‘monster’ march, wearing their official uniforms of a white frock decorated with purple, white and green accessories; women selling *The Suffragette* at street corners, or chalking up pavements with details of a forthcoming meeting.

Windows display postcards and greeting cards designed by women artists for the movement, and the quality of the artwork indicates the wealth of resources the WSPU could call on from its talented members.

Visitors can watch a short film made up of old newsreels and cinema material which clearly reveals the political mood of the day towards the suffragettes. The programme begins with a short film devised by the ‘antis’ - those opposed to women having the vote -depicting a suffragette as a fierce harridan bullying her poor, abused husband. Original newsreel footage shows the suffragette Emily Wilding Davison throwing herself under King George V’s horse at a famous race-

Although the exhibition officially charts the years 1906 to 1914, graphic display boards outlining the bills of enfranchisement of 1918 and 1928, which gave the adult female populace of Britain the vote, show what was achieved. It demonstrates how advanced the suffragettes were in their thinking, in the marketing of their campaign, and in their work as shrewd and skilful image-builders. It also conveys a sense of the energy and ability the suffragettes brought to their fight for freedom and equality. And it illustrates the intelligence employed by women who were at that time deemed by several politicians to have ‘brains too small to know how to vote’.

Questions 14-15

Choose the appropriate letters A-D.

14 What is the main aspect of the suffragette movement's work to which the exhibition at the Museum of London is devoted?

- **A** ○ the role of the Pankhurst family in the suffrage movement
- **B** ○ the violence of the movement's political campaign
- **C** ○ the success of the movement's corporate image
- **D** ○ the movement's co-operation with suffrage groups overseas

15 Why was the WSPU more successful than other suffrage groups?

- **A** ○ Its leaders were much better educated.
- **B** ○ It received funding from movements abroad.
- **C** ○ It had access to new technology.
- **D** ○ It had a clear purpose and direction.

Questions 16-17

Choose TWO letters A-E.

16 **17** In which TWO of the following years were laws passed allowing British women to vote?

- **A** ☐ 1906
- **B** ☐ 1909
- **C** ☐ 1914
- **D** ☐ 1918
- **E** ☐ 1928

Questions 18-20

Complete the notes below.

Choose NO MORE THAN THREE WORDS from Reading Passage 2 for each answer.

Three ways in which the WSPU raised money:

- the newspapers: mainly through selling **18** _____
- merchandising activities: selling a large variety of goods produced in their **19** _____
- additional fund-raising activities: for example, **20** _____

Questions 21-27

Do the following statements reflect the situation as described by the writer in Reading Passage 2?

YES if the statement reflects the situation as described by the writer

NO if the statement contradicts the writer

NOT GIVEN if it is impossible to know what the situation is from the passage

21 In 1903 women in Australia were still not allowed to vote.

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

22 The main organs of communication for the WSPU were its two newspapers.

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

23 The work of the WSPU was mainly confined to London and the south.

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

24 The WSPU's newspapers were mainly devoted to society news and gossip.

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

25 The Woman's Exhibition in 1909 met with great opposition from Parliament.

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

26 The Museum of London exhibition includes some of the goods sold by the movement.

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

27 The opponents of the suffragettes made films opposing the movement.

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

Questions 28-28

Choose the appropriate letter A-D.

28 The writer of the article finds the exhibition to be

- **A** ○ misleading.
- **B** ○ exceptional.
- **C** ○ disappointing.
- **D** ○ informative.

PASSAGE 3

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

Measuring Organisational Performance

There is clear-cut evidence that, for a period of at least one year, supervision which increases the direct pressure for productivity can achieve significant increases in production. However, such short-term increases are obtained only at a substantial and serious cost to the organisation.

To what extent can a manager make an impressive earnings record over a short period of one to three years by exploiting the company's investment in the human organisation in his plant or division? To what extent will the quality of his organisation suffer if he does so? The following is a description of an important study conducted by the Institute for Social Research designed to answer these questions.

The study covered 500 clerical employees in four parallel divisions. Each division was organised in exactly the same way, used the same technology, did exactly the same kind of work, and had employees of comparable aptitudes.

Productivity in all four of the divisions depended on the number of clerks involved. The work entailed the processing of accounts and generating of invoices. Although the volume of work was considerable, the nature of the business was such that it could only be processed as it came along. Consequently, the only way in which productivity could be increased was to change the size of the workgroup.

The four divisions were assigned to two experimental programmes on a random basis. Each programme was assigned at random a division that had been historically high in productivity and a division that had been below average in productivity. No attempt was made to place a division in the programme that would best fit its habitual methods of supervision used by the manager, assistant managers, supervisors and assistant supervisors.

The experiment at the clerical level lasted for one year. Beforehand, several months were devoted to planning, and there was also a training period of approximately six months. Productivity was measured continuously and computed weekly throughout the year. The attitudes of employees and supervisory staff towards their work were measured just before and after the period.

Turning now to the heart of the study, in two divisions an attempt was made to change the supervision so that the decision levels were pushed down and detailed supervision of the workers reduced. More general supervision of the clerks and their supervisors was introduced. In addition, the managers, assistant managers, supervisors and assistant supervisors of these two divisions were trained in group methods of leadership, which they endeavoured to use as much as their skill would permit during the experimental year. For easy reference, the experimental changes in these two divisions will be labelled the 'participative programme'.

In the other two divisions, by contrast, the programme called for modifying the supervision so as to increase the closeness of supervision and move the decision levels upwards. This will be labelled the ‘hierarchically controlled programme’. These changes were accomplished by a further extension of the scientific management approach. For example, one of the major changes made was to have the jobs timed and to have standard times computed. This showed that these divisions were overstaffed by about 30%. The general manager then ordered the managers of these two divisions to cut staff by 25%. This was done by transfers without replacing the persons who left; no one was to be dismissed.

Results of the Experiment

Changes in Productivity

Figure 1 shows the changes in salary costs per unit of work, which reflect the change in productivity that occurred in the divisions. As will be observed, the hierarchically controlled programmes increased productivity by about 25%. This was a result of the direct orders from the general manager to reduce staff by that amount. Direct pressure produced a substantial increase in production.

A significant increase in productivity of 20% was also achieved in the participative programme, but this was not as great an increase as in the hierarchically controlled programme. To bring about this improvement, the clerks themselves participated in the decision to reduce the size of the work group. (They were aware of course that productivity increases were sought by management in conducting these experiments.) Obviously, deciding to reduce the size of a work group by eliminating some of its members is probably one of the most difficult decisions for a work group to make. Yet the clerks made it. In fact, one division in the participative programme increased its productivity by about the same amount as each of the two divisions in the hierarchically controlled programme. The other participative division, which historically had been the poorest of all the divisions, did not do so well and increased productivity by only 15%.

Changes in Attitudes

Although both programmes had similar effects on productivity, they had significantly different results in other respects. The productivity increases in the hierarchically controlled programme were accompanied by shifts in an adverse direction in such factors as loyalty, attitudes, interest, and involvement in the work. But just the opposite was true in the participative programme.

For example, Figure 2 shows that when more general supervision and increased participation were provided, the employees’ feeling of responsibility to see that the work got done increased. Again, when the supervisor was away, they kept on working. In the hierarchically controlled programme, however, the feeling of responsibility decreased, and when the supervisor was absent, work tended to stop.

As Figure 3 shows, the employees in the participative programme at the end of the year felt that their manager and assistant manager were ‘closer to them’ than at the beginning of the year. The opposite was true in the hierarchical programme. Moreover, as Figure 4 shows, employees in the participative programme felt that their supervisors were more likely to ‘pull’ for them, or for the company and them, and not be solely interested in the company, while in the hierarchically controlled programme, the opposite trend occurred.

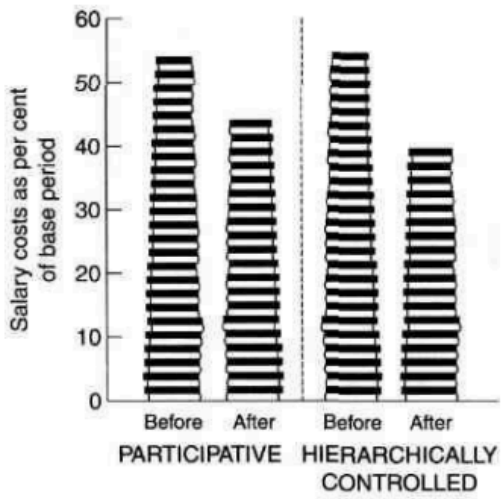


FIGURE 1

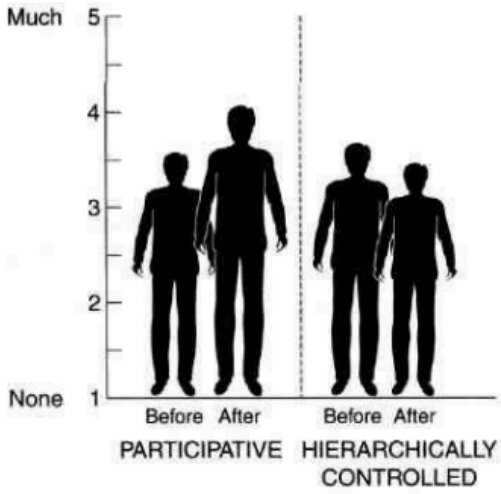


FIGURE 2

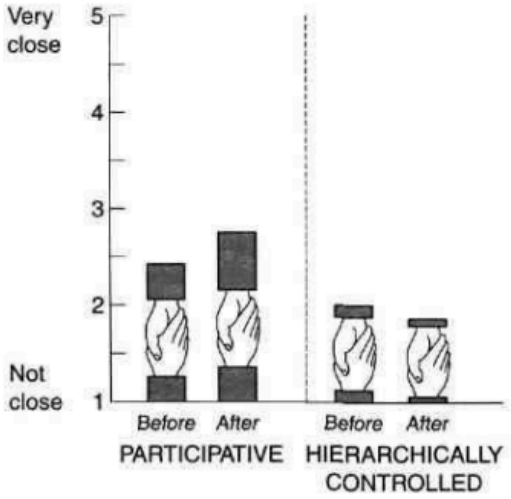


FIGURE 3

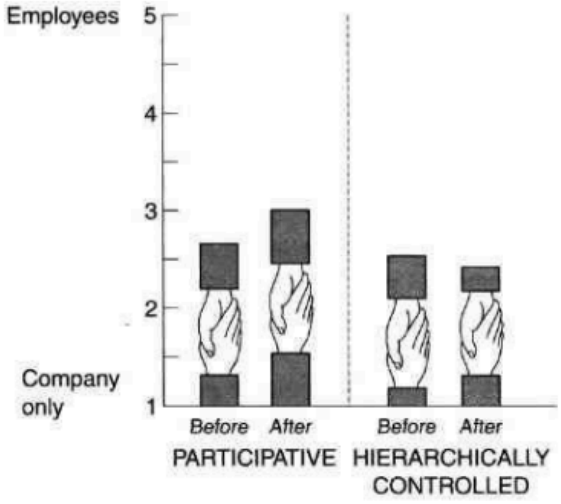


FIGURE 4

Questions 29-31

Choose the appropriate letters A-D.

29 The experiment was designed to

- **A** ○ establish whether increased productivity should be sought at any cost.
- **B** ○ show that four divisions could use the same technology.
- **C** ○ perfect a system for processing accounts.
- **D** ○ exploit the human organisation of a company in order to increase profits.

30 The four divisions

- **A** ○ each employed a staff of 500 clerks.
- **B** ○ each had equal levels of productivity.
- **C** ○ had identical patterns of organisation.
- **D** ○ were randomly chosen for the experiment.

31 Before the experiment

- **A** ○ the four divisions were carefully selected to suit a specific programme.
- **B** ○ each division was told to reduce its level of productivity.
- **C** ○ the staff involved spent a number of months preparing for the study.
- **D** ○ the employees were questioned about their feelings towards the study.

Questions 32-37

Complete the summary below. Choose ONE word from Reading Passage 3 for each answer.

This experiment involved an organisation comprising four divisions, which were divided into two programmes: the hierarchically controlled programme and the participative programme. For a period of one year a different method of **32** _____ was used in each programme. Throughout this time **33** _____ was calculated on a weekly basis.

During the course of the experiment the following changes were made in an attempt to improve performance.

In the participative programme:

- supervision of all workers was **34** _____
- supervisory staff were given training in **35** _____

In the hierarchically controlled programme:

- supervision of all workers was increased.
- work groups were found to be **36** _____ by 30%.
- the work force was **37** _____ by 25%.

Questions 38-41

Look at Figures 1, 2, 3 and 4 in Reading Passage 3.

Choose the most appropriate label, A—I, for each Figure from the box below.

A. Employees' interest in the company

B. Cost increases for the company

C. Changes in productivity

D. Employees' feelings of responsibility towards completion of work

E. Changes in productivity when supervisor was absent

F. Employees' opinion as to extent of personal support from management

G. Employees feel closer to their supervisors

H. Employees' feelings towards increased supervision

I. Supervisors' opinion as to closeness of work group

	A	B	C	D	E	F	G	H	I
38 Fig 1	○	○	○	○	○	○	○	○	○
39 Fig 2	○	○	○	○	○	○	○	○	○
40 Fig 3	○	○	○	○	○	○	○	○	○

	A	B	C	D	E	F	G	H	I
41 Fig 4	○	○	○	○	○	○	○	○	○

Answer Key

#	Answer	Explanation
1	**Los Angeles**	In Los Angeles, state regulations are forcing manufacturers to try to sell ever cleaner cars: their first of the cleanest, titled “Zero Emission Vehicles’, hove to be available soon, since they are intended to make up 2 per cent of sales in 1997
2	**London**	Local authorities in London are campaigning to be allowed to enforce anti-pollution lows themselves; at present only rhe police have the power to do so, but they tend to be busy elsewhere
3	**Singapore**	Singapore is advancing in this direction, with a city-wide network of transmittets to collect information and charge drivers as they pass certain points
4	**London**	As part of a European Union environmental programme, a London council is resting an infra-red specrrometer from rhe University of Denver in Colorado. It gauges the pollution from a passing vehicle – more useful than the annual stationary rest that is the British standard today – by bouncing a beam through the exhaust and measuring what gets blocked
5	**Los Angeles**	One solution is car-pooling, an arrangement in which a number of people who share the same destination share the use of one car. However, the average number of people in o car on the freeway in Los Angeles, which is 1.0, has been falling steadily
6	**YES**	When Dritain’s Royal Automobile Club monitored rhe exhausts of 60,000 vehicles, it found that 12 per cent of them produced more than half the total pollution
7	**YES**	It gauges the pollution from a passing vehicle – more useful than the annual stationary rest that is the British standard today – by bouncing a beam through the exhaust and measuring what gets blocked
8	**NO**	but the total number of miles those cars drive continues to grow
9	**NO**	However, the average number of people in o car on the freeway in Los Angeles, which is 1.0, has been falling steadily
10	**NO**	When the local government in Cambridge, England, considered introducing Singaporean techniques, it faced vocal and ultimately successful opposition
11	**A**	In 1992, the United Nations Environmental Programme and the World Healrh Organisation (WHO) concluded that all of a sample of twenty megacities – places likely to have more than ten million

#	Answer	Explanation
		inhabitants in the year 2000 – already exceeded the level the WHO deems healthy in at least one major pollutant
12	**D**	Of the six pollutants monitored by the WHO – carbon dioxide, nittogen dioxide, ozone, sulphur dioxide, lead and parriculate matter – it is this last category rhar is attracting the most attention from health researchers. PM10, a sub-category of particulate matter measuring ten-millionths of a mette across, has been implicated in thousands of deaths a year in Britain alone. Research being conducred in two counties of Southern California is reaching similarly disturbing conclusions concerning this little-understood pollutant
13	**C**	The old and ill, however, are the most vulnerable to the acute effects of heavily polluted stagnant air
14	**C**	By doing so, it became one of the first groups to project a corporate identity, and it is this advanced marketing strategy, along with the other organisational and commercial achievements of the WSPU, to which the exhibition is devoted
15	**D**	With their slogan 'Deeds not words', and the introduction of the colour scheme, the WSPU soon brought the movement the cohesion and focus it had previously lacked. Membership grew rapidly as women deserted the many other, less directed, groups and joined it
16	**D / E**	graphic display boards outlining the bills of enfranchisement of 1918 and 1928, which gave the adult female populace of Britain the vote, show what was achieved
17	**D / E**	graphic display boards outlining the bills of enfranchisement of 1918 and 1928, which gave the adult female populace of Britain the vote, show what was achieved
18	**advertising (space)**	This was partly because advertising space was bought in the paper by large department stores such as Selfridges, and jewellers such as Mappin & Webb
19	**colour scheme / color scheme / purple,white,green**	The creation of the colour scheme provided another money-making opportunity which the WSPU was quick to exploit. The group began to sell playing cards, board games, Christmas and greeting cards, and countless other goods, all in the purple, white and green colours
20	**(the) Woman's Exhibition**	But the paper and merchandising activities alone did not provide sufficient funds for the WSPU to meet organisational costs, so numerous other fund-raising activities combined to fill the coffers of the 'war chest'. The most notable of these was the Woman's Exhibition, which took place in 1909 in a Knightsbridge ice-skating rink, and in 10 days raised the equivalent of £250,000 today

#	Answer	Explanation
21	**NO**	Formed in 1903 by the political campaigner Mrs Emmeline Pankhurst and her daughters Christabel and Sylvia, the WSPU began an educated campaign to put women's suffrage on the political agenda. New Zealand, Australia and parts of the United States had already enfranchised women, and growing numbers of their British counterparts wanted the same opportunity
22	**YES**	The newspapers produced by the WSPU, first Votes for Women and later The Suffragette, played a vital role in this communication
23	**NO**	the message had spread around the country, with members and branch officers stretching to as far away as Scotland
24	**NO**	Both were sold throughout the country and proved an invaluable way of informing members of meetings, marches, fund-raising events and the latest news and views on the movement
25	**NOT GIVEN**	The most notable of these was the Woman's Exhibition, which took place in 1909 in a Knightsbridge ice-skating rink, and in 10 days raised the equivalent of £250,000 today
26	**YES**	The group began to sell playing cards, board games, Christmas and greeting cards, and countless other goods, all in the purple, white and green colours Against a quiet background hum of street sounds, copies of The Suffragette, campaign banners and photographs are all on display, together with one of Mrs Pankhurst's shoes and a number of purple, white and green trinkets
27	**YES**	The programme begins with a short film devised by the 'antis' – those opposed to women having the vote -depicting a suffragette as a fierce harridan bullying her poor, abused husband
28	**D**	It demonstrates how advanced the suffragettes were in their thinking, in the marketing of their campaign, and in their work as shrewd and skilful image-builders. It also conveys a sense of the energy and ability the suffragettes brought to their fight for freedom and equality. And it illustrates the intelligence employed by women who were at that time deemed by several politicians to have 'brains too small to know how to vote'
29	**A**	To what extent can a manager make an impressive earnings record over a short period of one to three years by exploiting the company's investment in the human organisation in his plant or division? To what extent will the quality of his organisation suffer if he does so? The following is a description of an important study conducted by the Institute for Social Research designed to answer these questions
30	**C**	Each division was organised in exactly the same way, used the same technology, did exactly the same kind of work, and had

#	Answer	Explanation
		employees of comparable aptitudes
31	**C**	Beforehand, several months were devoted to planning, and there was also a training period of approximately six months
32	**supervision // leadership // management**	No attempt was made to place a division in the programme that would best fit its habitual methods of supervision used by the manager, assistant managers, supervisors and assistant supervisors In addition, the managers, assistant managers, supervisors and assistant supervisors of these two divisions were trained in group methods of leadership, which they endeavoured to use as much as their skill would permit during the experimental year These changes were accomplished by a further extension of the scientific management approach
33	**productivity**	Productivity was measured continuously and computed weekly throughout the year
34	**reduced // cut // decreased**	In two divisions an attempt was made to change the supervision so that the decision levels were pushed down and detailed supervision of the workers reduced
35	**leadership**	In addition, the managers, assistant managers, supervisors and assistant supervisors of these two divisions were trained in group methods of leadership, which they endeavoured to use as much as their skill would permit during the experimental year
36	**overstaffed**	This showed that these divisions were overstaffed by about 30%
37	**reduced // cut // decreased**	The general manager then ordered the managers of these two divisions to cut staff by 25%
38	**C**	Figure 1 shows the changes in salary costs per unit of work, which reflect the change in productivity that occurred in the divisions
39	**D**	For example, Figure 2 shows that when more general supervision and increased participation were provided, the employees' feeling of responsibility to see that the work got done increased
40	**G**	As Figure 3 shows, the employees in the participative programme at the end of the year felt that their manager and assistant manager were 'closer to them' than at the beginning of the year
41	**F**	Moreover, as Figure 4 shows, employees in the participative programme felt that their supervisors were more likely to 'pull' for them, or for the company and them, and not be solely interested in the company, while in the hierarchically controlled programme, the opposite trend occurred

Cambridge IELTS 03 Academic Listening Test 1

PART 1 — QUESTIONS

Part 1 Audio: https://ielts-listening-audio.engnovatemedia.com/3172262-cambridge-ielts-03-academic-listening-test-1-1.mp3

Questions 1-10

Complete the notes below.

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

Example

Name of agent: **Flagstone**

Areas dealt with: **1** _____ north suburbs

Rent: from £250 to £ **2** _____ a month

Depends on: the area

availability of **3** _____

garage

Properties available: West Park Road

rent £ **4** _____ a month

including **5** _____

Tithe Road

rent £380 a month

including **6** _____ rental

Viewing arrangements: meet at office on **7** _____ at 5.00 pm

Need: letter from bank

reference from **8** _____

Must: give 9 _____ notice of moving in

give deposit of 10 _____

pay for contract

PART 2 — QUESTIONS

Part 2 Audio: https://ielts-listening-audio.engnovatemedia.com/3172277-cambridge-ielts-03-academic-listening-test-1-2.mp3

Questions 11-12

Write NO MORE THAN THREE WORDS for each answer.

11 Who is Mrs Sutton worried about? _____

12 What is the name for a group of family doctors working in the same building together? _____

Questions 13-17

Complete the table below.

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

Name of Health Centre	Dean End	South Hay
Number of doctors	**13** _____	**14** _____
Other information	Appointment system is more **15** _____ than South Hay	Building is old-fashioned
Information about doctors	Dr Jones is good with **16** _____ patients. Dr Shaw is good with small children.	Dr Williams helps people with **17** _____

Questions 18-18

Write NO MORE THAN TWO WORDS OR A NUMBER.

- Doctors start seeing patients at the Health Centre from **18** _____ o'clock.

Questions 19-20

Choose TWO letters A-E.

19 **20** Which TWO groups of patients receive free medication?

- **A** ☐ people over 17 years old
- **B** ☐ unemployed people
- **C** ☐ non-UK residents
- **D** ☐ people over 60 years old
- **E** ☐ pregnant women

Questions 21-21

Write NO MORE THAN TWO WORDS OR A NUMBER

- The charge for one item of medication is about £ **21** _____

PART 3 — QUESTIONS

Part 3 Audio: https://ielts-listening-audio.engnovatemedia.com/3172276-cambridge-ielts-03-academic-listening-test-1-3.mp3

Questions 22-31

Complete the notes below.

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

NOTES ON APPLICATION

Name: Jonathan Briggs

Degree: Economics and **22** _____

Teaching experience: Volunteer Teacher

Location: **23** _____

Dates: **24** _____

Volunteer Organisation: **25** _____

Type of school: **26** _____

Subjects taught: **27** _____ Forms 1, 2 and 3

• English Form **28** _____

• Agricultural Science Form 6

Other responsibilities: ran school farm

NOTES (continued)

Reasons for wanting to leave in first year:

• **29** _____

• few teaching resources

Reasons for wanting to extend tour:

• success of cattle breeding project

• obtained funds for farm buildings

Reasons for wanting to train to teach Geography:

• It is his **30** _____

• It has many **31** _____

PART 4 — QUESTIONS

Part 4 Audio: https://ielts-listening-audio.engnovatemedia.com/3172275-cambridge-ielts-03-academic-listening-test-1-4.mp3

Questions 32-37

Choose the correct letters A-C.

32 Which column of the bar chart represents the figures quoted?

- **A** ○ Column A
- **B** ○ Column B
- **C** ○ Column C

33 According to the speaker, the main cause of back pain in women is

- **A** ○ pregnancy.
- **B** ○ osteoporosis.
- **C** ○ lack of exercise.

34 As treatment for back pain the Clinic mainly recommends

- **A** ○ pain killers.
- **B** ○ relaxation therapy.
- **C** ○ exercise routines.

35 The back is different from other parts of the body because

- **A** ○ it is usually better at self-repair.
- **B** ○ a back injury is usually more painful.
- **C** ○ its response to injury often results in more damage.

36 Bed rest is advised

- **A** ○ for a maximum of two days.
- **B** ○ for extreme pain only.
- **C** ○ for pain lasting more than two days.

37 Being overweight

- **A** ○ is a major source of back pain.
- **B** ○ worsens existing back pain.
- **C** ○ reduces the effectiveness of exercise.

Questions 38-41

Choose the correct letters A—C.

A. Strongly recommended

B. Recommended in certain circumstances

C. Not recommended

38 Buy special orthopaedic chairs _____

39 Buy shock-absorbing inserts _____

40 Wear flat shoes _____

41 Buy TENS machine _____

Transcripts

Part 1

JANICE: Hello ... Flagstone.

JON: Oh hello; is that Flagstone Properties?

JANICE: Yes that's right. Flagstone here. How can I help you?

JON: Hello. I'm ringing just to make enquiries about renting a house. My name's Jon Anderson.

JANICE: Yes, Mr Anderson. What sort of thing were you looking for?

JON: Two-bedroomed house with garden.

JANICE: Well. .. yes, sir, that shouldn't be any problem ... just to let you know that our main areas, the main areas we deal with, are the city centre itself...

JON: City centre ... uh-huh.

JANICE: And the north suburbs.

JON: Oh well... we were most interested in the Northern areas actually.

JANICE: Right... yes... What sort of price were you thinking of?

JON: Well... could you give me some idea?

JANICE: Certainly. It really ranges from £250 per month.

JON: Only £250?

JANICE: Yes, to about £500 depending on a number of different factors.

JON: What does it depend on?

JANICE: Well, obviously the quality of the area. And then whether there's a garden.

JON: Well, as I said, we'd want a garden.

JANICE: And a garage pushes up the price.

JON: Right... well, we wouldn't necessarily need one. I think about £350 a month would be our limit.

JANICE: OK. Well.. . would you like to have a look at a couple of properties, sir?

JON: Yes, that'd be great.

JANICE: Looking at our files ... I think we've got two which might suit you ...

JON: Hang on. I'll just get a pen. Right.

JANICE: OK. Well, there's one on West Park Road which is £325 a month.

JON: Are the bills included?

JANICE: Well, that one just includes the water bill.

JON: OK, right.

JANICE: And the second house is in Tithe Road. I'll just spell that for you ... OK?

JON : Yep.

JANICE: T-I-T-H-E Road.

JON: Got that. And how much is that one?

JANICE: That's £380.

JON: 380. Is that including water?

JANICE: No, I'm afraid not, but it does include the telephone rental.

JON: Oh well, that's not too bad then. So,. ..

JANICE: So, when would you be available to see them?

JON: Well, I'll be in town next week . . . say . . . Thursday?

JANICE: No, I'm sorry we don't have any availability for Thursday. How about Wednesday afternoon?

JON: OK. That's fine. Would 5.00 be OK?

JANICE: Yes, fine. 5.00 it is. Just come to the Flagstone Offices.

JON: Oh, before I forget. What sort of things do I need to get done ... to rent with you?

JANICE: Well, the most important thing is a letter from your bank ...

JON: No problem . . .

JANICE: And then a reference letter from your employer.

JON: Yes, that's OK.

JANICE: Great, and then we would need you to give 2 weeks' notice of moving in ...

JON: Right... 2 weeks' notice. And what about a deposit?

JANICE: That's one month's rent, whatever the amount is.

JON: OK. One month. Is that it?

JANICE: No, sorry, one more . . . you will have to pay for the contract.

JON: Oh yes. I'd forgotten about that. OK, fine. So I'll start arranging those, and I'll . . .

JANICE: ... I'll see you next week.

JON: Yes. Thanks very much. Bye.

JANICE: Goodbye.

Part 2

MRS SMITH: Hello, Mrs Sutton. Come in. How are you settling in next door? Have all your things from Canada arrived yet? I thought I saw a removals van outside your house yesterday afternoon.

MRS SUTTON: Yes. They came yesterday. We spent all day yesterday arranging them. It's beginning to feel a bit more like home now.

MRS SMITH: That's good. Look, come in and sit down. Are you alright? You look a bit worried.

MRS SUTTON: Well, I am a bit. I'm sorry to bother you so early, Mrs Smith, but I wonder if you could help me. Could you tell me how I can get hold of a doctor? Our daughter, Anna, isn't very well this morning and I may have to call somebody out. She keeps being sick and I am beginning to get a bit worried. I just don't know how the health system works here in England. All I know is that it's very different from ours back in Canada.

MRS SMITH: Well, I don't know really where to start. Let me think. Well, the first thing you have to do is find a family doctor - sometimes we call them general practitioners as well - and register with him or her. If you live here, you've got to be on a doctor's list. If you're not, things can be a bit difficult. Nobody will come out to you if you're not registered. Anyway, they work in things called practices. Sort of small groups of family doctors all working together in the same building. Now what you've got to do this morning is register with one of them.

There are two practices near here, so we're quite well off for doctors in this part of Manchester. There's the Dean End Health Centre about ten minutes' walk away and there's another practice in South Hay. That's about five minutes away going towards the town centre. We're registered at the Dean End one, but they're both OK. There are about six doctors in our practice and four in the other. So ours is quite big in comparison.

And the building and everything's a bit more modern. South Hay is a bit old-fashioned but the doctors are OK. Their only problem is that they don't have a proper appointment system. Sometimes you have to wait for ages there to see someone.

Anyway, you go to the receptionist in whichever health centre and ask her to register you with a doctor there. You have to fill in a form, but it doesn't take long. Ours is called Dr Jones and we've been going to him for years - ever since we moved here fifteen years ago. I wouldn't say he's brilliant but I suppose he's alright really. We're used to him now. They say he's very good with elderly people, but he does tend to get a bit impatient with children. Listen, the one who's supposed to be really good with small children is Dr Shaw. I've heard lots of people say that. She's young and she's got small children of her own. So you could try registering with her. And if her list is full, I heard somebody say the other day that there's a really nice young doctor at South Hay, a Dr Williams. He holds special clinics for people with back trouble. But that's not really your problem, is it?

MRS SMITH: If you want a doctor to visit you at home, you have to ask for a home visit. You're supposed to do that before 10.30 in the morning, but obviously, if it's an emergency, you can phone at any time, night or day. It might not be your doctor that comes, though. It's quite often one of the other doctors in the practice. It doesn't really seem to make much difference.

Otherwise you make an appointment to see your doctor at the health centre. You usually get seen the same day. Not always of course, but usually, as I say. They hold surgeries between 9 and 11.30 every weekday, and from 4 to 6.30 Monday to Thursday. Saturdays are only for emergencies.

When the doctor sees you, he gives you a prescription. He writes what medication you need on it and you take it to a chemist's shop. There's one opposite the centre.

If it's for a child under 16, you don't have to pay. So if it's for Anna. there's no problem. The same thing goes if you're unemployed or retired, or if you're pregnant. Just as well because it's not cheap. You pay the same price for each item the doctor has prescribed. At the moment it's something like £5 per item. So you pay for the medication but the consultation with the doctor doesn't cost you anything. It's completely free as long as you're a resident here. You're going to be here for three years, aren't you? So there shouldn't be any question of you paying anything to see the doctor. So that's one less problem to worry about.

Look, Mrs Sutton. If you want, I'll sit with your daughter for half an hour if you want to go down to the health centre to register. It's no trouble really, don't worry.

MRS SUTTON: Are you sure you wouldn't mind? That would really help me a lot. I'll ask them if they can send someone round later to see Anna. I think I'll try the Dean End Centre.

MRS SMITH: Good idea. Don't worry about Anna.

MRS SUTTON: Right. I'll be back as soon as I can.

Part 3

TUTOR: Hello. Jonathan Briggs, isn't it?

JB: Yes, that's right.

TUTOR: Do come in and sit down.

JB: Thanks.

TUTOR: Right. Well, Jonathan, as we explained in your letter, in this part of the interview we like to talk through your application form .. . your experience to date, etc. .. . and then in the second part you go for a group interview.

JB: Group interview . .. yes, I understand ...

TUTOR: So ... your first degree was in Economics?

JB: Yes, but I also did Politics as a major strand.

TUTOR: And you graduated in 1989. And I see you have been doing some teaching . ..

JB: Yes. I worked as a volunteer teacher in West Africa. I was there for almost three years in total from 1990 to ... umm ... 1992.

TUTOR: How interesting. What organisation was that with?

JB: It's not one of the major ones. It's called Teach South.

TUTOR: Oh, right. Yes, I have heard of it. It operates in several African countries, doesn't it? And what kind of school was it?

JB: A rural co-operative.

TUTOR: Oh, a rural co-operative, how interesting ... and what did you teach?

JB: A variety of things in different years ... ummm ... I did ... with Forms 1 to 3 mainly Geography and some English with Form 5. Then in my final year I took on some Agricultural Science with the top year . .. that's Form 6.

TUTOR: Right. Quite a variety then . ..

JB: I also ran the school farm.

TUTOR: How interesting .. .

TUTOR: ... And how did you find the whole experience?

JB: I'll be honest with you. At the end of the first year I really wanted to leave and come home.

TUTOR: Why was that?

JB: Well. .. I was very homesick at first and missed my family ...

TUTOR: Umm ... I can quite understand that.

JB: ... and I also found it frustrating to have so few teaching resources, but I did decide to stay and in the end I extended my tour to a third year.

TUTOR: Right. Things must have looked up then?

JB: Yes. We set up a very successful project breeding cattle to sell locally.

TUTOR: Really?

JB: And then after a lot of hard work we finally got funds for new farm buildings.

TUTOR: And you wanted to see things through?

JB: Uh-huh.

TUTOR: And is that why you want to train to teach Geography?

JB: Yes. I've had a couple of jobs since then but I now realise I like teaching best. And I chose Geography because . .. because it is my favourite subject... and also because I think it has so many useful applications.

TUTOR: Well. .. you certainly have had some interesting work experience. I'll ask you now to go on to the next stage of ...

Part 4

ANNOUNCER: Today's Health Counsel is presented by Paula Clayburg, who is the chief Counsellor at Liverpool's famous pain clinic: The Wilton Clinic. Paula ...

PAULA CLAYBURG: Do you know what Prince Charles, Seve Ballesteros and Elizabeth Taylor have in common? They all suffer from chronic back pain. In fact, bad backs are one of the most common health problems today, affecting people in all walks of life. The most recent available figures show that about a quarter of a million people are incapacitated with back pain every day.

And many sufferers don't know the cause or the solution to their problem.

The majority of our patients at the clinic tend to be women. They are especially vulnerable because of pregnancy but also because of osteoporosis, which I personally believe to be the major cause of problems for women. I have many women patients who say they have completely given up exercise because the pain makes them so miserable. But of course that starts up a vicious circle. Bed rest, giving up exercise and pain killers are traditional responses to back pain but, although there are many excellent drugs on the market, at our clinic we are beginning to realise the unique benefits of relaxation therapy. Other specialists in the field make a strong case for certain types of exercise, but in our experience they are easily mishandled and can lead to more harm than good.

Now, let's look at some of the reasons why back pain is developing into such a unique menace. In general, the body is pretty good at self-repair. A strain or a blow to a limb, though painful at the time, generally resolves itself. But the body's response to back injury can be very counterproductive. When pain strikes, we attempt to keep the back as immobile as possible, which makes the muscles tense up. Research shows that they often go into spasm, which causes further twisting of the spine. A vicious circle is underway.

The second mistake we often make when stricken with extreme back pain is to go to bed and stay there. Although at the clinic we recognise that a short rest in bed can be helpful ... up to two days . . . any longer makes our back muscles become weaker and unable to hold up our spine. The pain therefore becomes worse.

Another problem is being overweight. Anyone a stone or more overweight who already has back pain is not doing himself any favours: though it won't actually set it off in the first place, the weight will increase the strain and make things worse. The British diet could be partially to blame for the increase in back pain: over the last ten years the average weight of men has risen by 11 lbs and of women by 9 lbs. So much for the causes and aggravations of pain. But what can WE do to help?

There are many ways in which simple day-to-day care can make all the difference. The first point to watch of course is weight. If you are overweight, a diet will make all the difference.

Also, studies have shown that just one hour sitting in a slouched position can strain ligaments in the back which can take months to heal. At the clinic we have come to the conclusion that the major cause of the problem is not with the design of chairs, as some have suggested, but in the way WE sit in them. It can be useful to get special orthopaedic chairs, but remember the most important improvement should be in OUR posture.

Another enemy of your back is, of course, your beds. If your bed doesn't give enough support, back muscles and ligaments work all night trying to correct spinal alignment, so you wake up with a tired aching back. Try out an orthopaedic mattress or a spring slatted bed. Research shows that both can be beneficial for certain types of back pain.

Another hazard for your back are the shock waves which travel up your spine when you walk, known as heel strike. A real find for our patients has been the shock-absorbing shoe insert. A cheap but very effective solution. And you might be better off avoiding shoes with heels higher than 1.5 inches. Though absolutely flat shoes can be a solution for some, others find their posture suffers.

Finally a word about the state-of-the-art relief - the TENS machine - a small battery-powered gadget which delivers subliminal electrical pulses to the skin. Our experience indicates that your money is better spent on the more old-fashioned remedies.

Answer Key

#	Answer	Explanation
1	**(the) city centre / (the) city center**	just to let you know that our main areas, the main areas we deal with, are the city centre itself JON: City centre uh-huh.JANICE: And the north suburbs
2	**500**	JANICE: Certainly. It really ranges from £250 per month.JON: Only £250?JANICE: Yes, to about £500 depending on a number of different factors
3	**(a) garden**	JANICE: Yes, to about £500 depending on a number of different factors.JON: What does it depend on?JANICE: Well, obviously the quality of the area. And then whether there's a garden
4	**325**	Well, there's one on West Park Road which is £325 a month
5	**(the) water (bill)**	JANICE: OK. Well, there's one on West Park Road which is £325 a month.JON: Are the bills included?JANICE: Well, that one just includes the water bill
6	**(the) telephone/phone (rental)**	JANICE: No, I'm afraid not, but it does include the telephone rental
7	**Wednesday (afternoon)**	JANICE: No, I'm sorry we don't have any availability for Thursday. How about Wednesday afternoon?JON: OK. That's fine. Would 5.00 be OK?JANICE: Yes, fine. 5.00 it is. Just come to the Flagstone Offices
8	**(your) employer**	JANICE: And then a reference letter from your employer
9	**two weeks'/2 weeks' / two weeks/2 weeks / two-week/2-week**	Great, and then we would need you to give 2 weeks' notice of moving in
10	**1 month's rent/one month's rent/a month's rent**	That's one month's rent, whatever the amount is
11	**(her/the) daughter (Anna) / Anna / Ana / (her/the) child**	Our daughter, Anna, isn't very well this morning and I may have to call somebody out. She keeps being sick and I am beginning to get a bit worried
12	**(a) practice / practices**	Anyway, they work in things called practices. Sort of small groups of family doctors all working together in the same building

#	Answer	Explanation
13	**(about) 6 (doctors) / (about) six (doctors)**	We're registered at the Dean End one, but they're both OK. There are about six doctors in our practice and four in the other
14	**(about) 4 (doctors) / (about) four (doctors)**	There are about six doctors in our practice and four in the other
15	**modern**	And the building and everything's a bit more modern. South Hay is a bit old-fashioned but the doctors are OK. Their only problem is that they don't have a proper appointment system. Sometimes you have to wait for ages there to see someone
16	**elderly // old // older**	They say he's very good with elderly people, but he does tend to get a bit impatient with children
17	**back problems / back trouble / bad backs**	And if her list is full, I heard somebody say the other day that there's a really nice young doctor at South Hay, a Dr Williams. He holds special clinics for people with back trouble
18	**9 (am) / nine (am) / 9.00/9:00 / nine o'clock / 9 o'clock**	They hold surgeries between 9 and 11.30 every weekday, and from 4 to 6.30 Monday to Thursday
19	**B / E**	If it's for a child under 16, you don't have to pay. So if it's for Anna. there's no problem. The same thing goes if you're unemployed or retired, or if you're pregnant
20	**B / E**	If it's for a child under 16, you don't have to pay. So if it's for Anna. there's no problem. The same thing goes if you're unemployed or retired, or if you're pregnant
21	**5 / five**	At the moment it's something like £5 per item
22	**Politics**	TUTOR: So your first degree was in Economics?JB: Yes, but I also did Politics as a major strand
23	**(West) Africa**	Yes. I worked as a volunteer teacher in West Africa
24	**1990 to 1992 / 1990 - 1992**	I was there for almost three years in total from 1990 to umm 1992
25	**Teach South**	TUTOR: How interesting. What organisation was that with?JB: It's not one of the major ones. It's called Teach South
26	**(a) rural co(-)operative**	TUTOR: Oh, right. Yes, I have heard of it. It operates in several African countries, doesn't it? And what kind of school was it?JB: A rural co-operative
27	**Geography**	JB: A variety of things in different years with Forms 1 to 3 mainly Geography and some English with Form 5

#	Answer	Explanation
28	**5/five**	with Forms 1 to 3 mainly Geography and some English with Form 5
29	**(very) homesick / missed (my/his) family / homesickness**	I was very homesick at first and missed my family
30	**favourite subject / favorite subject**	And I chose Geography because because it is my favourite subject
31	**(useful) applications**	JB: Yes. I've had a couple of jobs since then but I now realise I like teaching best. And I chose Geography because because it is my favourite subject and also because I think it has so many useful applications
32	**A**	over the last ten years the average weight of men has risen by 11 lbs and of women by 9 lbs
33	**B**	They are especially vulnerable because of pregnancy but also because of osteoporosis, which I personally believe to be the major cause of problems for women
34	**B**	Bed rest, giving up exercise and pain killers are traditional responses to back pain but, although there are many excellent drugs on the market, at our clinic we are beginning to realise the unique benefits of relaxation therapy
35	**C**	But the body's response to back injury can be very counterproductive. When pain strikes, we attempt to keep the back as immobile as possible, which makes the muscles tense up. Research shows that they often go into spasm, which causes further twisting of the spine. A vicious circle is underway
36	**A**	Although at the clinic we recognise that a short rest in bed can be helpful up to two days . . . any longer makes our back muscles become weaker and unable to hold up our spine
37	**B**	Anyone a stone or more overweight who already has back pain is not doing himself any favours: though it won't actually set it off in the first place, the weight will increase the strain and make things worse
38	**B**	It can be useful to get special orthopaedic chairs, but remember the most important improvement should be in OUR posture
39	**A**	A real find for our patients has been the shock-absorbing shoe insert. A cheap but very effective solution
40	**B**	Though absolutely flat shoes can be a solution for some, others find their posture suffers

#	Answer	Explanation
41	**C**	Finally a word about the state-of-the-art relief – the TENS machine – a small battery-powered gadget which delivers subliminal electrical pulses to the skin. Our experience indicates that your money is better spent on the more old-fashioned remedies

Cambridge IELTS 03 Academic Listening Test 2

PART 1 — QUESTIONS

Part 1 Audio: https://ielts-listening-audio.engnovatemedia.com/3172274-cambridge-ielts-03-academic-listening-test-2-1.mp3

Questions 1-5

Complete the table below.

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

Time	Place	Event
Example 10.00	1 _____	Meet the Principal and staff
10.15		Talk by 2 _____
10.45		Talk by 3 _____
4 _____	Classroom 5	5 _____ test

Questions 6-10

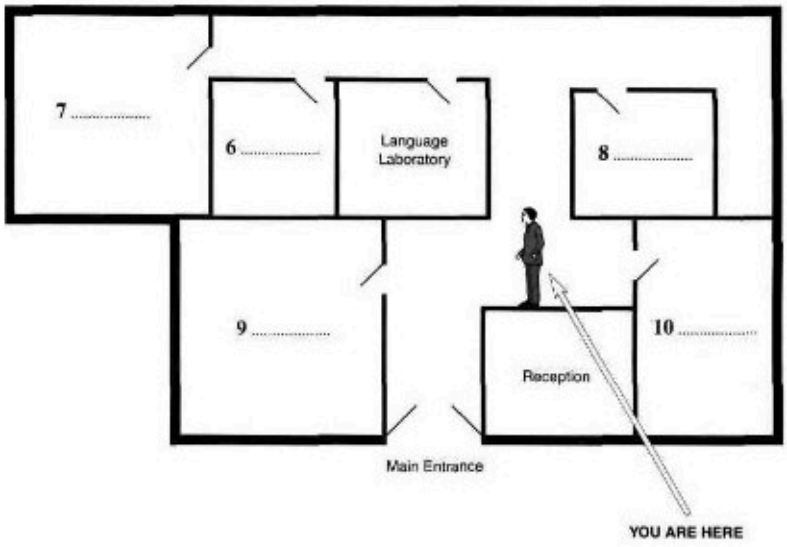
Label the rooms on the map below.

Choose your answers from the box below and write them next to questions 6-10.

Label the rooms on the map below.

Choose your answers from the box below and write them next to questions 6-10.

CL	Computer Laboratory
DO	Director's Office
L	Library
MH	Main Hall
S	Storeroom
SAR	Self Access Room
SCR	Student Common Room
SR	Staff Room



31

CL. Computer Laboratory | DO. Director's Office | L. Library

MH. Main Hall | S. Storeroom | SAR. Self Access Room

SCR. Student Common Room | SR. Staff Room

	CL	DO	L	MH	S	SAR	SCR	SR
6	○	○	○	○	○	○	○	○
7	○	○	○	○	○	○	○	○
8	○	○	○	○	○	○	○	○
9	○	○	○	○	○	○	○	○
10	○	○	○	○	○	○	○	○

PART 2 — QUESTIONS

Part 2 Audio: https://ielts-listening-audio.engnovatemedia.com/3172273-cambridge-ielts-03-academic-listening-test-2-2.mp3

Questions 11-15

Complete the table below.

Write NO MORE THAN THREE WORDS for each answer.

TYPE OF HELP	EXAMPLES
FINANCIAL	• grants • 11 _____
12 _____	• childcare • nurseries
ACADEMIC	• 13 _____ • using the library
14 _____	• individual interests • 15 _____

Questions 16-20

Complete the notes below.

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

HELPLINE DETAILS

Officer	Jackie 16 _____
Address	Student Welfare Office 13 Marshall Road
Telephone number	17 _____

Opening hours	9.30am – 6pm (weekdays) **18** _____ (Saturdays) Ring or visit office for **19** _____ N.B. At peak times there may be a **20** _____

PART 3 — QUESTIONS

Part 3 Audio: https://ielts-listening-audio.engnovatemedia.com/3172272-cambridge-ielts-03-academic-listening-test-2-3.mp3

Questions 21-24

Choose the correct letters A-C.

21 At the start of the tutorial, the tutor emphasises the importance of

- **A** ○ interviews.
- **B** ○ staff selection.
- **C** ○ question techniques.

22 An example of a person who doesn't 'fit in' is someone who

- **A** ○ is over-qualified for the job.
- **B** ○ lacks experience of the tasks set.
- **C** ○ disagrees with the rest of the group.

23 An important part of teamwork is having trust in your

- **A** ○ colleagues' ability.
- **B** ○ employer's directions.
- **C** ○ company training.

24 The tutor says that finding out personal information is

- **A** ○ a skill that needs practice.
- **B** ○ avoided by many interviewers.
- **C** ○ already a part of job interviews.

Questions 25-29

Complete the notes below.

Write NO MORE THAN THREE WORDS for each answer.

Personality Questionnaires

- completed during **25** _____
- used in the past by the **26** _____ and the **27** _____
- nowadays used by **28** _____ of large employers
- questions about things like: working under pressure or keeping deadlines
- written by **29** _____ who say candidates tend to be truthful

Questions 30-30

Choose the correct letter A—C.

30 What is the tutor trying to do in the tutorial?

A ○ describe one selection technique

B ○ criticise traditional approaches to interviews

C ○ illustrate how she uses personality questionnaires

PART 4 — QUESTIONS

Part 4 Audio: https://ielts-listening-audio.engnovatemedia.com/3172271-cambridge-ielts-03-academic-listening-test-2-4.mp3

Questions 31-32

Complete the notes below.

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

HAT-MAKING PROJECT

Project Profile

Example	Answer
Name of student:	Vivien

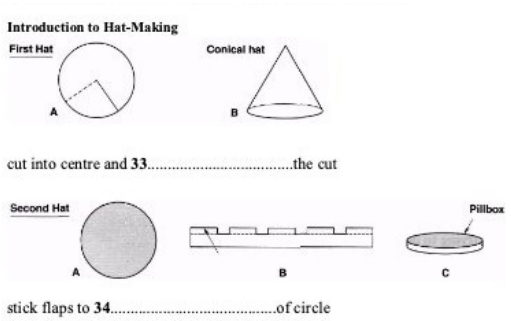
Type of school: **31** _____

Age of pupils: **32** _____

Questions 33-34

Label the diagrams.

Write NO MORE THAN THREE WORDS for each answer.



33 _____

34 _____

Questions 35-37

Complete the notes below.

Write NO MORE THAN THREE WORDS for each answer.

DESIGN PHASE

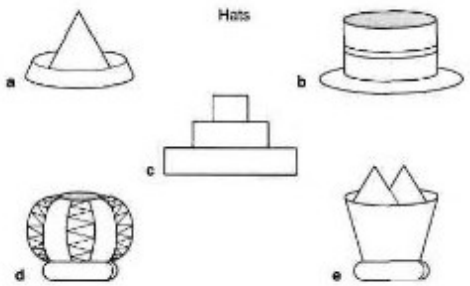
Stage A	Refer to research and design a hat **35** _____
Stage B	Make a small-scale **36** _____ hat

Constraints

- material: paper
- colours: **37** _____
- glue: must not show

Questions 38-40

Indicate who made the hats below. Write the appropriate letter A-E next to each name.



	A	B	C	D	E
38 Theresa	○	○	○	○	○
39 Muriel	○	○	○	○	○
40 Fabrice	○	○	○	○	○

Transcripts

Part 1

RECEPTIONIST: Sorry to keep you waiting. Well, firstly, let me give you this booklet. It tells you a bit more about the school, the courses and the social activities we offer. Now, on the first page, there's an outline of this morning's activities. There, you see? The programme starts at 10 o'clock.

Try not to be late as it's a very full day.

At 10 o'clock, all the new students will gather in the Main Hall to meet the Principal and the rest of the staff. In fact, you spend most of the morning in the Main Hall.

STUDENT: Where's that?

RECEPTIONIST: I'll show you in a minute. Just let me quickly run through this morning's events first and then I'll explain how to get there.

STUDENT: Yes, OK.

RECEPTIONIST: Right. Where were we? Yes, so, the Principal's talk will last about fifteen minutes and then the Director of Studies will talk to you for half an hour about the courses and the different requirements for each. After that, the Student Adviser will tell you about the various services and activities we offer to students. Any questions?

STUDENT: So, all of this is in the Main Hall?

RECEPTIONIST: That's right. And then you'll go next door to Classroom 5 at 11 o'clock.

STUDENT: What happens there?

RECEPTIONIST: You'll have a test.

STUDENT: Test? I don't like the sound of that. What sort of test?

RECEPTIONIST: Oh, it's nothing to worry about. It's just a placement test to help us find your level of English so that we can put you in the right class. It won't last long.

STUDENT: But how do I find the Main Hall?

RECEPTIONIST: Right; if you look on the back of the booklet I gave you, you'll see a map of the school. Let me show you. Look: you came in through the Main Entrance, here, and now we're here at Reception. Now, to get to the Main Hall, you walk on to the end of this corridor in front of you and then you turn left. Walk along past the Language Laboratory and then past the Library, which is next to the Language Lab, on the same side, and facing you is the Main Hall, at the end of the corridor. You can't miss it.

STUDENT: So it's next to the Library, in fact.

RECEPTIONIST: Yes, that's right.

STUDENT: I should be able to find that. And do you have a Computer Laboratory?

RECEPTIONIST: Yes, we do.

STUDENT: Could you tell me where that is?

RECEPTIONIST: Certainly, yes. You go down to the end of this corridor again but, this time, don't turn left; turn right, away from the Main Hall. The Computer Lab. is immediately on your right. OK?

STUDENT: And where's the staff room, in case I need to find a teacher at some stage?

RECEPTIONIST: The staff room is near the main entrance, on the left over there, just opposite the Reception desk. In a day or two, I'm sure you'll find your way around very easily.

STUDENT: Oh, one last thing. Is there a student common room?

RECEPTIONIST: Oh yes, I forgot to mention that. It's this area here, very close to where we are now, to the right of the Reception desk as you come in the main entrance. There's tea and coffee facilities there.

STUDENT: Great. Thank you very much.

RECEPTIONIST: You're welcome.

Part 2

Hello, everybody and welcome to this informal meeting about the University Helpline. The Helpline was set up ten years ago by the Students Union and it aims to provide new students to the university with a service that they can use if they need information about practical areas of student life that they are unfamiliar with.

Let me give you some examples of the type of help we can offer. We can provide information on financial matters; for example, you may feel that your grant is insufficient to see you through college life or you may have some queries regarding the fees you are paying if you are an overseas student. In both cases, the Helpline would be able to go through things with you and see what the outcome might be. Another area we can help with is what we generally term the 'domestic' area; things such as childcare and the availability of nursery provision, for example, come under this. Then there's 'academic' issues that may arise while you are in the early stages of your course that you may not know what to do about. You may wish to know more about essay deadlines, for example, or how to use the library - there are all kinds of questions you will find yourself asking and not knowing where to get quick answers from. The Helpline would be able to provide these. The last example I've given here is simply termed 'social' - and yes, there is a lot of social life here! But you may have a particular interest you wish to pursue or you may wish to participate in outings or trips if you don't know many people at the moment.

Let me give you some details so that you know where to go and who to see if you want to pay us a visit. Generally you will see our Helpline officer Jackie Kouachi, that's K-O-U-A-C-H-I. Jackie is a full-time employee of the Student Union and she works in the Student Welfare Office - that's the office that deals with all matters related to student welfare and it's located at 13 Marshall Road. I have some maps here for those of you who haven't been there yet. If you wish to ring the office, the number is 326 99 40. That's 3269940. The office is open between 9.30 and 6.00 on weekdays and from 10 to 4 on Saturdays and there'll be somebody there - usually Jackie or myself - between those times. If you want to make an appointment you can phone or call at the office in person. Please note that it may not be possible for

anyone to see you straight away - particularly if it is a busy time - lunch time for example - and you may have to go on the waiting list and then come back later.

Well, enough from me. Any questions?

Part 3

TUTOR: Good morning. So, we've looked at various aspects of staff selection this term and I think by now you should all be beginning to see how much more there is to it than just putting applicants through a short interview or asking the 'right' questions. So I think you should be ready for today's tutorial on 'matching the person to the job'.

We're going to talk today about the importance of choosing that all round 'right' person.

MURIEL: Right. So we have to put ourselves into the role of the manager or supervisor?

TUTOR: Yes. And then we're going to imagine how different applicants would fit into the team or group they have to work with ... er ... we'll look at some examples later.

MURIEL: It's just theoretical at the moment...

TUTOR: Yes. The point is, you can select someone - even a friend - who has all the right qualifications ... degrees ... certificates, whatever. You can also check that they have a lot of experience .. . that they've done the sort of tasks that you want them to do in your office already, in a similar environment. But if they start work and you realise that they just don't get along with everybody else, that... say, they've got sharply contrasting views on how something will work . .. well, with the best will in the world, you may be backing a loser.

DAVE: Wouldn't it be just a question of company training, though?

TUTOR: Not always. Particularly in a team situation, and I think it's important to think in terms of that type of working environment. People have to have faith in each other's ability to carry out the task their boss has set them. They have to trust that everyone will do their part of the job, and you can't necessarily train people for this.

DAVE: But it's like trying to find out what someone's personality is like in a job interview ... I mean you just can't do that. Even if you try, you won't find out what they're really like until they actually start work.

TUTOR: Well, in most interviews you usually ask candidates questions about their hobbies and what they like doing in their spare time ... that sort of thing ... so employers are already involved in the practice of ... well, doing part of the task.

DAVE: But it doesn't tell you anything. It doesn't tell you if they're easy-going or hate smokers or whatever.

TUTOR: Well, arguably it does give you a bit of information about an applicant's character, but also . .. more and more employers around the world are making use of what are called 'personality questionnaires' to help them select new staff and . . .

MURIEL: What's it called?

TUTOR: A Personality Questionnaire. They have to be filled out by the candidates some time during the selection procedure, often just before an interview. The idea is actually quite old. Apparently they were used by the ancient Chinese for picking out clerks and civil servants, and then later they were used by the military to put people in appropriate areas of work. They've gained a lot of ground since then and there are about 80,000 different tests available now and almost two thirds of the large employers use them.

MURIEL: Which makes you think that there must be something in them.

TUTOR: That's right. They ask the sort of questions that you might expect, like do you like working under pressure or are you good at keeping deadlines.

DAVE: And what if people can see through them and just write what they think the employer wants to see?

MURIEL: Well that's always a possibility.

DAVE: I mean, it's human nature to lie, isn't it?

TUTOR: Well, that's the point. Apparently it isn't. These tests are compiled by experts and they believe that the answers can provide a few simple indicators as to roughly the type of person that you are .. . that people will generally be truthful in that situation.

MURIEL: And then you can go some way towards finding out whether someone's say, forward-looking ... a go-ahead type of person ... or resistant to change.

TUTOR: Yes. And there are all kinds of (fade out)

Part 4

TUTOR: Right. Are we all here? OK. As you know, today Vivien is going to do a presentation on the hat-making project she did with her class during her last teaching practice. So, over to you, Vivien.

VIVIEN: Thanks. Um . . . Mr Yardley has asked me to describe to you the project I did as a student teacher at a secondary school in London. I was at this school for six weeks and I taught a variety of subjects to a class of fourteen-year-old pupils. The project I chose to do was a hat-making project and I think this project could easily be adapted to suit any age. So, to explain the project.. . After we'd done the research, we went back to the classroom to make two basic hat shapes using rolls of old wallpaper. We each made, first of all, a conical hat by ... er ... if I show you now . . . cutting out a circle and then making one cut up to the centre and then ... er ... overlapping the cut like this this ... a conical hat that sits on your head. The other hat we made was a little more complicated ... er ... first of all we cut out a circle again . . . like this . . . then you need a long piece with flaps on it - I've already made that bit which I have here - you bend the flaps over and stick them . .. with glue or prittstick . . . to the underside of the circle . .. like this. Again, I've prepared this so that I don't get glue everywhere. The pupils do, of course, so you need plenty of covers for the table. And there you have a pillbox hat as in pill and box. Now variations and combinations of these two hat shapes formed the basis of the pupils' final designs.

The next stage of the project was the design phase and this involved, first of all, using their pages of research to draw a design of their hat on paper. That's the easy part. They then had to translate their two-dimensional design into a form to fit their head. I encouraged them to make a small-scale, three-

dimensional hat first so that they could experiment with how to achieve the form they required and I imposed certain constraints on them to keep things simple. For example, they had to use paper not card. Paper is more pliable and easier to handle. They also had to limit their colours to white, grey or brown shades of paper which reflected the colours of the buildings they were using as a model for their hats and they had to make sure their glue didn't show! Well, it was very enjoyable and just to give you an idea of what they produced, I've brought along three hats to show you. This one here is based on a circular stairway in an old building in London. It uses three pillbox hats one on top of the other. This was designed by Theresa. Here's another one that has a simple strip going round the base of the hat but has then gone on to add strips of paper that come out from the base and that meet at the top of the hat -rather like a crown - making a fairly tall hat. This was made by Muriel. And lastly there's a combination of the pillbox or single strip around the base and then the conical hat shape on top to form a castle turret. This was made by Fabrice, and there are many more that I could have brought.

TUTOR: Thank you, Vivien. That was most interesting. Now what we can learn from this is that.. .

Answer Key

#	Answer	Explanation
1	**(the) Main Hall**	At 10 o’clock, all the new students will gather in the Main Hall to meet the Principal and the rest of the staff
2	**(the) Director / Director of Studies**	the Principal’s talk will last about fifteen minutes and then the Director of Studies will talk to you for half an hour
3	**(the) Student Advisor / (the) Student Adviser**	the Principal’s talk will last about fifteen minutes and then the Director of Studies will talk to you for half an hour about the courses and the different requirements for each. After that, the Student Adviser will tell you about the various services and activities we offer to students
4	**11 (o'clock) / 11.00 (am) / 11:00 (am)**	And then you’ll go next door to Classroom 5 at 11 o’clock.STUDENT: What happens there?RECEPTIONIST: You’ll have a test
5	**(a) placement / (an) English**	It’s just a placement test to help us find your level of English so that we can put you in the right class
6	**L**	Walk along past the Language Laboratory and then past the Library, which is next to the Language Lab, on the same side, and facing you is the Main Hall, at the end of the corridor. You can’t miss it.STUDENT: So it’s next to the Library, in fact.RECEPTIONIST: Yes, that’s right
7	**MH**	Now, to get to the Main Hall, you walk on to the end of this corridor in front of you and then you turn left. Walk along past the Language Laboratory and then past the Library, which is next to the Language Lab, on the same side, and facing you is the Main Hall, at the end of the corridor
8	**CL**	You go down to the end of this corridor again but, this time, don’t turn left; turn right, away from the Main Hall. The Computer Lab. is immediately on your right. OK
9	**SR**	The staff room is near the main entrance, on the left over there, just opposite the Reception desk
10	**SCR**	RECEPTIONIST: Oh yes, I forgot to mention that. It’s this area here, very close to where we are now, to the right of the Reception desk as you come in the main entrance
11	**(overseas)(student) fees**	We can provide information on financial matters; for example, you may feel that your grant is insufficient to see you through college life or you may have some queries regarding the fees you are paying if you are an overseas student

#	Answer	Explanation
12	**(the) domestic (area)**	Another area we can help with is what we generally term the ‘domestic’ area; things such as childcare and the availability of nursery provision, for example, come under this
13	**(essay) deadlines**	You may wish to know more about essay deadlines, for example, or how to use the library – there are all kinds of questions you will find yourself asking and not knowing where to get quick answers from
14	**social (life)**	The last example I’ve given here is simply termed ‘social’ – and yes, there is a lot of social life here
15	**outings / trips / outings or trips**	But you may have a particular interest you wish to pursue or you may wish to participate in outings or trips if you don’t know many people at the moment
16	**KOUACHI**	Generally you will see our Helpline officer Jackie Kouachi, that’s K-O-U-A-C-H-I
17	**3269940**	If you wish to ring the office, the number is 326 99 40. That’s 3269940
18	**10 to 4 / 10 - 4 / 10 am to 4 pm / 10 am - 4 pm**	The office is open between 9.30 and 6.00 on weekdays and from 10 to 4 on Saturdays and there’ll be somebody there – usually Jackie or myself – between those times
19	**(an) appointment / appointments**	If you want to make an appointment you can phone or call at the office in person
20	**waiting list**	Please note that it may not be possible for anyone to see you straight away – particularly if it is a busy time – lunch time for example – and you may have to go on the waiting list and then come back later
21	**B**	So, we’ve looked at various aspects of staff selection this term and I think by now you should all be beginning to see how much more there is to it than just putting applicants through a short interview or asking the ‘right’ questions
22	**C**	But if they start work and you realise that they just don’t get along with everybody else, that say, they’ve got sharply contrasting views on how something will work well, with the best will in the world, you may be backing a loser
23	**A**	People have to have faith in each other’s ability to carry out the task their boss has set them. They have to trust that everyone will do their part of the job, and you can’t necessarily train people for this
24	**C**	Well, in most interviews you usually ask candidates questions about their hobbies and what they like doing in their spare time that sort of thing so employers are already involved in the practice of well, doing part of the task

#	Answer	Explanation
25	**selection (procedure)**	They have to be filled out by the candidates some time during the selection procedure, often just before an interview
26	**(the) (ancient) Chinese**	Apparently they were used by the ancient Chinese for picking out clerks and civil servants, and then later they were used by the military to put people in appropriate areas of work
27	**(the) military // army**	Apparently they were used by the ancient Chinese for picking out clerks and civil servants, and then later they were used by the military to put people in appropriate areas of work
28	**(almost) two thirds**	They've gained a lot of ground since then and there are about 80,000 different tests available now and almost two thirds of the large employers use them
29	**experts**	These tests are compiled by experts and they believe that the answers can provide a few simple indicators as to roughly the type of person that you are that people will generally be truthful in that situation
30	**A**	more and more employers around the world are making use of what are called 'personality questionnaires' to help them select new staff and . .
31	**secondary**	Mr Yardley has asked me to describe to you the project I did as a student teacher at a secondary school in London
32	**14 // fourteen (year olds/years old)**	I was at this school for six weeks and I taught a variety of subjects to a class of fourteen-year-old pupils
33	**over(-)lap / over(-)lapping**	cutting out a circle and then making one cut up to the centre and then overlapping the cut like this
34	**underside // underneath // bottom**	you bend the flaps over and stick them with glue or prittstick . . . to the underside of the circle
35	**on paper // in two dimensions**	The next stage of the project was the design phase and this involved, first of all, using their pages of research to draw a design of their hat on paper. That's the easy part. They then had to translate their two-dimensional design into a form to fit their head
36	**3-dimensional / three-dimensional / 3(-)D**	I encouraged them to make a small-scale, three-dimensional hat first so that they could experiment with how to achieve the form they required and I imposed certain constraints on them to keep things simple
37	**white,grey,brown / white,gray,brown / white grey brown / white gray brown**	They also had to limit their colours to white, grey or brown shades of paper which reflected the colours of the buildings they were using as a model for their hats and they had to make sure their glue didn't show

#	Answer	Explanation
38	**C**	This one here is based on a circular stairway in an old building in London. It uses three pillbox hats one on top of the other. This was designed by Theresa
39	**D**	Here's another one that has a simple strip going round the base of the hat but has then gone on to add strips of paper that come out from the base and that meet at the top of the hat -rather like a crown – making a fairly tall hat. This was made by Muriel
40	**A**	And lastly there's a combination of the pillbox or single strip around the base and then the conical hat shape on top to form a castle turret. This was made by Fabrice, and there are many more that I could have brought

Cambridge IELTS 03 Academic Listening Test 3

PART 1 — QUESTIONS

Part 1 Audio: https://ielts-listening-audio.engnovatemedia.com/3172270-cambridge-ielts-03-academic-listening-test-3-1.mp3

Questions 1-10

Complete the notes below.

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

NOTES – Christmas Dinner

Date of dinner: 21 December

Choices for venue:

- First choice **1** _____ Tel. number: not known
- Second choice **2** _____ Tel. number: 777192
- Third choice **3** _____ Tel. number: **4** _____

Price per person: £12

Restaurant must have vegetarian food and a **5** _____

Menu: First course - French Onion Soup OR Fruit Juice

Main course - Roast Dinner OR **6** _____

Dessert - Plum Pudding OR Apple Pie

- Coffee

Restaurant requires from us:

£**7** _____ deposit and letter of confirmation

and we must **8** _____ in advance.

Must confirm in writing by: **9** _____

Put notice in **10** _____

PART 2 — QUESTIONS

Part 2 Audio: https://ielts-listening-audio.engnovatemedia.com/3172269-cambridge-ielts-03-academic-listening-test-3-2.mp3

Questions 11-13

Complete the table below.

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

MEMBERSHIP OF SPORTS CENTRE	
Cost	£ **11** _____ as an **12** _____ fee
Where?	**13** _____
When?	2 to 6 pm, Monday to Thursday
Bring:	Union card Photo Fee

Questions 14-16

Complete the table below.

Write NO MORE THAN THREE WORDS for each answer.

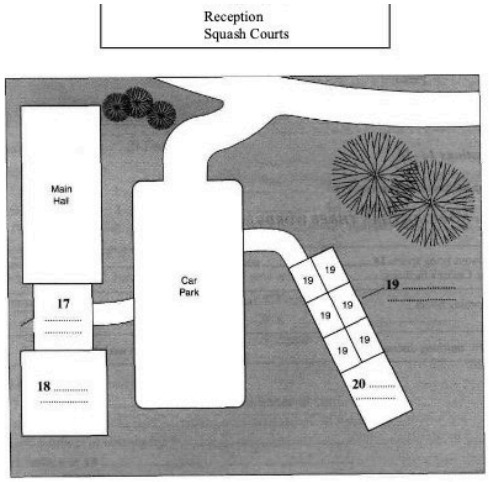
Always bring sports **14** _____ when you come to **15** _____ or use the Centre's facilities.	
Opening hours	9 am to 10 pm on **16** _____ 10 am to 6 pm on Saturdays
50% 'morning discount'	9 am to 12 noon on weekdays

Questions 17-20

Look at the map of the Sports Complex below.

Label the buildings on the map of the Sports Complex.

Choose your answers from the box below.



56

Arts Studio | Football Pitch | Tennis Courts

Dance Studio | Fitness Room | Reception

Squash Courts

17 _____

18 _____

19 _____

20 _____

PART 3 — QUESTIONS

Part 3 Audio: https://ielts-listening-audio.engnovatemedia.com/3172268-cambridge-ielts-03-academic-listening-test-3-3.mp3

Questions 21-30

Complete the form below.

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

YOUNG ELECTRONIC

ENGINEER COMPETITION

Name(s) of designer(s):

- John Brown

- **21** _____

Age: **22** _____

Name of design: **23** _____

Dimensions of equipment:

Width	Length	Depth
20 cm	50 cm	**24** _____ cm

Power: Battery

Special features:

- **25** _____

- **26** _____

- **27** _____

Cost: parts $5

28 _____ $9.50

Other comments: need help to make **29** _____

would like to develop range of sizes

Send by: **30** _____

PART 4 — QUESTIONS

Part 4 Audio: https://ielts-listening-audio.engnovatemedia.com/3172267-cambridge-ielts-03-academic-listening-test-3-4.mp3

Questions 31-33

Complete the table below.

Write NO MORE THAN TWO WORDS for each answer.

"NEW" MEAT	CAN BE COMPARED TO	PROBLEM
kangaroo	31 _____	32 _____
crocodile	chicken	fatty
ostrich	33 _____	

Questions 34-36

Complete the table below.

Write NO MORE THAN THREE WORDS for each answer.

OSTRICH PRODUCT	USE
Ostrich feathers	• tribal ceremonial dress • 34 _____ • decorated hats
Ostrich hide	• delicate 35 _____
Ostrich 36 _____	• 'biltong'

Questions 37-40

Choose the correct letters A-C.

37 Ostrich meat

- **A** ○ has more protein than beef.
- **B** ○ tastes nearly as good as beef.
- **C** ○ is very filling.

38 One problem with ostrich farming in Britain is

- **A** ○ the climate.
- **B** ○ the cost of transporting birds.
- **C** ○ the price of ostrich eggs.

39 Ostrich chicks reared on farms

- **A** ○ must be kept in incubators until mature.
- **B** ○ are very independent.
- **C** ○ need looking after carefully.

40 The speaker suggests ostrich farms are profitable because

- **A** ○ little initial outlay is required.
- **B** ○ farmed birds are very productive.
- **C** ○ there is a good market for the meat.

Transcripts

Part 1

JOAN: Right... let s try and get it sorted out today so we don t have it hanging over us. OK?

PETER: Good idea. I'll take notes.

JOAN: First thing .. . numbers... have we got anything definite?

PETER: Well.. . I've been working it out and I think 40 to 43.

JOAN: Shall we put 45 to be on the safe side?

PETER: Yep, fine.

JOAN: Dates ... well. That's straightforward.

PETER: The last working day before Christmas ... which is...

JOAN: . .. which is December the 21st.

PETER: .. . which is going to be pretty difficult to book at Christmas so we'd better think of two or three places just to be on the safe side.

JOAN: Well, last year's was hopeless.

PETER: The Red Lion, wasn't it?

JOAN: Yep. We ought to go for something more expensive, cos you . ..

PETER: . .. you gets what you pay for.

JOAN: That new Indian restaurant in Wetherfield is supposed to be excellent... the Rajdoot.

PETER: How do you spell that?

JOAN: R-A-J-D-O-O-T.

PETER: But it's bound to be packed.

JOAN: Well, let's put that down as the first choice and have some back-ups. What about the Park View Hotel as a second choice?

PETER: Yes, that's always reliable. Park View Hotel. ..

JOAN: And the London Arms in case.

PETER: London Arms . ..

JOAN: I'll call them now if you want.

PETER: No. I'll do it, Joan. You're really busy. Have you got the numbers?

JOAN: Not for the Rajdoot, but... right... Park View Hotel: 777192 and ... London Arms: 208657.

PETER: Great. Before I ring, we'd better just make sure they're within the price range.

JOAN: Up to £15 a head?

PETER: I think you'll find some people won't be able to go that high.

JOAN: Well, you can't get anything decent under £10.

PETER: OK. We'll say £12?

JOAN: OK.

PETER: And we'd better make sure there's good vegetarian food.

JOAN: And a non-smoking section! You know what the boss is like.

PETER: Don't remind me. I'll let you know as soon as I get anything.

PETER: Good news. 1 found Rajdoot's number straight away and they can fit us in. Their Christmas menu sounds great.

JOAN: What is it?

PETER: French onion soup or fruit juice.

JOAN: Uh-huh.

PETER: Roast dinner or lentil curry .. . sounds ordinary but my friend said it was really tasty.

JOAN: Umm ... lentil curry ... that's unusual.

PETER: Then for dessert there's traditional plum pudding or apple pie, plus coffee.

JOAN: That sounds really good for £12. Did you book it?

PETER: Well, I said I'd check with the staff first. But they did say they'd hold the booking until next Wednesday anyway. Oh, and if we go ahead, they'd like a £50 deposit.

JOAN: 50 is normal. .. that's fine.

PETER: And they want a letter.

JOAN: Right... to confirm.

PETER: And they say with such large numbers we have to choose the menu in advance.

JOAN: That won't be a problem. I'll put up a notice with details of the restaurant and the menu. When did you say they wanted confirmation by?

PETER: It was .. . let's see . .. the 4th of November.

JOAN: Where do you think I should put up the notice? Where everyone's guaranteed to see it.

PETER: On the cafe noticeboard I should think.

JOAN: Hardly anyone looks at that.

PETER: Well, the Newsletter is probably your best bet.

JOAN: Good idea. I'll go and do that now.

Part 2

TUTOR: .. . So, I'll hand over now to Julie Brooks.

JULIE BROOKS: Thank you. Welcome to the Sports Centre. It's good to see that there are so many people wanting to find out about our sports facilities. First of all, membership. All students at the college are entitled to become members of the Sports Centre, for an annual fee of £9.50. To register with us and get your membership card, you need to come to reception, between 2 and 6 pm, Monday to Thursday. I'm afraid we can't register new members on Friday, so it's Monday to Thursday, 2 to 6, at reception. Now, there are three things that you must remember to bring with you when you come to register; they are: your Union card, a recent passport-sized photograph of yourself, and the fee. It doesn't matter whether you bring cash or a cheque. We can't issue your card unless you bring all three; so, don't forget: your Union card, passport photo and fee. Then once you have got your sports card, you will need to bring it with you whenever you come to book or use any Sports Centre facilities.

Booking over the phone is not allowed, so you have to come here in person, with your card, when you want to book. Our opening hours seem to get longer every year. We are now open from 9am to 10pm on weekdays and from 10am to 6pm on Saturdays. For those of you who are up and about early in the morning, we are introducing a 50 per cent 'morning discount' this year. This is because the facilities tended to be under-used in the mornings last year. It means that all the sessions will be half-price between 9am and 12 noon on weekdays.

So, what exactly are the facilities? What sports can you play here? Well, this room we are in at the moment is called the Main Hall, and it's used mainly for team sports such as football, volleyball and basketball, but also for badminton and aerobics. On the other side of the reception area there is the dance studio; this provides a smaller, more intimate space, which we use for ballet, modern dance and martial arts - not at the same time, of course. Then in a separate building, which you may have noticed on your way here . . . it's on the other side of the car park . . . there are the squash courts (six of them), and at the far end of the building a fitness room. This is our newest facility, only completed in the Spring, but it is already proving to be one of the most popular. As well as all these facilities available here on the campus, we also have an arrangement with the local tennis club, which is only two miles away, entitling our students to use their courts on weekday mornings in the Summer. So, I think that there should be something here for everybody, and I hope to see all of you at the Centre, making use of the facilities. If, in the course of the year, you have any suggestions as to how the service we provide might be improved or its appeal widened, I'll be interested to hear from you.

Part 3

JOHN BROWN: Good morning, Mrs Collins. I just wondered if you could help me with this entry form for the Young Electronic Engineer competition.

MARY COLLINS: Hello, John. Oh you've made the jigsaw for blind children, with the bleeper.

JOHN BROWN: When they put a piece in correctly, that's right.

MARY COLLINS: OK, let's have a look at the form.

JOHN BROWN: Right, thanks. I've never filled in one of these before, so ...

MARY COLLINS: Well, let's just do it in pencil first. So, name of designers .. .

IOHN BROWN: Well, Ann helped me with some of the electronics work.

MARY COLLINS: Then you must put her name in as well. Right.. . Ann Ray.

JOHN BROWN: Sorry. It's ANNE and her surname is spelt R-E-A.

MARY COLLINS: Good start! OK . .. REA. And age is easy. You're both 16. What have you called the design? Keep it short.

JOHN BROWN: What about jigsaw puzzle design for visually handicapped?

MARY COLLINS: Too long. Just say blind puzzle, that'll do.

JOHN BROWN: OK.

MARY COLLINS: Right now, size of equipment?

JOHN BROWN: I've got it noted down here .. . urn, yes, length, sorry, width is 20 cm.

MARY COLLINS: OK.

JOHN BROWN: Length is 50 cm, and then the depth is ... well, it's very little.

MARY COLLINS: What would you say? I think you can be approximate.

JOHN BROWN: I'd say 2.5 cm.

MARY COLLINS: And the electricity supply? Is it mains operated?

JOHN BROWN: No it isn't, it's actually battery.

MARY COLLINS: OK, write battery.

JOHN BROWN: Fine, OK. It's the next bit that I'm really not sure what to put.

MARY COLLINS: Well, special features means, what is really new about this, you know, suitable for the group you made it for.

JOHN BROWN: Well, it's safe for children.

MARY COLLINS: That's fine. Put that in.

JOHN BROWN: OK, and of course we think it's educational.

MARY COLLINS: There you are, you've done it. Anything else?

JOHN BROWN: Well, I think the price is good.

MARY COLLINS: That's probably the most important factor.

JOHN BROWN: OK ... cheap price.

MARY COLLINS: Which brings us on to the next bit. What's the cost?

JOHN BROWN: Well, the pieces we made out of old wood .. . they cost, ooh, $5.

MARY COLLINS: And the electrics?

JOHN BROWN: They were more expensive . .. say, $9.50. Brilliant. Now what do they mean by other comments?

MARY COLLINS: It's just a chance for you to say anything about the equipment, and problems you envisage.

JOHN BROWN: Well, we would really like help with making plastic instead of wooden pieces.

MARY COLLINS: Well, put something like, need help to make plastic pieces.

JOHN BROWN: OK. And the other thing is, we'd like to develop a range of sizes.

MARY COLLINS: That's fine, then, just put that. And the last bit is, when will you send the equipment?

JOHN BROWN: Well, we've got a lot of work on at the moment and we want to get it as good as we can.

MARY COLLINS: Well, say 25 June?

JOHN BROWN: Can't we make it later?

MARY COLLINS: Well, the last date is 1 July. Why not say that?

JOHN BROWN: OK, that's what I'll put.

MARY COLLINS: So that's the lot!

JOHN BROWN: That's brilliant. Thanks very much, Mrs Collins. I'll send it off straightaway.

MARY COLLINS: Glad to be of help. Very best of luck to you both.

JOHN BROWN: Thanks, bye.

MARY COLLINS: Bye.

Part 4

PAULA: Today I'd like to introduce Ted Hunter, who used to rear sheep and poultry but who is here to tell us about a rather unusual type of livestock that he's been concentrating on in the last few years. Ted Hunter is a member of the Domesticated Ostrich Farming Association, and is here to tell us about the possibilities of breeding and rearing these birds here in this country.

TED: Thank you, Paula. When you look at international restaurant menus and supermarkets they all tend to feature the same range of meats - beef, lamb, chicken, pork, that sort of thing. But people are always interested in something different and we're now finding that farming can bring new types of meat to our tables. The kangaroo is one animal that's now being farmed for its meat and eaten outside Australia, where it comes from. It looks and tastes rather like rabbit, though it's slightly darker in colour, but it is rather tough, so that's a problem for some people. Crocodiles are also being farmed for their meat. This is rather like chicken, pale and tender, and it's getting quite fashionable. Some people also find it's rather fatty, but I think it makes a really tasty sandwich. Now a third type of meat becoming increasingly available, and the one that I think is by far the nicest of the three, is ostrich, which most people say has a similar taste and texture to beef. However, it's much better for you than beef, as we'll see later. Most people think of ostriches as wild animals, but in fact ostriches have been farmed in South Africa since around 1860. At first they were produced for their feathers. In Africa they were used for tribal ceremonial dress and they were also exported to Europe and America where they were made into ladies' fans and used for decorating hats. Later, feather fans and big decorated hats went out of fashion but ostriches were still bred, this time for their hide. This can be treated to produce about half a square metre of leather - very delicate, fine stuff of very good quality. At the same time, some of the meat was used for biltong - the air-dried strips of meat popular in South Africa as a sort of fast food. However, recently there's been more and more interest in the development of ostrich farming in other parts of the world, and more people are recognising its value as a food source. Ostrich meat is slightly higher in protein than beef- and much lower in fats and cholesterol. It tastes good too. A series of European taste tests found that 82% of people prefer ostrich to beef. And one ostrich produces a lot of meat - from around 30 to 50 kg, mostly from the hindquarters of the bird. Farmed ostriches don't need African climates, and in fact ostrich farming is now becoming well established in other parts of the world. However, setting up an ostrich farm isn't something to embark on lightly. Mature breeding birds are very expensive - even a fertilised ostrich egg isn't cheap so you need quite a bit of capital to begin with. Then the farmer needs special equipment such as incubators for the eggs. The young chicks are very dependent on human minders, and need a lot of attention from the people looking after them. In addition, ostriches can't be intensively farmed - they need space and exercise.

But in spite of this they make good farming sense. A cow produces only one calf a year whereas a female ostrich can lay an egg every other day. And because the farmers can use incubators and hatched chicks are nourished well and protected from danger, the failure rate on farms is very low indeed and almost all the fertilised eggs will hatch out into chicks which will in turn reach maturity. This is very different from the situation in the wild, where the vast majority of chicks will die or be killed before they grow up into mature ostriches. So it's possible, once the initial outlay has been made, for the farmer to be looking at very good profit margins indeed. Ostrich farming is still in its early days outside Africa but we hope that ostrich meat will be freely available soon and before long will be as cheap as beef.

Answer Key

#	Answer	Explanation
1	**Rajdoot**	That new Indian restaurant in Wetherfield is supposed to be excellent the Rajdoot.PETER: How do you spell that?JOAN: R-A-J-D-O-O-T.PETER: But it's bound to be packed.JOAN: Well, let's put that down as the first choice
2	**Park View (Hotel)**	What about the Park View Hotel as a second choice?PETER: Yes, that's always reliable. Park View Hotel
3	**London Arms**	What about the Park View Hotel as a second choice?PETER: Yes, that's always reliable. Park View Hotel JOAN: And the London Arms in case.PETER: London Arms
4	**208657**	Park View Hotel: 777192 and London Arms: 208657
5	**no-smoking section / non-smoking section**	JOAN: And a non-smoking section! You know what the boss is like
6	**Lentil curry**	Roast dinner or lentil curry sounds ordinary but my friend said it was really tasty
7	**fifty/50**	Oh, and if we go ahead, they'd like a £50 deposit
8	**choose (the) menu**	And they say with such large numbers we have to choose the menu in advance
9	**4th November/November 4th/4th of November / 4 November/November 4**	PETER: It was let's see the 4th of November
10	**(the) Newsletter**	PETER: Well, the Newsletter is probably your best bet.JOAN: Good idea. I'll go and do that now
11	**9.50**	All students at the college are entitled to become members of the Sports Centre, for an annual fee of £9.50
12	**annual**	All students at the college are entitled to become members of the Sports Centre, for an annual fee of £9.50
13	**reception**	To register with us and get your membership card, you need to come to reception, between 2 and 6 pm, Monday to Thursday
14	**card**	Then once you have got your sports card, you will need to bring it with you whenever you come to book or use any Sports Centre facilities

#	Answer	Explanation
15	**book**	Then once you have got your sports card, you will need to bring it with you whenever you come to book or use any Sports Centre facilities
16	**weekdays**	We are now open from 9am to 10pm on weekdays and from 10am to 6pm on Saturdays
17	**Reception (Area)**	On the other side of the reception area there is the dance studio
18	**Dance Studio**	On the other side of the reception area there is the dance studio; this provides a smaller, more intimate space, which we use for ballet, modern dance and martial arts – not at the same time, of course
19	**Squash Courts**	Then in a separate building, which you may have noticed on your way here . . . it's on the other side of the car park . . . there are the squash courts (six of them), and at the far end of the building a fitness room
20	**Fitness Room**	Then in a separate building, which you may have noticed on your way here . . . it's on the other side of the car park . . . there are the squash courts (six of them), and at the far end of the building a fitness room
21	**Anne Rea**	Well, let's just do it in pencil first. So, name of designers IOHN BROWN: Well, Ann helped me with some of the electronics work. MARY COLLINS: Then you must put her name in as well. Right Ann Ray. JOHN BROWN: Sorry. It's ANNE and her surname is spelt R-E-A
22	**16 (years old) / both 16**	And age is easy. You're both 16
23	**Blind (Jigsaw) Puzzle**	JOHN BROWN: What about jigsaw puzzle design for visually handicapped?MARY COLLINS: Too long. Just say blind puzzle, that'll do.JOHN BROWN: OK
24	**2.5**	JOHN BROWN: I've got it noted down here . urn, yes, length, sorry, width is 20 cm.MARY COLLINS: OK.JOHN BROWN: Length is 50 cm, and then the depth is well, it's very little.MARY COLLINS: What would you say? I think you can be approximate.JOHN BROWN: I'd say 2.5 cm
25	**safe for children**	JOHN BROWN: Well, it's safe for children.MARY COLLINS: That's fine. Put that in
26	**educational**	OK, and of course we think it's educational
27	**price is good/good price / cheap (price)**	JOHN BROWN: Well, I think the price is good. MARY COLLINS: That's probably the most important factor. JOHN BROWN: OK cheap price

#	Answer	Explanation
28	**electrics**	MARY COLLINS: And the electrics?JOHN BROWN: They were more expensive say, $9.50
29	**plastic pieces // in plastic**	Well, we would really like help with making plastic instead of wooden pieces. MARY COLLINS: Well, put something like, need help to make plastic pieces
30	**1st July/July 1st/1st of July/first of July / 1 July/July 1**	Well, the last date is 1 July. Why not say that?JOHN BROWN: OK, that's what I'll put
31	**rabbit (meat)**	It looks and tastes rather like rabbit, though it's slightly darker in colour, but it is rather tough, so that's a problem for some people
32	**(rather) tough**	The kangaroo is one animal that's now being farmed for its meat and eaten outside Australia, where it comes from. It looks and tastes rather like rabbit, though it's slightly darker in colour, but it is rather tough, so that's a problem for some people
33	**beef**	ostrich, which most people say has a similar taste and texture to beef
34	**(ladies') (feather) fans**	In Africa they were used for tribal ceremonial dress and they were also exported to Europe and America where they were made into ladies' fans and used for decorating hats
35	**leather**	Later, feather fans and big. decorated hats went out of fashion but ostriches were still bred, this time for their hide. This can be treated to produce about half a square metre of leather – very delicate, fine stuff of very good quality
36	**meat**	At the same time, some of the meat was used for biltong – the air-dried strips of meat popular in South Africa as a sort of fast food
37	**A**	Ostrich meat is slightly higher in protein than beef- and much lower in fats and cholesterol
38	**C**	Mature breeding birds are very expensive – even a fertilised ostrich egg isn't cheap so you need quite a bit of capital to begin with
39	**C**	The young chicks are very dependent on human minders, and need a lot of attention from the people looking after them
40	**B**	A cow produces only one calf a year whereas a female ostrich can lay an egg every other day. And because the farmers can use incubators and hatched chicks are nourished well and protected from danger, the failure rate on farms is very low indeed and almost all the fertilised eggs will hatch out into chicks which will in turn reach maturity

Cambridge IELTS 03 Academic Listening Test 4

PART 1 — QUESTIONS

Part 1 Audio: https://ielts-listening-audio.engnovatemedia.com/3172266-cambridge-ielts-03-academic-listening-test-4-1.mp3

Questions 1-2

Complete the form opposite.

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

Birth Statistics

Sex:	male
First name:	Tom
Surname:	Lightfoot
Weight:	1 _____ kgs
Length:	2 _____ cms
Colour of hair:	black

Questions 3-5

Label the map. Choose your answers from the box below. Write the appropriate letters A-E on the map.



A	State Bank
B	St George's Hospital
C	Garage
D	Library
E	University

A. State Bank | B. St George's Hospital | C. Garage

D. Library | E. University

	A	B	C	D	E
3	○	○	○	○	○
4	○	○	○	○	○
5	○	○	○	○	○

Questions 6-10

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

	Gift for Susan	Gift for baby
What will they buy?	6 _____	7 _____
Where will they buy the gifts?	8 _____	9 _____
Approximate prices?	$15	$ 10 _____

PART 2 — QUESTIONS

Part 2 Audio: https://ielts-listening-audio.engnovatemedia.com/3172265-cambridge-ielts-03-academic-listening-test-4-2.mp3

Questions 11-20

Complete the table below.

Write NO MORE THAN THREE WORDS for each answer.

For the recommendation column, write

A You must buy this.

B Maybe you should buy this.

C You should never buy this.

Name	Advantage(s)	Disadvantage(s)	Recommendation
Unbreakable Vacuum Flask	• Contains no **11** _____ • Steel guaranteed for 20 years • Keeps warm for **12** _____	• Expensive • Leaves **13** _____	B
Whistle Key Holder	• Press-button light - useful for finding keyhole • **14** _____	• Unpleasant noise • Doesn't work through **15** _____	**16** _____
Army Flashlight (squeeze light)	• Useful for **17** _____ • Works **18** _____	• Has **19** _____	C
Decoy Camera (to trick burglars)	• Realistic **20** _____	• Difficult to fix onto wall	A

PART 3 — QUESTIONS

Part 3 Audio: https://ielts-listening-audio.engnovatemedia.com/3172264-cambridge-ielts-03-academic-listening-test-4-3.mp3

Questions 21-23

Choose the correct letters A—C.

21 Amina's project is about a local

- **A** ○ school.
- **B** ○ hospital.
- **C** ○ factory.

22 Dr Bryson particularly liked

- **A** ○ the introduction.
- **B** ○ the first chapter.
- **C** ○ the middle section.

23 Amina was surprised because she

- **A** ○ thought it was bad.
- **B** ○ wrote it quickly.
- **C** ○ found it difficult to do.

Questions 24-26

What suggestions does Dr Bryson make? Complete the table as follows.

Write A if he says KEEP UNCHANGED

Write B if he says REWRITE

Write C if he says REMOVE COMPLETELY

Information on housing	**24** _____

Interview data	**25** _____
Chronology	**26** _____

Questions 27-30

Complete the notes below.

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

SCHEDULE OF ACTION

- Read 'Approaches to Local History' by John Mervis.
- Read **27** _____ by Kate Oakwell.
- Make changes and show to **28** _____.
- Do **29** _____ by 29 June.
- Laser print before **30** _____.
- Hand in to Faculty Office.

PART 4 — QUESTIONS

Part 4 Audio: https://ielts-listening-audio.engnovatemedia.com/3172263-cambridge-ielts-03-academic-listening-test-4-4.mp3

Questions 31-34

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

31 Between what times is the road traffic lightest? _____

32 Who will notice the noise most? _____

33 Which day of the week has the least traffic? _____

34 What will be the extra cost of modifying houses? _____

Questions 35-35

Choose the correct letter A-D.

35 The noise levels at the site can reach

- **A** ○ 45 decibels.
- **B** ○ 55 decibels.
- **C** ○ 67 decibels.
- **D** ○ 70 decibels.

Questions 36-38

Complete the table showing where devices used in reducing noise could be fitted in the houses.

Write: W for walls

D for doors

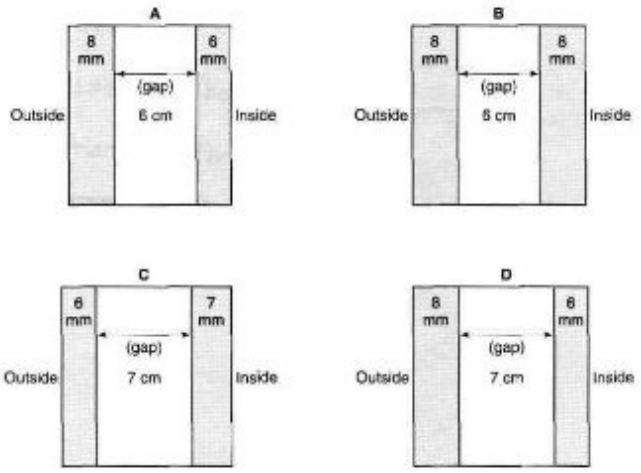
C for ceilings

36 _____	double thickness plaster board
37 _____	mechanical ventilation

38 _____	air conditioning

Questions 39-39

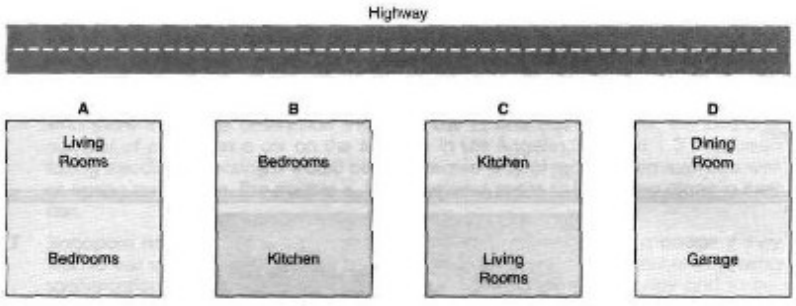
Choose the correct letters A-D.



	A	B	C	D
39 Which is the correct construction for acoustic double glazing?	○	○	○	○

Questions 40-40

Choose the correct letters A-D.



	A	B	C	D
40 What is the best layout for the houses?	○	○	○	○

Transcripts

Part 1

SARAH: John, I've just had some good news. Susan has had her baby.

JOHN: Do you know when she had it?

SARAH: Yesterday. The tenth of August.

JOHN: Oh, my father was born on August the tenth. Give me the details and I'll make a note for everyone at work.

SARAH: OK.

JOHN: Well, was it a boy or a girl?

SARAH: It's a boy.

JOHN: And what are they going to call him?

SARAH: Tom. Tom Lightfoot. It sounds quite good, don't you think?

JOHN: Yes, that has quite a good ring to it.

SARAH: You know he's quite a big baby. He weighed four and a quarter kilos when he was born. That does sound big, four and a quarter kilos.

SARAH: And he's long too, forty-six centimetres.

JOHN: Mmmm. Tall parents. He'll grow up to be over two metres, I'd say.

SARAH: With masses of black hair, curly black hair. You know, we should go and visit them in hospital. What about tomorrow afternoon at around 1 pm?

JOHN: Yes, OK.

SARAH: Where should we meet? ... Ah, I could come and pick you up at your house, if you like.

JOHN: Yes, that would be wonderful. My car is still off the road.

SARAH: Just refresh my memory. What's the address again?

JOHN: It's 15 Chesterfield Road, Paddington.

SARAH: It's next to the library, isn't it?

JOHN: Not exactly. It's next to a bank. The State Bank actually. The library is opposite us, on the corner.

SARAH: That's right, and there's a garage on the other street corner. I remember now.

JOHN: So, you'll pick me up at a quarter to one and we'll be there at one easily.

SARAH: Now what should we take? We must take them something.

JOHN: I always think flowers are good to take to someone in hospital, don't you?

SARAH: Well, not really. Everyone always brings flowers and they don't last. I think it's much better to take a pot plant, so she can take it home with her.

JOHN: Yes, but then she has to remember to water it. What about a big box of chocolates?

SARAH: OK, chocolates sound fine. We should get something for the baby too. What do you think?

JOHN: Yes, you're right. What do you think of something like baby shampoo or talcum powder?

SARAH: Or we could get a little hat, or something like that.

JOHN: We don't know the size, or the right colour, do we?

SARAH: I think we should get something they wouldn't normally buy. What about a soft toy of some sort?

JOHN: Yes, a soft toy.

SARAH: What about a teddy bear?

JOHN: I could get one early tomorrow at the market and I could probably get the chocolates there too.

SARAH: Good.

JOHN: So you'll pick me up at a quarter to one at my place and I'll make sure that I've got the presents.

SARAH: You must remember how much you paid for the gifts, so I can pay you back for half. If they're going to be from both of us, I would like to go shares.

JOHN: OK. I'd say the chocolates would be about $15 for something nice and not too small and the toy would be around $35 or so, I'd think.

SARAH: Good, that'll be fine. About $25 each then. Good, I'll pick you up then on Sunday at twelve forty-five.

JOHN: OK.

SARAH: See you then. Bye.

Part 2

PRESENTER: Good evening. Tonight s show comes to you from the Good Home Exhibition in Duke's Court, where we've been trying out some of the latest gadgets on show here and getting our resident expert - Liz Shearer - to tell us which ones are worth buying and which will die a death.

LIZ SHEARER: Well, hello. Yes, John, I've been investigating four new household gadgets and sorting out the advantages and disadvantages and then really deciding what are 'Must buys', what are 'Maybe buys' and what are 'Never buys'. Let's start with this vacuum flask for keeping drinks hot. Well... I felt this had quite a lot going for it, most of all is the fact that it contains no glass and is therefore unbreakable to all intents and purposes. It's made of stainless steel which is guaranteed for 20 years .. . hope that's long

enough . .. and it's true what the manufacturer claims - that it does maintain heat for 18 hours. So that's pretty good. On the down side, it really works out to be quite expensive and, much more surprisingly, it unfortunately leaves a strange taste . . . you know when you've drunk from it... so all in all, my recommendation would be it's got plenty of advantages, but it is rather expensive so I'd say you should maybe buy it. Moving on to a natty little device .. . the Whistle Key Holder. Basically this is where you whistle and the key holder gives off a high pitched noise and flashes light so you can find it. One advantage of this model is that it also has a small light. You press the button and this means you can find keyholes easily. I also felt the small size was a real advantage. On the weaker side, I did find the noise unpleasant. Which I m sure the designers could have done something about. And I found that it didn't work through metal, so it's mainly useful for finding in coat pockets, cushions, etc. But taken as a whole I thought it was a masterpiece of design and would highly recommend it.

The third gizmo is called the Army Flashlight because it was developed initially for military use. It works by squeezing the handle to generate the power. Its advantages are that it can be used for outside activities, and also ... and this is one of the surprising features... it does work underwater. My main objection to it though was although it did work in these conditions, this model gave off a weak light. So my recommendation I'm afraid would have to be to avoid this one. The decoy camera was last on my list. This is a fake video camera which you fix to your wall to scare off burglars. The advantage of this model is something which makes it look very realistic ... its flashing light. On the down side, it was quite difficult to fix to the wall. However, burglary is such a major problem these days that it is worth the effort, so this gets my strong recommendation.

PRESENTER: OK. Thanks for that, Liz.

Part 3

BRYSON: Well, Amina, thanks for letting me have your draft in such good time.

AMINA: Oh, that's alright. I was just very anxious to hear what you think of it. You can see that I decided to change the topic - I had been interested in looking at Barings Factory.

BRYSON: Oh, I think the hospital was a much better choice. In fact... well... I have to say that I thought it was good.

AMINA: Oh?

BRYSON: There's still lots of work to be done .. .

AMINA: Oh yes ... of course.

BRYSON: But there's plenty of good ideas. It opens well and the first chapter is fine but the middle section really stood out for me ... most interesting.

AMINA: That's amazing because I really didn't find it a bit easy to write .. .

BRYSON: How long did you work on the whole thing?

AMINA: Well, I spent about two or three weeks reading and doing general research and then I dashed the writing off very quickly ... so about four weeks in all.

BRYSON: Well, that's about par for the course. You've got a while yet to make the changes.

AMINA: Oh right... no problem ...

BRYSON: Right. Let's have a look at my notes here. OK. Starting with section headings ... the broad divisions are good but you'll have to re-do the actual headings. I've made some suggestions in the margins ...

AMINA: OK. Thanks.

BRYSON: Now, this information on local housing ... I can see why you put it there but it really isn't relevant to the approach you've taken.

AMINA: I think I see what you mean.

BRYSON: Now . . . what did I say about the interviews?

AMINA: I worked very hard on those. I really thought they were valuable.

BRYSON: They are, Amina, but they're very complex and rather unclear at the moment. You're going to have to spend a bit of time making the data a lot clearer.

AMINA: OK ... as long as 1 don't have to remove them altogether . . .

BRYSON: No, don't worry.

AMINA: What about the chronology ... the list of dates? I wasn't sure whether I should rewrite those.

BRYSON: My advice on that is to take them out. I feel it makes the whole piece appear too simplistic.

AMINA: OK, if it'll help.

BRYSON: Now, there are a couple of other books I'd like you to look at. Have you got a pen? Right. . . Approaches to Local History by John Mervis . . .

AMINA: Right.. .

BRYSON: And then I think you need to think about ways of representing interview data. Have a look at Sight and Sound by Kate Oakwell.

AMINA: Sight and Sound.

BRYSON: Then you know I'm going away on holiday next week . . .

AMINA: Yes.

BRYSON: So when you've made the changes I suggest you show the work to your Support Tutor.

AMINA: Support Tutor . . . right. . .

BRYSON: Then you do the proof reading . . .

AMINA: Proof reading . . . uh-huh. When by, do you think?

BRYSON: I'd aim for 29 June and after that you should get it laser printed . . . but be careful because the computer centre closes on 10 July.

AMINA: And then I hand it in to ... ?

BRYSON: Oh, the Faculty Office as usual.

AMINA: OK, that's fine. I think I'm all set now! Thanks very much for all your help.

BRYSON: A pleasure. See you when I get back.

AMINA: Yep. Thanks, Dr Bryson. Bye.

BRYSON: Bye.

Part 4

Good afternoon. I'm Paula Bundell and I am giving you the lectures on Environmental Noise this term. Today we are going to look into the effects of noise on a planned housing estate in a particularly difficult part of the new Manchester Park area. This site is not as bad as some 1 have researched in the past. The Blacktown airport is closed from 6pm to 7am and this is a great advantage to the site. The only noise after dark is from the highway and the traffic is somewhat reduced between 7.30pm and 5.30am. So, the people most affected by the noise will be, I expect, housewives. By the time most of the students and workers have arrived back home in the evening during the week the noise will have abated to a fairly large extent. The weekends are still a problem of course, but the traffic is certainly reduced on Saturdays to a large extent and even more so on Sundays. Of course modifications to houses will be necessary at a site like this and they come at a significant cost to the developer and home buyer. The modifications I am about to outline will add about $25,000 to the price of a newly-built house. That will still mean a cheaper house than in a less noisy and more desirable area. A bit of background would not go astray. I understand that you are all familiar with the proposed development site at Manchester Park. It's a particularly difficult one in terms of noise with the highway along the eastern perimeter and the Blacktown airport not 3 kilometres away to the north. Of course, those nearest the highway will be the worst hit, with heavy traffic noise as well as the noise from the light planes overhead. As you all know, the normal noise threshold for private housing is 55 decibels. At this site the levels have been recorded as high as 67 decibels.

The construction of the houses has to be somewhat modified from houses in most areas. In the houses on the highway and in the noisiest areas of this site there will be a need for specialised double glazing and special acoustic seals will have to be fitted to the doors. All exterior doors in this especially noisy pocket will have to be solid core wood doors with hinges. Every house built on this site, not just those adjacent to the highway or nearest to the airport, will require high density insulation materials in the roof. Not only will all the roofs need insulating, the exterior walls will be required to be double brick. All ceilings will require double thickness plaster board to be used in the construction. In the noisiest areas mechanical ventilation will have to be installed in the exterior walls. In those areas with sealed windows it will be necessary to fit fans with absorbers to cut out the noise in those particular houses. Air conditioning units could also be fitted in the ceilings of such houses but this is substantially more expensive than fans, and may not be needed on this site. Coming back now to the double glazing I mentioned before. Specialised double glazing requires a larger air gap between the inner and outer glass than normal double glazing. The gap must be at least 7 centimetres. The thickness of the glass is also a factor, 8 millimetres on the outside and 6 on the inside pane. It is essential that the glass be thicker on the outside than on the inside and that the gap between the panes of glass be a minimum of 7 centimetres. Obviously, the noise factor will have to be taken into consideration with the layout of the

houses. Living areas will have to be designed at the back of the houses away from the highway. Bedrooms and living rooms will have to be built towards the back, and for those houses closest to the highway two layers of plasterboard will be needed for the interior bedroom walls. Those rooms constructed at the front of the houses should be garages, laundries, kitchens, bathrooms and dining rooms. I have come to the conclusion that this development should go ahead, but with various acoustic modifications according to the position of the block in relation to the highway and intersection.

Answer Key

#	Answer	Explanation
1	**4.25 / four and quarter / 4 and (a) quarter**	He weighed four and a quarter kilos when he was born
2	**46 / forty-six**	SARAH: And he's long too, forty-six centimetres
3	**A // State Bank**	Not exactly. It's next to a bank. The State Bank actually. The library is opposite us, on the corner
4	**D // Library**	Not exactly. It's next to a bank. The State Bank actually. The library is opposite us, on the corner
5	**C // Garage**	SARAH: That's right, and there's a garage on the other street corner. I remember now
6	**chocolates / box of chocolates**	JOHN: Yes, but then she has to remember to water it. What about a big box of chocolates?SARAH: OK, chocolates sound fine
7	**(a) (soft) toy / (a) teddy (bear) / (a) bear**	SARAH: What about a soft toy of some sort?JOHN: Yes, a soft toy.SARAH: What about a teddy bear?JOHN: I could get one early tomorrow at the market and I could probably get the chocolates there too
8	**(at the) market(s)**	JOHN: I could get one early tomorrow at the market and I could probably get the chocolates there too
9	**(at the) market(s)**	I could get one early tomorrow at the market and I could probably get the chocolates there too
10	**35/thirty-five**	JOHN: OK. I'd say the chocolates would be about $15 for something nice and not too small and the toy would be around $35 or so, I'd think
11	**glass**	most of all is the fact that it contains no glass and is therefore unbreakable to all intents and purposes
12	**eighteen hours/18 hours**	and it's true what the manufacturer claims – that it does maintain heat for 18 hours
13	**(a) (strange) taste**	On the down side, it really works out to be quite expensive and, much more surprisingly, it unfortunately leaves a strange taste . . . you know when you've drunk from it
14	**(the) small size / small / (the) size**	I also felt the small size was a real advantage

#	Answer	Explanation
15	**metal**	And I found that it didn't work through metal, so it's mainly useful for finding in coat pockets, cushions, etc
16	**A**	However, burglary is such a major problem these days that it is worth the effort, so this gets my strong recommendation
17	**outside/outdoor activities / outdoors**	Its advantages are that it can be used for outside activities, and also and this is one of the surprising features it does work underwater
18	**underwater / beneath water**	Its advantages are that it can be used for outside activities, and also and this is one of the surprising features it does work underwater
19	**(a) weak light**	My main objection to it though was although it did work in these conditions, this model gave off a weak light
20	**flashing light**	The advantage of this model is something which makes it look very realistic its flashing light
21	**B**	You can see that I decided to change the topic – I had been interested in looking at Barings Factory.BRYSON: Oh, I think the hospital was a much better choice
22	**C**	It opens well and the first chapter is fine but the middle section really stood out for me most interesting
23	**C**	BRYSON: But there's plenty of good ideas. It opens well and the first chapter is fine but the middle section really stood out for me most interesting.AMINA: That's amazing because I really didn't find it a bit easy to write
24	**C**	BRYSON: Now, this information on local housing I can see why you put it there but it really isn't relevant to the approach you've taken
25	**B**	They are, Amina, but they're very complex and rather unclear at the moment. You're going to have to spend a bit of time making the data a lot clearer
26	**C**	Now, this information on local housing I can see why you put it there but it really isn't relevant to the approach you've taken
27	**Sight and Sound**	Have a look at Sight and Sound by Kate Oakwell
28	**Support Tutor**	BRYSON: So when you've made the changes I suggest you show the work to your Support Tutor
29	**proof reading // proof read**	BRYSON: Then you do the proof reading . . .AMINA: Proof reading . . . uh-huh. When by, do you think?BRYSON: I'd aim for 29 June

#	Answer	Explanation
30	**10th July/July 10th/10th of July / 10 July/July 10**	I'd aim for 29 June and after that you should get it laser printed . . . but be careful because the computer centre closes on 10 July
31	**7.30pm to 5.30am/7:30pm to 5:30am / 7:30pm and 5:30am**	The only noise after dark is from the highway and the traffic is somewhat reduced between 7.30pm and 5.30am
32	**housewives // housewifes**	So, the people most affected by the noise will be, I expect, housewives
33	**Sunday(s)**	The weekends are still a problem of course, but the traffic is certainly reduced on Saturdays to a large extent and even more so on Sundays
34	**(about) $25,000 / (about) $25000 / (about) 25,000 dollars / (about) 25000 dollars**	The modifications I am about to outline will add about $25,000 to the price of a newly-built house
35	**C**	At this site the levels have been recorded as high as 67 decibels
36	**C**	All ceilings will require double thickness plaster board to be used in the construction
37	**W**	In the noisiest areas mechanical ventilation will have to be installed in the exterior walls for those houses closest to the highway two layers of plasterboard will be needed for the interior bedroom walls
38	**C**	All ceilings will require double thickness plaster board to be used in the construction
39	**D**	Coming back now to the double glazing I mentioned before. Specialised double glazing requires a larger air gap between the inner and outer glass than normal double glazing. The gap must be at least 7 centimetres. The thickness of the glass is also a factor, 8 millimetres on the outside and 6 on the inside pane. It is essential that the glass be thicker on the outside than on the inside and that the gap between the panes of glass be a minimum of 7 centimetres
40	**C**	Living areas will have to be designed at the back of the houses away from the highway. Bedrooms and living rooms will have to be built towards the back, and for those houses closest to the highway two layers of plasterboard will be needed for the interior bedroom walls. Those rooms constructed at the front of the houses should be garages, laundries, kitchens, bathrooms and dining rooms

Cambridge IELTS 03 Academic Writing Test 1

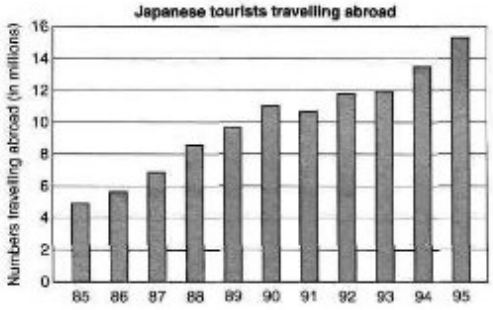
Part 1

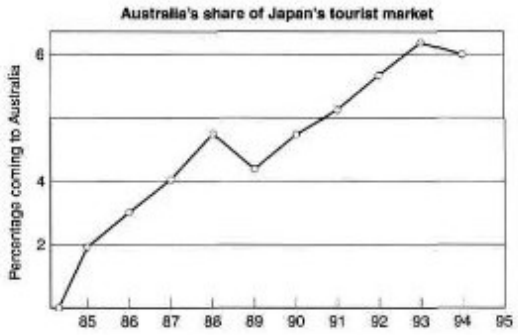
You should spend about 20 minutes on this task.

The charts below show the number of Japanese tourists travelling abroad between 1985 and 1995 and Australia's share of the Japanese tourist market.

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

You should write at least 150 words.





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.

Popular events like the football World Cup and other international sporting occasions are essential in easing international tensions and releasing patriotic emotions in a safe way.

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

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

You should write at least 250 words.

Cambridge IELTS 03 Academic Writing Test 2

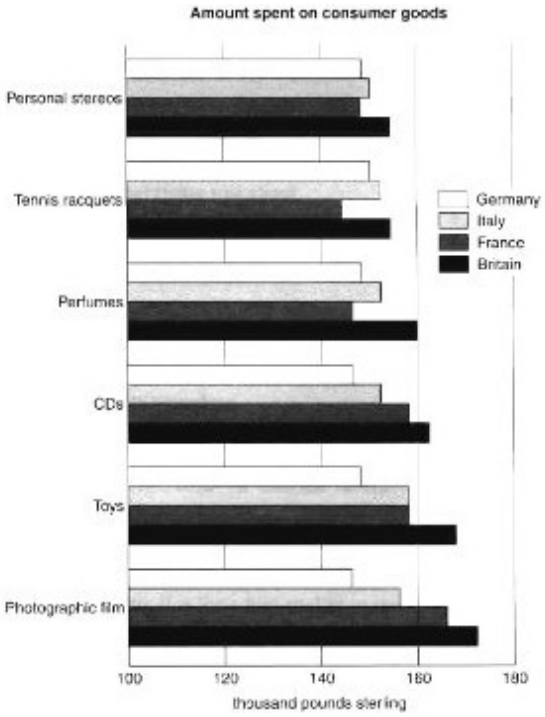
Part 1

You should spend about 20 minutes on this task.

The chart below shows the amount spent on six consumer goods in four European countries.

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

You should write at least 150 words.



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.

When a country develops its technology, the traditional skills and ways of life die out. It is pointless to try and keep them alive.

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

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

You should write at least 250 words.

Cambridge IELTS 03 Academic Writing Test 3

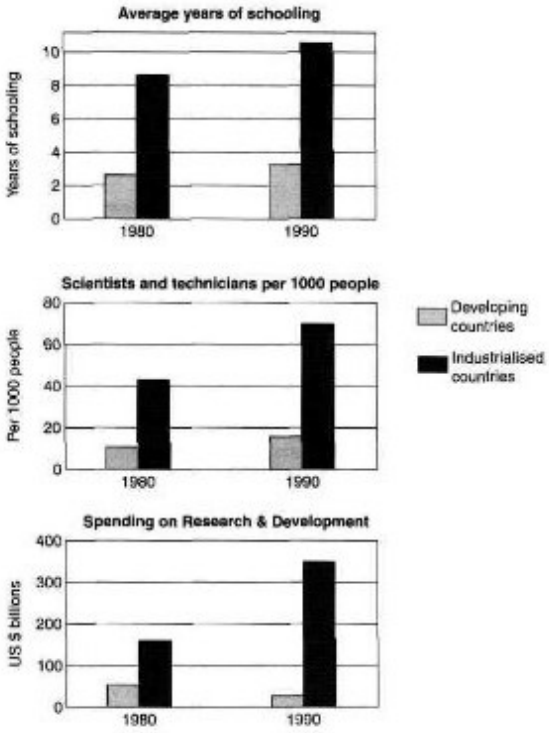
Part 1

You should spend about 20 minutes on this task.

The charts below show the levels of participation in education and science in developing and industrialised countries in 1980 and 1990.

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

You should write at least 150 words.



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.

In many countries children are engaged in some kind of paid work. Some people regard this as completely wrong, while others consider it as valuable work experience, important for learning and taking responsibility.

What are your opinions on this?

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

You should write at least 250 words.

Cambridge IELTS 03 Academic Writing Test 4

Part 1

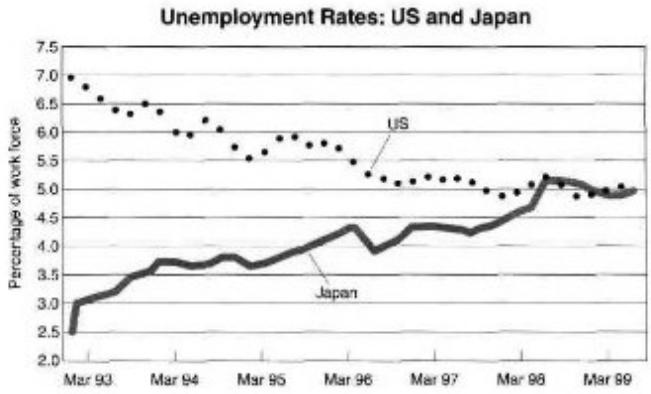
WRITING TASK 1

You should spend about 20 minutes on this task.

The graph below shows the unemployment rates in the US and Japan between March 1993 and March 1999.

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.

Improvements in health, education and trade are essential for the development of poorer nations. However, the governments of richer nations should take more responsibility for helping the poorer nations in such areas.

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

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

You should write at least 250 words.

Cambridge IELTS 03 Academic Speaking Test 1

Part 1

Question 1

Do you have a large family or a small family?

Question 2

Can you tell me something about them?

Question 3

How much time do you manage to spend with members of your family?

Question 4

What sorts of things do you like to do together?

Question 5

Did/Do you get on well with your family? [Why?]

Part 2

Question 6

Describe a teacher who has influenced you in your education.

You should say:

where you met them

what subject they taught

what was special about them

and explain why this person influenced you so much.

Part 3

Question 7

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

Question 8

What changes do you foresee in the next 50 years?

Question 9

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

Question 10

What role do you think extracurricular activities play in education?

Question 11

What method of learning works best for you?

Question 12

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

Cambridge IELTS 03 Academic Speaking Test 2

Part 1

Question 1

Tell me about the most important festival in your country.

Question 2

What special food and activities are connected with this festival?

Question 3

What do you most enjoy about it?

Question 4

Do you think festivals are important for a country? [Why?]

Part 2

Question 5

Describe a film or a TV programme which has made a strong impression on you.

You should say:

what kind of film or TV programme it was, e.g. comedy

when you saw the film or TV programme

what the film or TV programme was about

and explain why this film or TV programme made such an impression on you.

Part 3

Question 6

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

Question 7

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

Question 8

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

Question 9

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

Question 10

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

Question 11

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

Cambridge IELTS 03 Academic Speaking Test 3

Part 1

Question 1

What would you suggest a visitor should see and do in your country?

Question 2

Are there any traditional arts or music you would recommend?

Question 3

Tell me about the kind of foreign visitors or tourists who go to your country.

Question 4

In what ways has tourism changed your country?

Part 2

Question 5

Describe a memorable event in your life.

You should say:

when the event took place

where the event took place

what happened exactly

and explain why this event was memorable for you.

Part 3

Question 6

How important are ceremonies in our lives?

Question 7

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

Question 8

Have attitudes to marriage changed in recent years?

Question 9

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

Question 10

What sort of national events make headlines in your country?

Question 11

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

Cambridge IELTS 03 Academic Speaking Test 4

Part 1

Question 1

What would you like to change in your daily routine?

Question 2

Are all your days the same?

Question 3

Tell me about your typical weekday and your typical weekend.

Question 4

What is the balance of work/study and free time in your normal day?

Part 2

Question 5

Describe something you own which is very important to you.

You should say:

where you got it from

how long you have had it

what you use it for

and explain why it is so important to you.

Part 3

Question 6

What kind of possessions show status in your country?

Question 7

Do you think it was different for your grandparents?

Question 8

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

Question 9

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

Question 10

What is the role of advertising?

Question 11

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