[PDF + Audio] Cambridge IELTS 04 Academic Ebook with Answers

Contents

Cambridge IELTS 04 Academic Reading Test 1 3
Cambridge IELTS 04 Academic Reading Test 2 24
Cambridge IELTS 04 Academic Reading Test 3 43
Cambridge IELTS 04 Academic Reading Test 4 63
Cambridge IELTS 04 Academic Listening Test 1 83
Cambridge IELTS 04 Academic Listening Test 2 102
Cambridge IELTS 04 Academic Listening Test 3 121
Cambridge IELTS 04 Academic Listening Test 4 140
Cambridge IELTS 04 Academic Writing Test 1 160
Cambridge IELTS 04 Academic Writing Test 2 162
Cambridge IELTS 04 Academic Writing Test 3 164
Cambridge IELTS 04 Academic Writing Test 4 166
Cambridge IELTS 04 Academic Speaking Test 1 168
Cambridge IELTS 04 Academic Speaking Test 2 171
Cambridge IELTS 04 Academic Speaking Test 3 174
Cambridge IELTS 04 Academic Speaking Test 4 178

Cambridge IELTS 04 Academic Reading Test 1

PASSAGE 1

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

READING PASSAGE 1

Adults and children are frequently confronted with statements about the alarming rate of loss of tropical rainforests. For example, one graphic illustration to which children might readily relate is the estimate that rainforests are being destroyed at a rate equivalent to one thousand football fields every forty minutes - about the duration of a normal classroom period. In the face of the frequent and often vivid media coverage, it is likely that children will have formed ideas about rainforests - what and where they are, why they are important, what endangers them - independent of any formal tuition. It is also possible that some of these ideas will be mistaken.

Many studies have shown that children harbour misconceptions about 'pure', curriculum science. These misconceptions do not remain isolated but become incorporated into a multifaceted, but organised, conceptual framework, making it and the component ideas, some of which are erroneous, more robust but also accessible to modification. These ideas may be developed by children absorbing ideas through the popular media. Sometimes this information may be erroneous. It seems schools may not be providing an opportunity for children to re-express their ideas and so have them tested and refined by teachers and their peers.

Despite the extensive coverage in the popular media of the destruction of rainforests, little formal information is available about children's ideas in this area. The aim of the present study is to start to provide such information, to help teachers design their educational strategies to build upon correct ideas and to displace misconceptions and to plan programmes in environmental studies in their schools.

The study surveys children's scientific knowledge and attitudes to rainforests. Secondary school children were asked to complete a questionnaire containing five open-form questions. The most frequent responses to the first question were descriptions which are self-evident from the term 'rainforest'. Some children described them as damp, wet or hot. The second question concerned the geographical location of rainforests. The commonest responses were continents or countries: Africa (given by 43% of children), South America (30%), Brazil (25%). Some children also gave more general locations, such as being near the Equator.

Responses to question three concerned the importance of rainforests. The dominant idea, raised by 64% of the pupils, was that rainforests provide animals with habitats. Fewer students responded that rainforests provide plant habitats, and even fewer mentioned the indigenous populations of rainforests. More girls (70%) than boys (60%) raised the idea of rainforest as animal habitats.

Similarly, but at a lower level, more girls (13%) than boys (5%) said that rainforests provided human habitats. These observations are generally consistent with our previous studies of pupils' views about the use and conservation of rainforests, in which girls were shown to be more sympathetic to animals and expressed views which seem to place an intrinsic value on non-human animal life.

The fourth question concerned the causes of the destruction of rainforests. Perhaps encouragingly, more than half of the pupils (59%) identified that it is human activities which are destroying rainforests, some personalising the responsibility by the use of terms such as 'we are'. About 18% of the pupils referred specifically to logging activity.

One misconception, expressed by some 10% of the pupils, was that acid rain is responsible for rainforest destruction; a similar proportion said that pollution is destroying rainforests. Here, children are confusing rainforest destruction with damage to the forests of Western Europe by these factors. While two fifths of the students provided the information that the rainforests provide oxygen, in some cases this response also embraced the misconception that rainforest destruction would reduce atmospheric oxygen, making the atmosphere incompatible with human life on Earth.

In answer to the final question about the importance of rainforest conservation, the majority of children simply said that we need rainforests to survive. Only a few of the pupils (6%) mentioned that rainforest destruction may contribute to global warming. This is surprising considering the high level of media coverage on this issue. Some children expressed the idea that the conservation of rainforests is not important.

The results of this study suggest that certain ideas predominate in the thinking of children about rainforests. Pupils' responses indicate some misconceptions in basic scientific knowledge of rainforests' ecosystems such as their ideas about rainforests as habitats for animals, plants and humans and the relationship between climatic change and destruction of rainforests.

Pupils did not volunteer ideas that suggested that they appreciated the complexity of causes of rainforest destruction. In other words, they gave no indication of an appreciation of either the range of ways in which rainforests are important or the complex social, economic and political factors which drive the activities which are destroying the rainforests. One encouragement is that the results of similar studies about other environmental issues suggest that older children seem to acquire the ability to appreciate, value and evaluate conflicting views. Environmental education offers an arena in which these skills can be developed, which is essential for these children as future decision-makers.

PART 1 — QUESTIONS

Questions 1-8

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

write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

1 The plight of the rainforests has largely been ignored by the media.

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

2 Children only accept opinions on rainforests that they encounter in their classrooms.

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

3 It has been suggested that children hold mistaken views about the 'pure' science that they study at school.

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

4 The fact that children's ideas about science form part of a larger framework of ideas means that it is easier to change them.

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

5 The study involved asking children a number of yes/no questions such as 'Are there any rainforests in Africa?'

- **A** ○ TRUE

B ○ FALSE

C ○ NOT GIVEN

6 Girls are more likely than boys to hold mistaken views about the rainforests' destruction.

A ○ TRUE

B ○ FALSE

C ○ NOT GIVEN

7 The study reported here follows on from a series of studies that have looked at children's understanding of rainforests.

A ○ TRUE

B ○ FALSE

C ○ NOT GIVEN

8 A second study has been planned to investigate primary school children's ideas about rainforests.

A ○ TRUE

B ○ FALSE

C ○ NOT GIVEN

Questions 9-13

The box below gives a list of responses A-P to the questionnaire discussed in Reading Passage 1.

Answer the following questions by choosing the correct responses A-P.

A. There is a complicated combination of reasons for the loss of the rainforests.

B. The rainforests are being destroyed by the same things that are destroying the forests of Western Europe.

C. Rainforests are located near the Equator.

D. Brazil is home to the rainforests.

E. Without rainforests some animals would have nowhere to live.

F. Rainforests are important habitats for a lot of plants.

G. People are responsible for the loss of the rainforests.

H. The rainforests are a source of oxygen.

I. Rainforests are of consequence for a number of different reasons.

J. As the rainforests are destroyed, the world gets warmer.

K. Without rainforests there would not be enough oxygen in the air.

L. There are people for whom the rainforests are home.

M. Rainforests are found in Africa.

N. Rainforests are not really important to human life.

O. The destruction of the rainforests is the direct result of logging activity.

P. Humans depend on the rainforests for their continuing existence.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
9 What was the children's most frequent response when asked where the rainforests were?	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
10 What was the most common response to the question about the importance of the rainforests?	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
11 What did most children give as the reason for the loss of the rainforests?	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
12 Why did most children think it important for the rainforests to	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
be protected?																
13 Which of the responses is cited as unexpectedly uncommon, given the amount of time spent on the issue by the newspapers and television?	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○

Questions 14-14

Choose the correct letter, A, B, C, D or E.

14 Which of the following is the most suitable title for Reading Passage 1?

A ○ The development of a programme in environmental studies within a science curriculum

B ○ Children's ideas about the rainforests and the implications for course design

C ○ The extent to which children have been misled by the media concerning the rainforests

D ○ How to collect, collate and describe the ideas of secondary school children

E ○ The importance of the rainforests and the reasons for their destruction

PASSAGE 2

You should spend about 20 minutes on Questions 15-26 which are based on Reading Passage 2 below.

What Do Whales Feel?

An examination of the functioning of the senses in cetaceans, the group of mammals comprising whales, dolphins and porpoises

Some of the senses that we and other terrestrial mammals take for granted are either reduced or absent in cetaceans or fail to function well in water. For example, it appears from their brain structure that toothed species are unable to smell. Baleen species, on the other hand, appear to have some related brain structures but it is not known whether these are functional. It has been speculated that, as the blowholes evolved and migrated to the top of the head, the neural pathways serving sense of smell may have been nearly all sacrificed. Similarly, although at least some cetaceans have taste buds, the nerves serving these have degenerated or are rudimentary.

The sense of touch has sometimes been described as weak too, but this view is probably mistaken. Trainers of captive dolphins and small whales often remark on their animals' responsiveness to being touched or rubbed, and both captive and free-ranging cetacean individuals of all species (particularly adults and calves, or members of the same subgroup) appear to make frequent contact. This contact may help to maintain order within a group, and stroking or touching are part of the courtship ritual in most species. The area around the blowhole is also particularly sensitive and captive animals often object strongly to being touched there.

The sense of vision is developed to different degrees in different species. Baleen species studied at close quarters underwater - specifically a grey whale calf in captivity for a year, and free-ranging right whales and humpback whales studied and filmed off Argentina and Hawaii - have obviously tracked objects with vision underwater, and they can apparently see moderately well both in water and in air. However, the position of the eyes so restricts the field of vision in baleen whales that they probably do not have stereoscopic vision.

On the other hand, the position of the eyes in most dolphins and porpoises suggests that they have stereoscopic vision forward and downward. Eye position in freshwater dolphins, which often swim on their side or upside down while feeding, suggests that what vision they have is stereoscopic forward and upward. By comparison, the bottlenose dolphin has extremely keen vision in water. Judging from the way it watches and tracks airborne flying fish, it can apparently see fairly well through the air-water interface as well. And although preliminary experimental evidence suggests that their in-air vision is poor, the accuracy with which dolphins leap high to take small fish out of a trainer's hand provides anecdotal evidence to the contrary.

Such variation can no doubt be explained with reference to the habitats in which individual species have developed. For example, vision is obviously more useful to species inhabiting clear open waters than to those living in turbid rivers and flooded plains. The South American boutu and Chinese beiji, for instance, appear to have very limited vision, and the Indian susus are blind, their eyes reduced to slits that probably allow them to sense only the direction and intensity of light.

Although the senses of taste and smell appear to have deteriorated, and vision in water appears to be uncertain, such weaknesses are more than compensated for by cetaceans' well-developed acoustic sense. Most species are highly vocal, although they vary in the range of sounds they produce, and many forage for food using echolocation. Large baleen whales primarily use the lower frequencies and are often limited in their repertoire. Notable exceptions are the nearly song-like choruses of bowhead whales in summer and the complex, haunting utterances of the humpback whales. Toothed species in general employ more of the frequency spectrum, and produce a wider variety of sounds, than baleen species (though the sperm whale

apparently produces a monotonous series of high-energy clicks and little else). Some of the more complicated sounds are clearly communicative, although what role they may play in the social life and 'culture' of cetaceans has been more the subject of wild speculation than of solid science.

1. echolocation: the perception of objects by means of sound wave echoes.

PART 2 — QUESTIONS

Questions 15-21

Complete the table below.

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

SENSE	SPECIES	ABILITY	COMMENTS
Smell	toothed	no	evidence from brain structure
	baleen	not certain	related brain structures are present
Taste	some types	poor	nerves linked to their **15** _____ are underdeveloped
Touch	all	yes	region around the blowhole very sensitive
Vision	**16** _____	yes	probably do not have stereoscopic vision
	dolphins, porpoises	yes	probably have stereoscopic vision **17** _____
	18 _____	yes	probably have stereoscopic vision forward and upward
	bottlenose dolphins	yes	exceptional in **19** _____ and good in air-water interface
	boutu and beiji	poor	have limited vision
	Indian susus	no	probably only sense direction and intensity of light
Hearing	most large baleen	yes	usually use **20** _____ ; repertoire limited
	21 _____ whales	yes	song-like
	toothed	yes	use more of frequency spectrum; have wider repertoire

Questions 22-26

Answer the questions below using NO MORE THAN THREE WORDS from the passage for each answer.

22 Which of the senses is described here as being involved in mating? _____

23 Which species swims upside down while eating? _____

24 What can bottlenose dolphins follow from under the water? _____

25 Which type of habitat is related to good visual ability? _____

26 Which of the senses is best developed in cetaceans? _____

PASSAGE 3

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

Visual Symbols and the Blind

Part 1

From a number of recent studies, it has become clear that blind people can appreciate the use of outlines and perspectives to describe the arrangement of objects and other surfaces in space. But pictures are more than literal representations.

This fact was drawn to my attention dramatically when a blind woman in one of my investigations decided on her own initiative to draw a wheel as it was spinning. To show this motion, she traced a curve inside the circle (Fig. 1). I was taken aback. Lines of motion, such as the one she used, are a very recent invention in the history of illustration. Indeed, as art scholar David Kunzle notes, Wilhelm Busch, a trend-setting nineteenth-century cartoonist, used virtually no motion lines in his popular figures until about 1877.

When I asked several other blind study subjects to draw a spinning wheel, one particularly clever rendition appeared repeatedly: several subjects showed the wheel's spokes as curved lines. When asked about these curves, they all described them as metaphorical ways of suggesting motion. Majority rule would argue that this device somehow indicated motion very well. But was it a better indicator than, say, broken or wavy lines - or any other kind of line, for that matter? The answer was not clear. So I decided to test whether various lines of motion were apt ways of showing movement or if they were merely idiosyncratic marks. Moreover, I wanted to discover whether there were differences in how the blind and the sighted interpreted lines of motion.

To search out these answers, I created raised-line drawings of five different wheels, depicting spokes with lines that curved, bent, waved, dashed and extended beyond the perimeter of the wheel. I then asked eighteen blind volunteers to feel the wheels and assign one of the following motions to each wheel: wobbling, spinning fast, spinning steadily, jerking or braking. My control group consisted of eighteen sighted undergraduates from the University of Toronto.

All but one of the blind subjects assigned distinctive motions to each wheel. Most guessed that the curved spokes indicated that the wheel was spinning steadily; the wavy spokes, they thought, suggested that the wheel was wobbling; and the bent spokes were taken as a sign that the wheel was jerking. Subjects assumed that spokes extending beyond the wheel's perimeter signified that the wheel had its brakes on and that dashed spokes indicated the wheel was spinning quickly.

In addition, the favoured description for the sighted was the favoured description for the blind in every instance. What is more, the consensus among the sighted was barely higher than that among the blind. Because motion devices are unfamiliar to the blind, the task I gave them involved some problem solving. Evidently, however, the blind not only figured out meanings for each line of motion, but as a group they generally came up with the same meaning at least as frequently as did sighted subjects.

Part 2

We have found that the blind understand other kinds of visual metaphors as well. One blind woman drew a picture of a child inside a heart - choosing that symbol, she said, to show that love surrounded the child. With Chang Hong Liu, a doctoral student from China, I have begun exploring how well blind people understand the symbolism behind shapes such as hearts that do not directly represent their meaning.

We gave a list of twenty pairs of words to sighted subjects and asked them to pick from each pair the term that best related to a circle and the term that best related to a square. For example, we asked: What goes with soft? A circle or a square? Which shape goes with hard?

All our subjects deemed the circle soft and the square hard. A full 94% ascribed happy to the circle, instead of sad. But other pairs revealed less agreement: 79% matched fast to slow and weak to strong, respectively. And only 51% linked deep to circle and shallow to square. (See Fig. 2.) When we tested four totally blind volunteers using the same list, we found that their choices closely resembled those made by the sighted subjects. One man, who had been blind since birth, scored extremely well. He made only one match differing from the consensus, assigning 'far' to square and 'near' to circle. In fact, only a small majority of sighted subjects - 53% - had paired far and near to the opposite partners. Thus, we concluded that the blind interpret abstract shapes as sighted people do.

Words associated with circle/square	Agreement among subjects (%)
SOFT-HARD	100
MOTHER-FATHER	94
HAPPY-SAD	94
GOOD-EVIL	89
LOVE-HATE	89
ALIVE-DEAD	87
BRIGHT-DARK	87
LIGHT-HEAVY	85
WARM-COLD	81
SUMMER-WINTER	81
WEAK-STRONG	79
FAST-SLOW	79
CAT-DOG	74
SPRING-FALL	74
QUIET-LOUD	62
WALKING-STANDING	62
ODD-EVEN	57
FAR-NEAR	53
PLANT-ANIMAL	53
DEEP-SHALLOW	51

Fig. 2 Subjects were asked which word in each pair fits best with a circle and which with a square. These percentages show the level of consensus among sighted subjects.

Questions 27-29

Choose the correct letter, A, B, C or D.

27 In the first paragraph the writer makes the point that blind people

- **A** ○ may be interested in studying art.
- **B** ○ can draw outlines of different objects and surfaces.
- **C** ○ can recognise conventions such as perspective.
- **D** ○ can draw accurately.

28 The writer was surprised because the blind woman

- **A** ○ drew a circle on her own initiative.
- **B** ○ did not understand what a wheel looked like.
- **C** ○ included a symbol representing movement.
- **D** ○ was the first person to use lines of motion.

29 From the experiment described in Part 1, the writer found that the blind subjects

- **A** ○ had good understanding of symbols representing movement.
- **B** ○ could control the movement of wheels very accurately.
- **C** ○ worked together well as a group in solving problems.
- **D** ○ got better results than the sighted undergraduates.

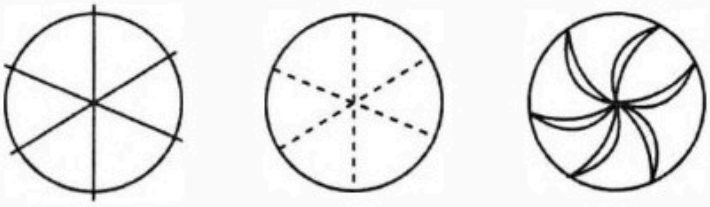
Questions 30-32

Look at the following diagrams (Questions 30-32), and the list of types of movement below.

Match each diagram to the type of movement A-E generally assigned to it in the experiment.

Choose the correct letter A-E.

Look at the following diagrams (Questions 30–32), and the list of types of movement below.
*Match each diagram to the type of movement **A–E** generally assigned to it in the experiment.*
*Choose the correct letter **A–E** and write them in boxes 30–32 on your answer sheet.*



30 **31** **32**

A	steady spinning
B	jerky movement
C	rapid spinning
D	wobbling movement
E	use of brakes

29

- **30** _____
- **31** _____
- **32** _____

A. **steady spinning**

B. **jerky movement**

C. **rapid spinning**

D. **wobbling movement**

E. **use of brakes**

Questions 33-39

Complete the summary below using words from the box.

NB You may use any word more than once.

associations | blind | deep

hard | hundred | identical

pairs | shapes | sighted

similar | shallow | soft

words

In the experiment described in Part 2, a set of word **33** _____ was used to investigate whether blind and sighted people perceived the symbolism in abstract **34** _____ in the same way. Subjects were asked which word fitted best with a circle and which with a square. From the **35** _____ volunteers, everyone thought a circle fitted 'soft' while a square fitted 'hard'. However, only 51% of the **36** _____ volunteers assigned a circle to **37** _____ . When the test was later repeated with **38** _____ volunteers, it was found that they made **39** _____ choices.

Questions 40-40

Choose the correct letter, A, B, C or D.

40 Which of the following statements best summarises the writer's general conclusion?

- **A** ○ The blind represent some aspects of reality differently from sighted people.
- **B** ○ The blind comprehend visual metaphors in similar ways to sighted people.
- **C** ○ The blind may create unusual and effective symbols to represent reality.
- **D** ○ The blind may be successful artists if given the right training.

Answer Key

#	Answer	Explanation
1	**FALSE**	In the face of the frequent and often vivid media coverage, it is likely that children will have formed ideas about rainforests
2	**FALSE**	In the face of the frequent and often vivid media coverage, it is likely that children will have formed ideas about rainforests — what and where they are, why they are important, what endangers them — independent of any formal tuition
3	**TRUE**	Many studies have shown that children harbour misconceptions about 'pure', curriculum science
4	**TRUE**	These misconceptions do not remain isolated but become incorporated into a multifaceted, but organised, conceptual framework, making it and the component ideas, some of which are erroneous, more robust but also accessible to modification
5	**FALSE**	Secondary school children were asked to complete a questionnaire containing five open-form questions
6	**NOT GIVEN**	More girls (70%) than boys (60%) raised the idea of rainforest as animal habitats Similarly, but at a lower level, more girls (13%) than boys (5%) said that rainforests provided human habitats
7	**TRUE**	These observations are generally consistent with our previous studies of pupils' views about the use and conservation of rainforests, in which girls were shown to be more sympathetic to animals and expressed views which seem to place an intrinsic value on non-human animal life
8	**NOT GIVEN**	The aim of the present study is to start to provide such information, to help teachers design their educational strategies to build upon correct ideas and to displace misconceptions and to plan programmes in environmental studies in their schools
9	**M**	The commonest responses were continents or countries: Africa (given by 43% of children), South America (30%), Brazil (25%)
10	**E**	Responses to question three concerned the importance of rainforests. The dominant idea, raised by 64% of the pupils, was that rainforests provide animals with habitats
11	**G**	The fourth question concerned the causes of the destruction of rainforests. Perhaps encouragingly, more than half of the pupils (59%) identified that it is human activities which are destroying rainforests, some personalising the responsibility by the use of terms such as 'we are'
12	**P**	In answer to the final question about the importance of rainforest conservation, the majority of children simply said that we need rainforests to survive
13	**J**	Only a few of the pupils (6%) mentioned that rainforest destruction may contribute to global warming. This is surprising considering the high level of media coverage on this issue

#	Answer	Explanation
14	**B**	The aim of the present study is to start to provide such information, to help teachers design their educational strategies to build upon correct ideas and to displace misconceptions and to plan programmes in environmental studies in their schools
15	**taste buds**	Similarly, although at least some cetaceans have taste buds, the nerves serving these have degenerated or are rudimentary
16	**baleen / (the) baleen whales**	However, the position of the eyes so restricts the field of vision in baleen whales that they probably do not have stereoscopic vision
17	**forward,downward / forward and downward**	On the other hand, the position of the eyes in most dolphins and porpoises suggests that they have stereoscopic vision forward and downward
18	**freshwater dolphin(s) / the freshwater dolphin(s)**	Eye position in freshwater dolphins, which often swim on their side or upside down while feeding, suggests that what vision they have is stereoscopic forward and upward
19	**water / the water**	By comparison, the bottlenose dolphin has extremely keen vision in water
20	**lower frequencies / the lower frequencies**	Large baleen whales primarily use the lower frequencies and are often limited in their repertoire
21	**bowhead/humpback / bowhead and humpback / bowhead,humpback**	Notable exceptions are the nearly song-like choruses of bowhead whales in summer and the complex, haunting utterances of the humpback whales
22	**touch / sense of touch**	This contact may help to maintain order within a group, and stroking or touching are part of the courtship ritual in most species
23	**freshwater dolphin(s) / the freshwater dolphin(s)**	Eye position in freshwater dolphins, which often swim on their side or upside down while feeding, suggests that what vision they have is stereoscopic forward and upward
24	**airborne flying fish**	By comparison, the bottlenose dolphin has extremely keen vision in water. Judging from the way it watches and tracks airborne flying fish, it can apparently see fairly well through the air-water interface as well
25	**clear water(s) / clear open water(s)**	For example, vision is obviously more useful to species inhabiting clear open waters than to those living in turbid rivers and flooded plains
26	**acoustic sense / the acoustic sense**	such weaknesses are more than compensated for by cetaceans' well-developed acoustic sense
27	**C**	From a number of recent studies, it has become clear that blind people can appreciate the use of outlines and perspectives to describe the arrangement of objects and other surfaces in space
28	**C**	To show this motion, she traced a curve inside the circle (Fig. 1). I was taken aback. Lines of motion, such as the one she used, are a very recent invention in the history of illustration
29	**A**	Evidently, however, the blind not only figured out meanings for each line of motion, but as a group they generally came up with the same meaning at least

#	Answer	Explanation
		as frequently as did sighted subjects
30	**E**	Subjects assumed that spokes extending beyond the wheel's perimeter signified that the wheel had its brakes on and that dashed spokes indicated the wheel was spinning quickly
31	**C**	Subjects assumed that spokes extending beyond the wheel's perimeter signified that the wheel had its brakes on and that dashed spokes indicated the wheel was spinning quickly
32	**A**	Most guessed that the curved spokes indicated that the wheel was spinning steadily
33	**pairs**	We gave a list of twenty pairs of words to sighted subjects
34	**shapes**	With Chang Hong Liu, a doctoral student from China, I have begun exploring how well blind people understand the symbolism behind shapes such as hearts that do not directly represent their meaning Thus, we concluded that the blind interpret abstract shapes as sighted people do
35	**sighted**	And only 51% linked deep to circle and shallow to square These percentages show the level of consensus among sighted subjects
36	**sighted**	And only 51% linked deep to circle and shallow to square. (See Fig. 2.) These percentages show the level of consensus among sighted subjects
37	**deep**	And only 51% linked deep to circle and shallow to square
38	**blind**	When we tested four totally blind volunteers using the same list, we found that their choices closely resembled those made by the sighted subjects
39	**similar**	When we tested four totally blind volunteers using the same list, we found that their choices closely resembled those made by the sighted subjects
40	**B**	Evidently, however, the blind not only figured out meanings for each line of motion, but as a group they generally came up with the same meaning at least as frequently as did sighted subjects Thus, we concluded that the blind interpret abstract shapes as sighted people do

PASSAGE 1

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

Lost for Words Many minority languages are on the danger list

In the Native American Navajo nation, which sprawls across four states in the American south-west, the native language is dying. Most of its speakers are middle-aged or elderly. Although many students take classes in Navajo, the schools are run in English. Street signs, supermarket goods and even their own newspaper are all in English. Not surprisingly, linguists doubt that any native speakers of Navajo will remain in a hundred years' time.

Navajo is far from alone. Half the world's 6,800 languages are likely to vanish within two generations - that's one language lost every ten days. Never before has the planet's linguistic diversity shrunk at such a pace. 'At the moment, we are heading for about three or four languages dominating the world,' says Mark Pagel, an evolutionary biologist at the University of Reading. 'It's a mass extinction, and whether we will ever rebound from the loss is difficult to know.'

Isolation breeds linguistic diversity: as a result, the world is peppered with languages spoken by only a few people. Only 250 languages have more than a million speakers, and at least 3,000 have fewer than 2,500. It is not necessarily these small languages that are about to disappear. Navajo is considered endangered despite having 150,000 speakers. What makes a language endangered is not just the number of speakers, but how old they are. If it is spoken by children it is relatively safe. The critically endangered languages are those that are only spoken by the elderly, according to Michael Krauss, director of the Alassk Native Language Center, in Fairbanks.

Why do people reject the language of their parents? It begins with a crisis of confidence, when a small community finds itself alongside a larger, wealthier society, says Nicholas Ostler, of Britain's Foundation for Endangered Languages, in Bath. 'People lose faith in their culture,' he says. 'When the next generation reaches their teens, they might not want to be induced into the old traditions.'

The change is not always voluntary. Quite often, governments try to kill off a minority language by banning its use in public or discouraging its use in schools, all to promote national unity. The former US policy of running Indian reservation schools in English, for example, effectively put languages such as Navajo on the danger list. But Salikoko Mufwene, who chairs the Linguistics Department at the University of Chicago, argues that the deadliest weapon is not government policy but economic globalisation. 'Native Americans have not lost pride in their language, but they have had to adapt to socio-economic pressures,' he says. 'They cannot refuse to speak English if most commercial activity is in English.' But are languages worth saving? At the very least, there is a loss of data for the study of languages and their evolution, which relies on comparisons between languages, both living and dead. When an unwritten and unrecorded language disappears, it is lost to science.

Language is also intimately bound up with culture, so it may be difficult to preserve one without the other. 'If a person shifts from Navajo to English, they lose something,' Mufwene says. 'Moreover, the loss of diversity may also deprive us of different ways of looking at the world,' says Pagel. There is mounting evidence that learning a language produces physiological changes in the brain. 'Your brain and mine are different from the brain of someone who speaks French, for instance,' Pagel says, and this could affect our thoughts and perceptions. 'The patterns and connections we make among various concepts may be structured by the linguistic habits of our community.'

So despite linguists' best efforts, many languages will disappear over the next century. But a growing interest in cultural identity may prevent the direst predictions from coming true. 'The key to fostering diversity is for people to learn their ancestral tongue, as well as the dominant language,' says Doug Whalen, founder and president of the Endangered Language Fund in New Haven, Connecticut. 'Most of these languages will not survive without a large degree of bilingualism,' he says. In New Zealand, classes for children have slowed the erosion of Maori and rekindled interest in the language. A similar approach in Hawaii has produced about 8,000 new speakers of Polynesian languages in the past few years. In California, 'apprentice' programmes have provided life support to several indigenous languages. Volunteer 'apprentices' pair up with one of the last living speakers of a Native American tongue to learn a traditional skill such as basket weaving, with instruction exclusively in the endangered language. After about 300 hours of training they are generally sufficiently fluent to transmit the language to the next generation. But Mufwene says that preventing a language dying out is not the same as giving it new life by using it every day. 'Preserving a language is more like preserving fruits in a jar,' he says.

However, preservation can bring a language back from the dead. There are examples of languages that have survived in written form and then been revived by later generations. But a written form is essential for this, so the mere possibility of revival has led many speakers of endangered languages to develop systems of writing where none existed before.

PART 1 — QUESTIONS

Questions 1-4

Complete the summary below.

Choose NO MORE THAN TWO WORDS from the passage for each answer.

There are currently approximately 6,800 languages in the world. This great variety of languages came about largely as a result of geographical **1** _____. But in today's world, factors such as government initiatives and **2** _____ are contributing to a huge decrease in the number of languages. One factor which may help to ensure that some endangered languages do not die out completely is people's increasing appreciation of their **3** _____. This has been encouraged through programmes of language classes for children and through 'apprentice' schemes, in which the endangered language is used as the medium of instruction to teach people a **4** _____. Some speakers of endangered languages have even produced writing systems in order to help secure the survival of their mother tongue.

Questions 5-9

Look at the following statements (Questions 5-9) and the list of people in the box below.

Match each statement with the correct person A-E.

NB You may use any letter more than once.

A. Michael Krauss

B. Salikoko Mufwene

C. Nicholas Ostler

D. Mark Pagel

E. Doug Whalen

	A	B	C	D	E
5 Endangered languages cannot be saved unless people learn to speak more than one language.	○	○	○	○	○
6 Saving languages from extinction is not in itself a satisfactory goal.	○	○	○	○	○
7 The way we think may be determined by our language.	○	○	○	○	○
8 Young people often reject the established way of life in their community.	○	○	○	○	○

	A	B	C	D	E
9 A change of language may mean a loss of traditional culture.	○	○	○	○	○

Questions 10-13

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

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

10 The Navajo language will die out because it currently has too few speakers.

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

11 A large number of native speakers fail to guarantee the survival of a language.

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

12 National governments could do more to protect endangered languages.

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

13 The loss of linguistic diversity is inevitable.

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

PASSAGE 2

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

ALTERNATIVE MEDICINE IN AUSTRALIA

The first students to study alternative medicine at university level in Australia began their four-year, full-time course at the University of Technology, Sydney, in early 1994. Their course covered, among other therapies, acupuncture. The theory they learnt is based on the traditional Chinese explanation of this ancient healing art: that it can regulate the flow of 'Qi' or energy through pathways in the body. This course reflects how far some alternative therapies have come in their struggle for acceptance by the medical establishment.

Australia has been unusual in the Western world in having a very conservative attitude to natural or alternative therapies, according to Dr Paul Laver, a lecturer in Public Health at the University of Sydney. 'We've had a tradition of doctors being fairly powerful and I guess they are pretty loath to allow any pretenders to their position to come into it.' In many other industrialised countries, orthodox and alternative medicine have worked 'hand in glove' for years. In Europe, only orthodox doctors can prescribe herbal medicine. In Germany, plant remedies account for 10% of the national turnover of pharmaceuticals. Americans made more visits to alternative therapists than to orthodox doctors in 1990, and each year they spend about $US12 billion on therapies that have not been scientifically tested.

Disenchantment with orthodox medicine has seen the popularity of alternative therapies in Australia climb steadily during the past 20 years. In a 1983 national health survey, 1.9% of people said they had contacted a chiropractor, naturopath, osteopath, acupuncturist or herbalist in the two weeks prior to the survey. By 1990, this figure had risen to 2.6% of the population. The 550,000 consultations with alternative therapists reported in the 1990 survey represented about an eighth of the total number of consultations with medically qualified personnel covered by the survey, according to Dr Laver and colleagues writing in the Australian Journal of Public Health in 1993. 'A better educated and less accepting public has become disillusioned with the experts in general, and increasingly sceptical about science and empirically based knowledge,' they said. 'The high standing of professionals, including doctors, has been eroded as a consequence.'

Rather than resisting or criticising this trend, increasing numbers of Australian doctors, particularly younger ones, are forming group practices with alternative therapists or taking courses themselves, particularly in acupuncture and herbalism. Part of the incentive was financial, Dr Laver said. 'The bottom line is that most general practitioners are business people. If they see potential clientele going elsewhere, they might want to be able to offer a similar service.'

In 1993, Dr Laver and his colleagues published a survey of 289 Sydney people who attended eight alternative therapists' practices in Sydney. These practices offered a wide range of alternative therapies from 25 therapists. Those surveyed had experienced chronic illnesses, for which orthodox medicine had been able to provide little relief. They commented that they liked the holistic approach of their alternative therapists and the friendly, concerned and detailed attention they had received. The cold, impersonal manner of orthodox doctors featured in the survey. An increasing exodus from their clinics, coupled with this and a number of other relevant surveys carried out in Australia, all pointing to orthodox doctors' inadequacies, have led mainstream doctors themselves to begin to admit they could learn from the personal style of alternative therapists. Dr Patrick Store, President of the Royal College of General Practitioners, concurs that orthodox doctors could learn a lot about bedside manner and advising patients on preventative health from alternative therapists.

According to the Australian Journal of Public Health, 18% of patients visiting alternative therapists do so because they suffer from musculo-skeletal complaints; 12% suffer from digestive problems, which is only 1% more than those suffering from emotional problems. Those suffering from respiratory complaints

represent 7% of their patients, and candida sufferers represent an equal percentage. Headache sufferers and those complaining of general ill health represent 6% and 5% of patients respectively, and a further 4% see therapists for general health maintenance.

The survey suggested that complementary medicine is probably a better term than alternative medicine. Alternative medicine appears to be an adjunct, sought in times of disenchantment when conventional medicine seems not to offer the answer.

Questions 14-15

Choose the correct letter, A, B, C or D.

14 Traditionally, how have Australian doctors differed from doctors in many Western countries?

- **A** ○ They have worked closely with pharmaceutical companies.
- **B** ○ They have often worked alongside other therapists.
- **C** ○ They have been reluctant to accept alternative therapists.
- **D** ○ They have regularly prescribed alternative remedies.

15 In 1990, Americans

- **A** ○ were prescribed more herbal medicines than in previous years.
- **B** ○ consulted alternative therapists more often than doctors.
- **C** ○ spent more on natural therapies than orthodox medicines.
- **D** ○ made more complaints about doctors than in previous years.

Questions 16-23

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 Australians have been turning to alternative therapies in increasing numbers over the past 20 years.

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

17 Between 1983 and 1990 the numbers of patients visiting alternative therapists rose to include a further 8% of the population.

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

18 The 1990 survey related to 550,000 consultations with alternative therapists.

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

19 In the past, Australians had a higher opinion of doctors than they do today.

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

20 Some Australian doctors are retraining in alternative therapies.

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

21 Alternative therapists earn higher salaries than doctors.

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

22 The 1993 Sydney survey involved 289 patients who visited alternative therapists for acupuncture treatment.

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

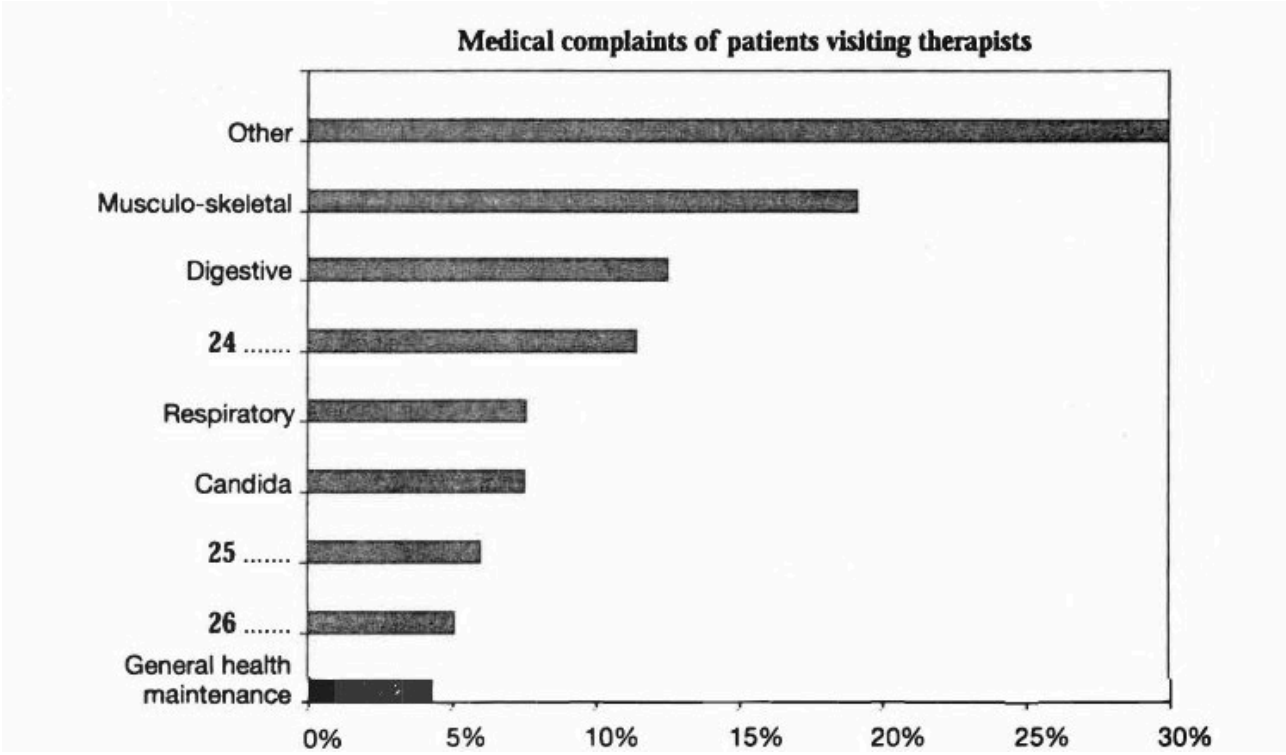
23 All the patients in the 1993 Sydney survey had long-term medical complaints.

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

Questions 24-26

Complete the vertical axis on the table below.

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



24 _____

25 _____

26 _____

PASSAGE 3

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

PLAY IS A SERIOUS BUSINESS Does play help develop bigger, better brains? Bryant Furlow investigates

A Playing is a serious business. Children engrossed in a make-believe world, fox cubs play-fighting or kittens teasing a ball of string aren't just having fun. Play may look like a carefree and exuberant way to pass the time before the hard work of adulthood comes along, but there's much more to it than that. For a start, play can even cost animals their lives. Eighty per cent of deaths among juvenile fur seals occur because playing pups fail to spot predators approaching. It is also extremely expensive in terms of energy. Playful young animals use around two or three per cent of their energy cavorting, and in children that figure can be closer to fifteen per cent. 'Even two or three per cent is huge,' says John Byers of Idaho University. 'You just don't find animals wasting energy like that,' he adds. There must be a reason.

B But if play is not simply a developmental hiccup, as biologists once thought, why did it evolve? The latest idea suggests that play has evolved to build big brains. In other words, playing makes you intelligent. Playfulness, it seems, is common only among mammals, although a few of the larger-brained birds also indulge. Animals at play often use unique signs - tail-wagging in dogs, for example - to indicate that activity superficially resembling adult behaviour is not really in earnest. A popular explanation of play has been that it helps juveniles develop the skills they will need to hunt, mate and socialise as adults. Another has been that it allows young animals to get in shape for adult life by improving their respiratory endurance. Both these ideas have been questioned in recent years.

C Take the exercise theory. If play evolved to build muscle or as a kind of endurance training, then you would expect to see permanent benefits. But Byers points out that the benefits of increased exercise disappear rapidly after training stops, so any improvement in endurance resulting from juvenile play would be lost by adulthood. 'If the function of play was to get into shape,' says Byers, 'the optimum time for playing would depend on when it was most advantageous for the young of a particular species to do so. But it doesn't work like that.' Across species, play tends to peak about halfway through the suckling stage and then decline.

D Then there's the skills-training hypothesis. At first glance, playing animals do appear to be practising the complex manoeuvres they will need in adulthood. But a closer inspection reveals this interpretation as too simplistic. In one study, behavioural ecologist Tim Caro, from the University of California, looked at the predatory play of kittens and their predatory behaviour when they reached adulthood. He found that the way the cats played had no significant effect on their hunting prowess in later life.

E Earlier this year, Sergio Pellis of Lethbridge University, Canada, reported that there is a strong positive link between brain size and playfulness among mammals in general. Comparing measurements for fifteen orders of mammal, he and his team found larger brains (for a given body size) are linked to greater playfulness. The converse was also found to be true. Robert Barton of Durham University believes that, because large brains are more sensitive to developmental stimuli than smaller brains, they require more play to help mould them for adulthood. 'I concluded it's to do with learning, and with the importance of environmental data to the brain during development,' he says.

F According to Byers, the timing of the playful stage in young animals provides an important clue to what's going on. If you plot the amount of time a juvenile devotes to play each day over the course of its development, you discover a pattern typically associated with a 'sensitive period' - a brief development window during which the brain can actually be modified in ways that are not possible earlier or later in life. Think of the relative ease with which young children - but not infants or adults - absorb language. Other

researchers have found that play in cats, rats and mice is at its most intense just as this 'window of opportunity' reaches its peak.

G 'People have not paid enough attention to the amount of the brain activated by play,' says Marc Bekoff from Colorado University. Bekoff studied coyote pups at play and found that the kind of behaviour involved was markedly more variable and unpredictable than that of adults. Such behaviour activates many different parts of the brain, he reasons. Bekoff likens it to a behavioural kaleidoscope, with animals at play jumping rapidly between activities. 'They use behaviour from a lot of different contexts - predation, aggression, reproduction,' he says. 'Their developing brain is getting all sorts of stimulation.'

H Not only is more of the brain involved in play than was suspected, but it also seems to activate higher cognitive processes. 'There's enormous cognitive involvement in play,' says Bekoff. He points out that play often involves complex assessments of playmates, ideas of reciprocity and the use of specialised signals and rules. He believes that play creates a brain that has greater behavioural flexibility and improved potential for learning later in life. The idea is backed up by the work of Stephen Siviy of Gettysburg College. Siviy studied how bouts of play affected the brain's levels of a particular chemical associated with the stimulation and growth of nerve cells. He was surprised by the extent of the activation. 'Play just lights everything up,' he says. By allowing link-ups between brain areas that might not normally communicate with each other, play may enhance creativity.

I What might further experimentation suggest about the way children are raised in many societies today? We already know that rat pups denied the chance to play grow smaller brain components and fail to develop the ability to apply social rules when they interact with their peers. With schooling beginning earlier and becoming increasingly exam-orientated, play is likely to get even less of a look-in. Who knows what the result of that will be?

PART 3 — QUESTIONS

Questions 27-32

Reading Passage 3 has nine paragraphs labelled A-I.

Which paragraph contains the following information?

NB You may use any letter more than once.

	A	B	C	D	E	F	G	H	I
27 the way play causes unusual connections in the brain which are beneficial	○	○	○	○	○	○	○	○	○
28 insights from recording how much time young animals spend playing	○	○	○	○	○	○	○	○	○
29 a description of the physical hazards that can accompany play	○	○	○	○	○	○	○	○	○
30 a description of the mental activities which are exercised and developed during play	○	○	○	○	○	○	○	○	○
31 the possible effects that a reduction in play opportunities will have on humans	○	○	○	○	○	○	○	○	○
32 the classes of animals for which play is important	○	○	○	○	○	○	○	○	○

Questions 33-35

Choose THREE letters A-F.

The list below gives some ways of regarding play.

33 **34** **35** Which THREE ways are mentioned by the writer of the text?

- **A** ☐ a rehearsal for later adult activities
- **B** ☐ a method animals use to prove themselves to their peer group
- **C** ☐ an activity intended to build up strength for adulthoood
- **D** ☐ a means of communicating feelings
- **E** ☐ a defensive strategy
- **F** ☐ an activity assisting organ growth

Questions 36-40

Look at the following researchers (Questions 36-40) and the list of findings below.

Match each researcher with the correct finding.

A. There is a link between a specific substance in the brain and playing.

B. Play provides input concerning physical surroundings.

C. Varieties of play can be matched to different stages of evolutionary history.

D. There is a tendency for mammals with smaller brains to play less.

E. Play is not a form of fitness training for the future.

F. Some species of larger-brained birds engage in play.

G. A wide range of activities are combined during play.

H. Play is a method of teaching survival techniques.

	A	B	C	D	E	F	G	H
36 Robert Barton	○	○	○	○	○	○	○	○
37 Marc Bekoff	○	○	○	○	○	○	○	○
38 John Byers	○	○	○	○	○	○	○	○
39 Sergio Pellis	○	○	○	○	○	○	○	○
40 Stephen Siviy	○	○	○	○	○	○	○	○

Answer Key

#	Answer	Explanation
1	**isolation**	Isolation breeds linguistic diversity: as a result, the world is peppered with languages spoken by only a few people
2	**economic globalisation /economic globalization / socio-economic pressures**	But Salikoko Mufwene, who chairs the Linguistics Department at the University of Chicago, argues that the deadliest weapon is not government policy but economic globalisation. 'Native Americans have not lost pride in their language, but they have had to adapt to socio-economic pressures,' he says
3	**cultural identity**	But a growing interest in cultural identity may prevent the direst predictions from coming true
4	**traditional skill**	Volunteer 'apprentices' pair up with one of the last living speakers of a Native American tongue to learn a traditional skill such as basket weaving, with instruction exclusively in the endangered language
5	**E**	'The key to fostering diversity is for people to learn their ancestral tongue, as well as the dominant language,' says Doug Whalen, founder and president of the Endangered Language Fund in New Haven, Connecticut. 'Most of these languages will not survive without a large degree of bilingualism,' he says
6	**B**	But Mufwene says that preventing a language dying out is not the same as giving it new life by using it every day. 'Preserving a language is more like preserving fruits in a jar,' he says
7	**D**	'Your brain and mine are different from the brain of someone who speaks French, for instance,' Pagel says, and this could affect our thoughts and perceptions
8	**C**	When the next generation reaches their teens, they might not want to be induced into the old traditions
9	**B**	Language is also intimately bound up with culture, so it may be difficult to preserve one without the other. 'If a person shifts from Navajo to English, they lose something,' Mufwene says
10	**NO**	Navajo is considered endangered despite having 150,000 speakers. What makes a language endangered is not just the number of speakers, but how old they are
11	**YES**	Navajo is considered endangered despite having 150,000 speakers. What makes a language endangered is not just the number of speakers, but how old they are
12	**NOT GIVEN**	Quite often, governments try to kill off a minority language by banning its use in public or discouraging its use in schools, all to promote national unity
13	**YES**	So despite linguists' best efforts, many languages will disappear over the next century
14	**C**	Australia has been unusual in the Western world in having a very conservative attitude to natural or alternative therapies, according to Dr Paul Laver, a

#	Answer	Explanation
		lecturer in Public Health at the University of Sydney. ‘We’ve had a tradition of doctors being fairly powerful and I guess they are pretty loath to allow any pretenders to their position to come into it.’ In many other industrialised countries, orthodox and alternative medicine have worked ‘hand in glove’ for years
15	**B**	Americans made more visits to alternative therapists than to orthodox doctors in 1990
16	**YES**	Disenchantment with orthodox medicine has seen the popularity of alternative therapies in Australia climb steadily during the past 20 years
17	**NO**	In a 1983 national health survey, 1.9% of people said they had contacted a chiropractor, naturopath, osteopath, acupuncturist or herbalist in the two weeks prior to the survey. By 1990, this figure had risen to 2.6% of the population
18	**YES**	The 550,000 consultations with alternative therapists reported in the 1990 survey represented about an eighth of the total number of consultations with medically qualified personnel covered by the survey, according to Dr Laver and colleagues writing in the Australian Journal of Public Health in 1993
19	**YES**	‘A better educated and less accepting public has become disillusioned with the experts in general, and increasingly sceptical about science and empirically based knowledge,’ they said. ‘The high standing of professionals, including doctors, has been eroded as a consequence.’
20	**YES**	Rather than resisting or criticising this trend, increasing numbers of Australian doctors, particularly younger ones, are forming group practices with alternative therapists or taking courses themselves, particularly in acupuncture and herbalism
21	**NOT GIVEN**	Part of the incentive was financial, Dr Laver said. ‘The bottom line is that most general practitioners are business people. If they see potential clientele going elsewhere, they might want to be able to offer a similar service.’
22	**NO**	In 1993, Dr Laver and his colleagues published a survey of 289 Sydney people who attended eight alternative therapists’ practices in Sydney. These practices offered a wide range of alternative therapies from 25 therapists
23	**YES**	Those surveyed had experienced chronic illnesses, for which orthodox medicine had been able to provide little relief
24	**emotional / emotional problems**	12% suffer from digestive problems, which is only 1% more than those suffering from emotional problems
25	**headache / headaches**	Headache sufferers and those complaining of general ill health represent 6% and 5% of patients respectively, and a further 4% see therapists for general health maintenance
26	**general ill health**	Headache sufferers and those complaining of general ill health represent 6% and 5% of patients respectively, and a further 4% see therapists for general health maintenance
27	**H**	By allowing link-ups between brain areas that might not normally communicate with each other, play may enhance creativity
28	**F**	If you plot the amount of time a juvenile devotes to play each day over the course of its development, you discover a pattern typically associated with a

#	Answer	Explanation
		‘sensitive period’ – a brief development window during which the brain can actually be modified in ways that are not possible earlier or later in life
29	**A**	Eighty per cent of deaths among juvenile fur seals occur because playing pups fail to spot predators approaching. It is also extremely expensive in terms of energy
30	**H**	He points out that play often involves complex assessments of playmates, ideas of reciprocity and the use of specialised signals and rules
31	**I**	With schooling beginning earlier and becoming increasingly exam-orientated, play is likely to get even less of a look-in. Who knows what the result of that will be
32	**B**	Playfulness, it seems, is common only among mammals, although a few of the larger-brained birds also indulge
33	**A / C / F**	The latest idea suggests that play has evolved to build big brains. In other words, playing makes you intelligent. Playfulness, it seems, is common only among mammals, although a few of the larger-brained birds also indulge. Animals at play often use unique signs – tail-wagging in dogs, for example – to indicate that activity superficially resembling adult behaviour is not really in earnest. A popular explanation of play has been that it helps juveniles develop the skills they will need to hunt, mate and socialise as adults. Another has been that it allows young animals to get in shape for adult life by improving their respiratory endurance
34	**A / C / F**	The latest idea suggests that play has evolved to build big brains. In other words, playing makes you intelligent. Playfulness, it seems, is common only among mammals, although a few of the larger-brained birds also indulge. Animals at play often use unique signs – tail-wagging in dogs, for example – to indicate that activity superficially resembling adult behaviour is not really in earnest. A popular explanation of play has been that it helps juveniles develop the skills they will need to hunt, mate and socialise as adults. Another has been that it allows young animals to get in shape for adult life by improving their respiratory endurance
35	**A / C / F**	The latest idea suggests that play has evolved to build big brains. In other words, playing makes you intelligent. Playfulness, it seems, is common only among mammals, although a few of the larger-brained birds also indulge. Animals at play often use unique signs – tail-wagging in dogs, for example – to indicate that activity superficially resembling adult behaviour is not really in earnest. A popular explanation of play has been that it helps juveniles develop the skills they will need to hunt, mate and socialise as adults. Another has been that it allows young animals to get in shape for adult life by improving their respiratory endurance
36	**B**	‘I concluded it’s to do with learning, and with the importance of environmental data to the brain during development,’ he says
37	**G**	Bekoff likens it to a behavioural kaleidoscope, with animals at play jumping rapidly between activities. ‘They use behaviour from a lot of different contexts – predation, aggression, reproduction,’ he says
38	**E**	But Byers points out that the benefits of increased exercise disappear rapidly after training stops, so any improvement in endurance resulting from juvenile play would be lost by adulthood. ‘If the function of play was to get into shape,’ says Byers, ‘the optimum time for playing would depend on when it was most

#	Answer	Explanation
		advantageous for the young of a particular species to do so. But it doesn't work like that.'
39	**D**	Comparing measurements for fifteen orders of mammal, he and his team found larger brains (for a given body size) are linked to greater playfulness. The converse was also found to be true
40	**A**	Siviy studied how bouts of play affected the brain's levels of a particular chemical associated with the stimulation and growth of nerve cells

Cambridge IELTS 04 Academic Reading Test 3

PASSAGE 1

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

Micro-Enterprise Credit for Street Youth

'I am from a large, poor family and for many years we have done without breakfast. Ever since I joined the Street Kids International program I have been able to buy my family sugar and buns for breakfast. I have also bought myself decent second-hand clothes and shoes.'

Doreen Soko

'We've had business experience. Now I'm confident to expand what we've been doing. I've learnt cash management, and the way of keeping money so we save for re-investment. Now business is a part of our lives. As well, we didn't know each other before - now we've made new friends.'

Fan Kaoma

Participants in the Youth Skills Enterprise Initiative Program, Zambia

Introduction

Although small-scale business training and credit programs have become more common throughout the world, relatively little attention has been paid to the need to direct such opportunities to young people. Even less attention has been paid to children living on the streets or in difficult circumstances.

Over the past nine years, Street Kids International (S.K.I.) has been working with partner organisations in Africa, Latin America and India to support the economic lives of street children. The purpose of this paper is to share some of the lessons S.K.I. and our partners have learned.

Background

Typically, children do not end up on the streets due to a single cause, but to a combination of factors: a dearth of adequately funded schools, the demand for income at home, family breakdown and violence. The street may be attractive to children as a place to find adventurous play and money. However, it is also a place where some children are exposed, with little or no protection, to exploitative employment, urban crime, and abuse.

Children who work on the streets are generally involved in unskilled, labour-intensive tasks which require long hours, such as shining shoes, carrying goods, guarding or washing cars, and informal trading. Some may also earn income through begging, or through theft and other illegal activities. At the same time, there are street children who take pride in supporting themselves and their families and who often enjoy their work. Many children may choose entrepreneurship because it allows them a degree of independence, is less exploitative than many forms of paid employment, and is flexible enough to allow them to participate in other activities such as education and domestic tasks.

Street Business Partnerships

S.K.I. has worked with partner organisations in Latin America, Africa and India to develop innovative opportunities for street children to earn income.

- The S.K.I. Bicycle Courier Service first started in the Sudan. Participants in this enterprise were supplied with bicycles, which they used to deliver parcels and messages, and which they were required to pay for gradually from their wages. A similar program was taken up in Bangalore, India.
- Another successful project, the Shoe Shine Collective, was a partnership program with the Y.W.C.A. in the Dominican Republic. In this project, participants were lent money to purchase shoe shine boxes. They were also given a safe place to store their equipment, and facilities for individual savings plans.
- The Youth Skills Enterprise Initiative in Zambia is a joint program with the Red Cross Society and the Y.W.C.A. Street youths are supported to start their own small business through business training, life skills training and access to credit.

Lessons Learned

The following lessons have emerged from the programs that S.K.I. and partner organisations have created.

- Being an entrepreneur is not for everyone, nor for every street child. Ideally, potential participants will have been involved in the organisation's programs for at least six months, and trust and relationship-building will have already been established.
- The involvement of the participants has been essential to the development of relevant programs. When children have had a major role in determining procedures, they are more likely to abide by and enforce them.
- It is critical for all loans to be linked to training programs that include the development of basic business and life skills.
- There are tremendous advantages to involving parents or guardians in the program, where such relationships exist. Home visits allow staff the opportunity to know where the participants live, and to understand more about each individual's situation.
- Small loans are provided initially for purchasing fixed assets such as bicycles, shoe shine kits and basic building materials for a market stall. As the entrepreneurs gain experience, the enterprises can be gradually expanded and consideration can be given to increasing loan amounts. The loan amounts in S.K.I. programs have generally ranged from US$30–$100.
- All S.K.I. programs have charged interest on the loans, primarily to get the entrepreneurs used to the concept of paying interest on borrowed money. Generally the rates have been modest (lower than bank rates).

Conclusion

There is a need to recognise the importance of access to credit for impoverished young people seeking to fulfil economic needs. The provision of small loans to support the entrepreneurial dreams and ambitions of youth can be an effective means to help them change their lives. However, we believe that credit must be extended in association with other types of support that help participants develop critical life skills as well as productive businesses.

PART 1 — QUESTIONS

Questions 1-4

Choose the correct letter, A, B, C or D.

1 The quotations in the box at the beginning of the article

- **A** ○ exemplify the effects of S.K.I.
- **B** ○ explain why S.K.I. was set up.
- **C** ○ outline the problems of street children.
- **D** ○ highlight the benefits to society of S.K.I.

2 The main purpose of S.K.I. is to

- **A** ○ draw the attention of governments to the problem of street children.
- **B** ○ provide schools and social support for street children.
- **C** ○ encourage the public to give money to street children.
- **D** ○ give business training and loans to street children.

3 Which of the following is mentioned by the writer as a reason why children end up living on the streets?

- **A** ○ unemployment
- **B** ○ war
- **C** ○ poverty
- **D** ○ crime

4 In order to become more independent, street children may

- **A** ○ reject paid employment.
- **B** ○ leave their families.
- **C** ○ set up their own businesses.
- **D** ○ employ other children.

Questions 5-8

Complete the table below.

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

Country	Organisations Involved	Type of Project	Support Provided
5 _____	• S.K.I.	courier service	• provision of 6 _____
Dominican Republic	• S.K.I. • Y.W.C.A.	7 _____	• loans • storage facilities • savings plans
Zambia	• S.K.I. • The Red Cross • Y.W.C.A.	setting up small businesses	• business training • 8 _____ training • access to credit

Questions 9-12

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

YES if the statement agrees with the claims of the writer

NO if the statement contradicts the claims of the writer

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

9 Any street child can set up their own small business if given enough support.

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

10 In some cases, the families of street children may need financial support from S.K.I.

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

11 Only one fixed loan should be given to each child.

- **A** ○ YES
- **B** ○ NO

C ○ NOT GIVEN

12 The children have to pay back slightly more money than they borrowed.

A ○ YES

B ○ NO

C ○ NOT GIVEN

Questions 13-13

Choose the correct letter, A, B, C or D.

13 The writers conclude that money should only be lent to street children

A ○ as part of a wider program of aid.

B ○ for programs that are not too ambitious.

C ○ when programs are supported by local businesses.

D ○ if the projects planned are realistic and useful.

PASSAGE 2

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

Volcanoes – earth-shattering news

When Mount Pinatubo suddenly erupted on 9 June 1991, the power of volcanoes past and present again hit the headlines

14

A Volcanoes are the ultimate earth-moving machinery. A violent eruption can blow the top few kilometres off a mountain, scatter fine ash practically all over the globe and hurl rock fragments into the stratosphere to darken the skies a continent away.

But the classic eruption - cone-shaped mountain, big bang, mushroom cloud and surges of molten lava - is only a tiny part of a global story. Vulcanism, the name given to volcanic processes, really has shaped the world. Eruptions have rifted continents, raised mountain chains, constructed islands and shaped the topography of the earth. The entire ocean floor has a basement of volcanic basalt.

Volcanoes have not only made the continents, they are also thought to have made the world's first stable atmosphere and provided all the water for the oceans, rivers and ice-caps. There are now about 600 active volcanoes. Every year they add two or three cubic kilometres of rock to the continents. Imagine a similar number of volcanoes smoking away for the last 3,500 million years. That is enough rock to explain the continental crust.

What comes out of volcanic craters is mostly gas. More than 90% of this gas is water vapour from the deep earth: enough to explain, over 3,500 million years, the water in the oceans. The rest of the gas is nitrogen, carbon dioxide, sulphur dioxide, methane, ammonia and hydrogen. The quantity of these gases, again multiplied over 3,500 million years, is enough to explain the mass of the world's atmosphere. We are alive because volcanoes provided the soil, air and water we need.

15

B Geologists consider the earth as having a molten core, surrounded by a semi-molten mantle and a brittle, outer skin. It helps to think of a soft-boiled egg with a runny yolk, a firm but squishy white and a hard shell. If the shell is even slightly cracked during boiling, the white material bubbles out and sets like a tiny mountain chain over the crack - like an archipelago of volcanic islands such as the Hawaiian Islands. But the earth is so much bigger and the mantle below is so much hotter.

Even though the mantle rocks are kept solid by overlying pressure, they can still slowly 'flow' like thick treacle. The flow, thought to be in the form of convection currents, is powerful enough to fracture the 'eggshell' of the crust into plates, and keep them bumping and grinding against each other, or even overlapping, at the rate of a few centimetres a year. These fracture zones, where the collisions occur, are where earthquakes happen. And, very often, volcanoes.

16

C These zones are lines of weakness, or hot spots. Every eruption is different, but put at its simplest, where there are weaknesses, rocks deep in the mantle, heated to 1,350°C, will start to expand and rise. As they do

so, the pressure drops, and they expand and become liquid and rise more swiftly.

Sometimes it is slow: vast bubbles of magma - molten rock from the mantle - inch towards the surface, cooling slowly, to show through as granite extrusions (as on Skye, or the Great Whin Sill, the lava dyke squeezed out like toothpaste that carries part of Hadrian's Wall in northern England). Sometimes - as in Northern Ireland, Wales and the Karoo in South Africa - the magma rose faster, and then flowed out horizontally on to the surface in vast thick sheets. In the Deccan plateau in western India, there are more than two million cubic kilometres of lava, some of it 2,400 metres thick, formed over 500,000 years of slurping eruption.

Sometimes the magma moves very swiftly indeed. It does not have time to cool as it surges upwards. The gases trapped inside the boiling rock expand suddenly, the lava glows with heat, it begins to froth, and it explodes with tremendous force. Then the slightly cooler lava following it begins to flow over the lip of the crater. It happens on Mars, it happened on the moon, it even happens on some of the moons of Jupiter and Uranus. By studying the evidence, vulcanologists can read the force of the great blasts of the past. Is the pumice light and full of holes? The explosion was tremendous. Are the rocks heavy, with huge crystalline basalt shapes, like the Giant's Causeway in Northern Ireland? It was a slow, gentle eruption.

The biggest eruptions are deep on the mid-ocean floor, where new lava is forcing the continents apart and widening the Atlantic by perhaps five centimetres a year. Look at maps of volcanoes, earthquakes and island chains like the Philippines and Japan, and you can see the rough outlines of what are called tectonic plates - the plates which make up the earth's crust and mantle. The most dramatic of these is the Pacific 'ring of fire' where there have been the most violent explosions - Mount Pinatubo near Manila, Mount St Helen's in the Rockies and El Chichón in Mexico about a decade ago, not to mention world-shaking blasts like Krakatoa in the Sunda Straits in 1883.

17

D But volcanoes are not very predictable. That is because geological time is not like human time. During quiet periods, volcanoes cap themselves with their own lava by forming a powerful cone from the molten rocks slopping over the rim of the crater; later the lava cools slowly into a huge, hard, stable plug which blocks any further eruption until the pressure below becomes irresistible. In the case of Mount Pinatubo, this took 600 years.

Then, sometimes, with only a small warning, the mountain blows its top. It did this at Mont Pelée in Martinique at 7.49 a.m. on 8 May, 1902. Of a town of 28,000, only two people survived. In 1815, a sudden blast removed the top 1,280 metres of Mount Tambora in Indonesia. The eruption was so fierce that dust thrown into the stratosphere darkened the skies, cancelling the following summer in Europe and North America. Thousands starved as the harvests failed, after snow in June and frosts in August. Volcanoes are potentially world news, especially the quiet ones.

Questions 14-17

Reading Passage 2 has four sections A-D.

Choose the correct heading for each section from the list of headings below.

i. **Causes of volcanic eruption**

ii. **Efforts to predict volcanic eruption**

iii. **Volcanoes and the features of our planet**

iv. **Different types of volcanic eruption**

v. **International relief efforts**

vi. **The unpredictability of volcanic eruptions**

Questions 18-21

Answer the questions below using NO MORE THAN THREE WORDS AND/OR A NUMBER from the passage for each answer.

18 What are the sections of the earth's crust, often associated with volcanic activity, called? _____

19 What is the name given to molten rock from the mantle? _____

20 What is the earthquake zone on the Pacific Ocean called? _____

21 For how many years did Mount Pinatubo remain inactive? _____

Questions 22-26

Complete the summary below.

Choose NO MORE THAN TWO WORDS from the passage for each answer.

Volcanic eruptions have shaped the earth's land surface. They may also have produced the world's atmosphere and **22** _____. Eruptions occur when molten rocks from the earth's mantle rise and expand. When they become liquid, they move more quickly through cracks in the surface. There are different types of eruption. Sometimes the **23** _____ moves slowly and forms outcrops of granite on the earth's surface. When it moves more quickly it may flow out in thick horizontal sheets. Examples of this type of eruption can be found in Northern Ireland, Wales, South Africa and **24** _____. A third type of eruption occurs when the lava emerges very quickly and **25** _____ violently. This happens because the magma moves so suddenly that **26** _____ are emitted.

PASSAGE 3

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

Obtaining Linguistic Data

A Many procedures are available for obtaining data about a language. They range from a carefully planned, intensive field investigation in a foreign country to a casual introspection about one's mother tongue carried out in an armchair at home.

B In all cases, someone has to act as a source of language data - an informant. Informants are (ideally) native speakers of a language, who provide utterances for analysis and other kinds of information about the language (e.g. translations, comments about correctness, or judgements on usage). Often, when studying their mother tongue, linguists act as their own informants, judging the ambiguity, acceptability, or other properties of utterances against their own intuitions. The convenience of this approach makes it widely used, and it is considered the norm in the generative approach to linguistics. But a linguist's personal judgements are often uncertain, or disagree with the judgements of other linguists, at which point recourse is needed to more objective methods of enquiry, using non-linguists as informants. The latter procedure is unavoidable when working on foreign languages, or child speech.

C Many factors must be considered when selecting informants - whether one is working with single speakers (a common situation when languages have not been described before), two people interacting, small groups or large-scale samples. Age, sex, social background and other aspects of identity are important, as these factors are known to influence the kind of language used. The topic of conversation and the characteristics of the social setting (e.g. the level of formality) are also highly relevant, as are the personal qualities of the informants (e.g. their fluency and consistency). For larger studies, scrupulous attention has been paid to the sampling theory employed, and in all cases, decisions have to be made about the best investigative techniques to use.

D Today, researchers often tape-record informants. This enables the linguist's claims about the language to be checked, and provides a way of making those claims more accurate ('difficult' pieces of speech can be listened to repeatedly). But obtaining naturalistic, good-quality data is never easy. People talk abnormally when they know they are being recorded, and sound quality can be poor. A variety of tape-recording procedures have thus been devised to minimise the 'observer's paradox' (how to observe the way people behave when they are not being observed). Some recordings are made without the speakers being aware of the fact - a procedure that obtains very natural data, though ethical objections must be anticipated. Alternatively, attempts can be made to make the speaker forget about the recording, such as keeping the tape recorder out of sight, or using radio microphones. A useful technique is to introduce a topic that quickly involves the speaker, and stimulates a natural language style (e.g. asking older informants about how times have changed in their locality).

E An audio tape recording does not solve all the linguist's problems, however. Speech is often unclear and ambiguous. Where possible, therefore, the recording has to be supplemented by the observer's written comments on the non-verbal behaviour of the participants, and about the context in general. A facial expression, for example, can dramatically alter the meaning of what is said. Video recordings avoid these problems to a large extent, but even they have limitations (the camera cannot be everywhere), and transcriptions always benefit from any additional commentary provided by an observer.

F Linguists also make great use of structured sessions, in which they systematically ask their informants for utterances that describe certain actions, objects or behaviour. With a bilingual informant, or through use of an interpreter, it is possible to use translation techniques ('How do you say *table* in your language?'). A large number of points can be covered in a short time, using interview work-sheets and questionnaires. Often, the

researcher wishes to obtain information about just a single variable, in which case a restricted set of questions may be used: a particular feature of pronunciation, for example, can be elicited by asking the informant to say a restricted set of words. There are also several direct methods of elicitation, such as asking informants to fill in the blanks in a substitution frame (e.g. *I* ____ *see a car*), or feeding them the wrong stimulus for correction ('Is it possible to say *I no can see*?').

G A representative sample of language, compiled for the purpose of linguistic analysis, is known as a corpus. A corpus enables the linguist to make unbiased statements about frequency of usage, and it provides accessible data for the use of different researchers. Its range and size are variable. Some corpora attempt to cover the language as a whole, taking extracts from many kinds of text; others are extremely selective, providing a collection of material that deals only with a particular linguistic feature. The size of the corpus depends on practical factors, such as the time available to collect, process and store the data: it can take up to several hours to provide an accurate transcription of a few minutes of speech. Sometimes a small sample of data will be enough to decide a linguistic hypothesis; by contrast, corpora in major research projects can total millions of words. An important principle is that all corpora, whatever their size, are inevitably limited in their coverage, and always need to be supplemented by data derived from the intuitions of native speakers of the language, through either introspection or experimentation.

PART 3 — QUESTIONS

Questions 27-31

Reading Passage 3 has seven paragraphs labelled A-G.

Which paragraph contains the following information?

NB You may use any letter more than once.

	A	B	C	D	E	F	G
27 the effect of recording on the way people talk	○	○	○	○	○	○	○
28 the importance of taking notes on body language	○	○	○	○	○	○	○
29 the fact that language is influenced by social situation	○	○	○	○	○	○	○
30 how informants can be helped to be less self-conscious	○	○	○	○	○	○	○
31 various methods that can be used to generate specific data	○	○	○	○	○	○	○

Questions 32-36

Complete the table below.

Choose NO MORE THAN THREE WORDS from the passage for each answer.

METHODS OF OBTAINING LINGUISTIC DATA	ADVANTAGES	DISADVANTAGES
32 _____ as informant	convenient	method of enquiry not objective enough
non-linguist as informant	necessary with **33** _____ and child speech	the number of factors to be considered
recording an informant	allows linguists' claims to be checked	**34** _____ of sound
videoing an informant	allows speakers' **35** _____ to be observed	**36** _____ might miss certain things

Questions 37-40

Complete the summary of paragraph G below.

Choose NO MORE THAN THREE WORDS from the passage for each answer.

A linguist can use a corpus to comment objectively on **37** _____. Some corpora include a wide range of language while others are used to focus on a **38** _____. The length of time the process takes will affect the **39** _____ of the corpus. No corpus can ever cover the whole language and so linguists often find themselves relying on the additional information that can be gained from the **40** _____ of those who speak the language concerned.

Answer Key

#	Answer	Explanation
1	**A**	'I am from a large, poor family and for many years we have done without breakfast. Ever since I joined the Street Kids International program I have been able to buy my family sugar and buns for breakfast. I have also bought myself decent second-hand clothes and shoes.' Doreen Soko 'We've had business experience. Now I'm confident to expand what we've been doing. I've learnt cash management, and the way of keeping money so we save for re-investment. Now business is a part of our lives. As well, we didn't know each other before – now we've made new friends.' Fan Kaoma
2	**D**	Over the past nine years, Street Kids International (S.K.I.) has been working with partner organisations in Africa, Latin America and India to support the economic lives of street children
3	**C**	Typically, children do not end up on the streets due to a single cause, but to a combination of factors: a dearth of adequately funded schools, the demand for income at home, family breakdown and violence
4	**C**	Many children may choose entrepreneurship because it allows them a degree of independence, is less exploitative than many forms of paid employment, and is flexible enough to allow them to participate in other activities such as education and domestic tasks
5	**Sudan,India / Sudan and India / Sudan/India**	The S.K.I. Bicycle Courier Service first started in the Sudan. Participants in this enterprise were supplied with bicycles, which they used to deliver parcels and messages, and which they were required to pay for gradually from their wages. A similar program was taken up in Bangalore, India
6	**bicycles**	Participants in this enterprise were supplied with bicycles, which they used to deliver parcels and messages, and which they were required to pay for gradually from their wages
7	**Shoe Shine / Shoe Shine Collective**	Another successful project, the Shoe Shine Collective, was a partnership program with the Y.W.C.A. in the Dominican Republic
8	**life skills**	Street youths are supported to start their own small business through business training, life skills training and access to credit
9	**NO**	Being an entrepreneur is not for everyone, nor for every street child
10	**NOT GIVEN**	There are tremendous advantages to involving parents or guardians in the program, where such relationships exist. Home visits allow staff the opportunity to know where the participants live, and to understand more about each individual's situation
11	**NO**	Small loans are provided initially for purchasing fixed assets such as bicycles, shoe shine kits and basic building materials for a market stall. As the entrepreneurs gain experience, the enterprises can be gradually expanded and consideration can be given to increasing loan amounts
12	**YES**	All S.K.I. programs have charged interest on the loans, primarily to get the entrepreneurs used to the concept of paying interest on borrowed money. Generally the rates have been modest (lower than bank rates)

#	Answer	Explanation
13	**A**	However, we believe that credit must be extended in association with other types of support that help participants develop critical life skills as well as productive businesses
14	**iii**	Vulcanism, the name given to volcanic processes, really has shaped the world. Eruptions have rifted continents, raised mountain chains, constructed islands and shaped the topography of the earth Volcanoes have not only made the continents, they are also thought to have made the world's first stable atmosphere and provided all the water for the oceans, rivers and ice-caps
15	**i**	The flow, thought to be in the form of convection currents, is powerful enough to fracture the 'eggshell' of the crust into plates, and keep them bumping and grinding against each other, or even overlapping, at the rate of a few centimetres a year. These fracture zones, where the collisions occur, are where earthquakes happen. And, very often, volcanoes
16	**iv**	Every eruption is different Sometimes it is slow Sometimes – as in Northern Ireland, Wales and the Karoo in South Africa – the magma rose faster Sometimes the magma moves very swiftly indeed
17	**vi**	But volcanoes are not very predictable. That is because geological time is not like human time
18	**plates / the plates / tectonic plates / the tectonic plates**	tectonic plates – the plates which make up the earth's crust and mantle
19	**magma**	magma – molten rock from the mantle –
20	**ring of fire**	The most dramatic of these is the Pacific 'ring of fire' where there have been the most violent explosions – Mount Pinatubo near Manila, Mount St Helen's in the Rockies and El Chichón in Mexico about a decade ago, not to mention world-shaking blasts like Krakatoa in the Sunda Straits in 1883
21	**600 / 600 years / for 600 years**	In the case of Mount Pinatubo, this took 600 years
22	**water / the water / oceans / the oceans**	Volcanoes have not only made the continents, they are also thought to have made the world's first stable atmosphere and provided all the water for the oceans, rivers and ice-caps
23	**lava / magma / molten rock**	Sometimes it is slow: vast bubbles of magma – molten rock from the mantle – inch towards the surface, cooling slowly, to show through as granite extrusions
24	**India / western India**	Sometimes – as in Northern Ireland, Wales and the Karoo in South Africa – the magma rose faster, and then flowed out horizontally on to the surface in vast thick sheets. In the Deccan plateau in western India, there are more than two million cubic kilometres of lava, some of it 2,400 metres thick, formed over 500,000 years of slurping eruption
25	**explodes**	Sometimes the magma moves very swiftly indeed. It does not have time to cool as it surges upwards. The gases trapped inside the boiling rock expand suddenly, the lava glows with heat, it begins to froth, and it explodes with tremendous force
26	**gases / the gases / trapped gases**	The gases trapped inside the boiling rock expand suddenly, the lava glows with heat, it begins to froth, and it explodes with tremendous force

#	Answer	Explanation
27	**D**	People talk abnormally when they know they are being recorded, and sound quality can be poor. A variety of tape-recording procedures have thus been devised to minimise the 'observer's paradox' (how to observe the way people behave when they are not being observed)
28	**E**	Where possible, therefore, the recording has to be supplemented by the observer's written comments on the non-verbal behaviour of the participants, and about the context in general. A facial expression, for example, can dramatically alter the meaning of what is said
29	**C**	Age, sex, social background and other aspects of identity are important, as these factors are known to influence the kind of language used. The topic of conversation and the characteristics of the social setting (e.g. the level of formality) are also highly relevant, as are the personal qualities of the informants (e.g. their fluency and consistency)
30	**D**	Alternatively, attempts can be made to make the speaker forget about the recording, such as keeping the tape recorder out of sight, or using radio microphones. A useful technique is to introduce a topic that quickly involves the speaker, and stimulates a natural language style (e.g. asking older informants about how times have changed in their locality)
31	**F**	Linguists also make great use of structured sessions, in which they systematically ask their informants for utterances that describe certain actions, objects or behaviour. With a bilingual informant, or through use of an interpreter, it is possible to use translation techniques ('How do you say table in your language?'). A large number of points can be covered in a short time, using interview work-sheets and questionnaires. Often, the researcher wishes to obtain information about just a single variable, in which case a restricted set of questions may be used: a particular feature of pronunciation, for example, can be elicited by asking the informant to say a restricted set of words. There are also several direct methods of elicitation, such as asking informants to fill in the blanks in a substitution frame (e.g. I ____ see a car), or feeding them the wrong stimulus for correction ('Is it possible to say I no can see?')
32	**(the) linguist (acts) / (the) linguists (act)**	Often, when studying their mother tongue, linguists act as their own informants, judging the ambiguity, acceptability, or other properties of utterances against their own intuitions. The convenience of this approach makes it widely used, and it is considered the norm in the generative approach to linguistics. But a linguist's personal judgements are often uncertain, or disagree with the judgements of other linguists, at which point recourse is needed to more objective methods of enquiry, using non-linguists as informants
33	**foreign languages**	The latter procedure is unavoidable when working on foreign languages, or child speech
34	**quality / the quality / poor quality / the poor quality**	People talk abnormally when they know they are being recorded, and sound quality can be poor
35	**non-verbal behaviour / non-verbal behavior / facial expression / facial expressions**	Where possible, therefore, the recording has to be supplemented by the observer's written comments on the non-verbal behaviour of the participants, and about the context in general. A facial expression, for example, can dramatically alter the meaning of what is said. Video recordings avoid these problems to a large extent

#	Answer	Explanation
36	**camera / the camera / recording / recordings / video recordings**	Video recordings avoid these problems to a large extent, but even they have limitations (the camera cannot be everywhere), and transcriptions always benefit from any additional commentary provided by an observer
37	**frequency of usage / usage frequency**	A corpus enables the linguist to make unbiased statements about frequency of usage, and it provides accessible data for the use of different researchers
38	**particular linguistic feature**	Some corpora attempt to cover the language as a whole, taking extracts from many kinds of text; others are extremely selective, providing a collection of material that deals only with a particular linguistic feature
39	**size**	The size of the corpus depends on practical factors, such as the time available to collect, process and store the data: it can take up to several hours to provide an accurate transcription of a few minutes of speech
40	**intuitions**	An important principle is that all corpora, whatever their size, are inevitably limited in their coverage, and always need to be supplemented by data derived from the intuitions of native speakers of the language, through either introspection or experimentation

PASSAGE 1

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

How much higher? How much faster? — Limits to human sporting performance are not yet in sight —

Since the early years of the twentieth century, when the International Athletic Federation began keeping records, there has been a steady improvement in how fast athletes run, how high they jump and how far they are able to hurl massive objects, themselves included, through space. For the so-called power events – that require a relatively brief, explosive release of energy, like the 100-metre sprint and the long jump – times and distances have improved ten to twenty per cent. In the endurance events the results have been more dramatic. At the 1908 Olympics, John Hayes of the U.S. team ran a marathon in a time of 2:55:18. In 1999, Morocco's Khalid Khannouchi set a new world record of 2:05:42, almost thirty per cent faster.

No one theory can explain improvements in performance, but the most important factor has been genetics. 'The athlete must choose his parents carefully,' says Jesus Dapena, a sports scientist at Indiana University, invoking an oft-cited adage. Over the past century, the composition of the human gene pool has not changed appreciably, but with increasing global participation in athletics – and greater rewards to tempt athletes – it is more likely that individuals possessing the unique complement of genes for athletic performance can be identified early. 'Was there someone like [sprinter] Michael Johnson in the 1920s?' Dapena asks. 'I'm sure there was, but his talent was probably never realised.'

Identifying genetically talented individuals is only the first step. Michael Yessis, an emeritus professor of Sports Science at California State University at Fullerton, maintains that 'genetics only determines about one third of what an athlete can do. But with the right training we can go much further with that one third than we've been going.' Yessis believes that U.S. runners, despite their impressive achievements, are 'running on their genetics'. By applying more scientific methods, 'they're going to go much faster'. These methods include strength training that duplicates what they are doing in their running events as well as plyometrics, a technique pioneered in the former Soviet Union.

Whereas most exercises are designed to build up strength or endurance, plyometrics focuses on increasing power – the rate at which an athlete can expend energy. When a sprinter runs, Yessis explains, her foot stays in contact with the ground for just under a tenth of a second, half of which is devoted to landing and the other half to pushing off. Plyometric exercises help athletes make the best use of this brief interval.

Nutrition is another area that sports trainers have failed to address adequately. 'Many athletes are not getting the best nutrition, even through supplements,' Yessis insists. Each activity has its own nutritional needs. Few coaches, for instance, understand how deficiencies in trace minerals can lead to injuries.

Focused training will also play a role in enabling records to be broken. 'If we applied the Russian training model to some of the outstanding runners we have in this country,' Yessis asserts, 'they would be breaking records left and right.' He will not predict by how much, however: 'Exactly what the limits are it's hard to say, but there will be increases even if only by hundredths of a second, as long as our training continues to improve.'

One of the most important new methodologies is biomechanics, the study of the body in motion. A biomechanic films an athlete in action and then digitizes her performance, recording the motion of every joint and limb in three dimensions. By applying Newton's laws to these motions, 'we can say that this

athlete's run is not fast enough; that this one is not using his arms strongly enough during take-off,' says Dapena, who uses these methods to help high jumpers. To date, however, biomechanics has made only a small difference to athletic performance.

Revolutionary ideas still come from the athletes themselves. For example, during the 1968 Olympics in Mexico City, a relatively unknown high jumper named Dick Fosbury won the gold by going over the bar backwards, in complete contradiction of all the received high-jumping wisdom, a move instantly dubbed the Fosbury flop. Fosbury himself did not know what he was doing. That understanding took the later analysis of biomechanics specialists, who put their minds to comprehending something that was too complex and unorthodox ever to have been invented through their own mathematical simulations. Fosbury also required another element that lies behind many improvements in athletic performance: an innovation in athletic equipment. In Fosbury's case, it was the cushions that jumpers land on. Traditionally, high jumpers would land in pits filled with sawdust. But by Fosbury's time, sawdust pits had been replaced by soft foam cushions, ideal for flopping.

In the end, most people who examine human performance are humbled by the resourcefulness of athletes and the powers of the human body. 'Once you study athletics, you learn that it's a vexingly complex issue,' says John S. Raglin, a sports psychologist at Indiana University. 'Core performance is not a simple or mundane thing of higher, faster, longer. So many variables enter into the equation, and our understanding in many cases is fundamental. We've got a long way to go.' For the foreseeable future, records will be made to be broken.

Questions 1-6

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

1 Modern official athletic records date from about 1900.

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

2 There was little improvement in athletic performance before the twentieth century.

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

3 Performance has improved most greatly in events requiring an intensive burst of energy.

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

4 Improvements in athletic performance can be fully explained by genetics.

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

5 The parents of top athletes have often been successful athletes themselves.

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

6 The growing international importance of athletics means that gifted athletes can be recognised at a younger age.

- **A** ○ TRUE

B ○ FALSE

C ○ NOT GIVEN

Questions 7-10

Complete the sentences below with words taken from Reading Passage 1.

Use ONE WORD for each answer.

- According to Professor Yessis, American runners are relying for their current success on **7** _____.
- Yessis describes a training approach from the former Soviet Union that aims to develop an athlete's **8** _____.
- Yessis links an inadequate diet to **9** _____.
- Yessis claims that the key to setting new records is better **10** _____.

Questions 11-13

Choose the correct letter, A, B, C or D.

11 Biomechanics films are proving particularly useful because they enable trainers to

A ○ highlight areas for improvement in athletes.

B ○ assess the fitness levels of athletes.

C ○ select top athletes.

D ○ predict the success of athletes.

12 Biomechanics specialists used theoretical models to

A ○ soften the Fosbury flop.

B ○ create the Fosbury flop.

C ○ correct the Fosbury flop.

D ○ explain the Fosbury flop.

13 John S. Raglin believes our current knowledge of athletics is

A ○ mistaken.

B ○ basic.

C ○ diverse.

D ○ theoretical.

PASSAGE 2

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

THE NATURE AND AIMS OF ARCHAEOLOGY

Archaeology is partly the discovery of the treasures of the past, partly the careful work of the scientific analyst, partly the exercise of the creative imagination. It is toiling in the sun on an excavation in the Middle East, it is working with living Inuit in the snows of Alaska, and it is investigating the sewers of Roman Britain. But it is also the painstaking task of interpretation, so that we come to understand what these things mean for the human story. And it is the conservation of the world's cultural heritage against looting and careless harm.

Archaeology, then, is both a physical activity out in the field, and an intellectual pursuit in the study or laboratory. That is part of its great attraction. The rich mixture of danger and detective work has also made it the perfect vehicle for fiction writers and film-makers, from Agatha Christie with Murder in Mesopotamia to Stephen Spielberg with Indiana Jones. However far from reality such portrayals are, they capture the essential truth that archaeology is an exciting quest – the quest for knowledge about ourselves and our past.

But how does archaeology relate to disciplines such as anthropology and history, that are also concerned with the human story? Is archaeology itself a science? And what are the responsibilities of the archaeologist in today's world?

Anthropology, at its broadest, is the study of humanity – our physical characteristics as animals and our unique non-biological characteristics that we call culture. Culture in this sense includes what the anthropologist, Edward Tylor, summarised in 1871 as 'knowledge, belief, art, morals, custom and any other capabilities and habits acquired by man as a member of society'. Anthropologists also use the term 'culture' in a more restricted sense when they refer to the 'culture' of a particular society, meaning the non-biological characteristics unique to that society, which distinguish it from other societies. Anthropology is thus a broad discipline – so broad that it is generally broken down into three smaller disciplines: physical anthropology, cultural anthropology and archaeology.

Physical anthropology, or biological anthropology as it is also called, concerns the study of human biological or physical characteristics and how they evolved. Cultural anthropology – or social anthropology – analyses human culture and society. Two of its branches are ethnography (the study at first hand of individual living cultures) and ethnology (which sets out to compare cultures using ethnographic evidence to derive general principles about human society).

Archaeology is the 'past tense of cultural anthropology'. Whereas cultural anthropologists will often base their conclusions on the experience of living within contemporary communities, archaeologists study past societies primarily through their material remains – the buildings, tools, and other artefacts that constitute what is known as the material culture left over from former societies.

Nevertheless, one of the most important tasks for the archaeologist today is to know how to interpret material culture in human terms. How were those pots used? Why are some dwellings round and others square? Here the methods of archaeology and ethnography overlap. Archaeologists in recent decades have developed 'ethnoarchaeology', where, like ethnographers, they live among contemporary communities, but with the specific purpose of learning how such societies use material culture – how they make their tools and weapons, why they build their settlements where they do, and so on. Moreover, archaeology has an active role to play in the field of conservation. Heritage studies constitutes a developing field, where it is

realised that the world's cultural heritage is a diminishing resource which holds different meanings for different people.

If, then, archaeology deals with the past, in what way does it differ from history? In the broadest sense, just as archaeology is an aspect of anthropology, so too is it a part of history – where we mean the whole history of humankind from its beginnings over three million years ago. Indeed, for more than ninety-nine per cent of that huge span of time, archaeology – the study of past material culture – is the only significant source of information. Conventional historical sources begin only with the introduction of written records around 3000 BC in western Asia, and much later in most other parts of the world.

A commonly drawn distinction is between pre-history, i.e. the period before written records – and history in the narrow sense, meaning the study of the past using written evidence. To archaeology, which studies all cultures and periods, whether with or without writing, the distinction between history and pre-history is a convenient dividing line that recognises the importance of the written word, but in no way lessens the importance of the useful information contained in oral histories.

Since the aim of archaeology is the understanding of humankind, it is a humanistic study, and since it deals with the human past, it is a historical discipline. But it differs from the study of written history in a fundamental way. The material the archaeologist finds does not tell us directly what to think. Historical records make statements, offer opinions and pass judgements. The objects the archaeologists discover, on the other hand, tell us nothing directly in themselves. In this respect, the practice of the archaeologist is rather like that of the scientist, who collects data, conducts experiments, formulates a hypothesis, tests the hypothesis against more data, and then, in conclusion, devises a model that seems best to summarise the pattern observed in the data. The archaeologist has to develop a picture of the past, just as the scientist has to develop a coherent view of the natural world.

Questions 14-19

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

14 Archaeology involves creativity as well as careful investigative work.

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

15 Archaeologists must be able to translate texts from ancient languages.

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

16 Movies give a realistic picture of the work of archaeologists.

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

17 Anthropologists define culture in more than one way.

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

18 Archaeology is a more demanding field of study than anthropology.

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

19 The history of Europe has been documented since 3000 BC.

- **A** ○ YES
- **B** ○ NO

C ○ NOT GIVEN

Questions 20-21

Choose TWO letters A-E.

The list below gives some statements about anthropology.

20 21 Which TWO statements are mentioned by the writer of the text?

A ☐ It is important for government planners.

B ☐ It is a continually growing field of study.

C ☐ It often involves long periods of fieldwork.

D ☐ It is subdivided for study purposes.

E ☐ It studies human evolutionary patterns.

Questions 22-23

Choose TWO letters A-E.

The list below gives some of the tasks of an archaeologist.

22 23 Which TWO of these tasks are mentioned by the writer of the text?

A ☐ examining ancient waste sites to investigate diet

B ☐ studying cave art to determine its significance

C ☐ deducing reasons for the shape of domestic buildings

D ☐ investigating the way different cultures make and use objects

E ☐ examining evidence for past climate changes

Questions 24-27

Complete the summary of the last two paragraphs of Reading Passage 2.

Choose NO MORE THAN TWO WORDS from the passage for each answer.

Much of the work of archaeologists can be done using written records but they find 24 _____ equally valuable. The writer describes archaeology as both a 25 _____ and a 26 _____. However, as archaeologists do not try to influence human behaviour, the writer compares their style of working to that of a 27 _____.

PASSAGE 3

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

The Problem of Scarce Resources

Section A

The problem of how health-care resources should be allocated or apportioned, so that they are distributed in both the most just and most efficient way, is not a new one. Every health system in an economically developed society is faced with the need to decide (either formally or informally) what proportion of the community's total resources should be spent on health-care; how resources are to be apportioned; what diseases and disabilities and which forms of treatment are to be given priority; which members of the community are to be given special consideration in respect of their health needs; and which forms of treatment are the most cost-effective.

Section B

What is new is that, from the 1950s onwards, there have been certain general changes in outlook about the finitude of resources as a whole and of health-care resources in particular, as well as more specific changes regarding the clientele of health-care resources and the cost to the community of those resources. Thus, in the 1950s and 1960s, there emerged an awareness in Western societies that resources for the provision of fossil fuel energy were finite and exhaustible and that the capacity of nature or the environment to sustain economic development and population was also finite. In other words, we became aware of the obvious fact that there were 'limits to growth'. The new consciousness that there were also severe limits to health-care resources was part of this general revelation of the obvious. Looking back, it now seems quite incredible that in the national health systems that emerged in many countries in the years immediately after the 1939–45 World War, it was assumed without question that all the basic health needs of any community could be satisfied, at least in principle; the 'invisible hand' of economic progress would provide.

Section C

However, at exactly the same time as this new realisation of the finite character of health-care resources was sinking in, an awareness of a contrary kind was developing in Western societies: that people have a basic right to health-care as a necessary condition of a proper human life. Like education, political and legal processes and institutions, public order, communication, transport and money supply, health-care came to be seen as one of the fundamental social facilities necessary for people to exercise their other rights as autonomous human beings. People are not in a position to exercise personal liberty and to be self-determining if they are poverty-stricken, or deprived of basic education, or do not live within a context of law and order. In the same way, basic health-care is a condition of the exercise of autonomy.

Section D

Although the language of 'rights' sometimes leads to confusion, by the late 1970s it was recognised in most societies that people have a right to health-care (though there has been considerable resistance in the United States to the idea that there is a formal right to health-care). It is also accepted that this right generates an obligation or duty for the state to ensure that adequate health-care resources are provided out of the public purse. The state has no obligation to provide a health-care system itself, but to ensure that such a system is provided. Put another way, basic health-care is now recognised as a 'public good', rather than a 'private good' that one is expected to buy for oneself. As the 1976 declaration of the World Health Organisation put it: 'The enjoyment of the highest attainable standard of health is one of the fundamental rights of every human being without distinction of race, religion, political belief, economic or social

condition.' As has just been remarked, in a liberal society basic health is seen as one of the indispensable conditions for the exercise of personal autonomy.

Section E

Just at the time when it became obvious that health-care resources could not possibly meet the demands being made upon them, people were demanding that their fundamental right to health-care be satisfied by the state. The second set of more specific changes that have led to the present concern about the distribution of health-care resources stems from the dramatic rise in health costs in most OECD[1] countries, accompanied by large-scale demographic and social changes which have meant, to take one example, that elderly people are now major (and relatively very expensive) consumers of health-care resources. Thus in OECD countries as a whole, health costs increased from 3.8% of GDP[2] in 1960 to 7% of GDP in 1980, and it has been predicted that the proportion of health costs to GDP will continue to increase. (In the US the current figure is about 12% of GDP, and in Australia about 7.8% of GDP.)

As a consequence, during the 1980s a kind of doomsday scenario (analogous to similar doomsday extrapolations about energy needs and fossil fuels or about population increases) was projected by health administrators, economists and politicians. In this scenario, ever-rising health costs were matched against static or declining resources.

1 Organisation for Economic Cooperation and Development

2 Gross Domestic Product

Questions 28-31

Reading Passage 3 has five sections A-E.

Choose the correct heading for sections A and C-E from the list of headings below.

i. The connection between health-care and other human rights

ii. The development of market-based health systems

iii. The role of the state in health-care

iv. A problem shared by every economically developed country

v. The impact of recent change

vi. The views of the medical establishment

vii. The end of an illusion

viii. Sustainable economic development

	i	ii	iii	iv	v	vi	vii	viii
28 Section A	○	○	○	○	○	○	○	○
29 Section C	○	○	○	○	○	○	○	○
30 Section D	○	○	○	○	○	○	○	○
31 Section E	○	○	○	○	○	○	○	○

Questions 32-35

Classify the following as first occurring

A. between 1945 and 1950

B. between 1950 and 1980

C. after 1980

	A	B	C
32 the realisation that the resources of the national health systems were limited	○	○	○
33 a sharp rise in the cost of health-care	○	○	○
34 a belief that all the health-care resources the community needed would be produced by economic growth	○	○	○

	A	B	C
35 an acceptance of the role of the state in guaranteeing the provision of health-care	○	○	○

Questions 36-40

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

36 Personal liberty and independence have never been regarded as directly linked to health-care.

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

37 Health-care came to be seen as a right at about the same time that the limits of health-care resources became evident.

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

38 In OECD countries population changes have had an impact on health-care costs in recent years.

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

39 OECD governments have consistently underestimated the level of health-care provision needed.

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

40 In most economically developed countries the elderly will have to make special provision for their health-care in the future.

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

Answer Key

#	Answer	Explanation
1	**TRUE**	Since the early years of the twentieth century, when the International Athletic Federation began keeping records
2	**NOT GIVEN**	Since the early years of the twentieth century, when the International Athletic Federation began keeping records, there has been a steady improvement in how fast athletes run, how high they jump and how far they are able to hurl massive objects, themselves included, through space
3	**FALSE**	For the so-called power events – that require a relatively brief, explosive release of energy, like the 100-metre sprint and the long jump – times and distances have improved ten to twenty per cent. In the endurance events the results have been more dramatic
4	**FALSE**	No one theory can explain improvements in performance, but the most important factor has been genetics
5	**NOT GIVEN**	'The athlete must choose his parents carefully,' says Jesus Dapena, a sports scientist at Indiana University, invoking an oft-cited adage
6	**TRUE**	with increasing global participation in athletics – and greater rewards to tempt athletes – it is more likely that individuals possessing the unique complement of genes for athletic performance can be identified early
7	**genetics**	Yessis believes that U.S. runners, despite their impressive achievements, are 'running on their genetics'
8	**power**	Whereas most exercises are designed to build up strength or endurance, plyometrics focuses on increasing power – the rate at which an athlete can expend energy
9	**injuries**	Few coaches, for instance, understand how deficiencies in trace minerals can lead to injuries
10	**training**	Exactly what the limits are it's hard to say, but there will be increases even if only by hundredths of a second, as long as our training continues to improve
11	**A**	A biomechanic films an athlete in action and then digitizes her performance, recording the motion of every joint and limb in three dimensions. By applying Newton's laws to these motions, 'we can say that this athlete's run is not fast enough; that this one is not using his arms strongly enough during take-off,' says Dapena, who uses these methods to help high jumpers
12	**D**	That understanding took the later analysis of biomechanics specialists, who put their minds to comprehending something that was too complex and unorthodox ever to have been invented through their own mathematical simulations
13	**B**	So many variables enter into the equation, and our understanding in many cases is fundamental. We've got a long way to go
14	**YES**	Archaeology is partly the discovery of the treasures of the past, partly the careful work of the scientific analyst, partly the exercise of the creative imagination

#	Answer	Explanation
15	**NOT GIVEN**	To archaeology, which studies all cultures and periods, whether with or without writing, the distinction between history and pre-history is a convenient dividing line that recognises the importance of the written word, but in no way lessens the importance of the useful information contained in oral histories
16	**NO**	However far from reality such portrayals are, they capture the essential truth that archaeology is an exciting quest – the quest for knowledge about ourselves and our past
17	**YES**	Anthropology, at its broadest, is the study of humanity – our physical characteristics as animals and our unique non-biological characteristics that we call culture. Culture in this sense includes what the anthropologist, Edward Tylor, summarised in 1871 as 'knowledge, belief, art, morals, custom and any other capabilities and habits acquired by man as a member of society'. Anthropologists also use the term 'culture' in a more restricted sense when they refer to the 'culture' of a particular society, meaning the non-biological characteristics unique to that society, which distinguish it from other societies
18	**NOT GIVEN**	Anthropology is thus a broad discipline – so broad that it is generally broken down into three smaller disciplines: physical anthropology, cultural anthropology and archaeology
19	**NO**	Conventional historical sources begin only with the introduction of written records around 3000 BC in western Asia, and much later in most other parts of the world
20	**D / E**	Anthropology is thus a broad discipline – so broad that it is generally broken down into three smaller disciplines: physical anthropology, cultural anthropology and archaeology Physical anthropology, or biological anthropology as it is also called, concerns the study of human biological or physical characteristics and how they evolved
21	**D / E**	Anthropology is thus a broad discipline – so broad that it is generally broken down into three smaller disciplines: physical anthropology, cultural anthropology and archaeology Physical anthropology, or biological anthropology as it is also called, concerns the study of human biological or physical characteristics and how they evolved
22	**C / D**	Why are some dwellings round and others square learning how such societies use material culture – how they make their tools and weapons
23	**C / D**	Why are some dwellings round and others square learning how such societies use material culture – how they make their tools and weapons
24	**oral histories**	the distinction between history and pre-history is a convenient dividing line that recognises the importance of the written word, but in no way lessens the importance of the useful information contained in oral histories
25	**humanistic study**	Since the aim of archaeology is the understanding of humankind, it is a humanistic study, and since it deals with the human past, it is a historical discipline
26	**historical discipline**	Since the aim of archaeology is the understanding of humankind, it is a humanistic study, and since it deals with the human past, it is a historical discipline
27	**scientist**	In this respect, the practice of the archaeologist is rather like that of the scientist, who collects data, conducts experiments, formulates a hypothesis,

#	Answer	Explanation
		tests the hypothesis against more data, and then, in conclusion, devises a model that seems best to summarise the pattern observed in the data
28	**iv**	Every health system in an economically developed society is faced with the need to decide (either formally or informally) what proportion of the community's total resources should be spent on health-care; how resources are to be apportioned; what diseases and disabilities and which forms of treatment are to be given priority; which members of the community are to be given special consideration in respect of their health needs; and which forms of treatment are the most cost-effective
29	**i**	Like education, political and legal processes and institutions, public order, communication, transport and money supply, health-care came to be seen as one of the fundamental social facilities necessary for people to exercise their other rights as autonomous human beings
30	**iii**	It is also accepted that this right generates an obligation or duty for the state to ensure that adequate health-care resources are provided out of the public purse. The state has no obligation to provide a health-care system itself, but to ensure that such a system is provided
31	**v**	The second set of more specific changes that have led to the present concern about the distribution of health-care resources stems from the dramatic rise in health costs in most OECD1 countries, accompanied by large-scale demographic and social changes which have meant, to take one example, that elderly people are now major (and relatively very expensive) consumers of health-care resources
32	**B**	What is new is that, from the 1950s onwards, there have been certain general changes in outlook about the finitude of resources as a whole and of health-care resources in particular, as well as more specific changes regarding the clientele of health-care resources and the cost to the community of those resources
33	**B**	Thus in OECD countries as a whole, health costs increased
34	**A**	Looking back, it now seems quite incredible that in the national health systems that emerged in many countries in the years immediately after the 1939–45 World War, it was assumed without question that all the basic health needs of any community could be satisfied, at least in principle; the 'invisible hand' of economic progress would provide
35	**B**	Although the language of 'rights' sometimes leads to confusion, by the late 1970s it was recognised in most societies that people have a right to health-care (though there has been considerable resistance in the United States to the idea that there is a formal right to health-care). It is also accepted that this right generates an obligation or duty for the state to ensure that adequate health-care resources are provided out of the public purse
36	**NO**	In a liberal society basic health is seen as one of the indispensable conditions for the exercise of personal autonomy
37	**YES**	However, at exactly the same time as this new realisation of the finite character of health-care resources was sinking in, an awareness of a contrary kind was developing in Western societies: that people have a basic right to health-care as a necessary condition of a proper human life

#	Answer	Explanation
38	**YES**	The second set of more specific changes that have led to the present concern about the distribution of health-care resources stems from the dramatic rise in health costs in most OECD1 countries, accompanied by large-scale demographic and social changes which have meant, to take one example, that elderly people are now major (and relatively very expensive) consumers of health-care resources
39	**NOT GIVEN**	The second set of more specific changes that have led to the present concern about the distribution of health-care resources stems from the dramatic rise in health costs in most OECD1 countries, accompanied by large-scale demographic and social changes which have meant, to take one example, that elderly people are now major (and relatively very expensive) consumers of health-care resources
40	**NOT GIVEN**	The second set of more specific changes that have led to the present concern about the distribution of health-care resources stems from the dramatic rise in health costs in most OECD1 countries, accompanied by large-scale demographic and social changes which have meant, to take one example, that elderly people are now major (and relatively very expensive) consumers of health-care resources

Cambridge IELTS 04 Academic Listening Test 1

PART 1 — QUESTIONS

Part 1 Audio: https://ielts-listening-audio.engnovatemedia.com/3172261-cambridge-ielts-04-academic-listening-test-1-1.mp3

Questions 1-4

Complete the notes below.

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

NOTES ON SOCIAL PROGRAMME

Example

Number of trips per month: 5

Visit places which have:

• historical interest

• good **1** _____

• **2** _____

Cost: between £5.00 and £15.00 per person

Note: special trips organised for groups of **3** _____ people

Time: departure – 8.30 a.m.

return – 6.00 p.m.

To reserve a seat: sign name on the **4** _____ 3 days in advance

Questions 5-10

Complete the table below.

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

Place	Date	Number of seats	Optional extra
St Ives	**5** _____	16	Hepworth Museum
London	16th February	45	**6** _____
7 _____	3rd March	18	S.S. Great Britain

Salisbury	18th March	50	Stonehenge
Bath	23rd March	16	**8** _____

For further information:

Read the **9** _____ or see Social Assistant: Jane **10** _____

PART 2 — QUESTIONS

Part 2 Audio: https://ielts-listening-audio.engnovatemedia.com/3172243-cambridge-ielts-04-academic-listening-test-1-2.mp3

Questions 11-13

Complete the sentences below.

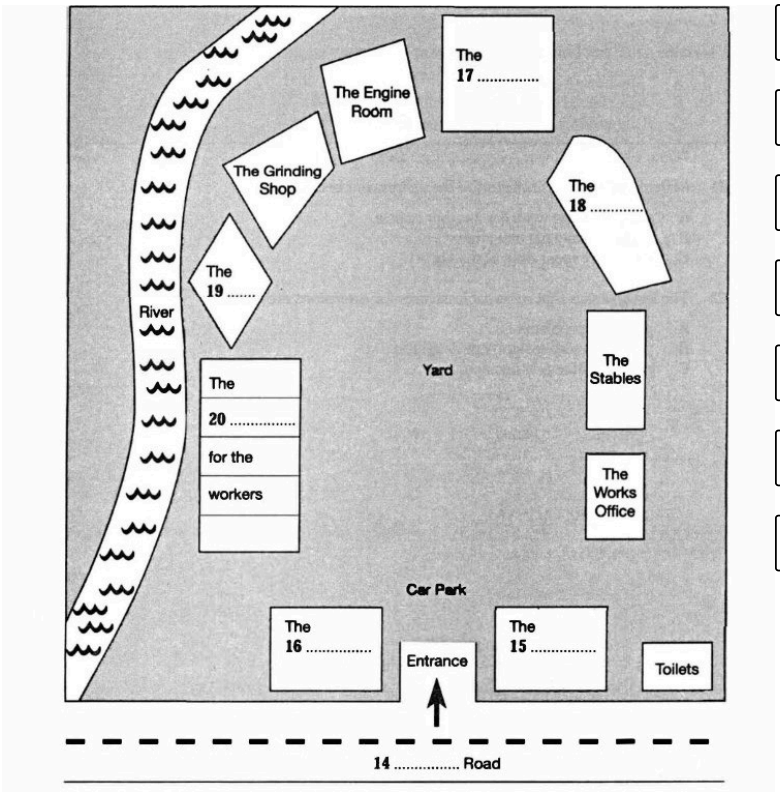
Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.

- Riverside Village was a good place to start an industry because it had water, raw materials and fuels such as **11** _____ .
- The metal industry was established at Riverside Village by **12** _____ who lived in the area.
- There were over **13** _____ water-powered mills in the area in the eighteenth century.

Questions 14-20

Label the plan below.

Write NO MORE THAN TWO WORDS for each answer.



14 _____

15 _____

16 _____

17 _____

18 _____

19 _____

20 _____

PART 3 — QUESTIONS

Part 3 Audio: https://ielts-listening-audio.engnovatemedia.com/3172260-cambridge-ielts-04-academic-listening-test-1-3.mp3

Questions 21-22

Choose the correct letter, A, B or C.

21 Melanie says she has not started the assignment because

- **A** ○ she was doing work for another course.
- **B** ○ it was a really big assignment.
- **C** ○ she hasn't spent time in the library.

22 The lecturer says that reasonable excuses for extensions are

- **A** ○ planning problems.
- **B** ○ problems with assignment deadlines.
- **C** ○ personal illness or accident.

Questions 23-27

What recommendations does Dr Johnson make about the journal articles?

Choose your answers from the box and write the letters A-G next to questions 23-27.

A. must read

B. useful

C. limited value

D. read first section

E. read research methods

F. read conclusion

G. don't read

23 Jackson _____

24 Roberts _____

25 Morris _____

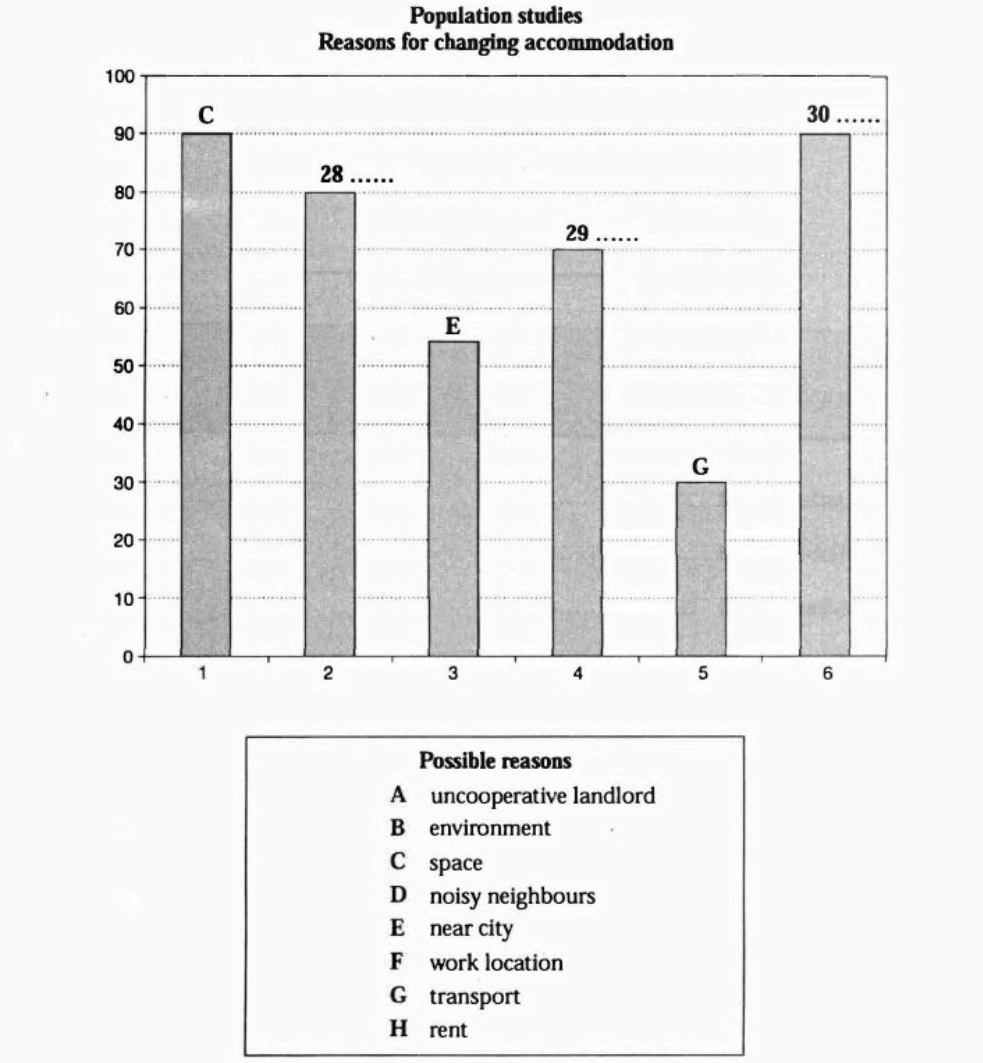
26 Cooper _____

27 Forster _____

Questions 28-30

Label the chart below.

Choose your answers from the box below and write the letters A-H next to questions 28-30.



A. uncooperative landlord | B. environment | C. space

D. noisy neighbours | E. near city | F. work location

G. transport | H. rent

	A	B	C	D	E	F	G	H
28	○	○	○	○	○	○	○	○
29	○	○	○	○	○	○	○	○
30	○	○	○	○	○	○	○	○

PART 4 — QUESTIONS

Part 4 Audio: https://ielts-listening-audio.engnovatemedia.com/3172259-cambridge-ielts-04-academic-listening-test-1-4.mp3

Questions 31-40

Complete the notes below.

Write NO MORE THAN TWO WORDS for each answer.

THE URBAN LANDSCAPE

Two areas of focus:

• the effect of vegetation on the urban climate

• ways of planning our **31** _____ better

Large-scale impact of trees:

• they can make cities more or less **32** _____

• in summer they can make cities cooler

• they can make inland cities more **33** _____

Local impact of trees:

• they can make local areas

– more **34** _____

– cooler

– more humid

– less windy

– less **35** _____

Comparing trees and buildings

Temperature regulation:

• trees evaporate water through their **36** _____

• building surfaces may reach high temperatures

Wind force:

• tall buildings cause more wind at **37** _____ level

• trees **38** _____ the wind force

Noise:

• trees have a small effect on traffic noise

• **39** _____ frequency noise passes through trees

Important points to consider:

• trees require a lot of sunlight, water and **40** _____ to grow

Transcripts

Part 1

MAN: Good morning.

WOMAN: Good morning. How can I help you?

MAN: I understand that the school organises ... umm, trips to different ...

WOMAN: Yes, we run five every month: three during weekends and two Wednesday afternoon trips.

MAN: What sort of places?

WOMAN: Well, obviously it varies, but always places of historical interest and also which offer a variety of shopping, because our students always ask about that ... and then we go for ones where we know there are guided tours, because this gives a good focus for the visit.

MAN: Do you travel far?

WOMAN: Well, we're lucky here, obviously, because we're able to say that all our visits are less than three hours drive.

MAN: How much do they cost?

WOMAN: Again it varies – between five and fifteen pounds a head, depending on distance.

MAN: Ah ha ...

WOMAN: Oh, and we do offer to arrange special trips if, you know, there are more than twelve people.

MAN: Oh right, I'll keep that in mind. And what are the times normally?

WOMAN: We try to keep it pretty fixed so that, that students get to know the pattern. We leave at eight-thirty a.m. and return at six p.m. We figure it's best to keep the day fairly short.

MAN: Oh yes. And how do we reserve a place?

WOMAN: You sign your name on the notice board. Do you know where it is?

MAN: Ah ha. I saw it this morning.

WOMAN: And we do ask that you sign up three days in advance so we know we've got enough people interested to run it, and we can cancel if necessary, with full refund of course.

MAN: That's fine, thanks.

MAN: And what visits are planned for this term?

WOMAN: Right, well I'm afraid the schedule hasn't been printed out yet, but we have confirmed the dates and planned the optional extra visits which you can also book in advance if you want to.

MAN: Oh that's all right. If you can just give some idea of the weekend ones so I can, you know, work out when to see friends, etcetera.

WOMAN: Oh sure. Well, the first one is St Ives. That's on the thirteenth of February and we'll have only sixteen places available 'cos we're going by minibus. And that's a day in town with the optional extra of visiting the Hepworth

Museum.

MAN: Oh right ... yeah ... that sounds good.

WOMAN: Then there's a London trip on the sixteenth of February and we'll be taking a medium-sized coach so there'll be forty-five places on that, and, let's see, the optional extra is the Tower of London.

MAN: Oh, I've already been there.

WOMAN: After that there's Bristol on the third of March.

MAN: Where?

WOMAN: Bristol ... B-R-I-S-T-O-L.

MAN: OK ...

WOMAN: That's in a different minibus with eighteen places available, oh, and the optional extra is a visit to the S.S. Great Britain.

MAN: OK ...

WOMAN: We're going to Salisbury on the eighteenth of March and that's always a popular one because the optional extra is Stonehenge, so we're taking the large coach with fifty seats ...

MAN: Oh good.

WOMAN: And then the last one is to Bath on the twenty-third of March.

MAN: Oh yes. Is Bath the Roman city?

WOMAN: Yes, that's right, and that's in the sixteen-seater minibus.

MAN: And where's the optional visit?

WOMAN: It's to the American Museum – well worth a visit.

MAN: OK, well that's great, thanks for all that ...

WOMAN: My pleasure. By the way, if you want more information about any of the trips, have a look in the student newspaper.

MAN: OK.

WOMAN: Or, have a word with my assistant; her name is Jane Yentob – that's Y-E-N-T-O-B.

MAN: Right, I've got that. Thank you very much for all your help.

WOMAN: You're very welcome. I hope you enjoy the trips.

Part 2

Good afternoon everybody and welcome to Riverside Industrial Village. To start your visit I'm just going to give you a brief account of the history of the museum before letting you roam about on your own. I won't keep you long. OK?

Now, from where we're standing you've got a good view of the river over there. And it was because of this fast-flowing water that this site was a natural place for manufacturing works. The water and the availability of raw materials in the area, like minerals and iron ore, and also the abundance of local fuels, like coal and firewood, all made this site suitable for industry from a very early time.

Water was the main source of power for the early industries and some of the water wheels were first established in the twelfth century, would you believe? At that time, local craftsmen first built an iron forge just behind the village here, on the bend in the river. By the seventeenth and eighteenth centuries the region's rivers supported more than a hundred and sixty water mills – and many of these continued to operate well into the nineteenth century. But then the steam engine was invented and then the railways came and the centres of industry were able to move away from the rivers and the countryside and into the towns. So, industrial villages like this one became very rare.

So that's the history for you. If you'd like any more information, you can ask me some questions, or you can read further in our excellent guide book.

Now I'm going to give you a plan of the site and I'd just like to point out where everything is and then you can take a look at everything for yourself.

I've already pointed out the river, which is on the left. And of course, running along the bottom is Woodside Road, got it? OK. Now we're standing at the entrance, see it at the bottom, and immediately to our right is the Ticket Office. You won't need that because you've got your group booking, but just past it are the toilets – always good to know where they are. In front of us is the car park, as you can see, and to the left, by the entry gate is the Gift Shop. That's where you can get copies of the guide, like this one here.

Now, beyond the car park all the buildings are arranged in a half circle with a yard in the middle. The big, stone building at the top is the main Workshop. That's where the furnace is and where all the metal was smelted and the tools were cast, as you'll be able to see. Now, in the top right-hand corner, that building with bigger windows is the Showroom, where samples of all the tools that were made through the ages are on display. In the top left corner is the Grinding Shop, where the tools were sharpened and finished. And on one side of that you can see the Engine Room and on the other is the Café, which isn't an antique, you'll be pleased to know, though they do serve very nice old-fashioned teas.

The row of buildings you can see on the left are the cottages. These were built for the workers towards the end of the eighteenth century and they're still furnished from that period so you can get a good idea of ordinary people's living conditions. Across the yard from them, you can see the stables where the horses were kept for transporting the products. And the separate building in front of them is the Works Office and that still has some of the old accounts on display.

Right, if anyone wants a guided tour then I'm starting at the Engine Room. If you'd like to come along, this way please, ladies and gentlemen.

Part 3

MELANIE: Excuse me, Dr Johnson. May I speak to you for a minute?

DR JOHNSON: Sure. Come in.

MELANIE: I'm Melanie Griffin. I'm taking your course in Population Studies.

DR JOHNSON: Right. Well, Melanie, how can I help you?

MELANIE: I'm ... having a bit of trouble with the second assignment, and it's due in twelve days.

DR JOHNSON: What sort of trouble are you having? Is the assignment question a problem?

MELANIE: Well, that's part of the problem. I'm also having – been having – trouble getting hold of the books. I've been to the library several times, and all the books are out.

DR JOHNSON: Sounds like you should have started borrowing books a bit earlier.

MELANIE: Well, I had a really big assignment due in for another course, and I've been spending all my time on that, and I thought ...

DR JOHNSON: ... You might get an extension of time to finish your assignment for me?

MELANIE: If that's possible, but I don't know ...

DR JOHNSON: Well, yes, it is possible, but extensions are normally given only for medical or compassionate reasons, otherwise it's really a question of organising your study, and we don't like giving extensions to students who simply didn't plan their work properly. What did you get for your first assignment?

MELANIE: I got eighty-seven per cent.

DR JOHNSON: Mmm, yes, you did very well indeed, so obviously you can produce good work.

MELANIE: I don't think I'll need too much extra time, as long as I can get hold of some of the important references.

DR JOHNSON: Well, since you did so well in your first assignment, I'm prepared to give you an extra two weeks for this one, so that'll mean you'll need to submit it about a month from now.

MELANIE: Thank you.

DR JOHNSON: Now, what about the reading materials? Have you checked out the journal articles in the list?

MELANIE: Umm, no, not yet, there were about twenty of them, and I wasn't sure which ones would be most useful or important.

DR JOHNSON: Well, they're all useful, but I don't expect anyone to read them all, because a number of them deal with the same issues. Let me give you some suggestions. The article by Anderson and Hawker is really worth reading.

MELANIE: Right, I'll read that one.

DR JOHNSON: You should also read the article by Jackson, but just look at the part on the research methodology – how they did it.

MELANIE: OK ... Jackson, got that ...

DR JOHNSON: And if you have time, the one by Roberts says very relevant things, although it's not essential.

MELANIE: So, OK, if it's useful, I'll try and read that one ...

DR JOHNSON: Now, the one by Morris. I wouldn't bother with that at this stage, if I were you.

MELANIE: OK, I won't bother with Morris. Oh, now, someone told me the article by Cooper is important.

DR JOHNSON: Well, yes, in a way, but just look at the last part, where he discusses the research results. And lastly, there's Forster – I can't think why I included that one. It's not bad and could be of some help, but not that much.

DR JOHNSON: Now, let's deal with the assignment question. What's the problem there?

MELANIE: It's the graph on page two.

DR JOHNSON: What seems to be the problem? It's just the bar graph showing reasons why people change where they live.

MELANIE: Well, I've got a photocopy but the reasons at the bottom are missing.

DR JOHNSON: Ah, OK. Look at the first bar on the graph – now that indicates the number of people who move because they want more space.

MELANIE: Oh I see ... bar one. OK ... Now what about the next bar?

DR JOHNSON: Bar two is to do with the people living nearby disturbing them, so they chose to move away to somewhere quieter. Now let's look at bar number three ... another reason people change their place of living is because they want to be closer to the city.

MELANIE: OK. Proximity to the city is an issue ...

DR JOHNSON: Now ... bar number four refers to problems when the owner of the property won't help fix things that go wrong. In other words, the owner is not helpful and so the tenants move out.

MELANIE: OK ... Now what about bar five?

DR JOHNSON: Bar five is about those people who move because they need a bus or train to get them into the city or to go to work.

MELANIE: OK ... And bar six?

DR JOHNSON: Bar number six is interesting. That reason was given quite a lot – people moving because they wanted to be in a more attractive neighbourhood.

MELANIE: Oh, yes, thank you very much.

Part 4

Good day, ladies and gentlemen. I have been asked today to talk to you about the urban landscape. There are two major areas that I will focus on in my talk: how vegetation can have a significant effect on urban climate, and how we can better plan our cities using trees to provide a more comfortable environment for us to live in.

Trees can have a significant impact on our cities. They can make a city, as a whole, a bit less windy or a bit more windy, if that's what you want. They can make it a bit cooler if it's a hot summer day in an Australian city, or they can make it a bit more humid if it's a dry inland city. On the local scale – that is, in particular areas within the city – trees can make the local area more shady, cooler, more humid and much less windy. In fact trees and planting of various kinds can be used to make city streets actually less dangerous in particular areas. How do trees do all that, you ask?

Well, the main difference between a tree and a building is a tree has got an internal mechanism to keep the temperature regulated. It evaporates water through its leaves, and that means that the temperature of the leaves is never very far from our own body temperature. The temperature of a building surface on a hot sunny day can easily be twenty degrees more than our temperature. Trees, on the other hand, remain cooler than buildings because they sweat. This means that they can humidify the air and cool it – a property which can be exploited to improve the local climate.

Trees can also help break the force of winds. The reason that high buildings make it windier at ground level is that, as the wind goes higher and higher, it goes faster and faster. When the wind hits the building, it has to go somewhere. Some of it goes over the top and some goes around the sides of the building, forcing those high level winds down to ground level. That doesn't happen when you have trees. Trees filter the wind and considerably reduce it, preventing those very large strong gusts that you so often find around tall buildings.

Another problem in built-up areas is that traffic noise is intensified by tall buildings. By planting a belt of trees at the side of the road, you can make things a little quieter, but much of the vehicle noise still goes through the trees. Trees can also help reduce the amount of noise in the surroundings, although the effect is not as large as people like to think. Low-frequency noise, in particular, just goes through the trees as though they aren't there.

Although trees can significantly improve the local climate, they do however take up a lot of space. There are root systems to consider and branches blocking windows and so on. It may therefore be difficult to fit trees into the local landscape. There is not a great deal you can do if you have what we call a street canyon – a whole set of high-rises enclosed in a narrow street. Trees need water to grow. They also need some sunlight to grow and you need room to put them. If you have the chance of knocking buildings down and replacing them, then suddenly you can start looking at different ways to design the streets and to introduce ...

(fade out)

Answer Key

#	Answer	Explanation
1	**shopping / variety of shopping**	Well, obviously it varies, but always places of historical interest and also which offer a variety of shopping, because our students always ask about that
2	**guided tours**	and then we go for ones where we know there are guided tours, because this gives a good focus for the visit
3	**more than 12 / over 12 / more than twelve / over twelve**	Oh, and we do offer to arrange special trips if, you know, there are more than twelve people
4	**notice board**	You sign your name on the notice board. Do you know where it is?MAN: Ah ha. I saw it this morning.WOMAN: And we do ask that you sign up three days in advance
5	**13th February/13th of February/February 13th / 13 February/February 13**	Well, the first one is St Ives. That's on the thirteenth of February and we'll have only sixteen places available 'cos we're going by minibus
6	**Tower of London**	Then there's a London trip on the sixteenth of February and we'll be taking a medium-sized coach so there'll be forty-five places on that, and, let's see, the optional extra is the Tower of London
7	**Bristol**	After that there's Bristol on the third of March.MAN: Where?WOMAN: Bristol B-R-I-S-T-O-L.MAN: OK WOMAN: That's in a different minibus with eighteen places available, oh, and the optional extra is a visit to the S.S. Great Britain
8	**American Museum**	WOMAN: And then the last one is to Bath on the twenty-third of March.MAN: Oh yes. Is Bath the Roman city?WOMAN: Yes, that's right, and that's in the sixteen-seater minibus.MAN: And where's the optional visit?WOMAN: It's to the American Museum – well worth a visit
9	**student newspaper**	By the way, if you want more information about any of the trips, have a look in the student newspaper
10	**Yentob**	Or, have a word with my assistant; her name is Jane Yentob – that's Y-E-N-T-O-B
11	**coal and firewood / coal,firewood**	The water and the availability of raw materials in the area, like minerals and iron ore, and also the abundance of local fuels, like coal and firewood, all made this site suitable for industry from a very early time
12	**local craftsmen**	At that time, local craftsmen first built an iron forge just behind the village here, on the bend in the river
13	**160**	By the seventeenth and eighteenth centuries the region's rivers supported more than a hundred and sixty water mills – and many of these continued to operate well into the nineteenth century
14	**Woodside**	And of course, running along the bottom is Woodside Road, got it

#	Answer	Explanation
15	**Ticket Office**	Now we're standing at the entrance, see it at the bottom, and immediately to our right is the Ticket Office
16	**Gift Shop**	In front of us is the car park, as you can see, and to the left, by the entry gate is the Gift Shop
17	**(main) Workshop**	The big, stone building at the top is the main Workshop
18	**Showroom**	Now, in the top right-hand corner, that building with bigger windows is the Showroom, where samples of all the tools that were made through the ages are on display
19	**Café/Cafe**	In the top left corner is the Grinding Shop, where the tools were sharpened and finished. And on one side of that you can see the Engine Room and on the other is the Café, which isn't an antique, you'll be pleased to know, though they do serve very nice old-fashioned teas
20	**cottages**	The row of buildings you can see on the left are the cottages. These were built for the workers towards the end of the eighteenth century and they're still furnished from that period so you can get a good idea of ordinary people's living conditions
21	**A**	Well, I had a really big assignment due in for another course, and I've been spending all my time on that, and I thought
22	**C**	Well, yes, it is possible, but extensions are normally given only for medical or compassionate reasons, otherwise it's really a question of organising your study, and we don't like giving extensions to students who simply didn't plan their work properly
23	**E**	DR JOHNSON: You should also read the article by Jackson, but just look at the part on the research methodology – how they did it
24	**B**	And if you have time, the one by Roberts says very relevant things, although it's not essential
25	**G**	DR JOHNSON: Now, the one by Morris. I wouldn't bother with that at this stage, if I were you
26	**F**	Well, yes, in a way, but just look at the last part, where he discusses the research results
27	**C**	And lastly, there's Forster – I can't think why I included that one. It's not bad and could be of some help, but not that much
28	**D**	Bar two is to do with the people living nearby disturbing them, so they chose to move away to somewhere quieter
29	**A**	Now bar number four refers to problems when the owner of the property won't help fix things that go wrong. In other words, the owner is not helpful and so the tenants move out
30	**B**	DR JOHNSON: Bar number six is interesting. That reason was given quite a lot – people moving because they wanted to be in a more attractive neighbourhood
31	**cities / environment**	There are two major areas that I will focus on in my talk: how vegetation can have a significant effect on urban climate, and how we can better plan our cities using trees to provide a more comfortable environment for us to live in

#	Answer	Explanation
32	**windy**	They can make a city, as a whole, a bit less windy or a bit more windy, if that's what you want
33	**humid**	they can make it a bit more humid if it's a dry inland city
34	**shady / shaded**	On the local scale – that is, in particular areas within the city – trees can make the local area more shady, cooler, more humid and much less windy
35	**dangerous**	In fact trees and planting of various kinds can be used to make city streets actually less dangerous in particular areas
36	**leaves**	It evaporates water through its leaves, and that means that the temperature of the leaves is never very far from our own body temperature
37	**ground**	The reason that high buildings make it windier at ground level is that, as the wind goes higher and higher, it goes faster and faster
38	**filter / (considerably) reduce / filter and reduce**	Trees filter the wind and considerably reduce it, preventing those very large strong gusts that you so often find around tall buildings
39	**low**	Low-frequency noise, in particular, just goes through the trees as though they aren't there
40	**space / room**	Trees need water to grow. They also need some sunlight to grow and you need room to put them

Cambridge IELTS 04 Academic Listening Test 2

PART 1 — QUESTIONS

Part 1 Audio: https://ielts-listening-audio.engnovatemedia.com/3172258-cambridge-ielts-04-academic-listening-test-2-1.mp3

Questions 1-5

Choose the correct letter, A, B or C

1 What does Peter want to drink?

- **A** ○ tea
- **B** ○ coffee
- **C** ○ a cold drink

2 What caused Peter problems at the bank?

- **A** ○ The exchange rate was down.
- **B** ○ He was late.
- **C** ○ The computers weren't working.

3 Who did Peter talk to at the bank?

- **A** ○ an old friend
- **B** ○ an American man
- **C** ○ a German man

4 Henry gave Peter a map of

- **A** ○ the city.
- **B** ○ the bus routes.
- **C** ○ the train system.

5 What do Peter and Sally decide to order?

A ○ food and drinks

B ○ just food

C ○ just drinks

Questions 6-8

Complete the notes below using words from the box.

Art Gallery | Cathedral | Castle

Gardens | Markets

Tourist attractions open all day: **6** _____ and Gardens

Tourist attractions NOT open on Mondays: **7** _____ and Castle

Tourist attractions which have free entry: **8** _____ and Markets

Questions 9-10

Complete the sentences below.

Write NO MORE THAN THREE WORDS for each answer.

- The first place Peter and Sally will visit is the **9** _____.
- At the Cathedral, Peter really wants to **10** _____.

PART 2 — QUESTIONS

Part 2 Audio: https://ielts-listening-audio.engnovatemedia.com/3172257-cambridge-ielts-04-academic-listening-test-2-2.mp3

Questions 11-20

Choose the correct letter, A, B or C

11 The Counselling Service may contact tutors if

- **A** ○ they are too slow in marking assignments.
- **B** ○ they give students a lot of work.
- **C** ○ they don't inform students about their progress.

12 Stress may be caused by

- **A** ○ new teachers.
- **B** ○ time pressure.
- **C** ○ unfamiliar subject matter.

13 International students may find stress difficult to handle because

- **A** ○ they lack support from family and friends.
- **B** ○ they don't have time to make new friends.
- **C** ○ they find it difficult to socialise.

14 A personal crisis may be caused by

- **A** ○ studying for too long overseas.
- **B** ○ business problems in the student's own country.
- **C** ○ disruptions to personal relationships.

15 Students may lose self-esteem if

- **A** ○ they have to change courses.
- **B** ○ they don't complete a course.
- **C** ○ their family puts too much pressure on them.

16 Students should consult Glenda Roberts if

- **A** ○ their general health is poor.
- **B** ○ their diet is too strict.
- **C** ○ they can't eat the local food.

17 Students in financial difficulties can receive

- **A** ○ assistance to buy books.
- **B** ○ a loan to pay their course fees.
- **C** ○ a no-interest loan to cover study expenses.

18 Loans are also available to students who

- **A** ○ can't pay their rent.
- **B** ○ need to buy furniture.
- **C** ○ can't cover their living expenses.

19 The number of students counselled by the service last year was

- **A** ○ 214.
- **B** ○ 240.
- **C** ○ 2,600.

20 The speaker thinks the Counselling Service

- **A** ○ has been effective in spite of staff shortages.
- **B** ○ is under-used by students.
- **C** ○ has suffered badly because of staff cuts.

PART 3 — QUESTIONS

Part 3 Audio: https://ielts-listening-audio.engnovatemedia.com/3172256-cambridge-ielts-04-academic-listening-test-2-3.mp3

Questions 21-24

Complete the notes below.

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

DETAILS OF ASSIGNMENT

Part 1 Essay

Title: 'Assess the two main methods of **21** _____ in social science research'

Number of words: **22** _____

Part 2 Small-scale study

Choose one method.

Gather data from at least **23** _____ subjects.

Part 3 Report on study

Number of words: 3,000 to **24** _____

Questions 25-26

Choose TWO letters A-E.

25 **26** What TWO disadvantages of the questionnaire form of data collection do the students discuss?

- **A** ☐ The data is sometimes invalid.
- **B** ☐ Too few people may respond.
- **C** ☐ It is less likely to reveal the unexpected.
- **D** ☐ It can only be used with literate populations.
- **E** ☐ There is a delay between the distribution and return of questionnaires.

Questions 27-30

Complete the table below.

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

AUTHOR	TITLE	PUBLISHER	YEAR OF PUBLICATION
27 _____	'Sample Surveys in Social Science Research'		
Bell	28 _____	29 _____	
Wilson	'Interviews That Work'	Oxford University Press	30 _____

PART 4 — QUESTIONS

Part 4 Audio: https://ielts-listening-audio.engnovatemedia.com/3172255-cambridge-ielts-04-academic-listening-test-2-4.mp3

Questions 31-32

Choose the correct letter, A, B or C

31 Corporate crime is generally committed

- **A** ○ against individuals.
- **B** ○ by groups.
- **C** ○ for companies.

32 Corporate crime does NOT include

- **A** ○ employees stealing from their company.
- **B** ○ unintentional crime by employees.
- **C** ○ fraud resulting from company policy.

Questions 33-38

Complete the notes below.

Write NO MORE THAN THREE WORDS for each answer.

Corporate crime has been ignored by:

a) the **33** _____ e.g. films

b) **34** _____

Reasons:

a) often more complex, and needing **35** _____

b) less human interest than conventional crime

c) victims are often **36** _____

Effects:

a) Economic costs

- may appear unimportant to **37** _____

- can make large **38** _____ for company
- cause more losses to individuals than conventional crimes

b) Social costs

- make people lose trust in business world
- affect poorer people most

Questions 39-40

Choose TWO letters A-F.

39 **40** The oil tanker explosion was an example of a crime which

A ☐ was no-one's fault.

B ☐ was not a corporate crime.

C ☐ was intentional.

D ☐ was caused by indifference.

E ☐ had tragic results.

F ☐ made a large profit for the company.

Transcripts

Part 1

SALLY: Oh, Peter, there you are. You've been ages. What kept you so long?

PETER: I'm sorry I'm so late, Sally. Have you been waiting long?

SALLY: Oh, half an hour. But it doesn't matter. I've had a coffee and I've been reading this guidebook for tourists. Sit down. You look very hot and tired. What would you like to drink?

PETER: I'd love a really chilled mineral water or something. Will you have another coffee?

SALLY: Yes, I will. The waitress will be back in a moment. Why were you so late? Did something happen?

PETER: Yes. You know I went to the bank to cash some travellers cheques? Well, the exchange rate was looking healthy, but when I went to the teller, they told me the computer system was temporarily down, so they couldn't do any transactions. They said the problem would be fixed in a few minutes, so I waited. And then I started talking to another guy in the bank, and I forgot the time.

SALLY: Oh, really? Someone you met in the bank? Does he work there?

PETER: No, he was a tourist, from New York. His name's Henry, and he's been here for a week, but he's moving on to Germany tomorrow. He's an architect, and he's spending four weeks travelling around Europe.

SALLY: Just like us!

PETER: Yeah, just like us. He told me the names of some places where we should eat. Great food, and not too expensive, he said. Oh, and he also gave me this map of the bus system. He said he didn't need it any more.

SALLY: That's useful. Pity he's moving on tomorrow. Ah, here's the waitress. Let's order. Do you want anything to eat, or shall we just have a drink?

PETER: Well, I'm hungry, and we've got a lot of sightseeing to do, so let's just have a snack and a drink.

SALLY: Sounds good to me!

PETER: Well, let's decide what we'll see today. I guess the best place to start is the Cathedral, and then the Castle. What are the opening times for those two?

SALLY: Well, according to this guidebook, the Cathedral is only open from nine-thirty in the morning until midday. No, hang on. That's the Cathedral Museum. The Cathedral itself is open morning and afternoon. The Castle is just open from one to five, so we can't go there until after lunch. I really want to spend some time in the Art Gallery, because they've got this wonderful painting by Rembrandt that I've always wanted to see.

PETER: What else should we see?

SALLY: Well, the guidebook says the Botanical Gardens are worth spending some time in, and they're open all day, from eight to six, so we can go there any time. I'd like to go to the Markets near the river too, but ... oh ... no, wait, that's only in the mornings, too.

PETER: As well as today and tomorrow, we can see some other places on Monday, you know. But I don't think the Markets will be open then; they only open on Thursdays, so we've missed them for this week. Maybe we should go to the Cathedral today because it's Sunday tomorrow, and even though it's open every day it might be more difficult to get in tomorrow because of the church services.

SALLY: That's true, but the Art Gallery isn't open on Sundays at all, so we'll have to go there today. The Castle's open every day except Mondays, so we're OK there, and the Gardens of course only close at night.

PETER: Are all these places free or do we have to pay to go in? What does the guidebook say?

SALLY: I think there's a charge for all of them except the Botanical Gardens. Oh, and the Markets, of course you don't pay to go in.

PETER: OK, well, it looks like our plan is this: we'll go to see the painting you like first, the Rembrandt, then have lunch and go on to the Castle after that, and then the Cathedral.

SALLY: OK. It says here that the roof of the Cathedral is really beautiful.

PETER: Is that right? What I really want to do at the Cathedral is climb the tower. The view is supposed to be spectacular.

SALLY: OK, well, that'll be more than enough for today. Then, tomorrow, let's go to the Botanical Gardens and have a picnic. I want to sit by the river and watch the swans. This city's famous for them.

Part 2

So the counselling services we offer deal with any problems arising from your studies, or in your life outside the university. Let's take academic counselling. If you're confused about subjects or how to combine them in your degree, then we can advise you and discuss the career you are aiming for, so that you can see it all in context. We can also chase up your tutor if you're not getting proper feedback on how you are getting on in your subject.

Besides help with academic problems, you may also need personal counselling: if you think you're already under stress, well, just wait till classes begin next week. You'll have to start adjusting to teaching and learning methods that may be unfamiliar to you, as well as the mounting pressure as the deadline for that first assignment creeps up on you. And of course, you have to cope with all this without your usual social network - you know, the social contacts, family and friends you could normally rely on for help. All of this causes anxiety. Studying overseas can trigger a personal crisis - you may have left a lot of what you might call 'unfinished business' back in your own country, or you may have interrupted personal relationships or even sometimes have broken them off to come overseas, and so the student often feels lonely, unhappy, unmotivated and unable to concentrate on studying. Or there may be other things bothering you. Our resident chaplain can offer you spiritual guidance if that's what you want, or we can put you in touch with community groups that can provide you with social contacts and friendship.

What about exam stress? It affects nearly everyone to some extent, but especially overseas students like yourselves. There may be a huge amount of family pressure on you to succeed, and if you fail a subject or drop out of a course because it's too difficult then your self-esteem can suffer. But it's not the end of the world if you don't pass an exam - I had to resit First Year Anthropology, so I can certainly offer you a sympathetic ear! Anyway, exam failure can lead to worrying changes in the way you normally behave. You may also be off your food, or you may have dietary problems because the local food is not to your liking and upsets you, and this can affect your health and studies. Glenda Roberts is our dietician in the Health Service and we can put you on to her.

And we all have money problems, don't we? But remember, full-time students can get a low-interest loan of up to six hundred dollars to buy books and for similar study-related expenses. That's right, and you can get double that amount if you can't afford an item of equipment you need for your course - a musical instrument, for example. And it doesn't stop there. When you move into a flat, starting-up expenses, including furniture for it, can be covered by a loan through the Welfare Service - see Jill Freeman for details.

Can we help you? Well, last academic year, in spite of staff cuts, we counselled two hundred and forty international students for a total of twenty-six hundred hours counselling, and, finally we won all but just one of the twelve appeals that we launched on behalf of students. Not too bad for an understaffed service, don't you think? That's all from me. Thank you.

Part 3

ROSA: Oh, there you are, good. Sorry I'm a bit late - there was a long queue. So, have you worked out how to deal with this assignment then?

MICK: Not yet, we've only been here a couple of minutes ourselves.

ROSA: Can you just remind me what the task is exactly?

PETE: Well, there are two, no, three, parts to it: first, we've got to write an essay about ways of collecting data. Then ...

ROSA: What's the title of the essay exactly?

MICK: I've got it here: 'Assess the two main methods of collecting data in social science research'.

ROSA: And how much do we need to write?

MICK: Fifteen hundred words. That's for the essay. Then, for the second part of the assignment, we have to choose one method of data collection, and 'carry out a small-scale study, making appropriate use of the method chosen to gather data from at least five subjects'.

ROSA: And then we have to write a report on the study?

PETE: That's right, of three to four thousand words.

ROSA: Did you get as far as discussing which form of data collection we should go for - questionnaire or interview, isn't it?

MICK: Yeah, I think we should use a questionnaire. It'll be so much less time-consuming than organising interviews, I reckon. Once we've agreed on the wording of it, we only have to send it out and wait for the responses.

ROSA: Yes, I think it probably would be quicker. But what did that article he gave us last week say about the quality of data from questionnaires?

MICK: I'm pretty sure it recommended questionnaires as a source of 'highly reliable data'. As long as you design the questionnaire properly in the first place, the data will be fine.

ROSA: No, I'm sure it talked about drawbacks as well, didn't it? Something about the response rate and the problems you get if it's too low.

MICK: Yeah, but we only need data from five subjects anyway.

ROSA: I suppose so. Another drawback I remember it mentioned was that questionnaire data tends not to reveal anything unexpected, because it is limited to the questions fixed in advance by the researcher.

MICK: Come on, Rosa. This is only a practice. It's not meant to be real research, is it?

ROSA: Well, I'm not sure about that.

ROSA: Maybe I'd better go through the article again, just to be sure. Can you remember what it was called?

MICK: 'Sample Surveys in Social Science Research', I think. By Mehta.

ROSA: M-E-H-T-A ?

MICK: Yeah. And he also recommended a more recent book, called 'Survey Research', by Bell, I think. It's in that series published by London University.

PETE: And if we tried to use interviews instead, I saw a book in the departmental library that'll be helpful: it's called 'Interviews That Work', by Wilson, published in Oxford in nineteen eighty-eight.

ROSA: Right. I've got a tutorial now. Can we meet up again later this week? What about Friday morning?

PETE: Suits me. Eleven o'clock?

ROSA: Fine.

MICK: Before Friday, I think we should all look through the reading list.

Part 4

So far, in these lectures, we've been looking at crimes like robbery and murder - both from a historical viewpoint and also in contemporary society - and we've seen that the preoccupation in Western society with crime and with lawlessness is part of a long and continuous tradition, rather than something which is new and unique to modern society.

But over the past seventy years or so, there has been a massive increase in one type of crime, which is what's known as 'corporate crime'. Corporate crime is crime which, as the name suggests, is connected with companies, with business organisations. It includes illegal acts of either individuals or a group within the company, but what is important is that these acts are normally in accordance with the goals of the company - they're for the good of the company rather than the individual. It's been defined as, quote, 'crime which is committed for the corporate organisation' - the company - 'not against it', unquote.

So crimes like theft by employees - things like embezzlement or fraud against one's actual employer are excluded according to this definition. The employees may be involved but they're acting in the first place for the company - they may not even realise they're committing a crime or they may realise but they feel it's excusable because it's policy, or because otherwise they may lose their jobs. So here, really, we're talking about the links between power and crime.

Now, this is one area that much less is generally known about than conventional or traditional crime. It has been relatively ignored by the mass media - for example, it tends to be under-reported in comparison with conventional crime in news broadcasts, and in crime serials and films and so on - they very rarely deal with corporate crime. And it also tends to be ignored in academic circles - there's been far more research on conventional crime and far more data is available.

There are several reasons for this lack of interest in corporate crime, compared with other types of crime. It's often very complex, whereas with conventional crime it's usually possible to follow what's going on without specialist knowledge. As well as this, whereas conventional crime usually has a lot of human interest, corporate crime often has much less. The third reason, and possibly the most significant one, is that very often the victims are unaware - they think their misfortune is an accident or that it's the fault of no-one in particular. They're unaware that they've been victims of a crime.

So, when we look at the effects of corporate crime we may find it's very difficult to assess the costs. But these costs can be very considerable in both their economic and social aspects.

Let's look at the economic costs first. For example, if a company is producing fruit juice and it dilutes its product so that it's just a little below the concentration it should be, many millions of people may be paying a small amount extra for their carton of orange juice. Now small amounts like this may seem insignificant for individual customers - too small to worry about - but for the company this deception might result in massive illegal profit. However, all studies of corporate crime agree that the individuals are in fact deprived of far more money by such crime than they are by conventional crime like robbery and theft.

In addition to this, we have to consider the social costs of corporate crime and these are again very difficult to assess, but they are considerable. They're important because they can undermine the faith of the public in the

business world and also, more importantly, because the main group of people they affect are, in fact, not the richer sections of society but the poorer - so here companies are robbing the poor to benefit the rich.

There are two more points to do with corporate crime that I'd like to illustrate with reference to a specific event which occurred several years ago. This was an explosion of a large oil tanker which caused the loss of more than fifty lives of the crew. It was an explosion which never should have happened and a subsequent inquiry laid the blame not on anyone who had actually been on the tanker at the time, but on the owners of the tanker. They had deliberately decided not to carry out necessary repair work on the tanker as it was due to be sold, and it was this lack of repair work which was directly responsible for the explosion.

Now this illustrates two points to do with corporate crime. First of all, that it does not have to be intentional. The owners of the tanker certainly did not intend it to explode. But very serious consequences can result from people or organisations not considering the possible results of their actions seriously enough. The main crime here was indifference to the human results rather than actual intention to harm anyone, but that didn't make the results any less tragic.

And this leads me to my second point - that corporate crime can have very severe consequences. It's not just a matter of companies making bigger profits than they should do, but of events which may affect the lives of innocent people, and yet very often companies, because they say they didn't intend to harm anyone, can avoid taking responsibility for the results of their actions. And that has been a very dangerous loophole in the law.

A further example of corporate crime was ... (fade out)

Answer Key

#	Answer	Explanation
1	**C**	I'd love a really chilled mineral water or something. Will you have another coffee
2	**C**	Well, the exchange rate was looking healthy, but when I went to the teller, they told me the computer system was temporarily down, so they couldn't do any transactions
3	**B**	No, he was a tourist, from New York. His name's Henry, and he's been here for a week, but he's moving on to Germany tomorrow
4	**B**	Oh, and he also gave me this map of the bus system
5	**A**	PETER: Well, I'm hungry, and we've got a lot of sightseeing to do, so let's just have a snack and a drink.SALLY: Sounds good to me
6	**Cathedral**	The Cathedral itself is open morning and afternoon
7	**Markets**	As well as today and tomorrow, we can see some other places on Monday, you know. But I don't think the Markets will be open then; they only open on Thursdays, so we've missed them for this week
8	**Gardens**	I think there's a charge for all of them except the Botanical Gardens. Oh, and the Markets, of course you don't pay to go in
9	**Art Gallery**	I really want to spend some time in the Art Gallery, because they've got this wonderful painting by Rembrandt that I've always wanted to see OK, well, it looks like our plan is this: we'll go to see the painting you like first, the Rembrandt, then have lunch and go on to the Castle after that, and then the Cathedral
10	**climb the tower / see the view**	What I really want to do at the Cathedral is climb the tower. The view is supposed to be spectacular
11	**C**	We can also chase up your tutor if you're not getting proper feedback on how you are getting on in your subject
12	**B**	You'll have to start adjusting to teaching and learning methods that may be unfamiliar to you, as well as the mounting pressure as the deadline for that first assignment creeps up on you
13	**A**	And of course, you have to cope with all this without your usual social network – you know, the social contacts, family and friends you could normally rely on for help
14	**C**	Studying overseas can trigger a personal crisis – you may have left a lot of what you might call 'unfinished business' back in your own country, or you may have interrupted personal relationships or even sometimes have broken them off to come overseas, and so the student often feels lonely, unhappy, unmotivated and unable to concentrate on studying
15	**B**	There may be a huge amount of family pressure on you to succeed, and if you fail a subject or drop out of a course because it's too difficult then your self-esteem can suffer

#	Answer	Explanation
16	**C**	You may also be off your food, or you may have dietary problems because the local food is not to your liking and upsets you, and this can affect your health and studies. Glenda Roberts is our dietician in the Health Service and we can put you on to her
17	**A**	But remember, full-time students can get a low-interest loan of up to six hundred dollars to buy books and for similar study-related expenses
18	**B**	When you move into a flat, starting-up expenses, including furniture for it, can be covered by a loan through the Welfare Service – see Jill Freeman for details
19	**B**	Well, last academic year, in spite of staff cuts, we counselled two hundred and forty international students for a total of twenty-six hundred hours counselling
20	**A**	Well, last academic year, in spite of staff cuts, we counselled two hundred and forty international students for a total of twenty-six hundred hours counselling, and, finally we won all but just one of the twelve appeals that we launched on behalf of students. Not too bad for an understaffed service, don't you think
21	**collecting data / gathering data / data collection**	'Assess the two main methods of collecting data in social science research'
22	**1,500/1500**	MICK: Fifteen hundred words. That's for the essay
23	**5/five**	carry out a small-scale study, making appropriate use of the method chosen to gather data from at least five subjects
24	**4,000/4000**	ROSA: And then we have to write a report on the study?PETE: That's right, of three to four thousand words
25	**B / C**	ROSA: No, I'm sure it talked about drawbacks as well, didn't it? Something about the response rate and the problems you get if it's too low.MICK: Yeah, but we only need data from five subjects anyway.ROSA: I suppose so. Another drawback I remember it mentioned was that questionnaire data tends not to reveal anything unexpected, because it is limited to the questions fixed in advance by the researcher
26	**B / C**	ROSA: No, I'm sure it talked about drawbacks as well, didn't it? Something about the response rate and the problems you get if it's too low.MICK: Yeah, but we only need data from five subjects anyway.ROSA: I suppose so. Another drawback I remember it mentioned was that questionnaire data tends not to reveal anything unexpected, because it is limited to the questions fixed in advance by the researcher
27	**Mehta**	MICK: 'Sample Surveys in Social Science Research', I think. By Mehta.ROSA: M-E-H-T-A ?MICK: Yeah
28	**Survey Research**	And he also recommended a more recent book, called 'Survey Research', by Bell, I think
29	**London University / London University Press**	MICK: Yeah. And he also recommended a more recent book, called 'Survey Research', by Bell, I think. It's in that series published by London University
30	**1988**	And if we tried to use interviews instead, I saw a book in the departmental library that'll be helpful: it's called 'Interviews That Work', by Wilson, published in Oxford in nineteen eighty-eight

#	Answer	Explanation
31	**C**	It’s been defined as, quote, ‘crime which is committed for the corporate organisation’ – the company – ‘not against it’, unquote
32	**A**	It’s been defined as, quote, ‘crime which is committed for the corporate organisation’ – the company – ‘not against it’, unquote.So crimes like theft by employees – things like embezzlement or fraud against one’s actual employer are excluded according to this definition
33	**mass media / media**	It has been relatively ignored by the mass media – for example, it tends to be under-reported in comparison with conventional crime in news broadcasts, and in crime serials and films and so on – they very rarely deal with corporate crime
34	**academic circles / academics / researchers**	And it also tends to be ignored in academic circles – there’s been far more research on conventional crime and far more data is available
35	**specialist knowledge / specialised knowledge**	It’s often very complex, whereas with conventional crime it’s usually possible to follow what’s going on without specialist knowledge
36	**unaware**	The third reason, and possibly the most significant one, is that very often the victims are unaware — they think their misfortune is an accident or that it’s the fault of no-one in particular
37	**individual customers / individual consumers / individuals**	Now small amounts like this may seem insignificant for individual customers – too small to worry about – but for the company this deception might result in massive illegal profit
38	**illegal profit / illegal profits**	Now small amounts like this may seem insignificant for individual customers – too small to worry about – but for the company this deception might result in massive illegal profit
39	**D / E**	The main crime here was indifference to the human results rather than actual intention to harm anyone, but that didn’t make the results any less tragic
40	**D / E**	The main crime here was indifference to the human results rather than actual intention to harm anyone, but that didn’t make the results any less tragic

Cambridge IELTS 04 Academic Listening Test 3

PART 1 — QUESTIONS

Part 1 Audio: https://ielts-listening-audio.engnovatemedia.com/3172254-cambridge-ielts-04-academic-listening-test-3-1.mp3

Questions 1-4

Complete the form below.

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

Accommodation Request Form

Example

Name: Sara Lim

Age: 23

Length of time in Australia: **1** _____ and a half

Present address:

Flat 1, 539, **2** _____ Road, Canterbury 2036

Present course: **3** _____ English

Accommodation required from:

4 _____, 7th September

Questions 5-7

Choose the correct letter, A, B or C.

5 Sara requires a

A ○ single room.

B ○ twin room.

C ○ triple room.

6 She would prefer to live with a

- **A** ○ family.
- **B** ○ single person.
- **C** ○ couple.

7 She would like to live in a

- **A** ○ flat.
- **B** ○ house.
- **C** ○ studio apartment.

Questions 8-10

Complete the sentences below.

Write NO MORE THAN ONE WORD for each answer.

- The **8** _____ will be $320.
- She needs to pay the rent by cash or cheque on a **9** _____ basis.
- She needs to pay her part of the **10** _____ bill.

PART 2 — QUESTIONS

Part 2 Audio: https://ielts-listening-audio.engnovatemedia.com/3172253-cambridge-ielts-04-academic-listening-test-3-2.mp3

Questions 11-14

Choose the correct letter, A, B or C.

11 When is this year's festival being held?

- **A** ○ 1-13 January
- **B** ○ 5-17 January
- **C** ○ 25-31 January

12 What will the reviewer concentrate on today?

- **A** ○ theatre
- **B** ○ dance
- **C** ○ exhibitions

13 How many circuses are there in the festival?

- **A** ○ one
- **B** ○ two
- **C** ○ several

14 Where does Circus Romano perform?

- **A** ○ in a theatre
- **B** ○ in a tent
- **C** ○ in a stadium

Questions 15-20

Complete the notes below.

Write NO MORE THAN THREE WORDS for each answer.

	Where	Type of performance	Highlights	Type of audience

Circus Romano		Clowns and acrobats	Music and **15** _____	**16** _____
Circus Electrica	**17** _____	Dancers and magicians	Aerial displays	**18** _____
Mekong Water Puppets	**19** _____	Puppets	Seeing the puppeteers at the end	**20** _____

PART 3 — QUESTIONS

Part 3 Audio: https://ielts-listening-audio.engnovatemedia.com/3172251-cambridge-ielts-04-academic-listening-test-3-3.mp3

Questions 21-25

Choose the correct letter, A, B or C.

21 The man wants information on courses for

- **A** ○ people going back to college.
- **B** ○ postgraduate students.
- **C** ○ business executives.

22 The 'Study for Success' seminar lasts for

- **A** ○ one day.
- **B** ○ two days.
- **C** ○ three days.

23 In the seminar the work on writing aims to improve

- **A** ○ confidence.
- **B** ○ speed.
- **C** ○ clarity.

24 Reading sessions help students to read

- **A** ○ analytically.
- **B** ○ as fast as possible.
- **C** ○ thoroughly.

25 The seminar tries to

- **A** ○ prepare learners physically.
- **B** ○ encourage interest in learning.
- **C** ○ develop literacy skills.

Questions 26-30

Choose the correct letter, A, B or C.

26 A key component of the course is learning how to

- **A** ○ use time effectively.
- **B** ○ stay healthy.
- **C** ○ select appropriate materials.

27 Students who want to do the 'Study for Success' seminar should

- **A** ○ register with the Faculty Office.
- **B** ○ contact their Course Convenor.
- **C** ○ reserve a place in advance.

28 The 'Learning Skills for University Study' course takes place on

- **A** ○ Monday, Wednesday and Friday.
- **B** ○ Monday, Tuesday and Wednesday.
- **C** ○ Monday, Thursday and Friday.

29 A feature of this course is

- **A** ○ a physical training component.
- **B** ○ advice on coping with stress.
- **C** ○ a detailed weekly planner.

30 The man chooses the 'Study for Success' seminar because

- **A** ○ he is over forty.
- **B** ○ he wants to start at the beginning.
- **C** ○ he seeks to revise his skills.

PART 4 — QUESTIONS

Part 4 Audio: https://ielts-listening-audio.engnovatemedia.com/3172250-cambridge-ielts-04-academic-listening-test-3-4.mp3

Questions 31-32

Complete the notes below.

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

New Union Building

Procedures to establish student opinion:

- students were asked to give written suggestions on the building's design
- these points informed the design of a **31** _____

  (there were **32** _____ respondents)
- results collated and report produced by Union Committee

Questions 33-37

Complete the table below.

Write NO MORE THAN THREE WORDS for each answer.

CHOICE OF SITE			
	Site One	**Site Two**	**Site Three**
Location	City centre near Faculty of **33** _____	Outskirts near park	Out of town near the **34** _____
Advantages and/or disadvantages	Problems with **35** _____	Close to **36** _____	Access to living quarters. Larger site, so more **37** _____

Questions 38-39

Choose TWO letters A-G.

38 **39** Which TWO facilities did the students request in the new Union building?

- **A** ☐ a library
- **B** ☐ a games room
- **C** ☐ a student health centre
- **D** ☐ a mini fitness centre
- **E** ☐ a large swimming pool
- **F** ☐ a travel agency
- **G** ☐ a lecture theatre

Questions 40-40

Choose the correct letter, A, B or C.

40 Which argument was used AGAINST having a drama theatre?

- **A** ○ It would be expensive and no students would use it.
- **B** ○ It would be a poor use of resources because only a minority would use it.
- **C** ○ It could not accommodate large productions of plays.

Questions 41-42

Choose TWO letters A-E.

41 **42** Which TWO security measures have been requested?

- **A** ☐ closed-circuit TV
- **B** ☐ show Union Card on entering the building
- **C** ☐ show Union Card when asked
- **D** ☐ spot searches of bags
- **E** ☐ permanent Security Office on site

Transcripts

Part 1

LYNDA: Sara, I've heard that you want to move into a homestay family. Is that correct?

SARA: Yes, that's right. I've been staying with my aunt and now my cousin is arriving from Singapore and my aunt needs the room for him.

LYNDA: Oh, that's bad luck. Well, I'll need to get some particulars first. Sara, what's your full name?

SARA: Sara Lim, and that's Sara without the 'h' at the end.

LYNDA: Mmm. How old are you, Sara?

SARA: Twenty-three, only just. It was my birthday on the twenty-first of August.

LYNDA: Happy birthday for yesterday. How long have you been in Australia?

SARA: A year in Adelaide and six months in Sydney. I prefer Sydney, I've got more friends here.

LYNDA: What's your address at your aunt's house?

SARA: Flat one, five three nine Forest Road, Canterbury. And the post code is two, o, three, six.

LYNDA: OK. What are you studying now?

SARA: I was studying General English in Adelaide and now I'm doing Academic English, because I'm trying to get into Medicine next year.

LYNDA: That sounds good, but it'll take you a long time. When would you like to move out from your aunt's?

SARA: My cousin arrives on Friday morning, so I'd better be out on Thursday.

LYNDA: What, the seventh of September?

SARA: Yes, that's right.

LYNDA: That doesn't leave us much time. Right, OK. I need to know what kind of accommodation you'd like, so I can get you something suitable.

SARA: Can I share a room with someone else? I've been alone in my room at my aunt's and I've always shared with my sister and I like that.

LYNDA: Yes, fine. That'll save you money too. Would you like to live with a family or do you think that a single person would be better for you? I have lots of very nice single people on my books.

SARA: Do you have any women living alone, retired women?

LYNDA: Yes, I have quite a few whose children have grown up and left home. In fact, I have some really lovely retired ladies, living by themselves, who just love the company of students. Most of them live in flats, but that's not a problem for you, is it?

SARA: Not at all. I'm used to that. My aunt lives in a flat too, remember. I'm not used to a big house with a garden, swimming pool, pets and all that.

LYNDA: OK, fine. I know quite a bit about what you want now. I should let you know that your rent will be a hundred and sixty dollars per week. You'll have to pay me three hundred and twenty dollars as a deposit before you move in. The deposit is as insurance, in case you break something. You'll need to pay monthly to me, by cash or cheque, I don't mind. You don't need to pay for gas, electricity or water, but you will need to pay your proportion of the phone bill. Most families do that on an honour system, but you'll have to wait and see.

SARA: Mmm.

LYNDA: Have you got any more questions for me?

SARA: When will you know where I can go?

LYNDA: I'll work on it now, so come and see me tomorrow and I should have some news for you then.

SARA: Thanks a lot.

LYNDA: Goodbye. See you tomorrow - after lunch would be better for me.

SARA: OK, see you then. Bye.

Part 2

GEOFFREY: Good evening, and in this week's edition of 'Focus on the Arts', Jane Hemmington is going to fill us in on what's in store for us at this year's Summer Festival. Over to you, Jane.

JANE: Thank you, Geoffrey. This year, the Summer Festival is the biggest we've ever seen, so there should be something for everybody. This is the third year they've run it and the timing's slightly different: for the last couple of years it's been around the fifth to seventeenth, but this year they wanted to allow everyone enough time to recover from the first of January celebrations and they've put it at the end of the month.

The programme has sensational theatre, dance and also a large number of art exhibitions, but the thing the Festival is most famous for is its great street music. For today's report though, Geoffrey, I'm looking at some of the theatrical events that you might like to see; in particular, at this year's theme - circuses.

I'm going to tell you about two circus performances, but there are plenty of others in the programme. I've chosen these because they represent distinct movements within circus performance. The first is the Circus Romano from Italy. As this is a travelling circus, it follows a long tradition by performing in a marquee - which is really like a canvas portable building, usually put up in a green space or car park, rather than in a theatre or stadium.

In spite of this, Circus Romano isn't at all like the traditional circuses I grew up with. There are no animals - just very talented clowning and acrobatic routines. The show has a lot of very funny moments, especially at the beginning, but the best part is the music and lighting. They're magical. At forty-five dollars it's very expensive anyway - it's really for adult tastes. In fact, much of it would be wasted on children - so I suggest you leave them at home.

The second circus performance is Circus Electrica at the Studio Theatre. The purists are suggesting that this isn't a circus at all. It's a showcase for skills in dance and magic, rather than the usual ones you expect in a circus. With only six performers it's a small production, which suits the venue well - the Studio only seats about two hundred people. For my money it's the aerial displays which are outstanding as well as the magical tricks - features which are missing from Circus Romano. An interesting feature of the show is that the performers are so young - the youngest is only fourteen. But it's still well worth seeing: a good one for the whole family.

And finally, as it's summer, you may wish to see some of the Festival performances that are being presented outdoors. Like the famous Mekong Water Puppet Troupe, performing in the City Gardens this week. Now, water puppetry is amazing! It's large puppets on long sticks, controlled by puppeteers standing waist deep in the lake. The puppets do comedy routines and there is some terrific formation dancing. This is a fantastic show and the best moment comes at the end - seeing the puppeteers. When the troupe walks up out of the water, you get this amazing feeling. It's really hard to believe that what you've been watching is lifeless wood and cloth. As an adult, I had a great

time, but I did note that other older people in the audience weren't quite as taken with it as I was. It's a must for young children though, and that's the audience it's really aimed at.

Well, that's all I've time for today, but I'll be back next week with more news of what's worth seeing and what it's best to miss.

Part 3

OFFICER: Hello. Er, I'm Dawn Matthews.

STUDENT: Yes, hello. I've been referred to you because I'm enquiring about the refresher courses that you run. I'd like to find out a bit more about them.

OFFICER: OK. Well, we run quite a few different short courses for students who are either returning to study or studying part-time. Um, tell me about your situation.

STUDENT: Well, I think that I really need some help in preparing for the coming semester, especially to build up my confidence a bit and help me study effectively because, you see, I've been out in the work-force for nearly twelve years now, so it really is a long time since I was last a student.

OFFICER: Yes, it can seem like a long time, can't it? Um, well, let me start by telling you what courses we have that might suit you. Are you an undergraduate or a postgraduate? Arts or Sciences?

STUDENT: Undergraduate, and I'm in the Business faculty.

OFFICER: Right then. First of all, there's our intensive 'Study for Success' seminar on the first and second of February. It's aimed at students like you who are uncertain about what to expect at college, and looks at a fairly wide range of approaches to university learning, to motivate you to begin your study and build on your own learning strategies.

STUDENT: Mm, that sounds good. What are some of the strategies that are presented?

OFFICER: Well, we try to cover all aspects of study. Some of the strategies in writing, for example, would be improving your planning for writing, organising your thinking and building some techniques to help you write more clearly. With reading, there'll be sessions aimed at getting into the habit of analysing material as you read it, and tips to help you record and remember what you have read. It really is very important to begin reading confidently right from the beginning.

STUDENT: Mm.

OFFICER: There's also advice on how to get the most from your lectures and practice in giving confident presentations, as well as how to prepare for exams.

STUDENT: What about the motivational side of things?

OFFICER: Ah. Well, there's a range of motivational exercises that we do to help the students feel positive and enthusiastic about their study. The process of learning and exploring a subject can lead to a whole new way of looking at the world, and the study skills and techniques that you build up can be applied in all sorts of different ways.

STUDENT: Actually, I ... I'm very excited about the whole thing of taking up studying again but, you know, I'm a little nervous about whether I'll manage to get everything done. I suppose it's the same for all mature students?

OFFICER: Of course it is. Two of the key components of the course are time management and overcoming procrastination. People discover that, once they learn to plan their days, all the work can be accomplished and there'll still be time for leisure.

STUDENT: Is there an enrolment fee?

OFFICER: Well, er, oh, just a minute, let's see ... Ah, the cost is thirty pounds, which includes all course materials and morning tea. You have to arrange your own lunch.

STUDENT: That wouldn't be a problem. I already make sandwiches for my three kids and my wife and myself every day. I won't have to change my routine.

OFFICER: No. Now, I need to tell you that this is a very popular course and it's essential that you book well ahead of time. In fact, the Course Convenor tells me that there are only five places left.

STUDENT: What other course might be good for me?

OFFICER: There is one other that you could benefit from. It's simply called 'Learning Skills for University Study' and is on three consecutive mornings starting on a Monday, from nine to twelve, and costs twenty-five pounds. This is aimed at upgrading the study skills most school-leavers have and help them cope with the increased demands of university study. It focuses mainly on making students more responsible for their own success.

STUDENT: What sort of things are covered in this course?

OFFICER: Well, basically it's more advanced thinking, note-taking, reading and writing strategies, but also some input about stress management.

STUDENT: I think I'd be better off starting from the basics and looking at all the strategies, don't you?

OFFICER: Yes, from what you've told me, I think that's more in line with your situation.

STUDENT: Alright then, um, can I book a place on the 'Study for Success' seminar course now?

OFFICER: Yes. Let me just get out a registration form and take down your details.

Part 4

We're very grateful that the Committee has agreed that a representative for the Students' Union can present students' suggestions about the design for the proposed new Union building. We appreciate that some of our ideas may not be feasible in the circumstances, but we do feel that it is important that the ultimate beneficiaries of the facilities should have some say in its design.

If I could start by briefly explaining what steps were taken to find out student opinion and how we have arrived at conclusions. Firstly, a meeting was held in the current Union for our SU Committee to explain the options. Then we invited all students to submit written suggestions for the design, placing cards in a suggestion box. These suggestions then provided the basis for the design of a questionnaire, which was completed by approximately two thousand of the College students over a period of three weeks. Finally, the SU Committee collated the results and drew up a report. If I can just hand around a copy of that report. This presentation is essentially a summary and discussion of the key points of this report.

So, in broad terms, the consensus was as follows. Firstly, regarding the crucial matter of the site, we presented the three options that you have proposed. One: in the city centre, near the Faculty of Education; two: on the outskirts of the city, near the park, and three: out of town, near the halls of residence. We asked students to cite reasons for and against these sites and, and there was remarkable agreement on all three. Site One was unpopular because of traffic and parking problems. Site Two had a number of supporters, mainly because it was close to most lecture rooms. And Site Three, out of town, near the halls of residence, was clearly the most popular because of access from living quarters. It was clear that the Union was mainly to be used after lectures. It was also felt that the larger site would allow more room for a choice of facilities.

Our second area of interest was obviously the facilities: there was minimal interest in having a library on the premises, but one option seemed to be a reading room instead - more useful. We would like the current table games room to be replaced with a small gym. And, if possible, a small swimming pool - not, of course, Olympic-sized! There was a large number of respondents in favour of a travel agent's and insurance centre. We also request that there be the offices of

the Student Counselling Centre, moving this from the Refectory. There was, however, much disagreement about whether to build a drama theatre. Just over forty per cent of the respondents were in favour, but a largish minority were strongly against it, claiming that it is elitist and a waste of funds. Essentially the jury is out on that.

Finally, given the number of unfortunate incidents in the current Union over the past few months, a strong point was repeatedly made about security. The recommendations would be at least video surveillance and security personnel who would check Student Union cards on request. We doubt if it would be feasible to have a check at reception of all people coming in.

Well, this is the summary of the views of the student population. As I say, fuller details are given in our report but I'm happy to take any questions if you have them ... (fade out)

Answer Key

#	Answer	Explanation
1	**1 year/one year/a year**	A year in Adelaide and six months in Sydney
2	**Forest / Forrest**	SARA: Flat one, five three nine Forest Road, Canterbury. And the post code is two, o, three, six
3	**Academic**	I was studying General English in Adelaide and now I'm doing Academic English, because I'm trying to get into Medicine next year
4	**Thursday**	SARA: My cousin arrives on Friday morning, so I'd better be out on Thursday.LYNDA: What, the seventh of September?SARA: Yes, that's right
5	**B**	Can I share a room with someone else? I've been alone in my room at my aunt's and I've always shared with my sister and I like that
6	**B**	Do you have any women living alone, retired women
7	**A**	Most of them live in flats, but that's not a problem for you, is it?SARA: Not at all. I'm used to that. My aunt lives in a flat too, remember. I'm not used to a big house with a garden, swimming pool, pets and all that
8	**deposit**	You'll have to pay me three hundred and twenty dollars as a deposit before you move in
9	**monthly**	You'll need to pay monthly to me, by cash or cheque, I don't mind
10	**telephone / phone**	You don't need to pay for gas, electricity or water, but you will need to pay your proportion of the phone bill
11	**C**	This is the third year they've run it and the timing's slightly different: for the last couple of years it's been around the fifth to seventeenth, but this year they wanted to allow everyone enough time to recover from the first of January celebrations and they've put it at the end of the month
12	**A**	For today's report though, Geoffrey, I'm looking at some of the theatrical events that you might like to see; in particular, at this year's theme – circuses
13	**C**	I'm going to tell you about two circus performances, but there are plenty of others in the programme
14	**B**	As this is a travelling circus, it follows a long tradition by performing in a marquee – which is really like a canvas portable building, usually put up in a green space or car park, rather than in a theatre or stadium
15	**lighting / lights / light**	The show has a lot of very funny moments, especially at the beginning, but the best part is the music and lighting
16	**adult / adults**	At forty-five dollars it's very expensive anyway – it's really for adult tastes
17	**(at/the) Studio Theatre / (at/the) Studio Theater**	The second circus performance is Circus Electrica at the Studio Theatre

#	Answer	Explanation
18	**(the) whole family / all the family / families**	But it's still well worth seeing: a good one for the whole family
19	**(in) City Gardens / the City Gardens / outdoors**	And finally, as it's summer, you may wish to see some of the Festival performances that are being presented outdoors. Like the famous Mekong Water Puppet Troupe, performing in the City Gardens this week
20	**young children / younger children / children**	It's a must for young children though, and that's the audience it's really aimed at
21	**A**	I've been out in the work-force for nearly twelve years now, so it really is a long time since I was last a student
22	**B**	First of all, there's our intensive 'Study for Success' seminar on the first and second of February
23	**C**	Some of the strategies in writing, for example, would be improving your planning for writing, organising your thinking and building some techniques to help you write more clearly
24	**A**	With reading, there'll be sessions aimed at getting into the habit of analysing material as you read it, and tips to help you record and remember what you have read
25	**B**	It's aimed at students like you who are uncertain about what to expect at college, and looks at a fairly wide range of approaches to university learning, to motivate you to begin your study and build on your own learning strategies Well, there's a range of motivational exercises that we do to help the students feel positive and enthusiastic about their study
26	**A**	Two of the key components of the course are time management and overcoming procrastination
27	**C**	Now, I need to tell you that this is a very popular course and it's essential that you book well ahead of time. In fact, the Course Convenor tells me that there are only five places left
28	**B**	It's simply called 'Learning Skills for University Study' and is on three consecutive mornings starting on a Monday, from nine to twelve, and costs twenty-five pounds
29	**B**	Well, basically it's more advanced thinking, note-taking, reading and writing strategies, but also some input about stress management
30	**B**	I think I'd be better off starting from the basics and looking at all the strategies, don't you
31	**questionnaire**	Then we invited all students to submit written suggestions for the design, placing cards in a suggestion box. These suggestions then provided the basis for the design of a questionnaire, which was completed by approximately two thousand of the College students over a period of three weeks
32	**approximately 2,000 / about 2,000 / approximately 2000 / about 2000**	These suggestions then provided the basis for the design of a questionnaire, which was completed by approximately two thousand of the College students over a period of three weeks

#	Answer	Explanation
33	**Education**	One: in the city centre, near the Faculty of Education
34	**halls of residence / living quarters**	And Site Three, out of town, near the halls of residence, was clearly the most popular because of access from living quarters
35	**traffic,parking / parking,traffic / traffic and parking / parking and traffic**	Site One was unpopular because of traffic and parking problems
36	**(most) lecture rooms / lecture halls / lecture theatres / lecture theaters**	Site Two had a number of supporters, mainly because it was close to most lecture rooms
37	**(choice of) facilities / (room for) facilities**	It was also felt that the larger site would allow more room for a choice of facilities
38	**D / F**	We would like the current table games room to be replaced with a small gym There was a large number of respondents in favour of a travel agent's and insurance centre
39	**D / F**	We would like the current table games room to be replaced with a small gym There was a large number of respondents in favour of a travel agent's and insurance centre
40	**B**	There was, however, much disagreement about whether to build a drama theatre. Just over forty per cent of the respondents were in favour, but a largish minority were strongly against it, claiming that it is elitist and a waste of funds
41	**A / C**	The recommendations would be at least video surveillance and security personnel who would check Student Union cards on request
42	**A / C**	The recommendations would be at least video surveillance and security personnel who would check Student Union cards on request

Cambridge IELTS 04 Academic Listening Test 4

PART 1 — QUESTIONS

Part 1 Audio: https://ielts-listening-audio.engnovatemedia.com/3172247-cambridge-ielts-04-academic-listening-test-4-1.mp3

Questions 1-10

Complete the notes below.

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

GOODBYE PARTY FOR JOHN

Example

Date: 22nd December

Venue: **1** _____

Invitations (Tony)

Who to invite:

- John and his wife

- Director

- the **2** _____

- all the teachers

- all the **3** _____

Date for sending invitations: **4** _____

Present (Lisa)

Collect money during the **5** _____

Suggested amount per person: $ **6** _____

Check prices for:

- CD players

- **7** _____

- coffee maker

Ask guests to bring:

- snacks

- **8** _____

- **9** _____

Ask student representative to prepare a **10** _____

PART 2 — QUESTIONS

Part 2 Audio: https://ielts-listening-audio.engnovatemedia.com/3172246-cambridge-ielts-04-academic-listening-test-4-2.mp3

Questions 11-15

Choose the correct letter, A, B or C.

11 To find out how much holidays cost, you should press button

- **A** ○ one.
- **B** ○ two.
- **C** ○ three.

12 Travelite currently offer walking holidays

- **A** ○ only in Western Europe.
- **B** ○ all over Europe.
- **C** ○ outside Europe.

13 The walks offered by Travelite

- **A** ○ cater for a range of walking abilities.
- **B** ○ are planned by guides from the local area.
- **C** ○ are for people with good fitness levels.

14 On Travelite holidays, people holidaying alone pay

- **A** ○ the same as other clients.
- **B** ○ only a little more than other clients.
- **C** ○ extra only if they stay in a large room.

15 Entertainment is provided

- **A** ○ when guests request it.
- **B** ○ most nights.
- **C** ○ every night.

Questions 16-20

Complete the table below.

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

Length of holiday	Cost per person (including all accommodation costs)	Special offers included in price
3 days	$ **16** _____	Pick up from the **17** _____
7 days	$350	As above plus • book of **18** _____ • maps
14 days	$ **19** _____	As above plus membership of a **20** _____

PART 3 — QUESTIONS

Part 3 Audio: https://ielts-listening-audio.engnovatemedia.com/3172245-cambridge-ielts-04-academic-listening-test-4-3.mp3

Questions 21-26

Complete the table below.

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

Experiment number	Equipment	Purpose
Experiment 1	**21** _____ and a table	To show how things move on a cushion of air
Experiment 2	Lots of paperclips	To show why we need standard **22** _____
Experiment 3	**23** _____ and a jar of water	To show how **24** _____ grow
Experiment 4	Cardboard, coloured pens and a **25** _____	To teach children about how **26** _____ is made up
Experiment 5	A drill, an old record, a pin/needle, paper, a bolt	To make a record player in order to learn about recording sound

Questions 27-30

What problems do the speakers identify for each experiment?

Choose your answers from the box and write the letters A-H next to questions 27-30.

A. too messy

B. too boring

C. too difficult

D. too much equipment

E. too long

F. too easy

G. too noisy

H. too dangerous

27 Experiment 1: _____

28 Experiment 2: _____

29 Experiment 3: _____

30 Experiment 5: _____

PART 4 — QUESTIONS

Part 4 Audio: https://ielts-listening-audio.engnovatemedia.com/3172244-cambridge-ielts-04-academic-listening-test-4-4.mp3

Questions 31-34

Complete the notes below.

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

Sharks in Australia

Length: largest caught: 16 metres

Weight: heaviest: **31** _____ kg

Skeleton: cartilage

Skin texture: rough barbs

Swimming aids: fins and **32** _____

Food: gathered from the ocean **33** _____

sharks locate food by using their **34** _____

Questions 35-38

Choose the correct letter, A, B or C.

35 Shark meshing uses nets laid

- **A** ○ along the coastline.
- **B** ○ at an angle to the beach.
- **C** ○ from the beach to the sea.

36 Other places that have taken up shark meshing include

- **A** ○ South Africa.
- **B** ○ New Zealand.
- **C** ○ Tahiti.

37 The average number of sharks caught in nets each year is

- **A** ○ 15.
- **B** ○ 150.
- **C** ○ 1,500.

38 Most sharks are caught in

- **A** ○ spring.
- **B** ○ summer.
- **C** ○ winter.

Questions 39-40

Choose TWO letters A-G.

Which TWO factors reduce the benefits of shark nets?

39 **40** Which TWO factors reduce the benefits of shark nets?

- **A** ☐ nets wrongly positioned
- **B** ☐ strong waves and currents
- **C** ☐ too many fish
- **D** ☐ sharks eat holes in nets
- **E** ☐ moving sands
- **F** ☐ nets too short
- **G** ☐ holes in nets scare sharks

Transcripts

Part 1

LISA: Hi Tony, thanks ever so much for coming. You know we've been asked to organise something for John's farewell?

TONY: Yeah, sure, it's about time we started working out details.

LISA: Exactly. We don't want to leave it so late that it's double the work.

TONY: Mmm, mm, right, do you want me to take notes?

LISA: That'd be great, thanks.

TONY: Right, first thing is, when is the best time to hold it?

LISA: Well, he leaves on the twenty-fourth of December.

TONY: So what about the twenty-second?

LISA: Yeah, I think that's about right. We want it quite near the time, don't we?

TONY: Sure, and what about a venue? In college? A hotel?

LISA: I think a hotel will probably work out rather expensive, and I've been looking at the College Dining Room; that seems pretty reasonable.

TONY: Fine, yeah, why not?

LISA: And then we ought to be thinking about invitations ... Who mustn't we forget to invite?

TONY: Well, obviously John and his wife.

LISA: Right.

TONY: And the Director.

LISA: Ah ha.

TONY: The office staff.

LISA: Yep, and all the teachers and all the students.

TONY: Anyone else?

LISA: Faculty Heads?

TONY: No, better draw the line, I don't think it's necessary.

LISA: Yeah, you're right.

TONY: I don't mind writing the invitations. When shall we get them out for?

LISA: Enough time but not too early. What about the fifteenth of December?

TONY: Well, there are exams on the sixteenth - better avoid them.

LISA: Tenth?

TONY: Yeah, that should do it.

LISA: So what does that leave? Oh yes, a present.

TONY: Would you mind doing that?

LISA: No, not at all; we usually go round with an envelope during coffee break, don't we?

TONY: Yeah, coffee break's always the best time, 'cos people have got their money handy.

LISA: Yeah, exactly. Do we suggest an amount? Or does it seem a bit unfair?

TONY: No, I think people welcome it. We suggested six dollars last time, is that OK?

LISA: Yeah, plenty I would have thought, which should leave us with about ninety dollars.

TONY: Have you any ideas for presents?

LISA: Well, I've been having a little think. I thought, you know, he loves music.

TONY: Yeah, and books.

LISA: So, I thought I'd check on prices for, well, perhaps CD players.

TONY: Yeah, that's a, that's a good idea, and also I thought maybe, you know, a set of dictionaries. I heard him say he needed a good one.

LISA: The other thing he was saying last week was that his computer printer had broken.

TONY: Umm. No, I'd be really frightened about getting the wrong type.

LISA: OK, yeah.

TONY: The other thing is something for the home - Jill suggested a coffee maker.

LISA: Oh yeah. I'll certainly find out what they cost. OK, have you got all that down?

TONY: Yes.

LISA: Now we need to think a little more about the money. I know we've got a set amount from the Social Fund.

TONY: Right, what does that cover?

LISA: It's meant to cover the cost of the room.

TONY: Yeah.

LISA: And a certain amount for food.

TONY: And also drinks?

LISA: Oh yeah, certainly.

TONY: But will it be enough?

LISA: What we've done in the past is to ask guests to bring some snacks.

TONY: Right.

LISA: We don't ask them to bring more drinks because we figure that's ... that should come from the Social Fund.

TONY: OK. Anything else for the guests to bring?

LISA: Well, some music, because there'll be a tape deck there in the room, and we can have some dancing later on.

TONY: Anything else?

LISA: Well, it's just a thought, but a couple of years ago we had a really good party where we set up, you know, some simple games.

TONY: Yeah, great. Wasn't it based on photos from the students and teachers?

LISA: That's right.

TONY: So we should ask the guests to bring photos. OK. I'll put it on the invitations.

LISA: Now the last thing is, who shall we ask to do the speech?

TONY: Don't you think it might be nice to have one of the students?

LISA: Well then, the Student Leader?

TONY: Yeah, much better than the Director giving speeches again.

LISA: OK then, I'll ask her. Lovely! So, is that all?

TONY: Looks like it.

LISA: Great. Thanks ever so much ... (fade out)

Part 2

SPEAKER 1: Thank you for calling the free Travelite Travel Agency Information Line. You will not be charged for this call.

In order to deal with all calls effectively, we offer you a number of options. Please listen carefully and press your required number at the appropriate time, or dial a new number.

If you want to hear about special offers, please press one. If you want to hear our latest price lists, please press two. If you want to make a complaint, please press three. If you want information about our new walking holidays, please press four now.

SPEAKER 2: Thank you for calling our Travelite Walking Holidays Line. We have been offering a wide variety of walking holidays to suit all tastes for just three years, but already we have won two awards for excellence in this field. We offer guided walking tours to suit the discerning traveller in twelve different centres throughout the whole of Western Europe. We are planning to open our first centre outside this area in the coming year, so watch out for developments.

But the pride of Travelite is the level of guidance and support we offer on our walks. All are planned in detail by our highly trained guides, who all work in a variety of different Travelite locations, so we can guarantee standards. Each day we offer three separate walks catering for all skills and fitness levels.

We also pride ourselves on our friendly service, particularly important for the increasing numbers of people who choose to holiday alone. Unlike almost all travel operators who happily charge large supplements for single rooms, we guarantee that no single client will pay more, even when only double rooms are available for them. And the day doesn't end with the return to base ... after our dinner at communal tables designed to make all our guests feel part of a family atmosphere ... Entertainment is laid on nearly every night with tour leaders on hand to organise lectures, games, quizzes and respond to any special requests from guests.

The following is a summary of costs and special inclusive offers on holidays for the coming summer. We have three lengths of holiday: three-day, seven-day and fourteen-day. The three-day holiday costs one hundred and eighty dollars for all accommodation, food and walking, and for the first time this year we are including in that price ... the cost of picking you up from the nearest station. The seven-day holiday costs three hundred and fifty dollars per person and, as well as including the offers of the three-day holiday, also includes a magnificent book giving the local history. On top of that, we are able to include free maps ... for you to better enjoy the walking and even plan in advance, if you wish.

For the fourteen-day holiday, our special price is six hundred and ninety dollars per person and that includes all the offers for the three- and seven-day holidays plus ... membership of a local walking club ... so you can better enjoy the full flavour of the local life.

For further information, please contact your local travel agent. Thank you for calling the Travelite Travel Agency Information Line ... (fade out)

Part 3

MIKE: Hi Sue.

SUE: Hi Mike, so what happened to you last week?

MIKE: Oh, I was sick with the flu. What's this I hear about a big assignment we've got to do?

SUE: Well, basically, we've got to find two science experiments to do with a group of eight-year-old children at the local primary school, and we've got to complete it by the end of the week.

MIKE: Oh, that sounds like hard work. Where are we supposed to get the ideas for these experiments from?

SUE: Well, I managed to get hold of two books from the library.

MIKE: Oh, well done!

SUE: How about if we take a look at the experiments in this book first and see if anything looks suitable? I can make notes as we go, about equipment and the purpose of the experiments.

MIKE: OK, let's see, um, the first experiment is called 'Make your own hovercraft', which sounds very ambitious! Mind you, you only need twenty balloons and a table - you don't need any special engines or anything like that!

SUE: What do you do with it all?

MIKE: Er, you blow up the balloons and you balance the table on them, upside down of course, and the kids get to ride around on it. You know, the other kids sort of push them around the room. The main purpose is to show how hovercrafts work, and how things hover around on just a cushion of air.

SUE: OK, that doesn't sound too bad.

MIKE: OK, ready for number two?

SUE: Uh - huh.

MIKE: Now this one is called 'Unusual Measures of Lengths', and you basically use lots of paperclips. The kids go around the class measuring things - you know, how long the desk is, and that sort of thing, um, and then they all compare their answers. Er, and, basically, because not all paperclips are the same lengths, they should come up with some strange answers. It's supposed to demonstrate the importance of having fixed units of measurement.

SUE: Hmm, yes, that's not bad.

MIKE: OK, now for number three you need rock salt or copper sulphate.

SUE: Oh, I'm not sure about that!

MIKE: Well, just put down the rock salt then, um, apart from that you only need a jar of water. Um, and basically you dissolve lots of salt into the water and watch the crystals form, so it basically teaches the kids about growing crystals.

SUE: I suppose it would be nice to grow something. Hmm, let's move on and have a look at number four.

MIKE: OK, this one is called 'Spinning colour wheel'. It looks like you get some cardboard and draw a circle on it, divide it into six equal segments and colour each one in using different colours, then you thread a piece of string through the middle.

SUE: So we'd need some string as well.

MIKE: Yes, sorry ... um ... and you spin the wheel around and if you can get it spinning fast enough, hopefully the colours all merge and show up as white.

SUE: Oh, I didn't know that. What's the principle behind it?

MIKE: Well it's pretty elementary physics, really. It teaches them about how white light or ordinary light is made up.

SUE: Hmm, well that doesn't sound too bad. Now there's only one more left in this book isn't there? What does that one say?

MIKE: Um, well it's another one where they'd get to make something.

SUE: Sounds very interesting.

MIKE: You need quite a lot of equipment actually - a hand drill, an old record, a pin or needle, some paper and a bolt.

SUE: Hmm, go on, what do they have to do?

MIKE: Well, they basically make a record player. The main idea is to teach them about recording sound, but hopefully they'd also see that you need motion and an amplifier to make the sound heard.

SUE: OK, well it does sound interesting. Shall we go through all of those again and decide if any of them are going to be suitable?

MIKE: Right, number one. I thought this one sounded nice: there'd be lots of activity and it doesn't need too much in the way of equipment.

SUE: Yes, that's true, but don't you think it's a bit risky to get a group of eight-year-olds pushing each other around a classroom like that? Someone could get hurt. No, I don't like the sound of that one at all!

MIKE: Maybe you're right.

SUE: What about number two, with the paperclips? It sounds tame enough.

MIKE: Yes, a bit too tame if you ask me. I think it needs to be something a bit more active and interesting than that, don't you?

SUE: Yes, I suppose you're right. We won't get a very good mark if the children don't actually enjoy the experiments, and I suppose we could turn them off science for good! Well, what about the next one, number three?

MIKE: Now, I quite like the idea of this one.

SUE: Yes, so do I, but I seem to remember when we did it at high school we had to wait up to a fortnight before we saw any halfway decent results.

MIKE: Oh, yes well, that won't be any good then. We'll only see the kids for one or two hours at the most.

SUE: Yes, and we have to do the experiments and write up our results within a week, so that one won't do at all.

MIKE: OK, well, what did you think of number four?

SUE: I like the idea of it, but do you think it will be a bit elementary for them?

MIKE: Well they are only eight you know!

SUE: I know, but you know what I mean. Don't you think the activity itself is a bit babyish?

MIKE: Hmm, maybe you're right.

SUE: They might have fun but, I mean, cutting out a circle and colouring it in?

MIKE: OK, well, what about number five?

SUE: I thought this one sounded a bit too good to be true - great equipment!

MIKE: Yeah.

SUE: But don't you think it's a bit ambitious for this age group? I mean, I don't want to start off something and then have to abandon it if they just can't cope with it. I could see us ending up doing just about all of the work for them.

MIKE: I guess you're right. Oh well, maybe we could store that idea away for later.

SUE: Yep, let's hope this second book has something better!

Part 4

Today we're going to look at one of my favourite fish - the shark. As you know, sharks have a reputation for being very dangerous creatures capable of injuring or killing humans, and I'd like to talk about sharks in Australia.

Sharks are rather large fish, often growing to over ten metres and the longest sharks caught in Australia have reached sixteen metres. Sharks vary in weight with size and breed, of course, but the heaviest shark caught in Australia was a White Pointer - that weighed seven hundred and ninety-five kilograms - quite a size! Sharks have a different structure to most fish: instead of a skeleton made of bone, they have a tough elastic skeleton of cartilage. Unlike bone, this firm, pliable material is rather like your nose, and allows the shark to bend easily as it swims. The shark's skin isn't covered with scales, like other fish: instead the skin's covered with barbs, giving it a rough texture like sandpaper. As you know, sharks are very quick swimmers. This is made possible by their fins, one set at the side and another set underneath the body, and the tail also helps the shark move forward quickly.

Unlike other fish, sharks have to keep swimming if they want to stay at a particular depth, and they rarely swim at the surface. Mostly, they swim at the bottom of the ocean, scavenging and picking up food that's lying on the ocean floor. While most other animals, including fish, hunt their prey by means of their eyesight, sharks hunt essentially by smell. They have a very acute sense of smell - and can sense the presence of food long before they can see it.

In Australia, where people spend a lot of time at the beach, the government has realised that it must prevent sharks from swimming near its beaches. As a result, they've introduced a beach-netting program. Beach-netting, or meshing, involves setting large nets parallel to the shore; this means that the nets on New South Wales beaches are set on one day, and then lifted and taken out to sea on the next day. When shark-netting first began in 1939, only the Sydney metropolitan beaches were meshed - these beaches were chosen because beaches near the city are usually the most crowded with swimmers. Ten years later, in 1949, systematic meshing was extended to include the beaches to the south of Sydney. As a result of the general success of the program in Sydney, shark-meshing was introduced to the state of Queensland around 1970. The New Zealand authorities also looked at it, but considered meshing uneconomical - as did Tahiti in the Pacific. At around the same time, South Africa introduced meshing to some of its most popular swimming beaches.

When meshing began, approximately fifteen hundred sharks were caught in the first year. However, this declined in the years that followed, and since that time, the average annual catch has been only about a hundred and fifty a year. The majority of sharks are caught during the warmest months, from November to February, when sharks are most active and when both the air and the ocean are at their maximum temperature.

Despite quite large catches, some people believe that shark meshing is not the best way to catch sharks. It's not that they think sharks are afraid of nets, or because they eat holes in them, because neither of these is true. But meshing does appear to be less effective than some other methods, especially when there are big seas with high rolling waves and strong currents and anything that lets the sand move - the sand that's holding the nets down. When this moves the nets will also become less effective.

Answer Key

#	Answer	Explanation
1	**College Dining Room**	I've been looking at the College Dining Room; that seems pretty reasonable
2	**office staff**	TONY: And the Director. LISA: Ah ha. TONY: The office staff. LISA: Yep, and all the teachers and all the students
3	**students**	LISA: Yep, and all the teachers and all the students
4	**10th December/December 10th/10th of December / 10 December/December 10**	LISA: Enough time but not too early. What about the fifteenth of December? TONY: Well, there are exams on the sixteenth – better avoid them.LISA: Tenth? TONY: Yeah, that should do it
5	**coffee break / coffee breaks**	LISA: No, not at all; we usually go round with an envelope during coffee break, don't we?TONY: Yeah, coffee break's always the best time, 'cos people have got their money handy
6	**6/six**	We suggested six dollars last time, is that OK
7	**set of dictionaries / dictionaries / a good dictionary**	TONY: Yeah, that's a, that's a good idea, and also I thought maybe, you know, a set of dictionaries. I heard him say he needed a good one
8	**(some) music (tapes) / (some) tapes**	Well, some music, because there'll be a tape deck there in the room, and we can have some dancing later on
9	**photos / photographs**	TONY: So we should ask the guests to bring photos. OK. I'll put it on the invitations
10	**speech**	LISA: Now the last thing is, who shall we ask to do the speech? TONY: Don't you think it might be nice to have one of the students? LISA: Well then, the Student Leader? TONY: Yeah, much better than the Director giving speeches again. LISA: OK then, I'll ask her
11	**B**	If you want to hear our latest price lists, please press two
12	**A**	We offer guided walking tours to suit the discerning traveller in twelve different centres throughout the whole of Western Europe
13	**A**	Each day we offer three separate walks catering for all skills and fitness levels
14	**A**	Unlike almost all travel operators who happily charge large supplements for single rooms, we guarantee that no single client will pay more, even when only double rooms are available for them
15	**B**	Entertainment is laid on nearly every night with tour leaders on hand to organise lectures, games, quizzes and respond to any special requests from guests

#	Answer	Explanation
16	**180**	The three-day holiday costs one hundred and eighty dollars for all accommodation, food and walking, and for the first time this year we are including in that price the cost of picking you up from the nearest station
17	**nearest station**	The three-day holiday costs one hundred and eighty dollars for all accommodation, food and walking, and for the first time this year we are including in that price the cost of picking you up from the nearest station
18	**local history**	The seven-day holiday costs three hundred and fifty dollars per person and, as well as including the offers of the three-day holiday, also includes a magnificent book giving the local history
19	**690**	For the fourteen-day holiday, our special price is six hundred and ninety dollars per person and that includes all the offers for the three- and seven-day holidays plus membership of a local walking club so you can better enjoy the full flavour of the local life
20	**walking club / local walking club**	For the fourteen-day holiday, our special price is six hundred and ninety dollars per person and that includes all the offers for the three- and seven-day holidays plus membership of a local walking club so you can better enjoy the full flavour of the local life
21	**20 balloons/twenty balloons**	Mind you, you only need twenty balloons and a table – you don't need any special engines or anything like that
22	**units of measurement / measurements / measurement units**	Er, and, basically, because not all paperclips are the same lengths, they should come up with some strange answers. It's supposed to demonstrate the importance of having fixed units of measurement
23	**rock salt / salt**	MIKE: OK, now for number three you need rock salt or copper sulphate.SUE: Oh, I'm not sure about that!MIKE: Well, just put down the rock salt then, um, apart from that you only need a jar of water
24	**crystals**	Um, and basically you dissolve lots of salt into the water and watch the crystals form, so it basically teaches the kids about growing crystals
25	**string / piece of string**	then you thread a piece of string through the middle
26	**(ordinary) (white) light**	It teaches them about how white light or ordinary light is made up
27	**H**	Yes, that's true, but don't you think it's a bit risky to get a group of eight-year-olds pushing each other around a classroom like that? Someone could get hurt. No, I don't like the sound of that one at all
28	**B**	MIKE: Yes, a bit too tame if you ask me. I think it needs to be something a bit more active and interesting than that, don't you
29	**E**	SUE: Yes, so do I, but I seem to remember when we did it at high school we had to wait up to a fortnight before we saw any halfway decent results.MIKE: Oh, yes well, that won't be any good then. We'll only see the kids for one or two hours at the most.SUE: Yes, and we have to do the experiments and write up our results within a week, so that one won't do at all

#	Answer	Explanation
30	**C**	But don't you think it's a bit ambitious for this age group? I mean, I don't want to start off something and then have to abandon it if they just can't cope with it. I could see us ending up doing just about all of the work for them
31	**795**	but the heaviest shark caught in Australia was a White Pointer — that weighed seven hundred and ninety-five kilograms — quite a size
32	**tail**	This is made possible by their fins, one set at the side and another set underneath the body, and the tail also helps the shark move forward quickly
33	**floor / bed / bottom**	Mostly, they swim at the bottom of the ocean, scavenging and picking up food that's lying on the ocean floor
34	**sense of smell**	sharks hunt essentially by smell. They have a very acute sense of smell – and can sense the presence of food long before they can see it
35	**A**	Beach-netting, or meshing, involves setting large nets parallel to the shore
36	**A**	The New Zealand authorities also looked at it, but considered meshing uneconomical – as did Tahiti in the Pacific. At around the same time, South Africa introduced meshing to some of its most popular swimming beaches
37	**B**	However, this declined in the years that followed, and since that time, the average annual catch has been only about a hundred and fifty a year
38	**B**	The majority of sharks are caught during the warmest months, from November to February, when sharks are most active and when both the air and the ocean are at their maximum temperature
39	**B / E**	But meshing does appear to be less effective than some other methods, especially when there are big seas with high rolling waves and strong currents and anything that lets the sand move – the sand that's holding the nets down. When this moves the nets will also become less effective
40	**B / E**	But meshing does appear to be less effective than some other methods, especially when there are big seas with high rolling waves and strong currents and anything that lets the sand move – the sand that's holding the nets down. When this moves the nets will also become less effective

Cambridge IELTS 04 Academic Writing Test 1

Part 1

WRITING TASK 1

You should spend about 20 minutes on this task.

The table below shows the proportion of different categories of families living in poverty in Australia in 1999.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Family type	Proportion of people from each household type living in poverty
single aged person	6% (54,000)
aged couple	4% (48,000)
single, no children	19% (359,000)
couple, no children	7% (211,000)
sole parent	21% (232,000)
couple with children	12% (933,000)
all households	**11% (1,837,000)**

Part 2

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Compare the advantages and disadvantages of three of the following as media for communicating information. State which you consider to be the most effective.

• comics

• books

• radio

• television

• film

• theatre

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

Cambridge IELTS 04 Academic Writing Test 2

Part 1

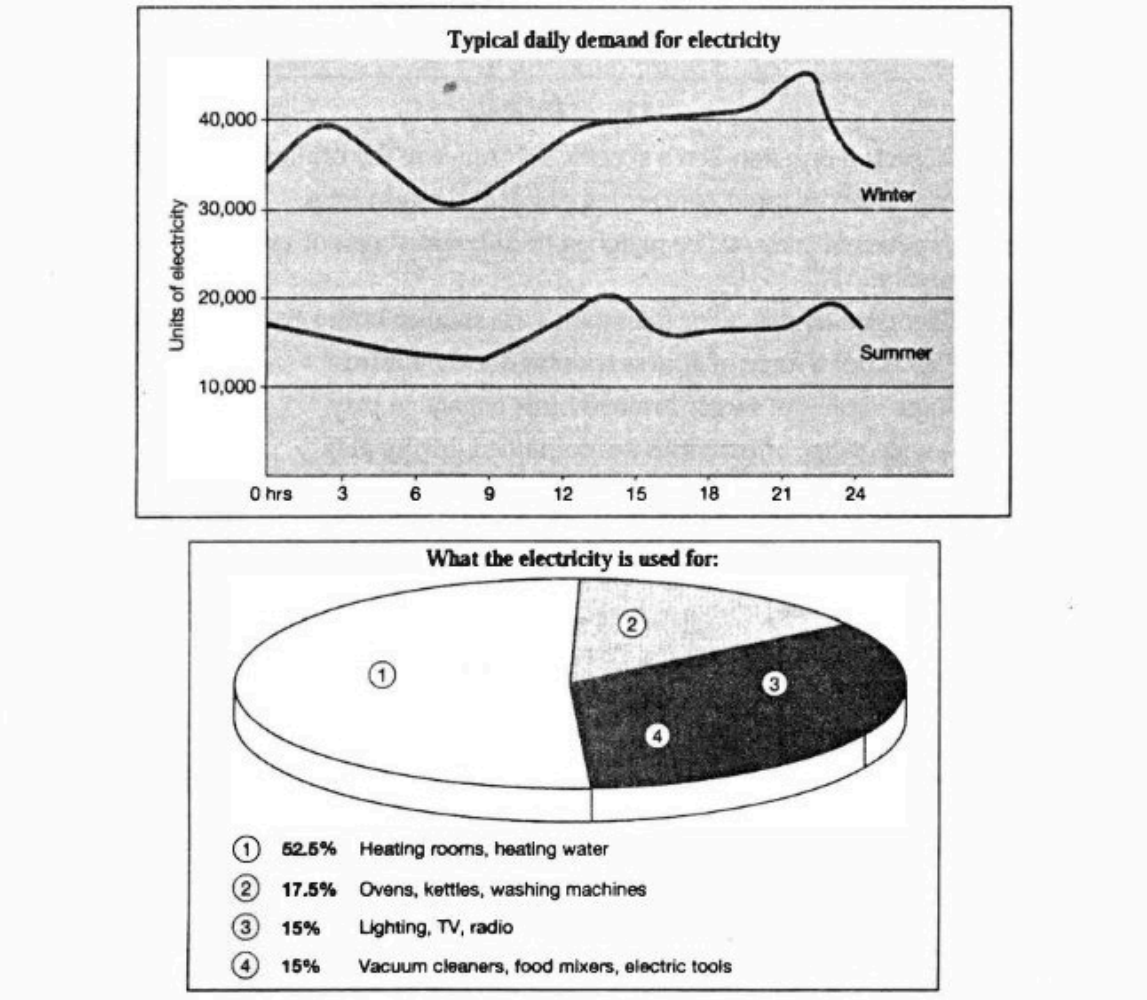
WRITING TASK 1

You should spend about 20 minutes on this task.

The graph below shows the demand for electricity in England during typical days in winter and summer. The pie chart shows how electricity is used in an average English home.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



Part 2

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Happiness is considered very important in life.

Why is it difficult to define?

What factors are important in achieving happiness?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

Cambridge IELTS 04 Academic Writing Test 3

Part 1

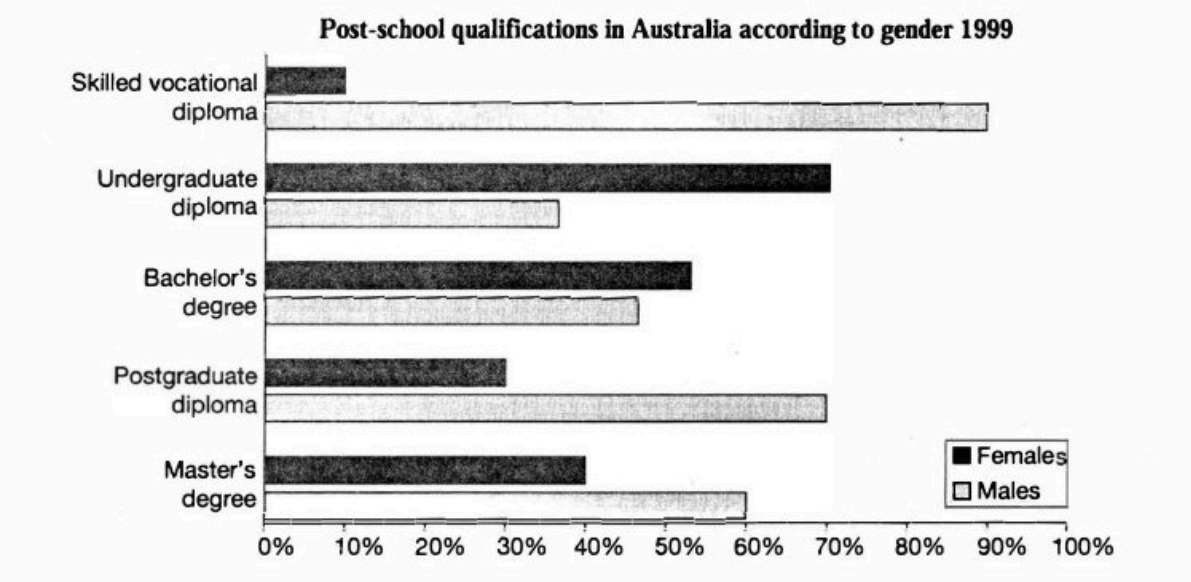
WRITING TASK 1

You should spend about 20 minutes on this task.

The chart below shows the different levels of post-school qualifications in Australia and the proportion of men and women who held them in 1999.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



Part 2

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Creative artists should always be given the freedom to express their own ideas (in words, pictures, music or film) in whichever way they wish. There should be no government restrictions on what they do.

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

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

Cambridge IELTS 04 Academic Writing Test 4

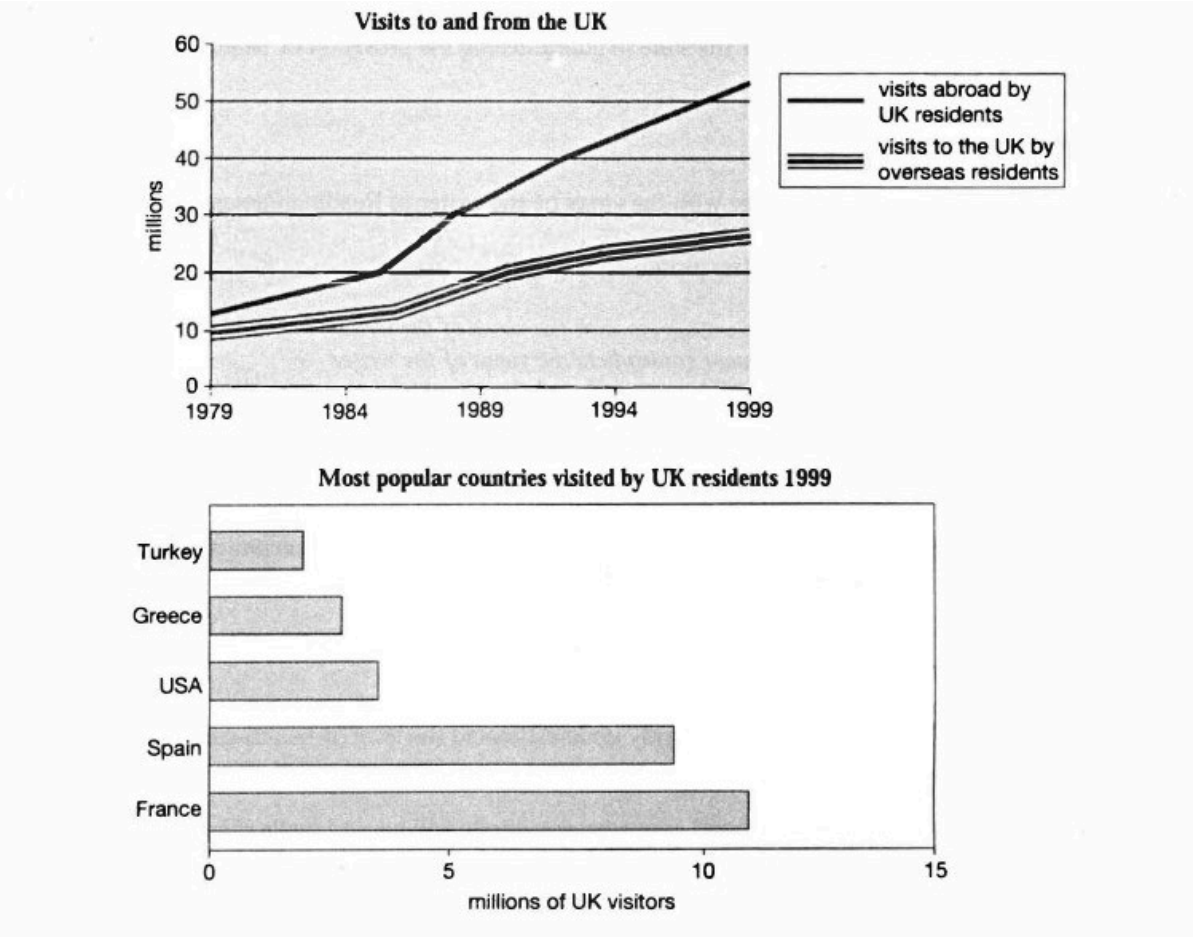
Part 1

You should spend about 20 minutes on this task.

The charts below give information about travel to and from the UK, and about the most popular countries for UK residents to visit.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



Part 2

You should spend about 40 minutes on this task.

Write about the following topic:

In many countries schools have severe problems with student behaviour.

What do you think are the causes of this?

What solutions can you suggest?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

Cambridge IELTS 04 Academic Speaking Test 1

Part 1

Question 1

Are your friends mostly your age or different ages? [Why?]

Question 2

Do you usually see your friends during the week or at weekends? [Why?]

Question 3

The last time you saw your friends, what did you do together?

Question 4

In what ways are your friends important to you?

Part 2

Question 5

Describe an interesting historic place.

You should say:

what it is

where it is located

what you can see there now

and explain why this place is interesting.

Part 3

Question 6

How do people in your country feel about protecting historic buildings?

Question 7

Do you think an area can benefit from having an interesting historic place locally? In what way?

Question 8

What do you think will happen to historic places or buildings in the future? Why?

Question 9

How were you taught history when you were at school?

Question 10

Are there other ways people can learn about history, apart from at school? How?

Question 11

Do you think history will still be a school subject in the future? Why?

Cambridge IELTS 04 Academic Speaking Test 2

Part 1

Question 1

What kinds of food do you like to eat?

Question 2

What kind of new food would you like to try? [Why?]

Question 3

Do you like cooking? [Why/Why not?]

Question 4

What was the last meal you cooked?

Question 5

Do you prefer home-cooked food or food from restaurants? [Why?]

Part 2

Question 6

Describe an interest or hobby that you enjoy.

You should say:

how you became interested in it

how long you have been doing it

why you enjoy it

and explain what benefits you get from this interest or hobby.

Part 3

Question 7

Do you think having a hobby is good for people's social life? In what way?

Question 8

Are there any negative effects of a person spending too much time on their hobby? What are they?

Question 9

Why do you think people need to have an interest or hobby?

Question 10

In your country, how much time do people spend on work and how much time on leisure? Is this a good balance, do you think?

Question 11

Would you say the amount of free time has changed much in the last fifty years?

Question 12

Do you think people will have more or less free time in the future? Why?

Cambridge IELTS 04 Academic Speaking Test 3

Part 1

Question 1

Do you have any hobbies or interests? [What are they?]

Question 2

How did you become interested in (whatever hobby/interest the candidate mentions)?

Question 3

What is there to do in your free time in (candidate's home town/village)?

Question 4

How do you usually spend your holidays?

Question 5

Is there anywhere you would particularly like to visit? [Why?]

Part 2

Question 6

Describe a river, lake or sea which you like.

You should say:

what the river, lake or sea is called

where it is

what the land near it is like

and explain why you like this river, lake or sea.

Part 3

Question 7

What do people enjoy doing when they visit rivers, lakes or the sea? Why do you think these activities are popular?

Question 8

What benefits do you think people get from the activities they enjoy in the water?

Question 9

What are the different advantages of going to the sea or to a swimming pool to enjoy yourself? What do you think the disadvantages are?

Question 10

How does water transport, like boats and ships, compare with other kinds? Are there any advantages/disadvantages of water transport?

Question 11

How important is it for a town or city to be located near a river or the sea? Why?

Question 12

Have there been any changes in the number of jobs available in fishing and water transport industries, do you think? Why do you think this is?

Cambridge IELTS 04 Academic Speaking Test 4

Part 1

Question 1

What place do you most like to visit?

Question 2

How often do you visit this place?

Question 3

Why do you like it so much?

Question 4

Is it popular with many other people?

Question 5

Has it changed very much since you first went there? [In what way?]

Part 2

Question 6

Describe a useful website you have visited.

You should say:

what the website was

how you found the address for this website

what the website contained

and explain why it was useful to you.

Part 3

Question 7

What effect has the Internet had on the way people generally communicate with each other?

Question 8

Why do you think the Internet is being used more and more for communication?

Question 9

How reliable do you think information from the Internet is? Why? What about the news on the Internet?

Question 10

Why do you think some people use the Internet for shopping? Why doesn't everyone use it in this way?

Question 11

What kinds of things are easy to buy and sell online? Can you give me some examples?

Question 12

Do you think shopping on the Internet will be more or less popular in the future? Why?