[PDF + Audio] Cambridge IELTS 06 Academic Ebook with Answers

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Cambridge IELTS 06 Academic Reading Test 1

PASSAGE 1

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

AUSTRALIA'S SPORTING SUCCESS

A They play hard, they play often, and they play to win. Australian sports teams win more than their fair share of titles, demolishing rivals with seeming ease. How do they do it? A big part of the secret is an extensive and expensive network of sporting academies underpinned by science and medicine. At the Australian Institute of Sport (AIS), hundreds of youngsters and pros live and train under the eyes of coaches. Another body, the Australian Sports Commission (ASC), finances programmes of excellence in a total of 96 sports for thousands of sportsmen and women. Both provide intensive coaching, training facilities and nutritional advice.

B Inside the academies, science takes centre stage. The AIS employs more than 100 sports scientists and doctors, and collaborates with scores of others in universities and research centres. AIS scientists work across a number of sports, applying skills learned in one – such as building muscle strength in golfers – to others, such as swimming and squash. They are backed up by technicians who design instruments to collect data from athletes. They all focus on one aim: winning. 'We can't waste our time looking at ethereal scientific questions that don't help the coach work with an athlete and improve performance,' says Peter Fricker, chief of science at AIS.

C A lot of their work comes down to measurement – everything from the exact angle of a swimmer's dive to the second-by-second power output of a cyclist. This data is used to wring improvements out of athletes. The focus is on individuals, tweaking performances to squeeze an extra hundredth of a second here, an extra millimetre there. No gain is too slight to bother with. It's the tiny, gradual improvements that add up to world-beating results. To demonstrate how the system works, Bruce Mason at AIS shows off the prototype of a 3D analysis tool for studying swimmers. A wire-frame model of a champion swimmer slices through the water, her arms moving in slow motion. Looking side-on, Mason measures the distance between strokes. From above, he analyses how her spine swivels. When fully developed, this system will enable him to build a biomechanical profile for coaches to use to help budding swimmers. Mason's contribution to sport also includes the development of the SWAN (SWimming ANalysis) system now used in Australian national competitions. It collects images from digital cameras running at 50 frames a second and breaks down each part of a swimmer's performance into factors that can be analysed individually – stroke length, stroke frequency, average duration of each stroke, velocity, start, lap and finish times, and so on. At the end of each race, SWAN spits out data on each swimmer.

D 'Take a look,' says Mason, pulling out a sheet of data. He points out the data on the swimmers in second and third place, which shows that the one who finished third actually swam faster. So

why did he finish 35 hundredths of a second down? 'His turn times were 44 hundredths of a second behind the other guy,' says Mason. 'If he can improve on his turns, he can do much better.' This is the kind of accuracy that AIS scientists' research is bringing to a range of sports. With the Cooperative Research Centre for Micro Technology in Melbourne, they are developing unobtrusive sensors that will be embedded in an athlete's clothes or running shoes to monitor heart rate, sweating, heat production or any other factor that might have an impact on an athlete's ability to run. There's more to it than simply measuring performance. Fricker gives the example of athletes who may be down with coughs and colds 11 or 12 times a year. After years of experimentation, AIS and the University of Newcastle in New South Wales developed a test that measures how much of the immune-system protein immunoglobulin A is present in athletes' saliva. If IgA levels suddenly fall below a certain level, training is eased or dropped altogether. Soon, IgA levels start rising again, and the danger passes. Since the tests were introduced, AIS athletes in all sports have been remarkably successful at staying healthy.

E Using data is a complex business. Well before a championship, sports scientists and coaches start to prepare the athlete by developing a 'competition model', based on what they expect will be the winning times. 'You design the model to make *that* time,' says Mason. 'A start of this much, each free-swimming period has to be *this* fast, with a certain stroke frequency and stroke length, with turns done in *these* times.' All the training is then geared towards making the athlete hit those targets, both overall and for each segment of the race. Techniques like these have transformed Australia into arguably the world's most successful sporting nation.

F Of course, there's nothing to stop other countries copying – and many have tried. Some years ago, the AIS unveiled coolant-lined jackets for endurance athletes. At the Atlanta Olympic Games in 1996, these sliced as much as two per cent off cyclists' and rowers' times. Now everyone uses them. The same has happened to the 'altitude tent', developed by AIS to replicate the effect of altitude training at sea level. But Australia's success story is about more than easily copied technological fixes, and up to now no nation has replicated its all-encompassing system.

PART 1 — QUESTIONS

Questions 1-7

Reading Passage 1 has six paragraphs, A-F.

Which paragraph contains the following information?

NB You may use any letter more than once.

	A	B	C	D	E	F
1 a reference to the exchange of expertise between different sports	○	○	○	○	○	○
2 an explanation of how visual imaging is employed in investigations	○	○	○	○	○	○
3 a reason for narrowing the scope of research activity	○	○	○	○	○	○
4 how some AIS ideas have been reproduced	○	○	○	○	○	○
5 how obstacles to optimum achievement can be investigated	○	○	○	○	○	○
6 an overview of the funded support of athletes	○	○	○	○	○	○
7 how performance requirements are calculated before an event	○	○	○	○	○	○

Questions 8-11

Classify the following techniques according to whether the writer states they

A. are currently exclusively used by Australians

B. will be used in the future by Australians

C. are currently used by both Australians and their rivals

	A	B	C
8 cameras	○	○	○
9 sensors	○	○	○
10 protein tests	○	○	○
11 altitude tents	○	○	○

Questions 12-13

Answer the questions below.

Choose NO MORE THAN THREE WORDS AND/OR A NUMBER from the passage for each answer.

12 What is produced to help an athlete plan their performance in an event? _____

13 By how much did some cyclists' performance improve at the 1996 Olympic Games?

_____

PASSAGE 2

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

DELIVERING THE GOODS

The vast expansion in international trade owes much to a revolution in the business of moving freight

A International trade is growing at a startling pace. While the global economy has been expanding at a bit over 3% a year, the volume of trade has been rising at a compound annual rate of about twice that. Foreign products, from meat to machinery, play a more important role in almost every economy in the world, and foreign markets now tempt businesses that never much worried about sales beyond their nation's borders.

B What lies behind this explosion in international commerce? The general worldwide decline in trade barriers, such as customs duties and import quotas, is surely one explanation. The economic opening of countries that have traditionally been minor players is another. But one force behind the import-export boom has passed all but unnoticed: the rapidly falling cost of getting goods to market. Theoretically, in the world of trade, shipping costs do not matter. Goods, once they have been made, are assumed to move instantly and at no cost from place to place. The real world, however, is full of frictions. Cheap labour may make Chinese clothing competitive in America, but if delays in shipment tie up working capital and cause winter coats to arrive in spring, trade may lose its advantages.

C At the turn of the 20th century, agriculture and manufacturing were the two most important sectors almost everywhere, accounting for about 70% of total output in Germany, Italy and France, and 40-50% in America, Britain and Japan. International commerce was therefore dominated by raw materials, such as wheat, wood and iron ore, or processed commodities, such as meat and steel. But these sorts of products are heavy and bulky and the cost of transporting them relatively high.

D Countries still trade disproportionately with their geographic neighbours. Over time, however, world output has shifted into goods whose worth is unrelated to their size and weight. Today, it is finished manufactured products that dominate the flow of trade, and, thanks to technological advances such as lightweight components, manufactured goods themselves have tended to become lighter and less bulky. As a result, less transportation is required for every dollar's worth of imports or exports.

E To see how this influences trade, consider the business of making disk drives for computers. Most of the world's disk-drive manufacturing is concentrated in South-east Asia. This is possible only because disk drives, while valuable, are small and light and so cost little to ship. Computer manufacturers in Japan or Texas will not face hugely bigger freight bills if they import drives from Singapore rather than purchasing them on the domestic market. Distance therefore poses no obstacle to the globalisation of the disk-drive industry.

F This is even more true of the fast-growing information industries. Films and compact discs cost little to transport, even by aeroplane. Computer software can be 'exported' without ever loading it onto a ship, simply by transmitting it over telephone lines from one country to another, so freight rates and cargo-handling schedules become insignificant factors in deciding where to make the product. Businesses can locate based on other considerations, such as the availability of labour, while worrying less about the cost of delivering their output.

G In many countries deregulation has helped to drive the process along. But, behind the scenes, a series of technological innovations known broadly as *containerisation* and *inter-modal transportation* has led to swift productivity improvements in cargo-handling. Forty years ago, the process of exporting or importing involved a great many stages of handling, which risked portions of the shipment being damaged or stolen along the way. The invention of the container crane made it possible to load and unload containers without capsizing the ship and the adoption of standard container sizes allowed almost any box to be transported on any ship. By 1967, dual-purpose ships, carrying loose cargo in the hold* and containers on the deck, were giving way to all-container vessels that moved thousands of boxes at a time.

H The shipping container transformed ocean shipping into a highly efficient, intensely competitive business. But getting the cargo to and from the dock was a different story. National governments, by and large, kept a much firmer hand on truck and railroad tariffs than on charges for ocean freight. This started changing, however, in the mid-1970s, when America began to deregulate its transportation industry. First airlines, then road hauliers and railways, were freed from restrictions on what they could carry, where they could haul it and what price they could charge. Big productivity gains resulted. Between 1985 and 1996, for example, America's freight railways dramatically reduced their employment, trackage, and their fleets of locomotives – while increasing the amount of cargo they hauled. Europe's railways have also shown marked, albeit smaller, productivity improvements.

I In America the period of huge productivity gains in transportation may be almost over, but in most countries the process still has far to go. State ownership of railways and airlines, regulation of freight rates and toleration of anti-competitive practices, such as cargo-handling monopolies, all keep the cost of shipping unnecessarily high and deter international trade. Bringing these barriers down would help the world's economies grow even closer.

* hold: ship's storage area below deck

PART 2 — QUESTIONS

Questions 14-17

Reading Passage 2 has nine paragraphs, A–I.

Which paragraph contains the following information?

	A	B	C	D	E	F	G	H	I
14 a suggestion for improving trade in the future	○	○	○	○	○	○	○	○	○
15 the effects of the introduction of electronic delivery	○	○	○	○	○	○	○	○	○
16 the similar cost involved in transporting a product from abroad or from a local supplier	○	○	○	○	○	○	○	○	○
17 the weakening relationship between the value of goods and the cost of their delivery	○	○	○	○	○	○	○	○	○

Questions 18-22

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

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

18 International trade is increasing at a greater rate than the world economy.

A ○ TRUE

B ○ FALSE

C ○ NOT GIVEN

19 Cheap labour guarantees effective trade conditions.

A ○ TRUE

B ○ FALSE

C ○ NOT GIVEN

20 Japan imports more meat and steel than France.

A ○ TRUE

B ○ FALSE

C ○ NOT GIVEN

21 Most countries continue to prefer to trade with nearby nations.

A ○ TRUE

B ○ FALSE

C ○ NOT GIVEN

22 Small computer components are manufactured in Germany.

A ○ TRUE

B ○ FALSE

C ○ NOT GIVEN

Questions 23-26

Complete the summary using the list of words, A–K, below.

THE TRANSPORT REVOLUTION

Modern cargo-handling methods have had a significant effect on **23** _____ as the business of moving freight around the world becomes increasingly streamlined. Manufacturers of computers, for instance, are able to import **24** _____ from overseas, rather than having to rely on a local supplier. The introduction of **25** _____ has meant that bulk cargo can be safely and efficiently moved over long distances. While international shipping is now efficient, there is still a need for

governments to reduce **26** _____ in order to free up the domestic cargo sector.

A. **tariffs** B. **components** C. **container ships** D. **output** E. **employees**

F. **insurance costs** G. **trade** H. **freight** I. **fares** J. **software**

K. **international standards**

PASSAGE 3

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

Climate Change and the Inuit

The threat posed by climate change in the Arctic and the problems faced by Canada's Inuit people

A Unusual incidents are being reported across the Arctic. Inuit families going off on snowmobiles to prepare their summer hunting camps have found themselves cut off from home by a sea of mud, following early thaws. There are reports of igloos losing their insulating properties as the snow drips and refreezes, of lakes draining into the sea as permafrost melts, and sea ice breaking up earlier than usual, carrying seals beyond the reach of hunters. Climate change may still be a rather abstract idea to most of us, but in the Arctic it is already having dramatic effects – if summertime ice continues to shrink at its present rate, the Arctic Ocean could soon become virtually ice-free in summer. The knock-on effects are likely to include more warming, cloudier skies, increased precipitation and higher sea levels. Scientists are increasingly keen to find out what's going on because they consider the Arctic the 'canary in the mine' for global warming – a warning of what's in store for the rest of the world.

27

B For the Inuit the problem is urgent. They live in precarious balance with one of the toughest environments on earth. Climate change, whatever its causes, is a direct threat to their way of life. Nobody knows the Arctic as well as the locals, which is why they are not content simply to stand back and let outside experts tell them what's happening. In Canada, where the Inuit people are jealously guarding their hard-won autonomy in the country's newest territory, Nunavut, they believe their best hope of survival in this changing environment lies in combining their ancestral knowledge with the best of modern science. This is a challenge in itself.

28

C The Canadian Arctic is a vast, treeless polar desert that's covered with snow for most of the year. Venture into this terrain and you get some idea of the hardships facing anyone who calls this home. Farming is out of the question and nature offers meagre pickings. Humans first settled in the Arctic a mere 4,500 years ago, surviving by exploiting sea mammals and fish. The environment tested them to the limits: sometimes the colonists were successful, sometimes they failed and vanished. But around a thousand years ago, one group emerged that was uniquely well adapted to cope with the Arctic environment. These Thule people moved in from Alaska, bringing kayaks, sleds, dogs, pottery and iron tools. They are the ancestors of today's Inuit people.

29

D Life for the descendants of the Thule people is still harsh. Nunavut is 1.9 million square kilometres of rock and ice, and a handful of islands around the North Pole. It's currently home to 2,500 people, all but a handful of them indigenous Inuit. Over the past 40 years, most have abandoned their nomadic ways and settled in the territory's 28 isolated communities, but they still rely heavily on nature to provide food and clothing. Provisions available in local shops have to be flown into Nunavut on one of the most costly air networks in the world, or brought by supply ship during the few ice-free weeks of summer. It would cost a family around £7,000 a year to replace meat they obtained themselves through hunting with imported meat. Economic opportunities are scarce, and for many people state benefits are their only income.

30

E While the Inuit may not actually starve if hunting and trapping are curtailed by climate change, there has certainly been an impact on people's health. Obesity, heart disease and diabetes are beginning to appear in a people for whom these have never before been problems. There has been a crisis of identity as the traditional skills of hunting, trapping and preparing skins have begun to disappear. In Nunavut's 'igloo and email' society, where adults who were born in igloos have children who may never have been out on the land, there's a high incidence of depression.

31

F With so much at stake, the Inuit are determined to play a key role in teasing out the mysteries of climate change in the Arctic. Having survived there for centuries, they believe their wealth of traditional knowledge is vital to the task. And Western scientists are starting to draw on this wisdom, increasingly referred to as 'Inuit Qaujimajatuqangit', or IQ. 'In the early days scientists ignored us when they came up here to study anything. They just figured these people don't know very much so we won't ask them,' says John Amagoalik, an Inuit leader and politician. 'But in recent years IQ has had much more credibility and weight.' In fact it is now a requirement for anyone hoping to get permission to do research that they consult the communities, who are helping to set the research agenda to reflect their most important concerns. They can turn down applications from scientists they believe will work against their interests, or research projects that will impinge too much on their daily lives and traditional activities.

32

G Some scientists doubt the value of traditional knowledge because the occupation of the Arctic doesn't go back far enough. Others, however, point out that the first weather stations in the far north date back just 50 years. There are still huge gaps in our environmental knowledge, and despite the scientific onslaught, many predictions are no more than best guesses. IQ could help to bridge the gap and resolve the tremendous uncertainty about how much of what we're seeing is natural capriciousness and how much is the consequence of human activity.

PART 3 — QUESTIONS

Questions 27-32

Reading Passage 3 has seven paragraphs, A–G.

Choose the correct heading for paragraphs B–G from the list of headings below.

i. **The reaction of the Inuit community to climate change**

ii. **Understanding of climate change remains limited**

iii. **Alternative sources of essential supplies**

iv. **Respect for Inuit opinion grows**

v. **A healthier choice of food**

vi. **A difficult landscape**

vii. **Negative effects on well-being**

viii. **Alarm caused by unprecedented events in the Arctic**

ix. **The benefits of an easier existence**

Questions 33-40

Complete the summary of paragraphs C and D below.

Choose NO MORE THAN TWO WORDS from paragraphs C and D for each answer.

If you visit the Canadian Arctic, you immediately appreciate the problems faced by people for whom this is home. It would clearly be impossible for the people to engage in **33** _____ as a means of supporting themselves. For thousands of years they have had to rely on catching **34** _____ and **35** _____ as a means of sustenance. The harsh surroundings saw many who tried to settle there pushed to their limits, although some were successful. The **36** _____ people were an example of the latter and for them the environment did not prove unmanageable. For the present inhabitants, life continues to be a struggle. The territory of Nunavut consists of little more than ice, rock and a few **37** _____. In recent years, many of them have been obliged to give up their **38** _____ lifestyle, but they continue to depend mainly on **39** _____ for their food and clothes. **40** _____ produce is particularly expensive.

Answer Key

#	Answer	Explanation
1	B	AIS scientists work across a number of sports, applying skills learned in one – such as building muscle strength in golfers – to others, such as swimming and squash
2	C	To demonstrate how the system works, Bruce Mason at AIS shows off the prototype of a 3D analysis tool for studying swimmers. A wire-frame model of a champion swimmer slices through the water, her arms moving in slow motion. Looking side-on, Mason measures the distance between strokes. From above, he analyses how her spine swivels. When fully developed, this system will enable him to build a biomechanical profile for coaches to use to help budding swimmers. Mason's contribution to sport also includes the development of the SWAN (SWimming ANalysis) system now used in Australian national competitions. It collects images from digital cameras running at 50 frames a second and breaks down each part of a swimmer's performance into factors that can be analysed individually — stroke length, stroke frequency, average duration of each stroke, velocity, start, lap and finish times, and so on
3	B	They all focus on one aim: winning. 'We can't waste our time looking at ethereal scientific questions that don't help the coach work with an athlete and improve performance,' says Peter Fricker, chief of science at AIS
4	F	Of course, there's nothing to stop other countries copying – and many have tried. Some years ago, the AIS unveiled coolant-lined jackets for endurance athletes. At the Atlanta Olympic Games in 1996, these sliced as much as two per cent off cyclists' and rowers' times. Now everyone uses them. The same has happened to the 'altitude tent', developed by AIS to replicate the effect of altitude training at sea level
5	D	Fricker gives the example of athletes who may be down with coughs and colds 11 or 12 times a year. After years of experimentation, AIS and the University of Newcastle in New South Wales developed a test that measures how much of the immune-system protein immunoglobulin A is present in athletes' saliva
6	A	Another body, the Australian Sports Commission (ASC), finances programmes of excellence in a total of 96 sports for thousands of sportsmen and women. Both provide intensive coaching, training facilities and nutritional advice

#	Answer	Explanation
7	**E**	Well before a championship, sports scientists and coaches start to prepare the athlete by developing a ‘competition model’, based on what they expect will be the winning times. ‘You design the model to make that time,’ says Mason. ‘A start of this much, each free-swimming period has to be this fast, with a certain stroke frequency and stroke length, with turns done in these times.’
8	**A**	Mason’s contribution to sport also includes the development of the SWAN (SWimming ANalysis) system now used in Australian national competitions. It collects images from digital cameras running at 50 frames a second and breaks down each part of a swimmer’s performance into factors that can be analysed individually – stroke length, stroke frequency, average duration of each stroke, velocity, start, lap and finish times, and so on
9	**B**	With the Cooperative Research Centre for Micro Technology in Melbourne, they are developing unobtrusive sensors that will be embedded in an athlete’s clothes or running shoes to monitor heart rate, sweating, heat production or any other factor that might have an impact on an athlete’s ability to run
10	**A**	After years of experimentation, AIS and the University of Newcastle in New South Wales developed a test that measures how much of the immune-system protein immunoglobulin A is present in athletes’ saliva But Australia’s success story is about more than easily copied technological fixes, and up to now no nation has replicated its all-encompassing system
11	**C**	Now everyone uses them. The same has happened to the ‘altitude tent’, developed by AIS to replicate the effect of altitude training at sea level
12	**(a) competition model**	Well before a championship, sports scientists and coaches start to prepare the athlete by developing a ‘competition model’, based on what they expect will be the winning times
13	**(by) 2 percent / (by) two percent**	At the Atlanta Olympic Games in 1996, these sliced as much as two per cent off cyclists’ and rowers’ times
14	**I**	Bringing these barriers down would help the world’s economies grow even closer
15	**F**	Computer software can be ‘exported’ without ever loading it onto a ship, simply by transmitting it over telephone lines from one country to another, so freight rates and cargo-handling schedules become insignificant factors in deciding where to make the product
16	**E**	Computer manufacturers in Japan or Texas will not face hugely bigger freight bills if they import drives from Singapore rather

#	Answer	Explanation
		than purchasing them on the domestic market
17	D	Over time, however, world output has shifted into goods whose worth is unrelated to their size and weight. Today, it is finished manufactured products that dominate the flow of trade, and, thanks to technological advances such as lightweight components, manufactured goods themselves have tended to become lighter and less bulky. As a result, less transportation is required for every dollar's worth of imports or exports
18	TRUE	While the global economy has been expanding at a bit over 3% a year, the volume of trade has been rising at a compound annual rate of about twice that
19	FALSE	Cheap labour may make Chinese clothing competitive in America, but if delays in shipment tie up working capital and cause winter coats to arrive in spring, trade may lose its advantages
20	NOT GIVEN	At the turn of the 20th century, agriculture and manufacturing were the two most important sectors almost everywhere, accounting for about 70% of total output in Germany, Italy and France, and 40-50% in America, Britain and Japan. International commerce was therefore dominated by raw materials, such as wheat, wood and iron ore, or processed commodities, such as meat and steel
21	TRUE	Countries still trade disproportionately with their geographic neighbours
22	NOT GIVEN	Most of the world's disk-drive manufacturing is concentrated in South-east Asia
23	G	The vast expansion in international trade owes much to a revolution in the business of moving freight
24	B	Computer manufacturers in Japan or Texas will not face hugely bigger freight bills if they import drives from Singapore rather than purchasing them on the domestic market
25	C	By 1967, dual-purpose ships, carrying loose cargo in the hold* and containers on the deck, were giving way to all-container vessels that moved thousands of boxes at a time
26	A	National governments, by and large, kept a much firmer hand on truck and railroad tariffs than on charges for ocean freight
27	i	Nobody knows the Arctic as well as the locals, which is why they are not content simply to stand back and let outside experts tell them what's happening. In Canada, where the Inuit people are jealously guarding their hard-won autonomy in the country's newest territory, Nunavut, they believe their best hope of survival

#	Answer	Explanation
		in this changing environment lies in combining their ancestral knowledge with the best of modern science
28	**vi**	The Canadian Arctic is a vast, treeless polar desert that's covered with snow for most of the year. Venture into this terrain and you get some idea of the hardships facing anyone who calls this home
29	**iii**	they still rely heavily on nature to provide food and clothing. Provisions available in local shops have to be flown into Nunavut on one of the most costly air networks in the world, or brought by supply ship during the few ice-free weeks of summer
30	**vii**	While the Inuit may not actually starve if hunting and trapping are curtailed by climate change, there has certainly been an impact on people's health. Obesity, heart disease and diabetes are beginning to appear in a people for whom these have never before been problems. There has been a crisis of identity as the traditional skills of hunting, trapping and preparing skins have begun to disappear. In Nunavut's 'igloo and email' society, where adults who were born in igloos have children who may never have been out on the land, there's a high incidence of depression
31	**iv**	'In the early days scientists ignored us when they came up here to study anything. They just figured these people don't know very much so we won't ask them,' says John Amagoalik, an Inuit leader and politician. 'But in recent years IQ has had much more credibility and weight.'
32	**ii**	There are still huge gaps in our environmental knowledge, and despite the scientific onslaught, many predictions are no more than best guesses
33	**farming**	Farming is out of the question and nature offers meagre pickings
34	**sea mammals**	Humans first settled in the Arctic a mere 4,500 years ago, surviving by exploiting sea mammals and fish
35	**fish**	Humans first settled in the Arctic a mere 4,500 years ago, surviving by exploiting sea mammals and fish
36	**Thule**	But around a thousand years ago, one group emerged that was uniquely well adapted to cope with the Arctic environment. These Thule people moved in from Alaska, bringing kayaks, sleds, dogs, pottery and iron tools
37	**islands**	Nunavut is 1.9 million square kilometres of rock and ice, and a handful of islands around the North Pole
38	**nomadic**	Over the past 40 years, most have abandoned their nomadic ways and settled in the territory's 28 isolated communities, but they still rely heavily on nature to provide food and clothing

#	Answer	Explanation
39	**nature**	Over the past 40 years, most have abandoned their nomadic ways and settled in the territory's 28 isolated communities, but they still rely heavily on nature to provide food and clothing
40	**Imported**	It would cost a family around £7,000 a year to replace meat they obtained themselves through hunting with imported meat

Cambridge IELTS 06 Academic Reading Test 2

PASSAGE 1

You should spend about 20 minutes on Questions 1-13, which are based on Reading Passage 1 on the following pages.

Advantages of public transport

A new study conducted for the World Bank by Murdoch University's Institute for Science and Technology Policy (ISTP) has demonstrated that public transport is more efficient than cars. The study compared the proportion of wealth poured into transport by thirty-seven cities around the world. This included both the public and private costs of building, maintaining and using a transport system.

The study found that the Western Australian city of Perth is a good example of a city with minimal public transport. As a result, 17% of its wealth went into transport costs. Some European and Asian cities, on the other hand, spent as little as 5%. Professor Peter Newman, ISTP Director, pointed out that these more efficient cities were able to put the difference into attracting industry and jobs or creating a better place to live.

According to Professor Newman, the larger Australian city of Melbourne is a rather unusual city in this sort of comparison. He describes it as two cities: 'A European city surrounded by a car-dependent one'. Melbourne's large tram network has made car use in the inner city much lower, but the outer suburbs have the same car-based structure as most other Australian cities. The explosion in demand for accommodation in the inner suburbs of Melbourne suggests a recent change in many people's preferences as to where they live.

Newman says this is a new, broader way of considering public transport issues. In the past, the case for public transport has been made on the basis of environmental and social justice considerations rather than economics. Newman, however, believes the study demonstrates that 'the auto-dependent city model is inefficient and grossly inadequate in economic as well as environmental terms'.

Bicycle use was not included in the study but Newman noted that the two most 'bicycle friendly' cities considered – Amsterdam and Copenhagen – were very efficient, even though their public transport systems were 'reasonable but not special'.

It is common for supporters of road networks to reject the models of cities with good public transport by arguing that such systems would not work in their particular city. One objection is climate. Some people say their city could not make more use of public transport because it is either too hot or too cold. Newman rejects this, pointing out that public transport has been successful in both Toronto and Singapore and, in fact, he has checked the use of cars against climate and found 'zero correlation'.

When it comes to other physical features, road lobbies are on stronger ground. For example, Newman accepts it would be hard for a city as hilly as Auckland to develop a really good rail network. However, he points out that both Hong Kong and Zürich have managed to make a success of their rail systems, heavy and light respectively, though there are few cities in the world as hilly.

1

A In fact, Newman believes the main reason for adopting one sort of transport over another is politics: 'The more democratic the process, the more public transport is favored.' He considers Portland, Oregon, a perfect example of this. Some years ago, federal money was granted to build a new road. However, local pressure groups forced a referendum over whether to spend the money on light rail instead. The rail proposal won and the railway worked spectacularly well. In the years that have followed, more and more rail systems have been put in, dramatically changing the nature of the city. Newman notes that Portland has about the same population as Perth and had a similar population density at the time.

2

B In the UK, travel times to work had been stable for at least six centuries, with people avoiding situations that required them to spend more than half an hour travelling to work. Trains and cars initially allowed people to live at greater distances without taking longer to reach their destination. However, public infrastructure did not keep pace with urban sprawl, causing massive congestion problems which now make commuting times far higher.

3

C There is a widespread belief that increasing wealth encourages people to live farther out where cars are the only viable transport. The example of European cities refutes that. They are often wealthier than their American counterparts but have not generated the same level of car use. In Stockholm, car use has actually fallen in recent years as the city has become larger and wealthier. A new study makes this point even more starkly. Developing cities in Asia, such as Jakarta and Bangkok, make more use of the car than wealthy Asian cities such as Tokyo and Singapore. In cities that developed later, the World Bank and Asian Development Bank discouraged the building of public transport and people have been forced to rely on cars – creating the massive traffic jams that characterize those cities.

4

D Newman believes one of the best studies on how cities built for cars might be converted to rail use is The Urban Village report, which used Melbourne as an example. It found that pushing everyone into the city centre was not the best approach. Instead, the proposal advocated the creation of urban villages at hundreds of sites, mostly around railway stations.

5

E It was once assumed that improvements in telecommunications would lead to more dispersal in the population as people were no longer forced into cities. However, the ISTP team's research demonstrates that the population and job density of cities rose or remained constant in the 1980s after decades of decline. The explanation for this seems to be that it is valuable to place people working in related fields together. 'The new world will largely depend on human creativity, and creativity flourishes where people come together face-to-face.'

Questions 1-5

Reading Passage 1 has five marked paragraphs, A-E.

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

i. **Avoiding an overcrowded centre**

ii. **A successful exercise in people power**

iii. **The benefits of working together in cities**

iv. **Higher incomes need not mean more cars**

v. **Economic arguments fail to persuade**

vi. **The impact of telecommunications on population distribution**

vii. **Increases in travelling time**

viii. **Responding to arguments against public transport**

Questions 6-10

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

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

6 The ISTP study examined public and private systems in every city of the world.

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

7 Efficient cities can improve the quality of life for their inhabitants.

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

8 An inner-city tram network is dangerous for car drivers.

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

9 In Melbourne, people prefer to live in the outer suburbs.

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

10 Cities with high levels of bicycle usage can be efficient even when public transport is only averagely good.

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

Questions 11-13

Look at the following cities and the list of descriptions below.

Match each city with the correct description, A-F.

A. successfully uses a light rail transport system in hilly environment

B. successful public transport system despite cold winters

C. profitably moved from road to light rail transport system

D. hilly and inappropriate for rail transport system

E. heavily dependent on cars despite widespread poverty

F. inefficient due to a limited public transport system

	A	B	C	D	E	F
11 Perth	○	○	○	○	○	○

	A	B	C	D	E	F
12 Auckland	○	○	○	○	○	○
13 Portland	○	○	○	○	○	○

PASSAGE 2

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

GREYING POPULATION STAYS IN THE PINK

Elderly people are growing healthier, happier and more independent, say American scientists. The results of a 14-year study to be announced later this month reveal that the diseases associated with old age are afflicting fewer and fewer people and when they do strike, it is much later in life.

In the last 14 years, the National Long-term Health Care Survey has gathered data on the health and lifestyles of more than 20,000 men and women over 65. Researchers, now analysing the results of data gathered in 1994, say arthritis, high blood pressure and circulation problems – the major medical complaints in this age group – are troubling a smaller proportion every year. And the data confirms that the rate at which these diseases are declining continues to accelerate. Other diseases of old age – dementia, stroke, arteriosclerosis and emphysema – are also troubling fewer and fewer people.

'It really raises the question of what should be considered normal ageing,' says Kenneth Manton, a demographer from Duke University in North Carolina. He says the problems doctors accepted as normal in a 65-year-old in 1982 are often not appearing until people are 70 or 75.

Clearly, certain diseases are beating a retreat in the face of medical advances. But there may be other contributing factors. Improvements in childhood nutrition in the first quarter of the twentieth century, for example, gave today's elderly people a better start in life than their predecessors.

On the downside, the data also reveals failures in public health that have caused surges in some illnesses. An increase in some cancers and bronchitis may reflect changing smoking habits and poorer air quality, say the researchers. 'These may be subtle influences,' says Manton, 'but our subjects have been exposed to worse and worse pollution for over 60 years. It's not surprising we see some effect.'

One interesting correlation Manton uncovered is that better-educated people are likely to live longer. For example, 65-year-old women with fewer than eight years of schooling are expected, on average, to live to 82. Those who continued their education live an extra seven years. Although some of this can be attributed to a higher income, Manton believes it is mainly because educated people seek more medical attention.

The survey also assessed how independent people over 65 were, and again found a striking trend. Almost 80% of those in the 1994 survey could complete everyday activities ranging from eating and dressing unaided to complex tasks such as cooking and managing their finances. That represents a significant drop in the number of disabled old people in the population. If the trends apparent in the United States 14 years ago had continued, researchers calculate there would be an additional one million disabled elderly people in today's population. According to

Manton, slowing the trend has saved the United States government's Medicare system more than $200 billion, suggesting that the greying of America's population may prove less of a financial burden than expected.

The increasing self-reliance of many elderly people is probably linked to a massive increase in the use of simple home medical aids. For instance, the use of raised toilet seats has more than doubled since the start of the study, and the use of bath seats has grown by more than 50%. These developments also bring some health benefits, according to a report from the MacArthur Foundation's research group on successful ageing. The group found that those elderly people who were able to retain a sense of independence were more likely to stay healthy in old age.

Maintaining a level of daily physical activity may help mental functioning, says Carl Cotman, a neuroscientist at the University of California at Irvine. He found that rats that exercise on a treadmill have raised levels of brain-derived neurotrophic factor coursing through their brains. Cotman believes this hormone, which keeps neurons functioning, may prevent the brains of active humans from deteriorating.

As part of the same study, Teresa Seeman, a social epidemiologist at the University of Southern California in Los Angeles, found a connection between self-esteem and stress in people over 70. In laboratory simulations of challenging activities such as driving, those who felt in control of their lives pumped out lower levels of stress hormones such as cortisol. Chronically high levels of these hormones have been linked to heart disease.

But independence can have drawbacks. Seeman found that elderly people who felt emotionally isolated maintained higher levels of stress hormones even when asleep. The research suggests that older people fare best when they feel independent but know they can get help when they need it.

'Like much research into ageing, these results support common sense,' says Seeman. They also show that we may be underestimating the impact of these simple factors. 'The sort of thing that your grandmother always told you turns out to be right on target,' she says.

PART 2 — QUESTIONS

Questions 14-22

Complete the summary using the list of words, A-Q, below.

Research carried out by scientists in the United States has shown that the proportion of people over 65 suffering from the most common age-related medical problems is **14** _____ and that the speed of this change is **15** _____. It also seems that these diseases are affecting people **16** _____ in life than they did in the past. This is largely due to developments in **17** _____, but other factors such as improved **18** _____ may also be playing a part. Increases in some other illnesses may be due to changes in personal habits and to **19** _____. The research establishes a link between levels of **20** _____ and life expectancy. It also shows that there has been a considerable reduction in the number of elderly people who are **21** _____, which means that the **22** _____ involved in supporting this section of the population may be less than previously predicted.

A. **cost** B. **falling** C. **technology** D. **undernourished** E. **earlier**

F. **later** G. **disabled** H. **more** I. **increasing** J. **nutrition**

K. **education** L. **constant** M. **medicine** N. **pollution** O. **environmental**

P. **health** Q. **independent**

Questions 23-26

Complete each sentence with the correct ending, A-H, below.

- Home medical aids **23** _____
- Regular amounts of exercise **24** _____
- Feelings of control over life **25** _____

• Feelings of loneliness **26** _____

A. **may cause heart disease.**

B. **can be helped by hormone treatment.**

C. **may cause rises in levels of stress hormones.**

D. **have cost the United States government more than $200 billion.**

E. **may help prevent mental decline.**

F. **may get stronger at night.**

G. **allow old people to be more independent.**

H. **can reduce stress in difficult situations.**

PASSAGE 3

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

Numeration

One of the first great intellectual feats of a young child is learning how to talk, closely followed by learning how to count. From earliest childhood we are so bound up with our system of numeration that it is a feat of imagination to consider the problems faced by early humans who had not yet developed this facility. Careful consideration of our system of numeration leads to the conviction that, rather than being a facility that comes naturally to a person, it is one of the great and remarkable achievements of the human race.

It is impossible to learn the sequence of events that led to our developing the concept of number. Even the earliest of tribes had a system of numeration that, if not advanced, was sufficient for the tasks that they had to perform. Our ancestors had little use for actual numbers; instead their considerations would have been more of the kind *Is this enough?* rather than *How many?* when they were engaged in food gathering, for example. However, when early humans first began to reflect on the nature of things around them, they discovered that they needed an idea of number simply to keep their thoughts in order. As they began to settle, grow plants and herd animals, the need for a sophisticated number system became paramount. It will never be known how and when this numeration ability developed, but it is certain that numeration was well developed by the time humans had formed even semi-permanent settlements.

Evidence of early stages of arithmetic and numeration can be readily found. The indigenous peoples of Tasmania were only able to count *one, two, many*; those of South Africa counted *one, two, two and one, two twos, two twos and one*, and so on. But in real situations the number and words are often accompanied by gestures to help resolve any confusion. For example, when using the *one, two, many* type of system, the word *many* would mean, *Look at my hands and see how many fingers I am showing you*. This basic approach is limited in the range of numbers that it can express, but this range will generally suffice when dealing with the simpler aspects of human existence.

The lack of ability of some cultures to deal with large numbers is not really surprising. European languages, when traced back to their earlier version, are very poor in number words and expressions. The ancient Gothic word for ten, *tachund*, is used to express the number 100 as *tachund tachund*. By the seventh century, the word *teon* had become interchangeable with the *tachund* or *hund* of the Anglo-Saxon language, and so 100 was denoted as *hund teontig*, or ten times ten. The average person in the seventh century in Europe was not as familiar with numbers as we are today. In fact, to qualify as a witness in a court of law a man had to be able to count to nine!

Perhaps the most fundamental step in developing a sense of number is not the ability to count, but rather to see that a number is really an abstract idea instead of a simple attachment to a

group of particular objects. It must have been within the grasp of the earliest humans to conceive that four birds are distinct from two birds; however, it is not an elementary step to associate the number 4, as connected with four birds, to the number 4, as connected with four rocks. Associating a number as one of the qualities of a specific object is a great hindrance to the development of a true number sense. When the number 4 can be registered in the mind as a specific word, independent of the object being referenced, the individual is ready to take the first step toward the development of a notational system for numbers and, from there, to arithmetic.

Traces of the very first stages in the development of numeration can be seen in several living languages today. The numeration system of the Tsimshian language in British Columbia contains seven distinct sets of words for numbers according to the class of the item being counted: for counting flat objects and animals, for round objects and time, for people, for long objects and trees, for canoes, for measures, and for counting when no particular object is being numerated. It seems that the last is a later development while the first six groups show the relics of an older system. This diversity of number names can also be found in some widely used languages such as Japanese.

Intermixed with the development of a number sense is the development of an ability to count. Counting is not directly related to the formation of a number concept because it is possible to count by matching the items being counted against a group of pebbles, grains of corn, or the counter's fingers. These aids would have been indispensable to very early people who would have found the process impossible without some form of mechanical aid. Such aids, while different, are still used even by the most educated in today's society due to their convenience. All counting ultimately involves reference to something other than the things being counted. At first it may have been grains or pebbles but now it is a memorised sequence of words that happen to be the names of the numbers.

Questions 27-31

Complete each sentence with the correct ending, A-G, below.

• A developed system of numbering **27** _____

• An additional hand signal **28** _____

• In seventh-century Europe, the ability to count to a certain number **29** _____

• Thinking about numbers as concepts separate from physical objects **30** _____

• Expressing number differently according to class of item **31** _____

A. **was necessary in order to fulfil a civic role.**

B. **was necessary when people began farming.**

C. **was necessary for the development of arithmetic.**

D. **persists in all societies.**

E. **was used when the range of number words was restricted.**

F. **can be traced back to early European languages.**

G. **was a characteristic of early numeration systems.**

Questions 32-40

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

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

32 For the earliest tribes, the concept of sufficiency was more important than the concept of quantity.

A ○ TRUE

B ○ FALSE

C ○ NOT GIVEN

33 Indigenous Tasmanians used only four terms to indicate numbers of objects.

A ○ TRUE

B ○ FALSE

C ○ NOT GIVEN

34 Some peoples with simple number systems use body language to prevent misunderstanding of expressions of number.

A ○ TRUE

B ○ FALSE

C ○ NOT GIVEN

35 All cultures have been able to express large numbers clearly.

A ○ TRUE

B ○ FALSE

C ○ NOT GIVEN

36 The word 'thousand' has Anglo-Saxon origins.

A ○ TRUE

B ○ FALSE

C ○ NOT GIVEN

37 In general, people in seventh-century Europe had poor counting ability.

A ○ TRUE

B ○ FALSE

C ○ NOT GIVEN

38 In the Tsimshian language, the number for long objects and canoes is expressed with the same word.

A ○ TRUE

B ○ FALSE

C ○ NOT GIVEN

39 The Tsimshian language contains both older and newer systems of counting.

A ○ TRUE

B ○ FALSE

C ○ NOT GIVEN

40 Early peoples found it easier to count by using their fingers rather than a group of pebbles.

A ○ TRUE

B ○ FALSE

C ○ NOT GIVEN

Answer Key

#	Answer	Explanation
1	ii	However, local pressure groups forced a referendum over whether to spend the money on light rail instead. The rail proposal won and the railway worked spectacularly well
2	vii	In the UK, travel times to work had been stable for at least six centuries, with people avoiding situations that required them to spend more than half an hour travelling to work. Trains and cars initially allowed people to live at greater distances without taking longer to reach their destination. However, public infrastructure did not keep pace with urban sprawl, causing massive congestion problems which now make commuting times far higher
3	iv	There is a widespread belief that increasing wealth encourages people to live farther out where cars are the only viable transport. The example of European cities refutes that. They are often wealthier than their American counterparts but have not generated the same level of car use. In Stockholm, car use has actually fallen in recent years as the city has become larger and wealthier
4	i	It found that pushing everyone into the city centre was not the best approach. Instead, the proposal advocated the creation of urban villages at hundreds of sites, mostly around railway stations
5	iii	The explanation for this seems to be that it is valuable to place people working in related fields together. ‘The new world will largely depend on human creativity, and creativity flourishes where people come together face-to-face.’
6	FALSE	The study compared the proportion of wealth poured into transport by thirty-seven cities around the world
7	TRUE	Professor Peter Newman, ISTP Director, pointed out that these more efficient cities were able to put the difference into attracting industry and jobs or creating a better place to live
8	NOT GIVEN	Melbourne’s large tram network has made car use in the inner city much lower, but the outer suburbs have the same car-based structure as most other Australian cities
9	FALSE	The explosion in demand for accommodation in the inner suburbs of Melbourne suggests a recent change in many people’s preferences as to where they live

#	Answer	Explanation
10	**TRUE**	Bicycle use was not included in the study but Newman noted that the two most 'bicycle friendly' cities considered – Amsterdam and Copenhagen – were very efficient, even though their public transport systems were 'reasonable but not special'
11	**F**	The study found that the Western Australian city of Perth is a good example of a city with minimal public transport. As a result, 17% of its wealth went into transport costs
12	**D**	For example, Newman accepts it would be hard for a city as hilly as Auckland to develop a really good rail network
13	**C**	Some years ago, federal money was granted to build a new road. However, local pressure groups forced a referendum over whether to spend the money on light rail instead. The rail proposal won and the railway worked spectacularly well
14	**B**	Researchers, now analysing the results of data gathered in 1994, say arthritis, high blood pressure and circulation problems – the major medical complaints in this age group – are troubling a smaller proportion every year
15	**I**	And the data confirms that the rate at which these diseases are declining continues to accelerate
16	**F**	The results of a 14-year-study to be announced later this month reveal that the diseases associated with old age are afflicting fewer and fewer people and when they do strike, it is much later in life
17	**M**	Clearly, certain diseases are beating a retreat in the face of medical advances
18	**J**	Improvements in childhood nutrition in the first quarter of the twentieth century, for example, gave today's elderly people a better start in life than their predecessors
19	**N**	An increase in some cancers and bronchitis may reflect changing smoking habits and poorer air quality, say the researchers. 'These may be subtle influences,' says Manton, 'but our subjects have been exposed to worse and worse pollution for over 60 years
20	**K**	One interesting correlation Manton uncovered is that better-educated people are likely to live longer
21	**G**	That represents a significant drop in the number of disabled old people in the population
22	**A**	According to Manton, slowing the trend has saved the United States government's Medicare system more than $200 billion,

#	Answer	Explanation
		suggesting that the greying of America's population may prove less of a financial burden than expected
23	**G**	The increasing self-reliance of many elderly people is probably linked to a massive increase in the use of simple home medical aids
24	**E**	Maintaining a level of daily physical activity may help mental functioning, says Carl Cotman, a neuroscientist at the University of California at Irvine. He found that rats that exercise on a treadmill have raised levels of brain-derived neurotrophic factor coursing through their brains. Cotman believes this hormone, which keeps neurons functioning, may prevent the brains of active humans from deteriorating
25	**H**	In laboratory simulations of challenging activities such as driving, those who felt in control of their lives pumped out lower levels of stress hormones such as cortisol
26	**C**	Seeman found that elderly people who felt emotionally isolated maintained higher levels of stress hormones even when asleep
27	**B**	As they began to settle, grow plants and herd animals, the need for a sophisticated number system became paramount
28	**E**	But in real situations the number and words are often accompanied by gestures to help resolve any confusion. For example, when using the one, two, many type of system, the word many would mean, Look at my hands and see how many fingers I am showing you
29	**A**	In fact, to qualify as a witness in a court of law a man had to be able to count to nine
30	**C**	When the number 4 can be registered in the mind as a specific word, independent of the object being referenced, the individual is ready to take the first step toward the development of a notational system for numbers and, from there, to arithmetic
31	**G**	The numeration system of the Tsimshian language in British Columbia contains seven distinct sets of words for numbers according to the class of the item being counted: for counting flat objects and animals, for round objects and time, for people, for long objects and trees, for canoes, for measures, and for counting when no particular object is being numerated. It seems that the last is a later development while the first six groups show the relics of an older system
32	**TRUE**	Our ancestors had little use for actual numbers; instead their considerations would have been more of the kind Is this enough?

#	Answer	Explanation
		rather than How many? when they were engaged in food gathering, for example
33	**FALSE**	The indigenous peoples of Tasmania were only able to count one, two, many
34	**TRUE**	But in real situations the number and words are often accompanied by gestures to help resolve any confusion
35	**FALSE**	The lack of ability of some cultures to deal with large numbers is not really surprising
36	**NOT GIVEN**	By the seventh century, the word teon had become interchangeable with the tachund or hund of the Anglo-Saxon language, and so 100 was denoted as hund teontig, or ten times ten
37	**TRUE**	The average person in the seventh century in Europe was not as familiar with numbers as we are today. In fact, to qualify as a witness in a court of law a man had to be able to count to nine
38	**FALSE**	The numeration system of the Tsimshian language in British Columbia contains seven distinct sets of words for numbers according to the class of the item being counted: for counting flat objects and animals, for round objects and time, for people, for long objects and trees, for canoes, for measures, and for counting when no particular object is being numerated
39	**TRUE**	The numeration system of the Tsimshian language in British Columbia contains seven distinct sets of words for numbers according to the class of the item being counted: for counting flat objects and animals, for round objects and time, for people, for long objects and trees, for canoes, for measures, and for counting when no particular object is being numerated. It seems that the last is a later development while the first six groups show the relics of an older system
40	**NOT GIVEN**	Counting is not directly related to the formation of a number concept because it is possible to count by matching the items being counted against a group of pebbles, grains of corn, or the counter’s fingers

Cambridge IELTS 06 Academic Reading Test 3

PASSAGE 1

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

READING PASSAGE 1

A The Lumière Brothers opened their Cinématographe, at 14 Boulevard des Capucines in Paris, to 100 paying customers over 100 years ago, on December 8, 1895. Before the eyes of the stunned, thrilled audience, photographs came to life and moved across a flat screen.

B So ordinary and routine has this become to us that it takes a determined leap of the imagination to grasp the impact of those first moving images. But it is worth trying, for to understand the initial shock of those images is to understand the extraordinary power and magic of cinema, the unique, hypnotic quality that has made film the most dynamic, effective art form of the 20th century.

C One of the Lumière Brothers' earliest films was a 30-second piece which showed a section of a railway platform flooded with sunshine. A train appears and heads straight for the camera. And that is all that happens. Yet the Russian director Andrei Tarkovsky, one of the greatest of all film artists, described the film as a 'work of genius'. 'As the train approached,' wrote Tarkovsky, 'panic started in the theatre: people jumped and ran away. That was the moment when cinema was born. The frightened audience could not accept that they were watching a mere picture. Pictures were still, only reality moved; this must, therefore, be reality. In their confusion, they feared that a real train was about to crush them.'

D Early cinema audiences often experienced the same confusion. In time, the idea of film became familiar, the magic was accepted – but it never stopped being magic. Film has never lost its unique power to embrace its audiences and transport them to a different world. For Tarkovsky, the key to that magic was the way in which cinema created a dynamic image of the real flow of events. A still picture could only imply the existence of time, while time in a novel passed at the whim of the reader. But in cinema, the real, objective flow of time was captured.

E One effect of this realism was to educate the world about itself. For cinema makes the world smaller. Long before people travelled to America or anywhere else, they knew what other places looked like; they knew how other people worked and lived. Overwhelmingly, the lives recorded – at least in film fiction – have been American. From the earliest days of the industry, Hollywood has dominated the world film market. American imagery – the cars, the cities, the cowboys – became the primary imagery of film. Film carried American life and values around the globe.

F And, thanks to film, future generations will know the 20th century more intimately than any other period. We can only imagine what life was like in the 14th century or in classical Greece. But the life of the modern world has been recorded on film in massive, encyclopaedic detail. We shall be known better than any preceding generations.

G The 'star' was another natural consequence of cinema. The cinema star was effectively born in 1910. Film personalities have such an immediate presence that, inevitably, they become super-real. Because we watch them so closely and because everybody in the world seems to know who they are, they appear more real to us than we do ourselves. The star as magnified human self is one of cinema's most strange and enduring legacies.

H Cinema has also given a new lease of life to the idea of the story. When the Lumière Brothers and other pioneers began showing off this new invention, it was by no means obvious how it would be used. All that mattered at first was the wonder of movement. Indeed, some said that, once this novelty had worn off, cinema would fade away. It was no more than a passing gimmick, a fairground attraction.

I Cinema might, for example, have become primarily a documentary form. Or it might have developed like television – as a strange, noisy transfer of music, information and narrative. But what happened was that it became, overwhelmingly, a medium for telling stories. Originally these were conceived as short stories – early producers doubted the ability of audiences to concentrate for more than the length of a reel. Then, in 1912, an Italian 2-hour film was hugely successful, and Hollywood settled upon the novel-length narrative that remains the dominant cinematic convention of today.

J And it has all happened so quickly. Almost unbelievably, it is a mere 100 years since that train arrived and the audience screamed and fled, convinced by the dangerous reality of what they saw, and, perhaps, suddenly aware that the world could never be the same again – that, maybe, it could be better, brighter, more astonishing, more real than reality.

PART 1 — QUESTIONS

Questions 1-5

Reading Passage 1 has ten paragraphs, A-J.

Which paragraph contains the following information?

	A	B	C	D	E	F	G	H	I	J
1 the location of the first cinema	○	○	○	○	○	○	○	○	○	○
2 how cinema came to focus on stories	○	○	○	○	○	○	○	○	○	○
3 the speed with which cinema has changed	○	○	○	○	○	○	○	○	○	○
4 how cinema teaches us about other cultures	○	○	○	○	○	○	○	○	○	○
5 the attraction of actors in films	○	○	○	○	○	○	○	○	○	○

Questions 6-9

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

6 It is important to understand how the first audiences reacted to the cinema.

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

7 The Lumière Brothers' film about the train was one of the greatest films ever made.

A ○ YES

B ○ NO

C ○ NOT GIVEN

8 Cinema presents a biased view of other countries.

A ○ YES

B ○ NO

C ○ NOT GIVEN

9 Storylines were important in very early cinema.

A ○ YES

B ○ NO

C ○ NOT GIVEN

Questions 10-13

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

10 The writer refers to the film of the train in order to demonstrate

A ○ the simplicity of early films.

B ○ the impact of early films.

C ○ how short early films were.

D ○ how imaginative early films were.

11 In Tarkovsky's opinion, the attraction of the cinema is that it

A ○ aims to impress its audience.

B ○ tells stories better than books.

C ○ illustrates the passing of time.

D ○ describes familiar events.

12 When cinema first began, people thought that

- **A** ○ it would always tell stories.
- **B** ○ it should be used in fairgrounds.
- **C** ○ its audiences were unappreciative.
- **D** ○ its future was uncertain.

13 What is the best title for this passage?

- **A** ○ The rise of the cinema star
- **B** ○ Cinema and novels compared
- **C** ○ The domination of Hollywood
- **D** ○ The power of the big screen

PASSAGE 2

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

Motivating Employees under Adverse Conditions

THE CHALLENGE

It is a great deal easier to motivate employees in a growing organisation than a declining one. When organisations are expanding and adding personnel, promotional opportunities, pay rises, and the excitement of being associated with a dynamic organisation create feelings of optimism. Management is able to use the growth to entice and encourage employees. When an organisation is shrinking, the best and most mobile workers are prone to leave voluntarily. Unfortunately, they are the ones the organisation can least afford to lose – those with the highest skills and experience. The minor employees remain because their job options are limited.

Morale also suffers during decline. People fear they may be the next to be made redundant. Productivity often suffers, as employees spend their time sharing rumours and providing one another with moral support rather than focusing on their jobs. For those whose jobs are secure, pay increases are rarely possible. Pay cuts, unheard of during times of growth, may even be imposed. The challenge to management is how to motivate employees under such retrenchment conditions. The ways of meeting this challenge can be broadly divided into six Key Points, which are outlined below.

KEY POINT ONE

There is an abundance of evidence to support the motivational benefits that result from carefully matching people to jobs. For example, if the job is running a small business or an autonomous unit within a larger business, high achievers should be sought. However, if the job to be filled is a managerial post in a large bureaucratic organisation, a candidate who has a high need for power and a low need for affiliation should be selected. Accordingly, high achievers should not be put into jobs that are inconsistent with their needs. High achievers will do best when the job provides moderately challenging goals and where there is independence and feedback. However, it should be remembered that not everybody is motivated by jobs that are high in independence, variety and responsibility.

KEY POINT TWO

The literature on goal-setting theory suggests that managers should ensure that all employees have specific goals and receive comments on how well they are doing in those goals. For those with high achievement needs, typically a minority in any organisation, the existence of external goals is less important because high achievers are already internally motivated. The next factor to be determined is whether the goals should be assigned by a manager or collectively set in conjunction with the employees. The answer to that depends on perceptions of goal acceptance and the organisation's culture. If resistance to goals is expected, the use of

participation in goal-setting should increase acceptance. If participation is inconsistent with the culture, however, goals should be assigned. If participation and the culture are incongruous, employees are likely to perceive the participation process as manipulative and be negatively affected by it.

KEY POINT THREE

Regardless of whether goals are achievable or well within management's perceptions of the employee's ability, if employees see them as unachievable they will reduce their effort. Managers must be sure, therefore, that employees feel confident that their efforts can lead to performance goals. For managers, this means that employees must have the capability of doing the job and must regard the appraisal process as valid.

KEY POINT FOUR

Since employees have different needs, what acts as a reinforcement for one may not for another. Managers could use their knowledge of each employee to personalise the rewards over which they have control. Some of the more obvious rewards that managers allocate include pay, promotions, autonomy, job scope and depth, and the opportunity to participate in goal-setting and decision-making.

KEY POINT FIVE

Managers need to make rewards contingent on performance. To reward factors other than performance will only reinforce those other factors. Key rewards such as pay increases and promotions or advancements should be allocated for the attainment of the employee's specific goals. Consistent with maximising the impact of rewards, managers should look for ways to increase their visibility. Eliminating the secrecy surrounding pay by openly communicating everyone's remuneration, publicising performance bonuses and allocating annual salary increases in a lump sum rather than spreading them out over an entire year are examples of actions that will make rewards more visible and potentially more motivating.

KEY POINT SIX

The way rewards are distributed should be transparent so that employees perceive that rewards or outcomes are equitable and equal to the inputs given. On a simplistic level, experience, abilities, effort and other obvious inputs should explain differences in pay, responsibility and other obvious outcomes. The problem, however, is complicated by the existence of dozens of inputs and outcomes and by the fact that employee groups place different degrees of importance on them. For instance, a study comparing clerical and production workers identified nearly twenty inputs and outcomes. The clerical workers considered factors such as quality of work performed and job knowledge near the top of their list, but these were at the bottom of the production workers' list. Similarly, production workers thought that the most important inputs were intelligence and personal involvement with task accomplishment, two factors that were quite low in the importance ratings of the clerks. There were also important, though less dramatic, differences on the outcome side. For example, production workers rated advancement very highly, whereas clerical workers rated advancement in the lower third of their

list. Such findings suggest that one person's equity is another's inequity, so an ideal should probably weigh different inputs and outcomes according to employee group.

PART 2 — QUESTIONS

Questions 14-18

Reading Passage 2 contains six Key Points.

Choose the correct heading for Key Points TWO to SIX from the list of headings below.

i. Ensure the reward system is fair

ii. Match rewards to individuals

iii. Ensure targets are realistic

iv. Link rewards to achievement

v. Encourage managers to take more responsibility

vi. Recognise changes in employees' performance over time

vii. Establish targets and give feedback

viii. Ensure employees are suited to their jobs

	i	ii	iii	iv	v	vi	vii	viii
14 Key Point Two	○	○	○	○	○	○	○	○
15 Key Point Three	○	○	○	○	○	○	○	○
16 Key Point Four	○	○	○	○	○	○	○	○
17 Key Point Five	○	○	○	○	○	○	○	○
18 Key Point Six	○	○	○	○	○	○	○	○

Questions 19-24

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

19 A shrinking organisation tends to lose its less skilled employees rather than its more skilled employees.

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

20 It is easier to manage a small business than a large business.

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

21 High achievers are well suited to team work.

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

22 Some employees can feel manipulated when asked to participate in goal-setting.

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

23 The staff appraisal process should be designed by employees.

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

24 Employees' earnings should be disclosed to everyone within the organisation.

- **A** ○ YES

B ○ NO

C ○ NOT GIVEN

Questions 25-27

Look at the following groups of workers and the list of descriptions below.

Match each group with the correct description, A-E.

A. They judge promotion to be important.

B. They have less need of external goals.

C. They think that the quality of their work is important.

D. They resist goals which are imposed.

E. They have limited job options.

	A	B	C	D	E
25 high achievers	○	○	○	○	○
26 clerical workers	○	○	○	○	○
27 production workers	○	○	○	○	○

PASSAGE 3

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

The Search for the Anti-aging Pill

In government laboratories and elsewhere, scientists are seeking a drug able to prolong life and youthful vigor. Studies of caloric restriction are showing the way

As researchers on aging noted recently, no treatment on the market today has been proved to slow human aging – the build-up of molecular and cellular damage that increases vulnerability to infirmity as we grow older. But one intervention, consumption of a low-calorie* yet nutritionally balanced diet, works incredibly well in a broad range of animals, increasing longevity and prolonging good health. Those findings suggest that caloric restriction could delay aging and increase longevity in humans, too.

Unfortunately, for maximum benefit, people would probably have to reduce their caloric intake by roughly thirty per cent, equivalent to dropping from 2,500 calories a day to 1,750. Few mortals could stick to that harsh a regimen, especially for years on end. But what if someone could create a pill that mimicked the physiological effects of eating less without actually forcing people to eat less? Could such a 'caloric-restriction mimetic', as we call it, enable people to stay healthy longer, postponing age-related disorders (such as diabetes, arteriosclerosis, heart disease and cancer) until very late in life? Scientists first posed this question in the mid-1990s, after researchers came upon a chemical agent that in rodents seemed to reproduce many of caloric restriction's benefits. No compound that would safely achieve the same feat in people has been found yet, but the search has been informative and has fanned hope that caloric-restriction (CR) mimetics can indeed be developed eventually.

The benefits of caloric restriction

The hunt for CR mimetics grew out of a desire to better understand caloric restriction's many effects on the body. Scientists first recognized the value of the practice more than 60 years ago, when they found that rats fed a low-calorie diet lived longer on average than free-feeding rats and also had a reduced incidence of conditions that become increasingly common in old age. What is more, some of the treated animals survived longer than the oldest-living animals in the control group, which means that the maximum lifespan (the oldest attainable age), not merely the normal lifespan, increased. Various interventions, such as infection-fighting drugs, can increase a population's average survival time, but only approaches that slow the body's rate of aging will increase the maximum lifespan.

The rat findings have been replicated many times and extended to creatures ranging from yeast to fruit flies, worms, fish, spiders, mice and hamsters. Until fairly recently, the studies were limited to short-lived creatures genetically distant from humans. But caloric-restriction projects underway in two species more closely related to humans – rhesus and squirrel monkeys – have made scientists optimistic that CR mimetics could help people.

The monkey projects demonstrate that, compared with control animals that eat normally, caloric-restricted monkeys have lower body temperatures and levels of the pancreatic hormone insulin, and they retain more youthful levels of certain hormones that tend to fall with age.

The caloric-restricted animals also look better on indicators of risk for age-related diseases. For example, they have lower blood pressure and triglyceride levels (signifying a decreased likelihood of heart disease), and they have more normal blood glucose levels (pointing to a reduced risk for diabetes, which is marked by unusually high blood glucose levels). Further, it has recently been shown that rhesus monkeys kept on caloric-restricted diets for an extended time (nearly 15 years) have less chronic disease. They and the other monkeys must be followed still longer, however, to know whether low-calorie intake can increase both average and maximum lifespans in monkeys. Unlike the multitude of elixirs being touted as the latest anti-aging cure, CR mimetics would alter fundamental processes that underlie aging. We aim to develop compounds that fool cells into activating maintenance and repair.

How a prototype caloric-restriction mimetic works

The best-studied candidate for a caloric-restriction mimetic, 2DG (2-deoxy-D-glucose), works by interfering with the way cells process glucose. It has proved toxic at some doses in animals and so cannot be used in humans. But it has demonstrated that chemicals can replicate the effects of caloric restriction; the trick is finding the right one.

Cells use the glucose from food to generate ATP (adenosine triphosphate), the molecule that powers many activities in the body. By limiting food intake, caloric restriction minimizes the amount of glucose entering cells and decreases ATP generation. When 2DG is administered to animals that eat normally, glucose reaches cells in abundance but the drug prevents most of it from being processed and thus reduces ATP synthesis. Researchers have proposed several explanations for why interruption of glucose processing and ATP production might retard aging. One possibility relates to the ATP-making machinery’s emission of free radicals, which are thought to contribute to aging and to such age-related diseases as cancer by damaging cells. Reduced operation of the machinery should limit their production and thereby constrain the damage. Another hypothesis suggests that decreased processing of glucose could indicate to cells that food is scarce (even if it isn't) and induce them to shift into an anti-aging mode that emphasizes preservation of the organism over such ‘luxuries’ as growth and reproduction.

** calorie: a measure of the energy value of food*

Questions 28-32

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

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

28 Studies show drugs available today can delay the process of growing old.

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

29 There is scientific evidence that eating fewer calories may extend human life.

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

30 Not many people are likely to find a caloric-restricted diet attractive.

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

31 Diet-related diseases are common in older people.

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

32 In experiments, rats who ate what they wanted led shorter lives than rats on a low-calorie diet.

A ○ YES

B ○ NO

C ○ NOT GIVEN

Questions 33-37

Classify the following descriptions as relating to

A. caloric-restricted monkeys

B. control monkeys

C. neither caloric-restricted monkeys nor control monkeys

	A	B	C
33 Monkeys were less likely to become diabetic.	○	○	○
34 Monkeys experienced more chronic disease.	○	○	○
35 Monkeys have been shown to experience a longer than average life span.	○	○	○
36 Monkeys enjoyed a reduced chance of heart disease.	○	○	○
37 Monkeys produced greater quantities of insulin.	○	○	○

Questions 38-40

Complete the flow-chart below.

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

How a caloric-restriction mimetic works

CR mimetic

↓

less **38** _____ is processed

↓

production of ATP is decreased

↙	↘
Theory 1: cells less damaged by disease because fewer **39** _____ are emitted	**Theory 2:** cells focus on **40** _____ because food is in short supply

Answer Key

#	Answer	Explanation
1	**A**	The Lumière Brothers opened their Cinématographe, at 14 Boulevard des Capucines in Paris, to 100 paying customers over 100 years ago, on December 8, 1895
2	**I**	But what happened was that it became, overwhelmingly, a medium for telling stories. Originally these were conceived as short stories – early producers doubted the ability of audiences to concentrate for more than the length of a reel. Then, in 1912, an Italian 2-hour film was hugely successful, and Hollywood settled upon the novel-length narrative that remains the dominant cinematic convention of today
3	**J**	And it has all happened so quickly. Almost unbelievably, it is a mere 100 years since that train arrived and the audience screamed and fled, convinced by the dangerous reality of what they saw, and, perhaps, suddenly aware that the world could never be the same again – that, maybe, it could be better, brighter, more astonishing, more real than reality
4	**E**	One effect of this realism was to educate the world about itself. For cinema makes the world smaller. Long before people travelled to America or anywhere else, they knew what other places looked like; they knew how other people worked and lived
5	**G**	The 'star' was another natural consequence of cinema. The cinema star was effectively born in 1910. Film personalities have such an immediate presence that, inevitably, they become super-real. Because we watch them so closely and because everybody in the world seems to know who they are, they appear more real to us than we do ourselves
6	**YES**	But it is worth trying, for to understand the initial shock of those images is to understand the extraordinary power and magic of cinema, the unique, hypnotic quality that has made film the most dynamic, effective art form of the 20th century
7	**NOT GIVEN**	Yet the Russian director Andrei Tarkovsky, one of the greatest of all film artists, described the film as a 'work of genius'
8	**NOT GIVEN**	Overwhelmingly, the lives recorded – at least in film fiction – have been American. From the earliest days of the industry, Hollywood has dominated the world film market. American imagery – the cars, the cities, the cowboys – became the primary imagery of film. Film carried American life and values around the globe

#	Answer	Explanation
9	**NO**	When the Lumière Brothers and other pioneers began showing off this new invention, it was by no means obvious how it would be used. All that mattered at first was the wonder of movement
10	**B**	it takes a determined leap of the imagination to grasp the impact of those first moving images. But it is worth trying, for to understand the initial shock of those images is to understand the extraordinary power and magic of cinema 'As the train approached,' wrote Tarkovsky, 'panic started in the theatre: people jumped and ran away. That was the moment when cinema was born. The frightened audience could not accept that they were watching a mere picture. Pictures were still, only reality moved; this must, therefore, be reality. In their confusion, they feared that a real train was about to crush them.'
11	**C**	But in cinema, the real, objective flow of time was captured
12	**D**	When the Lumière Brothers and other pioneers began showing off this new invention, it was by no means obvious how it would be used. All that mattered at first was the wonder of movement. Indeed, some said that, once this novelty had worn off, cinema would fade away. It was no more than a passing gimmick, a fairground attraction
13	**D**	to understand the initial shock of those images is to understand the extraordinary power and magic of cinema, the unique, hypnotic quality that has made film the most dynamic, effective art form of the 20th century
14	**vii**	The literature on goal-setting theory suggests that managers should ensure that all employees have specific goals and receive comments on how well they are doing in those goals
15	**iii**	Regardless of whether goals are achievable or well within management's perceptions of the employee's ability, if employees see them as unachievable they will reduce their effort. Managers must be sure, therefore, that employees feel confident that their efforts can lead to performance goals
16	**ii**	Since employees have different needs, what acts as a reinforcement for one may not for another. Managers could use their knowledge of each employee to personalise the rewards over which they have control
17	**iv**	Managers need to make rewards contingent on performance. To reward factors other than performance will only reinforce those other factors. Key rewards such as pay increases and promotions or advancements should be allocated for the attainment of the employee's specific goals

#	Answer	Explanation
18	**i**	The way rewards are distributed should be transparent so that employees perceive that rewards or outcomes are equitable and equal to the inputs given
19	**NO**	When an organisation is shrinking, the best and most mobile workers are prone to leave voluntarily. Unfortunately, they are the ones the organisation can least afford to lose – those with the highest skills and experience. The minor employees remain because their job options are limited
20	**NOT GIVEN**	For example, if the job is running a small business or an autonomous unit within a larger business, high achievers should be sought. However, if the job to be filled is a managerial post in a large bureaucratic organisation, a candidate who has a high need for power and a low need for affiliation should be selected
21	**NO**	High achievers will do best when the job provides moderately challenging goals and where there is independence and feedback
22	**YES**	If participation and the culture are incongruous, employees are likely to perceive the participation process as manipulative and be negatively affected by it
23	**NOT GIVEN**	For managers, this means that employees must have the capability of doing the job and must regard the appraisal process as valid
24	**YES**	Eliminating the secrecy surrounding pay by openly communicating everyone's remuneration, publicising performance bonuses and allocating annual salary increases in a lump sum rather than spreading them out over an entire year are examples of actions that will make rewards more visible and potentially more motivating
25	**B**	For those with high achievement needs, typically a minority in any organisation, the existence of external goals is less important because high achievers are already internally motivated
26	**C**	The clerical workers considered factors such as quality of work performed and job knowledge near the top of their list, but these were at the bottom of the production workers' list
27	**A**	For example, production workers rated advancement very highly, whereas clerical workers rated advancement in the lower third of their list
28	**NO**	As researchers on aging noted recently, no treatment on the market today has been proved to slow human aging – the build-up of molecular and cellular damage that increases vulnerability to infirmity as we grow older

#	Answer	Explanation
29	**YES**	Those findings suggest that caloric restriction could delay aging and increase longevity in humans, too
30	**YES**	Few mortals could stick to that harsh a regimen, especially for years on end
31	**NOT GIVEN**	postponing age-related disorders (such as diabetes, arteriosclerosis, heart disease and cancer) until very late in life
32	**YES**	Scientists first recognized the value of the practice more than 60 years ago, when they found that rats fed a low-calorie diet lived longer on average than free-feeding rats and also had a reduced incidence of conditions that become increasingly common in old age
33	**A**	The caloric-restricted animals also look better on indicators of risk for age-related diseases. For example, they have lower blood pressure and triglyceride levels (signifying a decreased likelihood of heart disease), and they have more normal blood glucose levels (pointing to a reduced risk for diabetes, which is marked by unusually high blood glucose levels)
34	**B**	Further, it has recently been shown that rhesus monkeys kept on caloric-restricted diets for an extended time (nearly 15 years) have less chronic disease
35	**C**	They and the other monkeys must be followed still longer, however, to know whether low-calorie intake can increase both average and maximum lifespans in monkeys
36	**A**	The caloric-restricted animals also look better on indicators of risk for age-related diseases. For example, they have lower blood pressure and triglyceride levels (signifying a decreased likelihood of heart disease), and they have more normal blood glucose levels (pointing to a reduced risk for diabetes, which is marked by unusually high blood glucose levels)
37	**B**	The monkey projects demonstrate that, compared with control animals that eat normally, caloric-restricted monkeys have lower body temperatures and levels of the pancreatic hormone insulin, and they retain more youthful levels of certain hormones that tend to fall with age
38	**glucose**	When 2DG is administered to animals that eat normally, glucose reaches cells in abundance but the drug prevents most of it from being processed and thus reduces ATP synthesis
39	**free radicals**	One possibility relates to the ATP-making machinery’s emission of free radicals, which are thought to contribute to aging and to such age-related diseases as cancer by damaging cells. Reduced

#	Answer	Explanation
		operation of the machinery should limit their production and thereby constrain the damage
40	**preservation**	Another hypothesis suggests that decreased processing of glucose could indicate to cells that food is scarce (even if it isn't) and induce them to shift into an anti-aging mode that emphasizes preservation of the organism over such 'luxuries' as growth and reproduction

Cambridge IELTS 06 Academic Reading Test 4

PASSAGE 1

You should spend about 20 minutes on Questions 1-13, which are based on Reading Passage 1 on the following pages.

Doctoring sales

Pharmaceuticals is one of the most profitable industries in North America. But do the drugs industry's sales and marketing strategies go too far?

1

A A few months ago Kim Schaefer, sales representative of a major global pharmaceutical company, walked into a medical center in New York to bring information and free samples of her company's latest products. That day she was lucky - a doctor was available to see her. 'The last rep offered me a trip to Florida. What do you have?' the physician asked. He was only half joking.

2

B What was on offer that day was a pair of tickets for a New York musical. But on any given day, what Schaefer can offer is typical for today's drugs rep - a car trunk full of promotional gifts and gadgets, a budget that could buy lunches and dinners for a small country, hundreds of free drug samples and the freedom to give a physician $200 to prescribe her new product to the next six patients who fit the drug's profile. And she also has a few $1,000 honoraria to offer in exchange for doctors' attendance at her company's next educational lecture.

3

C Selling pharmaceuticals is a daily exercise in ethical judgement. Salespeople like Schaefer walk the line between the common practice of buying a prospect's time with a free meal, and bribing doctors to prescribe their drugs. They work in an industry highly criticized for its sales and marketing practices, but find themselves in the middle of the age-old chicken-or-egg question - businesses won't use strategies that don't work, so are doctors to blame for the escalating extravagance of pharmaceutical marketing? Or is it the industry's responsibility to decide the boundaries?

4

D The explosion in the sheer number of salespeople in the field - and the amount of funding used to promote their causes - forces close examination of the pressures, influences and

relationships between drug reps and doctors. Salespeople provide much-needed information and education to physicians. In many cases the glossy brochures, article reprints and prescriptions they deliver are primary sources of drug education for healthcare givers. With the huge investment the industry has placed in face-to-face selling, salespeople have essentially become specialists in one drug or group of drugs - a tremendous advantage in getting the attention of busy doctors in need of quick information.

5

E But the sales push rarely stops in the office. The flashy brochures and pamphlets left by the sales reps are often followed up with meals at expensive restaurants, meetings in warm and sunny places, and an inundation of promotional gadgets. Rarely do patients watch a doctor write with a pen that isn't emblazoned with a drug's name, or see a nurse use a tablet not bearing a pharmaceutical company's logo. Millions of dollars are spent by pharmaceutical companies on promotional products like coffee mugs, shirts, umbrellas, and golf balls. Money well spent? It's hard to tell. 'I've been the recipient of golf balls from one company and I use them, but it doesn't make me prescribe their medicine,' says one doctor. 'I tend to think I'm not influenced by what they give me.'

6

F Free samples of new and expensive drugs might be the single most effective way of getting doctors and patients to become loyal to a product. Salespeople hand out hundreds of dollars' worth of samples each week - $7.2 billion worth of them in one year. Though few comprehensive studies have been conducted, one by the University of Washington investigated how drug sample availability affected what physicians prescribe. A total of 131 doctors self-reported their prescribing patterns - the conclusion was that the availability of samples led them to dispense and prescribe drugs that differed from their preferred drug choice.

7

G The bottom line is that pharmaceutical companies as a whole invest more in marketing than they do in research and development. And patients are the ones who pay - in the form of sky-rocketing prescription prices - for every pen that's handed out, every free theatre ticket, and every steak dinner eaten. In the end the fact remains that pharmaceutical companies have every right to make a profit and will continue to find new ways to increase sales. But as the medical world continues to grapple with what's acceptable and what's not, it is clear that companies must continue to be heavily scrutinized for their sales and marketing strategies.

Questions 1-7

Reading Passage 1 has seven paragraphs, A-G.

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

i. **Not all doctors are persuaded**

ii. **Choosing the best offers**

iii. **Who is responsible for the increase in promotions?**

iv. **Fighting the drug companies**

v. **An example of what doctors expect from drug companies**

vi. **Gifts include financial incentives**

vii. **Research shows that promotion works**

viii. **The high costs of research**

ix. **The positive side of drugs promotion**

x. **Who really pays for doctors' free gifts?**

Questions 8-13

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

8 Sales representatives like Kim Schaefer work to a very limited budget.

A ○ YES

B ○ NO

C ○ NOT GIVEN

9 Kim Schaefer's marketing technique may be open to criticism on moral grounds.

A ○ YES

B ○ NO

C ○ NOT GIVEN

10 The information provided by drug companies is of little use to doctors.

A ○ YES

B ○ NO

C ○ NOT GIVEN

11 Evidence of drug promotion is clearly visible in the healthcare environment.

A ○ YES

B ○ NO

C ○ NOT GIVEN

12 The drug companies may give free drug samples to patients without doctors' prescriptions.

A ○ YES

B ○ NO

C ○ NOT GIVEN

13 It is legitimate for drug companies to make money.

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.

Do literate women make better mothers?

Children in developing countries are healthier and more likely to survive past the age of five when their mothers can read and write. Experts in public health accepted this idea decades ago, but until now no one has been able to show that a woman's ability to read in itself improves her children's chances of survival.

Most literate women learnt to read in primary school, and the fact that a woman has had an education may simply indicate her family's wealth or that it values its children more highly. Now a long-term study carried out in Nicaragua has eliminated these factors by showing that teaching reading to poor adult women, who would otherwise have remained illiterate, has a direct effect on their children's health and survival.

In 1979, the government of Nicaragua established a number of social programmes, including a National Literacy Crusade. By 1985, about 300,000 illiterate adults from all over the country, many of whom had never attended primary school, had learnt how to read, write and use numbers.

During this period, researchers from the Liverpool School of Tropical Medicine, the Central American Institute of Health in Nicaragua, the National Autonomous University of Nicaragua and the Costa Rican Institute of Health interviewed nearly 3,000 women, some of whom had learnt to read as children, some during the literacy crusade and some who had never learnt at all. The women were asked how many children they had given birth to and how many of them had died in infancy. The research teams also examined the surviving children to find out how well-nourished they were.

The investigators' findings were striking. In the late 1970s, the infant mortality rate for the children of illiterate mothers was around 110 deaths per thousand live births. At this point in their lives, those mothers who later went on to learn to read had a similar level of child mortality (105/1000). For women educated in primary school, however, the infant mortality rate was significantly lower, at 80 per thousand.

In 1985, after the National Literacy Crusade had ended, the infant mortality figures for those who remained illiterate and for those educated in primary school remained more or less unchanged. For those women who learnt to read through the campaign, the infant mortality rate was 84 per thousand, an impressive 21 points lower than for those women who were still illiterate. The children of the newly-literate mothers were also better nourished than those of women who could not read.

Why are the children of literate mothers better off? According to Peter Sandiford of the Liverpool School of Tropical Medicine, no one knows for certain. Child health was not on the curriculum during the women's lessons, so he and his colleagues are looking at other factors.

They are working with the same group of 3,000 women, to try to find out whether reading mothers make better use of hospitals and clinics, opt for smaller families, exert more control at home, learn modern childcare techniques more quickly, or whether they merely have more respect for themselves and their children.

The Nicaraguan study may have important implications for governments and aid agencies that need to know where to direct their resources. Sandiford says that there is increasing evidence that female education, at any age, is 'an important health intervention in its own right'. The results of the study lend support to the World Bank's recommendation that education budgets in developing countries should be increased, not just to help their economies, but also to improve child health.

'We've known for a long time that maternal education is important,' says John Cleland of the London School of Hygiene and Tropical Medicine. 'But we thought that even if we started educating girls today, we'd have to wait a generation for the pay-off. The Nicaraguan study suggests we may be able to bypass that.'

Cleland warns that the Nicaraguan crusade was special in many ways, and similar campaigns elsewhere might not work as well. It is notoriously difficult to teach adults skills that do not have an immediate impact on their everyday lives, and many literacy campaigns in other countries have been much less successful. 'The crusade was part of a larger effort to bring a better life to the people,' says Cleland. Replicating these conditions in other countries will be a major challenge for development workers.

Questions 14-18

Complete the summary using the list of words, A-J, below.

NB You may use any letter more than once.

The Nicaraguan National Literacy Crusade aimed to teach large numbers of illiterate **14** _____ to read and write. Public health experts have known for many years that there is a connection between child health and **15** _____. However, it has not previously been known whether these two factors were directly linked or not. This question has been investigated by **16** _____ in Nicaragua. As a result, factors such as **17** _____ and attitudes to children have been eliminated, and it has been shown that **18** _____ can in itself improve infant health and survival.

A. **child literacy** B. **men and women** C. **an international research team**

D. **medical care** E. **mortality** F. **maternal literacy**

G. **adults and children** H. **paternal literacy** I. **a National Literacy Crusade**

J. **family wealth**

Questions 19-24

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

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

19 About a thousand of the women interviewed by the researchers had learnt to read when they were children.

A ○ YES

B ○ NO

C ○ NOT GIVEN

20 Before the National Literacy Crusade, illiterate women had approximately the same levels of infant mortality as those who had learnt to read in primary school.

A ○ YES

B ○ NO

C ○ NOT GIVEN

21 Before and after the National Literacy Crusade, the child mortality rate for the illiterate women stayed at about 110 deaths for each thousand live births.

A ○ YES

B ○ NO

C ○ NOT GIVEN

22 The women who had learnt to read through the National Literacy Crusade showed the greatest change in infant mortality levels.

A ○ YES

B ○ NO

C ○ NOT GIVEN

23 The women who had learnt to read through the National Literacy Crusade had the lowest rates of child mortality.

A ○ YES

B ○ NO

C ○ NOT GIVEN

24 After the National Literacy Crusade, the children of the women who remained illiterate were found to be severely malnourished.

A ○ YES

B ○ NO

C ○ NOT GIVEN

Questions 25-26

Choose TWO letters, A-E.

25 26 Which TWO important implications drawn from the Nicaraguan study are mentioned by the writer of the passage?

A ☐ It is better to educate mature women than young girls.

B ☐ Similar campaigns in other countries would be equally successful.

C ☐ The effects of maternal literacy programmes can be seen very quickly.

D ☐ Improving child health can quickly affect a country's economy.

E ☐ Money spent on female education will improve child health.

PASSAGE 3

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

Persistent bullying is one of the worst experiences a child can face. How can it be prevented?

Peter Smith, Professor of Psychology at the University of Sheffield, directed the Sheffield Anti-Bullying Intervention Project, funded by the Department for Education. Here he reports on his findings.

27

A Bullying can take a variety of forms, from the verbal - being taunted or called hurtful names - to the physical - being kicked or shoved - as well as indirect forms, such as being excluded from social groups. A survey I conducted with Irene Whitney found that in British primary schools up to a quarter of pupils reported experience of bullying, which in about one in ten cases was persistent. There was less bullying in secondary schools, with about one in twenty-five suffering persistent bullying, but these cases may be particularly recalcitrant.

28

B Bullying is clearly unpleasant, and can make the child experiencing it feel unworthy and depressed. In extreme cases it can even lead to suicide, though this is thankfully rare. Victimised pupils are more likely to experience difficulties with interpersonal relationships as adults, while children who persistently bully are more likely to grow up to be physically violent, and convicted of anti-social offences.

29

C Until recently, not much was known about the topic, and little help was available to teachers to deal with bullying. Perhaps as a consequence, schools would often deny the problem. 'There is no bullying at this school' has been a common refrain, almost certainly untrue. Fortunately more schools are now saying: 'There is not much bullying here, but when it occurs we have a clear policy for dealing with it.'

30

D Three factors are involved in this change. First is an awareness of the severity of the problem. Second, a number of resources to help tackle bullying have become available in Britain. For example, the Scottish Council for Research in Education produced a package of materials, Action Against Bullying, circulated to all schools in England and Wales as well as in Scotland in

summer 1992, with a second pack, Supporting Schools Against Bullying, produced the following year. In Ireland, Guidelines on Countering Bullying Behaviour in Post-Primary Schools was published in 1993. Third, there is evidence that these materials work, and that schools can achieve something. This comes from carefully conducted 'before and after' evaluations of interventions in schools, monitored by a research team. In Norway, after an intervention campaign was introduced nationally, an evaluation of forty-two schools suggested that, over a two-year period, bullying was halved. The Sheffield investigation, which involved sixteen primary schools and seven secondary schools, found that most schools succeeded in reducing bullying.

E Evidence suggests that a key step is to develop a policy on bullying, saying clearly what is meant by bullying, and giving explicit guidelines on what will be done if it occurs, what records will be kept, who will be informed, what sanctions will be employed. The policy should be developed through consultation, over a period of time - not just imposed from the head teacher's office! Pupils, parents and staff should feel they have been involved in the policy, which needs to be disseminated and implemented effectively.

Other actions can be taken to back up the policy. There are ways of dealing with the topic through the curriculum, using video, drama and literature. These are useful for raising awareness, and can best be tied in to early phases of development, while the school is starting to discuss the issue of bullying. They are also useful in renewing the policy for new pupils, or revising it in the light of experience. But curriculum work alone may only have short-term effects; it should be an addition to policy work, not a substitute.

There are also ways of working with individual pupils, or in small groups. Assertiveness training for pupils who are liable to be victims is worthwhile, and certain approaches to group bullying such as 'no blame', can be useful in changing the behaviour of bullying pupils without confronting them directly, although other sanctions may be needed for those who continue with persistent bullying.

Work in the playground is important, too. One helpful step is to train lunchtime supervisors to distinguish bullying from playful fighting, and help them break up conflicts. Another possibility is to improve the playground environment, so that pupils are less likely to be led into bullying from boredom or frustration.

F With these developments, schools can expect that at least the most serious kinds of bullying can largely be prevented. The more effort put in and the wider the whole school involvement, the more substantial the results are likely to be. The reduction in bullying - and the consequent improvement in pupil happiness - is surely a worthwhile objective.

Questions 27-30

Reading Passage 3 has six sections, A-F.

Choose the correct heading for sections A-D from the list of headings below.

i. **The role of video violence**

ii. **The failure of government policy**

iii. **Reasons for the increased rate of bullying**

iv. **Research into how common bullying is in British schools**

v. **The reaction from schools to enquiries about bullying**

vi. **The effect of bullying on the children involved**

vii. **Developments that have led to a new approach by schools**

Questions 31-34

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

31 A recent survey found that in British secondary schools

- **A** ○ there was more bullying than had previously been the case.
- **B** ○ there was less bullying than in primary schools.
- **C** ○ cases of persistent bullying were very common.
- **D** ○ indirect forms of bullying were particularly difficult to deal with.

32 Children who are bullied

- **A** ○ are twice as likely to commit suicide as the average person.
- **B** ○ find it more difficult to relate to adults.
- **C** ○ are less likely to be violent in later life.
- **D** ○ may have difficulty forming relationships in later life.

33 The writer thinks that the declaration 'There is no bullying at this school'

A ○ is no longer true in many schools.

B ○ was not in fact made by many schools.

C ○ reflected the school's lack of concern.

D ○ reflected a lack of knowledge and resources.

34 What were the findings of research carried out in Norway?

A ○ Bullying declined by 50% after an anti-bullying campaign.

B ○ Twenty-one schools reduced bullying as a result of an anti-bullying campaign.

C ○ Two years is the optimum length for an anti-bullying campaign.

D ○ Bullying is a less serious problem in Norway than in the UK.

Questions 35-39

Complete the summary below.

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

What steps should schools take to reduce bullying?

The most important step is for the school authorities to produce a **35** _____ which makes the school's attitude towards bullying quite clear. It should include detailed **36** _____ as to how the school and its staff will react if bullying occurs.

In addition, action can be taken through the **37** _____ . This is particularly useful in the early part of the process, as a way of raising awareness and encouraging discussion. On its own, however, it is insufficient to bring about a permanent solution.

Effective work can also be done with individual pupils and small groups. For example, potential **38** _____ of bullying can be trained to be more self-confident. Or again, in dealing with group bullying, a 'no blame' approach, which avoids confronting the offender too directly, is often effective.

Playground supervision will be more effective if members of staff are trained to recognise the difference between bullying and mere **39** _____ .

Questions 40-40

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

40 Which of the following is the most suitable title for Reading Passage 3?

- **A** ○ Bullying: what parents can do
- **B** ○ Bullying: are the media to blame?
- **C** ○ Bullying: the link with academic failure
- **D** ○ Bullying: from crisis management to prevention

Answer Key

#	Answer	Explanation
1	v	‘The last rep offered me a trip to Florida. What do you have?’ the physician asked
2	vi	But on any given day, what Schaefer can offer is typical for today’s drugs rep – a car trunk full of promotional gifts and gadgets, a budget that could buy lunches and dinners for a small country, hundreds of free drug samples and the freedom to give a physician $200 to prescribe her new product to the next six patients who fit the drug’s profile. And she also has a few $1,000 honoraria to offer in exchange for doctors’ attendance at her company’s next educational lecture
3	iii	businesses won’t use strategies that don’t work, so are doctors to blame for the escalating extravagance of pharmaceutical marketing? Or is it the industry’s responsibility to decide the boundaries
4	ix	Salespeople provide much-needed information and education to physicians. In many cases the glossy brochures, article reprints and prescriptions they deliver are primary sources of drug education for healthcare givers
5	i	‘I’ve been the recipient of golf balls from one company and I use them, but it doesn’t make me prescribe their medicine,’ says one doctor. ‘I tend to think I’m not influenced by what they give me.’
6	vii	Though few comprehensive studies have been conducted, one by the University of Washington investigated how drug sample availability affected what physicians prescribe. A total of 131 doctors self-reported their prescribing patterns – the conclusion was that the availability of samples led them to dispense and prescribe drugs that differed from their preferred drug choice
7	x	And patients are the ones who pay – in the form of sky-rocketing prescription prices – for every pen that’s handed out, every free theatre ticket, and every steak dinner eaten
8	NO	what Schaefer can offer is typical for today’s drugs rep – a car trunk full of promotional gifts and gadgets, a budget that could buy lunches and dinners for a small country, hundreds of free drug samples and the freedom to give a physician $200 to prescribe her new product to the next six patients who fit the drug’s profile

#	Answer	Explanation
9	**YES**	Selling pharmaceuticals is a daily exercise in ethical judgement. Salespeople like Schaefer walk the line between the common practice of buying a prospect's time with a free meal, and bribing doctors to prescribe their drugs
10	**NO**	Salespeople provide much-needed information and education to physicians. In many cases the glossy brochures, article reprints and prescriptions they deliver are primary sources of drug education for healthcare givers
11	**YES**	Rarely do patients watch a doctor write with a pen that isn't emblazoned with a drug's name, or see a nurse use a tablet not bearing a pharmaceutical company's logo
12	**NOT GIVEN**	Salespeople hand out hundreds of dollars' worth of samples each week – $7.2 billion worth of them in one year. Though few comprehensive studies have been conducted, one by the University of Washington investigated how drug sample availability affected what physicians prescribe
13	**YES**	the fact remains that pharmaceutical companies have every right to make a profit
14	**B**	By 1985, about 300,000 illiterate adults from all over the country, many of whom had never attended primary school, had learnt how to read, write and use numbers
15	**F**	Now a long-term study carried out in Nicaragua has eliminated these factors by showing that teaching reading to poor adult women, who would otherwise have remained illiterate, has a direct effect on their children's health and survival
16	**C**	During this period, researchers from the Liverpool School of Tropical Medicine, the Central American Institute of Health in Nicaragua, the National Autonomous University of Nicaragua and the Costa Rican Institute of Health interviewed nearly 3,000 women, some of whom had learnt to read as children, some during the literacy crusade and some who had never learnt at all
17	**J**	Most literate women learnt to read in primary school, and the fact that a woman has had an education may simply indicate her family's wealth or that it values its children more highly. Now a long-term study carried out in Nicaragua has eliminated these factors by showing that teaching reading to poor adult women, who would otherwise have remained illiterate, has a direct effect on their children's health and survival
18	**F**	showing that teaching reading to poor adult women, who would otherwise have remained illiterate, has a direct effect on their children's health and survival

#	Answer	Explanation
19	**NOT GIVEN**	During this period, researchers from the Liverpool School of Tropical Medicine, the Central American Institute of Health in Nicaragua, the National Autonomous University of Nicaragua and the Costa Rican Institute of Health interviewed nearly 3,000 women, some of whom had learnt to read as children, some during the literacy crusade and some who had never learnt at all
20	**NO**	In the late 1970s, the infant mortality rate for the children of illiterate mothers was around 110 deaths per thousand live births For women educated in primary school, however, the infant mortality rate was significantly lower, at 80 per thousand
21	**YES**	In the late 1970s, the infant mortality rate for the children of illiterate mothers was around 110 deaths per thousand live births In 1985, after the National Literacy Crusade had ended, the infant mortality figures for those who remained illiterate and for those educated in primary school remained more or less unchanged
22	**YES**	In the late 1970s, the infant mortality rate for the children of illiterate mothers was around 110 deaths per thousand live births. At this point in their lives, those mothers who later went on to learn to read had a similar level of child mortality (105/1000). For women educated in primary school, however, the infant mortality rate was significantly lower, at 80 per thousand In 1985, after the National Literacy Crusade had ended, the infant mortality figures for those who remained illiterate and for those educated in primary school remained more or less unchanged. For those women who learnt to read through the campaign, the infant mortality rate was 84 per thousand, an impressive 21 points lower than for those women who were still illiterate
23	**NO**	For women educated in primary school, however, the infant mortality rate was significantly lower, at 80 per thousand For those women who learnt to read through the campaign, the infant mortality rate was 84 per thousand, an impressive 21 points lower than for those women who were still illiterate
24	**NOT GIVEN**	The children of the newly-literate mothers were also better nourished than those of women who could not read
25	**C / E**	The results of the study lend support to the World Bank's recommendation that education budgets in developing countries should be increased, not just to help their economies, but also to improve child health 'But we thought that even if we started educating girls today, we'd have to wait a generation for the pay-off. The Nicaraguan study suggests we may be able to bypass that.'
26	**C / E**	The results of the study lend support to the World Bank's recommendation that education budgets in developing countries

#	Answer	Explanation
		should be increased, not just to help their economies, but also to improve child health ‘But we thought that even if we started educating girls today, we’d have to wait a generation for the pay-off. The Nicaraguan study suggests we may be able to bypass that.’
27	**iv**	A survey I conducted with Irene Whitney found that in British primary schools up to a quarter of pupils reported experience of bullying, which in about one in ten cases was persistent. There was less bullying in secondary schools, with about one in twenty-five suffering persistent bullying, but these cases may be particularly recalcitrant
28	**vi**	Bullying is clearly unpleasant, and can make the child experiencing it feel unworthy and depressed. In extreme cases it can even lead to suicide, though this is thankfully rare. Victimised pupils are more likely to experience difficulties with interpersonal relationships as adults, while children who persistently bully are more likely to grow up to be physically violent, and convicted of anti-social offences
29	**v**	Perhaps as a consequence, schools would often deny the problem. ‘There is no bullying at this school’ has been a common refrain, almost certainly untrue. Fortunately more schools are now saying: ‘There is not much bullying here, but when it occurs we have a clear policy for dealing with it.’
30	**vii**	Three factors are involved in this change. First is an awareness of the severity of the problem. Second, a number of resources to help tackle bullying have become available in Britain Third, there is evidence that these materials work, and that schools can achieve something
31	**B**	There was less bullying in secondary schools, with about one in twenty-five suffering persistent bullying, but these cases may be particularly recalcitrant
32	**D**	Victimised pupils are more likely to experience difficulties with interpersonal relationships as adults
33	**D**	Until recently, not much was known about the topic, and little help was available to teachers to deal with bullying. Perhaps as a consequence, schools would often deny the problem. ‘There is no bullying at this school’ has been a common refrain, almost certainly untrue
34	**A**	In Norway, after an intervention campaign was introduced nationally, an evaluation of forty-two schools suggested that, over a two-year period, bullying was halved

#	Answer	Explanation
35	**policy**	Evidence suggests that a key step is to develop a policy on bullying, saying clearly what is meant by bullying, and giving explicit guidelines on what will be done if it occurs, what records will be kept, who will be informed, what sanctions will be employed
36	**(explicit) guidelines**	Evidence suggests that a key step is to develop a policy on bullying, saying clearly what is meant by bullying, and giving explicit guidelines on what will be done if it occurs, what records will be kept, who will be informed, what sanctions will be employed
37	**(school) curriculum**	There are ways of dealing with the topic through the curriculum, using video, drama and literature But curriculum work alone may only have short-term effects; it should be an addition to policy work, not a substitute
38	**victims**	Assertiveness training for pupils who are liable to be victims is worthwhile, and certain approaches to group bullying such as 'no blame', can be useful in changing the behaviour of bullying pupils without confronting them directly, although other sanctions may be needed for those who continue with persistent bullying
39	**playful fighting**	One helpful step is to train lunchtime supervisors to distinguish bullying from playful fighting, and help them break up conflicts
40	**D**	Perhaps as a consequence, schools would often deny the problem. 'There is no bullying at this school' has been a common refrain, almost certainly untrue. Fortunately more schools are now saying: 'There is not much bullying here, but when it occurs we have a clear policy for dealing with it.' With these developments, schools can expect that at least the most serious kinds of bullying can largely be prevented

Cambridge IELTS 06 Academic Listening Test 1

PART 1 — QUESTIONS

Part 1 Audio: https://ielts-listening-audio.engnovatemedia.com/3172208-cambridge-ielts-06-academic-listening-test-1-1.mp3

Questions 1-4

Complete the notes below.

Write NO MORE THAN THREE WORDS for each answer.

Notes on sports club

Example Name of club:	Answer Kingswell
Facilities available:	Golf **1** _____ **2** _____
Classes available:	• Kick-boxing • **3** _____
Additional facility:	**4** _____ (restaurant opening soon)

Questions 5-8

Complete the table below.

Write NO MORE THAN TWO NUMBERS for each answer.

Type	Use of facilities	Cost of classes	Times	Joining fee	Annual subscription fee
GOLD	All	Free	Any time	£250	£ **5** _____

SILVER	All	£ **6** _____	from 10 am to **7** _____ pm	£225	£300
BRONZE	Restricted	£3	from 10.30 to 3.30 weekdays only	£50	£ **8** _____

Questions 9-10

Complete the sentences below.

Write ONE WORD ONLY for each answer.

- To join the centre, you need to book an instructor's **9** _____.
- To book a trial session, speak to David **10** _____ (0458 95311).

PART 2 — QUESTIONS

Part 2 Audio: https://ielts-listening-audio.engnovatemedia.com/3172212-cambridge-ielts-06-academic-listening-test-1-2.mp3

Questions 11-16

What change has been made to each part of the theatre?

Choose SIX answers from the box and write the correct letter, A-G, next to questions 11-16.

A. doubled in number

B. given separate entrance

C. reduced in number

D. increased in size

E. replaced

F. strengthened

G. temporarily closed

11 box office _____

12 shop _____

13 ordinary seats _____

14 seats for wheelchair users _____

15 lifts _____

16 dressing rooms _____

Questions 17-20

Complete the table below.

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

Play	Dates	Starting time	Tickets available	Price

Royal Hunt of the Sun	October 13th to **17** _____	**18** _____ pm	for Monday and **19** _____	£ **20** _____

PART 3 — QUESTIONS

Part 3 Audio: https://ielts-listening-audio.engnovatemedia.com/3172211-cambridge-ielts-06-academic-listening-test-1-3.mp3

Questions 21-21

Choose the correct letter, A, B or C.

21 What is Brian going to do before the course starts?

- **A** ○ attend a class
- **B** ○ write a report
- **C** ○ read a book

Questions 22-25

Complete the table below.

Write NO MORE THAN TWO WORDS for each answer.

College Facility	Information
Refectory	inform them **22** _____ about special dietary requirements
23 _____	long waiting list, apply now
Careers advice	drop-in centre for information
Fitness centre	reduced **24** _____ for students
Library	includes books, journals, equipment room containing audio-visual materials
Computers	ask your **25** _____ to arrange a password with the technical support team

Questions 26-30

Complete the summary below.

Write NO MORE THAN TWO WORDS for each answer.

Business Centre

The Business Resource Centre contains materials such as books and manuals to be used for training. It is possible to hire **26** _____ and **27** _____. There are materials for working on study skills (e.g. **28** _____) and other subjects include finance and **29** _____.

30 _____ membership costs £50 per year.

PART 4 — QUESTIONS

Part 4 Audio: https://ielts-listening-audio.engnovatemedia.com/3172210-cambridge-ielts-06-academic-listening-test-1-4.mp3

Questions 31-37

Complete the table below.

Write NO MORE THAN TWO WORDS for each answer.

Social history of the East End of London

Period	Situation
1st-4th centuries	Produce from the area was used to **31** _____ the people of London.
5th-10th centuries	New technology allowed the production of goods made of metal and **32** _____.
11th century	Lack of **33** _____ in the East End encouraged the growth of businesses.
16th century	Construction of facilities for the building of **34** _____ stimulated international trade. Agricultural workers came from other parts of **35** _____ to look for work.
17th century	Marshes were drained to provide land that could be **36** _____ on.
19th century	Inhabitants lived in conditions of great **37** _____ with very poor sanitation.

Questions 38-40

Choose THREE letters, A-G.

38 **39** **40** Which THREE of the following problems are mentioned in connection with 20th century housing in the East End?

- **A** ☐ unsympathetic landlords
- **B** ☐ unclean water
- **C** ☐ heating problems
- **D** ☐ high rents
- **E** ☐ overcrowding
- **F** ☐ poor standards of building
- **G** ☐ houses catching fire

Transcripts

Part 1

WOMAN: Good morning, oh sorry, it's gone 12, I'll start again, good afternoon, Kingswell Sports Club, how can I help you?

MAN: Oh, good afternoon. I was wondering if you could give me some information about membership and facilities.

WOMAN: Of course. What would you like to know?

MAN: Do you have tennis courts, for example?

WOMAN: No, I'm afraid we don't. We're primarily a golf club.

MAN: What about football? I heard you had a team.

WOMAN: No, I'm sorry. Perhaps you're thinking about Fresham Sports Centre.

MAN: Oh, right. I know it. I've played badminton there.

WOMAN: Have you? They've got a lot of facilities we don't have and vice versa. We do have a keep-fit studio, which is very popular with members, and then as well as that there's swimming, of course.

MAN: That's good. I like to swim every day.

WOMAN: We have a range of classes too.

MAN: Do you have judo classes? I'm keen to learn.

WOMAN: Well, at the moment we offer kick-boxing. We're planning to add judo and stretch classes soon. We're currently running a range of yoga classes, too.

MAN: What about relaxing after exercise? I assume you have a restaurant or something.

WOMAN: At the moment, we've got a salad bar which is very popular. We'll also have a fully-licensed restaurant by the end of the year.

MAN: Sounds good!

WOMAN: What kind of membership are you interested in?

MAN: Um I'm not really sure. What are the options?

WOMAN: Well, there are three different membership schemes.

MAN: I see. What's the difference?

WOMAN: Well, the first one's called Gold, and you can use all the facilities at any time of the day or week. You can also join in as many classes as you like for free.

MAN: That sounds good. Is it very expensive?

WOMAN: Well, you pay a £250 joining fee and then it's £450 - oh no, I'm sorry, it's just gone up by £50, sorry about that - it's now £500 for the annual subscription fee.

MAN: Right, got that. And what's the next type?

WOMAN: Well, that's Silver - it's the same as Gold except you have to pay a small fee of £1.00 per lesson for any you do and you can only use the centre at certain times.

MAN: I see. So when exactly?

WOMAN: You can only use the facilities between 10 am and 4.30 pm.

MAN: So I couldn't use the pool at 8 in the morning or evening, then?

WOMAN: That's right.

MAN: OK. And the price for that? Is the joining fee the same as for Gold?

WOMAN: Actually, it's slightly less than the £250 - it's £225, but the annual fee is only £300. Does that sound more like what you want?

MAN: Well, it's still rather more expensive than I thought. I'm a student here in England and I'm only here for six months.

WOMAN: Ah, then the Bronze scheme would probably suit you best.

MAN: How is that different?

WOMAN: Well, some of the facilities have restricted use.

MAN: And do I have to pay for classes?

WOMAN: Yes, it's £3 for each class you join.

MAN: I see. And what are the hours then?

WOMAN: Between 10.30 and 3.30 weekdays only and you pay a £50 joining fee. The annual fee is £180 - it works out at £15 a month, so that would be quite a lot cheaper.

MAN: Oh, that should be all right. I could come in my free periods. What do I have to do if I want to join?

WOMAN: Well, we book you in for an assessment with an instructor, who will show you how to use all the equipment. If you want to organise a trial session and look around the centre, you'll need to speak to David Kynchley.

MAN: Hmm. Could you spell that please?

WOMAN: Yes, David K-Y-N-C-H-L-E-Y. I'll give you his direct line number. It's oh-four-five-eight-nine-five-three-double one.

MAN: Thanks.

WOMAN: Thank you for calling Kingswell Sports Club.

Part 2

MAN: And here on Radio Rivenden we have Lynne Rawley, the Public Relations Officer of our own Rivenden City Theatre. Hello, Lynne.

LYNNE: Hello.

MAN: Now, the theatre is reopening soon after its three-year redevelopment programme, isn't it?

LYNNE: That's right, and there are a lot of improvements. The first thing people will see when they go in is that the foyer has been repainted in the original green and gold. Then the box office has been reoriented, with its own access from the side of the building instead of through the foyer, which means it can be open longer hours, and has more space, too. The shop that used to be in the foyer, which sold books and CDs, is the one part of the redevelopment which isn't yet complete. The plan is to find new premises for it near the theatre, and we've had difficulty finding somewhere suitable. We hope to reopen the shop in the next few months.

MAN: Will audiences find any difference in the auditorium?

LYNNE: Yes, we've increased the leg-room between the rows. This means that there are now fewer seats but we're sure audiences will be much happier. And we've installed air conditioning, so it won't get so hot and stuffy. We already had a few seats which were suitable for wheelchair users, and now there are twice as many, which we hope will meet demand. Something else that will benefit audiences is the new lifts. The two we used to have were very small and slow. They've now gone, and we've got much more efficient ones.

MAN: Anything for the performers?

LYNNE: Yes, we've made a number of improvements backstage. The small, dark dressing rooms we used to have have been converted into two large airy rooms, so they're much more comfortable now. And the state-of-the-art electronic sound and lighting systems have been installed.

MAN: OK, so what's the first play that audiences can see when the theatre reopens?

LYNNE: We've got a very exciting production of Peter Shaffer's Royal Hunt of the Sun, which is currently touring the country. That starts on October the 13th and runs till the 19th. We're experimenting a bit with the time the curtain goes up. We used to start all our performances at 7.30, but that made it difficult for people to go home by public transport, so instead we're beginning at 7, because at 9.45, when it finishes, there are still buses running. Tickets are already selling fast. The Friday and Saturday performances sold out almost immediately and, in fact, now there are only tickets for Monday and Thursday.

MAN: How much are they?

LYNNE: We've introduced a simpler price structure. Ticket prices used to range from £6 to £30 but now they're all £18. They're available from the box office, in person, by phone, fax or post, or online.

MAN: OK, Lynne, now if you'd like to give the contact details for the theatre . . .

Part 3

TUTOR: Hello, can I help you?

BRIAN: I was told to come here, because I'd like to talk to someone about taking a management course.

TUTOR: Right. I'm one of the tutors, so I should be able to help you.

BRIAN: Oh, good. My name's Brian Ardley. I've decided to enrol on a part-time management course. A friend of mine took one last year, and recommended it to me.

TUTOR: Right.

BRIAN: Is there anything I should do before the course, like reading or anything?

TUTOR: We prefer to integrate reading with the course, so we don't give out a reading list in advance. But we like people to write a case study, describing an organisation they know.

BRIAN: I've already done that, as my friends told me you wanted one. But would it be possible to sit in on a teaching session, to see what it's like? I haven't been a student for quite a while.

TUTOR: Fine. Just let me know which date, and I'll arrange it with the tutor.

BRIAN: Now, could I ask you about the college facilities, please?

TUTOR: Anything in particular?

BRIAN: Well, the course is one day a week, all day, isn't it? So presumably it's possible to buy food?

TUTOR: Yes, the refectory's open all day.

BRIAN: Does it cater for special diets? I have some food allergies.

TUTOR: Provided you warn the refectory in advance, it won't be a problem.

BRIAN: Good. What about facilities for young children? I'd like to bring my daughter here while I'm studying.

TUTOR: How old is she?

BRIAN: Three.

TUTOR: Then she's eligible to join the nursery, which is supervised by a qualified Nursery Nurse. The waiting list for a place is quite long though, so you ought to apply now.

BRIAN: OK.

TUTOR: I don't know if our careers advice service would be of any interest to you?

BRIAN: Yes, it might help me decide how to develop my career after the course.

TUTOR: The centre has a lot of reference materials, and staff qualified to give guidance on a one-to-one basis.

BRIAN: I noticed a fitness centre next to the college. Is that for students?

TUTOR: It's open to everyone, but students pay an annual fee that's much less than the general public pay.

BRIAN: And presumably the college library stocks newspapers and journals, as well as books?

TUTOR: Yes, and there's also an audio-visual room, for viewing and listening to videos, cassettes, and so on.

BRIAN: Is there also access to computers?

TUTOR: Yes, your tutor will need to arrange with the technical support team for you to get a password, so ask him or her about it when you start the course.

BRIAN: OK.

TUTOR: By the way, do you know about our Business Centre?

BRIAN: No. What's that?

TUTOR: It's a training resource - a collection of materials for people to study on their own, or use in their own organisations.

BRIAN: Uhuh. You mean books and videos?

TUTOR: Yes, and manuals for self-study. Plus a lot of computer-based materials, so people can work through them at their own speed, and repeat anything they aren't sure about. And you can hire laptops to use in your own home or workplace as well as printers that you can take away.

BRIAN: Does it have anything that I could use to improve my study skills? I don't have much idea about report writing, and I'm sure I'll need it on the course.

TUTOR: Oh yes, there's plenty of useful material. Just ask one of the staff.

BRIAN: Does the centre cover all the main areas of business?

TUTOR: Yes, topics like finance, and of course marketing - that's a popular one. Local managers seem to queue up to borrow the videos!

BRIAN: So it isn't just for students, then?

TUTOR: No, it's for members only, but anyone can join.

BRIAN: How much does it cost?

TUTOR: £100 a year for a company, and £50 for an individual, with no discount for students, I'm afraid.

BRIAN: That's very helpful. Well, I think that's all. I'd better go home and fill in the enrolment form. Thanks for all your help.

TUTOR: You're welcome. Goodbye.

BRIAN: Goodbye.

Part 4

In the last few weeks, we've been looking at various aspects of the social history of London, and this morning we're continuing with a look at life in the area called the East End. I'll start with a brief history of the district, and then focus on life in the first half of the twentieth century.

Back in the first to the fourth centuries AD, when the Romans controlled England, London grew into a town of 45,000 people, and what's now the East End - the area by the river Thames, and along the road heading north-east from London to the coast - consisted of farmland with crops and livestock which helped to feed that population.

The Romans left in 410, at the beginning of the fifth century, and from then onwards the country suffered a series of invasions by tribes from present-day Germany and Denmark, the Angles, Saxons and Jutes, many of whom settled in the East End. The technology they introduced meant that metal and leather goods were produced there for the first time. And as the East End was by the river, ships could transport goods between there and foreign markets.

In the eleventh century, in 1066 to be precise, the Normans conquered England, and during the next few centuries London became one of the most powerful and prosperous cities in Europe. The East End benefited from this, and because there were fewer restrictions there than in the city itself, plenty of newcomers settled there from abroad, bringing their skills as workers, merchants or money-lenders during the next few hundred years.

In the sixteenth century the first dock was dug where ships were constructed, eventually making the East End the focus of massive international trade. And in the late sixteenth century, when much of the rest of England was suffering economically, a lot of agricultural workers came to the East End to look for alternative work.

In the seventeenth century, the East End was still a series of separate, semi-rural settlements. There was a shortage of accommodation, so marshland was drained and built on to house the large numbers of people now living there.

By the nineteenth century London was the busiest port in the world, and this became the main source of employment in the East End. Those who could afford to live in more pleasant surroundings moved out, and the area became one where the vast majority of people lived in extreme poverty, and suffered from appalling sanitary conditions.

That brief outline takes us to the beginning of the twentieth century, and now we'll turn to housing.

At the beginning of the century, living conditions for the majority of working people in East London were very basic indeed. Houses were crowded closely together and usually very badly built, because there was no regulation. But the poor and needy were attracted by the possibility of work, and they had to be housed. It was the availability, rather than the condition, of the housing that was the major concern for tenants and landlords alike.

Few houses had electricity at this time, so other sources of power were used, like coal for the fires which heated perhaps just one room. Of course, the smoke from these contributed a great deal to the air pollution for which London used to be famous.

A tiny, damp, unhealthy house like this might well be occupied by two full families, possibly including several children, grandparents, aunts and uncles.

Now, before I go on to health implications of this way of life, I'll say something about food and nutrition.

Answer Key

#	Answer	Explanation
1	**(a) keep-fit (studio)**	We do have a keep-fit studio, which is very popular with members, and then as well as that there's swimming, of course
2	**swimming**	We do have a keep-fit studio, which is very popular with members, and then as well as that there's swimming, of course
3	**yoga (classes)**	Well, at the moment we offer kick-boxing. We're planning to add judo and stretch classes soon. We're currently running a range of yoga classes, too
4	**(a) salad bar**	At the moment, we've got a salad bar which is very popular. We'll also have a fully-licensed restaurant by the end of the year
5	**500**	Well, you pay a £250 joining fee and then it's £450 – oh no, I'm sorry, it's just gone up by £50, sorry about that – it's now £500 for the annual subscription fee
6	**1**	Well, that's Silver – it's the same as Gold except you have to pay a small fee of £1.00 per lesson for any you do and you can only use the centre at certain times
7	**4.30/4:30**	You can only use the facilities between 10 am and 4.30 pm
8	**180**	Between 10.30 and 3.30 weekdays only and you pay a £50 joining fee. The annual fee is £180 – it works out at £15 a month, so that would be quite a lot cheaper
9	**assessment**	Well, we book you in for an assessment with an instructor, who will show you how to use all the equipment
10	**Kynchley**	If you want to organise a trial session and look around the centre, you'll need to speak to David Kynchley.MAN: Hmm. Could you spell that please?WOMAN: Yes, David K-Y-N-C-H-L-E-Y
11	**B**	Then the box office has been reoriented, with its own access from the side of the building instead of through the foyer, which means it can be open longer hours, and has more space, too
12	**G**	The shop that used to be in the foyer, which sold books and CDs, is the one part of the redevelopment which isn't yet complete. The plan is to find new premises for it near the theatre, and we've had difficulty finding somewhere suitable. We hope to reopen the shop in the next few months

#	Answer	Explanation
13	**C**	Yes, we've increased the leg-room between the rows. This means that there are now fewer seats but we're sure audiences will be much happier
14	**A**	We already had a few seats which were suitable for wheelchair users, and now there are twice as many, which we hope will meet demand
15	**E**	Something else that will benefit audiences is the new lifts. The two we used to have were very small and slow. They've now gone, and we've got much more efficient ones
16	**D**	The small, dark dressing rooms we used to have have been converted into two large airy rooms, so they're much more comfortable now
17	**October (the) 19th / (the) 19th**	That starts on October the 13th and runs till the 19th
18	**7**	We used to start all our performances at 7.30, but that made it difficult for people to go home by public transport, so instead we're beginning at 7, because at 9.45, when it finishes, there are still buses running
19	**Thursday**	The Friday and Saturday performances sold out almost immediately and, in fact, now there are only tickets for Monday and Thursday
20	**18**	We've introduced a simpler price structure. Ticket prices used to range from £6 to £30 but now they're all £18
21	**A**	But would it be possible to sit in on a teaching session, to see what it's like? I haven't been a student for quite a while.TUTOR: Fine. Just let me know which date, and I'll arrange it with the tutor
22	**in advance**	Provided you warn the refectory in advance, it won't be a problem
23	**nursery**	TUTOR: Then she's eligible to join the nursery, which is supervised by a qualified Nursery Nurse. The waiting list for a place is quite long though, so you ought to apply now
24	**annual fee**	It's open to everyone, but students pay an annual fee that's much less than the general public pay
25	**tutor**	Yes, your tutor will need to arrange with the technical support team for you to get a password, so ask him or her about it when you start the course
26	**laptops**	And you can hire laptops to use in your own home or workplace as well as printers that you can take away

#	Answer	Explanation
27	**printers**	And you can hire laptops to use in your own home or workplace as well as printers that you can take away
28	**report writing**	Does it have anything that I could use to improve my study skills? I don't have much idea about report writing, and I'm sure I'll need it on the course
29	**marketing**	Yes, topics like finance, and of course marketing – that's a popular one
30	**Individual**	£100 a year for a company, and £50 for an individual, with no discount for students, I'm afraid
31	**feed**	what's now the East End – the area by the river Thames, and along the road heading north-east from London to the coast – consisted of farmland with crops and livestock which helped to feed that population
32	**leather**	The technology they introduced meant that metal and leather goods were produced there for the first time
33	**restrictions**	The East End benefited from this, and because there were fewer restrictions there than in the city itself, plenty of newcomers settled there from abroad, bringing their skills as workers, merchants or money-lenders during the next few hundred years
34	**ships**	In the sixteenth century the first dock was dug where ships were constructed, eventually making the East End the focus of massive international trade
35	**England**	And in the late sixteenth century, when much of the rest of England was suffering economically, a lot of agricultural workers came to the East End to look for alternative work
36	**built**	In the seventeenth century, the East End was still a series of separate, semi-rural settlements. There was a shortage of accommodation, so marshland was drained and built on to house the large numbers of people now living there
37	**poverty**	By the nineteenth century London was the busiest port in the world, and this became the main source of employment in the East End. Those who could afford to live in more pleasant surroundings moved out, and the area became one where the vast majority of people lived in extreme poverty, and suffered from appalling sanitary conditions

#	Answer	Explanation
38	**C / E / F**	Houses were crowded closely together and usually very badly built, because there was no regulation. But the poor and needy were attracted by the possibility of work, and they had to be housed. It was the availability, rather than the condition, of the housing that was the major concern for tenants and landlords alike. Few houses had electricity at this time, so other sources of power were used, like coal for the fires which heated perhaps just one room. Of course, the smoke from these contributed a great deal to the air pollution for which London used to be famous. A tiny, damp, unhealthy house like this might well be occupied by two full families, possibly including several children, grandparents, aunts and uncles
39	**C / E / F**	Houses were crowded closely together and usually very badly built, because there was no regulation. But the poor and needy were attracted by the possibility of work, and they had to be housed. It was the availability, rather than the condition, of the housing that was the major concern for tenants and landlords alike. Few houses had electricity at this time, so other sources of power were used, like coal for the fires which heated perhaps just one room. Of course, the smoke from these contributed a great deal to the air pollution for which London used to be famous. A tiny, damp, unhealthy house like this might well be occupied by two full families, possibly including several children, grandparents, aunts and uncles
40	**C / E / F**	Houses were crowded closely together and usually very badly built, because there was no regulation. But the poor and needy were attracted by the possibility of work, and they had to be housed. It was the availability, rather than the condition, of the housing that was the major concern for tenants and landlords alike. Few houses had electricity at this time, so other sources of power were used, like coal for the fires which heated perhaps just one room. Of course, the smoke from these contributed a great deal to the air pollution for which London used to be famous. A tiny, damp, unhealthy house like this might well be occupied by two full families, possibly including several children, grandparents, aunts and uncles

Cambridge IELTS 06 Academic Listening Test 2

PART 1 — QUESTIONS

Part 1 Audio: https://ielts-listening-audio.engnovatemedia.com/3172213-cambridge-ielts-06-academic-listening-test-2-1.mp3

Questions 1-5

Complete the notes below.

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

CHILDREN'S ART AND CRAFT WORKSHOPS

- Adults must accompany children under [1] _____
- Cost: £2.50
- Workshops held in: Winter House, [2] _____ Street
- Security device: must push the [3] _____ to open door
- Should leave car behind the [4] _____
- Book workshops by phoning the [5] _____ (on 200765)

Questions 6-10

Complete the table below.

Write NO MORE THAN TWO WORDS for each answer.

Next two workshops

Date	Workshop title	Children should bring	Please advise them to
16/11	'Building [6] _____'	[7] _____	[8] _____
23/11	'[9] _____'	(Nothing special)	[10] _____

PART 2 — QUESTIONS

Part 2 Audio: https://ielts-listening-audio.engnovatemedia.com/3172216-cambridge-ielts-06-academic-listening-test-2-2.mp3

Questions 11-14

Complete the sentences below.

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

- Local services depart from **11** _____ railway station.
- National services depart from the **12** _____ railway station.
- Trains for London depart every **13** _____ each day during the week.
- The price of a first class ticket includes **14** _____ .

Questions 15-17

Complete the table below.

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

Type of ticket	Details
Standard open	no restrictions
Supersave	travel after 8.45
Special	travel after **15** _____ and at weekends
16 _____	buy at least six days ahead limited numbers **17** _____ essential

Questions 18-20

Choose THREE letters, A-G.

18 **19** **20** Which THREE attractions can you visit at present by train from Trebirch?

- **A** ☐ a science museum
- **B** ☐ a theme park
- **C** ☐ a climbing wall
- **D** ☐ a mining museum
- **E** ☐ an aquarium
- **F** ☐ a castle
- **G** ☐ a zoo

PART 3 — QUESTIONS

Part 3 Audio: https://ielts-listening-audio.engnovatemedia.com/3172215-cambridge-ielts-06-academic-listening-test-2-3.mp3

Questions 21-30

Complete the tables below.

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

Dissertation Tutorial Record (Education)

Name: Sandy Gibbons

Targets previously agreed	Work completed	Further action suggested
Investigate suitable data analysis software	- Read IT **21** _____ - Spoken to Jane Prince, Head of the **22** _____	Sign up for some software practice sessions
Prepare a **23** _____ for survey	- Completed and sent for review	Add questions in section three on **24** _____
Further reading about discipline	- Read Banerjee - N.B. Couldn't find Ericsson's essays on managing the **25** _____	Obtain from library through special loans service

New Targets	Specific suggestions	Timing
Do further work on Chapter 1 (Give the title: Context **26** _____)	- Add statistics on the **27** _____ in various zones - Include more references to works dated after **28** _____	By the **29** _____
Prepare list of main sections for Chapter 2	- Use index cards to help in organisation	Before starting the **30** _____

PART 4 — QUESTIONS

Part 4 Audio: https://ielts-listening-audio.engnovatemedia.com/3172214-cambridge-ielts-06-academic-listening-test-2-4.mp3

Questions 31-37

Choose the correct letter, A, B or C.

The history of moving pictures

31 Some photographs of a horse running showed

- **A** ○ all feet off the ground.
- **B** ○ at least one foot on the ground.
- **C** ○ two feet off the ground.

32 The Scotsman employed by Edison

- **A** ○ designed a system to use the technology Edison had invented.
- **B** ○ used available technology to make a new system.
- **C** ○ was already an expert in motion picture technology.

33 One major problem with the first system was that

- **A** ○ only one person could be filmed.
- **B** ○ people could only see very short films.
- **C** ○ the camera was very heavy.

34 Rival systems started to appear in Europe after people had

- **A** ○ been told about the American system.
- **B** ○ seen the American system.
- **C** ○ used the American system.

35 In 1895, a famous new system was developed by

- **A** ○ a French team working alone.
- **B** ○ a French and German team working together.
- **C** ○ a German team who invented the word 'cinema'.

36 Longer films were not made at the time because of problems involving

- **A** ○ the subject matter.
- **B** ○ the camera.
- **C** ○ the film projector.

37 The 'Lantham Loop' invention relied on

- **A** ○ removing tension between the film reels.
- **B** ○ adding three more film reels to the system.
- **C** ○ making one of the film reels more effective.

Questions 38-40

Complete the sentences below.

Write NO MORE THAN THREE WORDS for each answer.

- The first motion picture was called The **38** _____ .
- **39** _____ were used for the first time on film in 1926.
- Subtitles were added to The Lights of New York because of its **40** _____ .

Transcripts

Part 1

MAN: Good morning, Synmouth Museum. Can I help you?

WOMAN: Oh yes. Good morning. I'm interested in the children's workshops and I'd like a little more information, please.

MAN: Do you mean the Art and Craft workshops?

WOMAN: Yes. A friend of a friend mentioned them - the children do painting and make models and so forth.

MAN: Yes, of course. Um, where to begin? First of all, as you probably know, they run every Saturday.

WOMAN: Fine. And what about ages?

MAN: Well, all ages from five upwards are welcome, though we do ask that children below eight years of age are accompanied by an adult.

WOMAN: Fine. That wouldn't be a problem. What about cost?

MAN: Well, I think you'll find them very reasonable. It's £2.50 a child, with 80 pence off for two or more children from the same family.

WOMAN: Oh yes, very reasonable. And are they held in the main museum?

MAN: Not exactly. They're nearby.

WOMAN: Could you give me the full address? I don't know the area very well.

MAN: Yes, it's Winter House.

WOMAN: Right.

MAN: And that's in Tamer Street.

WOMAN: Could you spell that please?

MAN: Yes, T-A-M-E-R Street.

WOMAN: Lovely.

MAN: And I do need to tell you that there's a security entrance, so you need to press the green button for someone to let you in. Don't press the red button please, but don't worry, it's all clearly labelled.

WOMAN: OK. And one more question - is parking available nearby? We're driving in from out of town.

MAN: Your best bet is to leave your car at the back of the library - on a Saturday morning there are plenty of spaces there. It's right next door to the museum.

WOMAN: And can I ask about booking places?

MAN: Yes, and I must tell you, you really should book by calling the education department here.

WOMAN: Oh, I'm sorry, should I have rung them instead of the main museum number?

MAN: No, that's fine this time, please don't worry. But for future reference, I'll give you the direct number. It's two hundred-seven-six-five.

WOMAN: Great, I've got that.

MAN: But I'm very happy to give you information about the next two workshops. On Saturday the 16th there's Building Castles.

WOMAN: Oh, sounds great!

MAN: This involves quite a bit of glue, so just make sure the kids are in old clothes.

WOMAN: I know, ones I don't mind getting mucky.

MAN: Exactly. And if possible, could you bring along bottle tops which the children might be able to use in the models, you know, as decoration?

WOMAN: We'll certainly try to find some for you.

MAN: Then the following week ...

WOMAN: That'll be the 23rd, won't it?

MAN: Yes, that's right. On that day, it's what we call Undersea Worlds. This is where they make scenes with fishes, underground caverns and so on.

WOMAN: Is that likely to get very dirty? Lots of paint splashes?

MAN: Not really, so we don't recommend any special clothes for that one. But if you could search out some silver paper to bring along to use in the sessions, you know, it's shiny - it looks like water, that'd be great.

WOMAN: Yes, of course. We'll see what we can come up with. Well, thank you ever so much for all your help. The sessions sound really good and I'll certainly book up for the next two.

MAN: Lovely. Thanks very much for ringing.

WOMAN: Bye.

MAN: Bye-bye.

Part 2

CUSTOMER: Hello. Um my family and I are staying here in Trebirch for a week or two and we wanted to know about the train services. We're hoping to do a few local trips.

RAILPERSON: OK. Well, I can give you lots of details about all the trains going from Trebirch in the South West. This leaflet will be very helpful but I can tell you some of the main things. We've got two main train stations in the town. King Street is for local commuter lines and regional services.

CUSTOMER: What about trains to London? I'll need to go there on business for one day.

RAILPERSON: Then you need to go to Central Station - that's for all the national services. There are regular trains to London. They leave Trebirch every half hour on weekdays and every hour at weekends. It takes about two hours, a bit longer on Sundays. You've got a choice of first and second class and there's a buffet car - though refreshments are included in the cost of a first class ticket.

CUSTOMER: Ah right. Um, and have you got any information on different ticket types?

RAILPERSON: Yes. There's a range of ticket prices depending on when you travel and when you buy your ticket. There's a standard open ticket which doesn't have any restrictions. This can be bought in advance or on the day. You can also get various discounted tickets. A popular one is called the Supersave and, er, this is OK for travel after 8.45. Then there is the Special ticket, which is valid for travel after 10.15. The Special tickets are also valid for travel at weekends. The cheapest tickets are called Advance and you have to buy them at least six days ahead. Only a certain number are available and you have to make seat reservations for these.

CUSTOMER: Thanks. And are there lots of places to go to around here?

RAILPERSON: Oh yes. You can enjoy many days out. Um there's the Merthyr Mining Museum, which is only half an hour from Trebirch by train. Your children will find it just as fascinating as any theme park and they can ride in the original miners' lifts and on the coal trains. There are special excursion tickets which include entrance fees. Mainline trains also offer direct services to Bristol, where you can visit the docks or spend a great day out with the children in the zoo, which is set in the parkland that used to surround the old castle. Er, special family awayday fares are available for this service now during the school holidays. Er, alternatively, you can be in Birmingham in only an hour and a half, where there's lots to see and do including the new and internationally-acclaimed climbing wall built on the site of the old aquarium. We will also be running a special service to Newport when the new science museum opens next year, as we anticipate a lot of visitors in the opening weeks. I'd advise you to call early to book your tickets. Is that OK?

CUSTOMER: Yes, thanks.

Part 3

TUTOR: Hello, Sandy. How have you been getting on with your dissertation?

SANDY: Fine, and I've been working hard on the various action points we agreed on our last tutorial.

TUTOR: Do you want to talk me through what you've done?

SANDY: Yeah, sure. Well, we agreed on three main targets for me to aim for. The first one was to find out about suitable data analysis software.

TUTOR: Yes.

SANDY: And what I decided to do was to look through catalogues specialising in IT.

TUTOR: That's a good idea. What did you come up with?

SANDY: I found the names of two promising ones.

TUTOR: Right.

SANDY: But I also thought it'd be worthwhile talking to a lecturer.

TUTOR: Oh right. Who did you see?

SANDY: Jane Prince. Do you know her? She's in the Computer Centre.

TUTOR: Yes, of course, she's the new Head.

SANDY: Yes. Well, she was very helpful.

TUTOR: Oh, that's good. Did she suggest anything in particular?

SANDY: Yeah. She recommended software called Vivat and said I should book up for a couple of practice sessions using Vivat.

TUTOR: Great. I'm sure you'll find them useful.

SANDY: And, of course, the second target was to draw up a survey checklist which I ...

TUTOR: Yes, you emailed me it last week.

SANDY: Have you had a chance to look ...?

TUTOR: Of course, um I think it's good. Very much on the right lines. I'd say your first two sections are spot on. I wouldn't suggest that you change anything there, but in section three you really do need to have questions on teaching experience.

SANDY: Yeah. I was thinking that section looked a bit short.

TUTOR: Right.

SANDY: And my third target was, do further reading on discipline.

TUTOR: Oh yes. I mentioned a couple of writers, didn't I?

SANDY: Yes, well I got hold of the Banerjee and I thought that was excellent. But I'm afraid I didn't manage to get hold of the essays about classroom management - you know, the ones by Simon Ericsson. The bookshop said it was out of print and the library doesn't have a copy.

TUTOR: Oh right, and I'm afraid I've lent my copy to another student. What I suggest you do is try the library again - this time apply for it through the service called special loans. Have you done that before? You're entitled to six books a year.

SANDY: Yes. No problem. That's what I'll do.

TUTOR: So, lots of useful work done.

TUTOR: So, let's look at some new targets. We'll start by having a chat about your Chapter One. I very much enjoyed reading it. Your written style is very clear and you've included lots of interesting descriptions of education in your target area. I've just got a couple of suggestions for some additional work.

SANDY: Of course. Could I just ask - what do you think I should call it?

TUTOR: Well, I'd go for something like Context Review. What do you think?

SANDY: Well, short and to the point.

TUTOR: Exactly. Now, as regards specific areas to work on, I'd be quite interested to have a few more statistics about the schools in the different zones.

SANDY: Oh, that wouldn't be a problem. I can get them from the Internet.

TUTOR: Great, and although you did make a reference to quite a few different writers, I think you should aim to cite more works written later than 2000.

SANDY: OK. That's more difficult, but I can try. When do you want that done by?

TUTOR: Oh, it's not urgent. Um I should aim for the end of term. But in the meantime, I think you should also be thinking about Chapter Two.

SANDY: Should I be drafting it already?

TUTOR: No, but I think you should note down its main sections.

SANDY: Yes. You know, I always find that the hardest part.

TUTOR: I always find it helpful to put some ideas on index cards.

SANDY: Yeah.

TUTOR: Um ... and then you can sort them, and even lay them out on the floor. It's a real help.

SANDY: Well, I'll certainly try it! When would the deadline be for that?

TUTOR: My advice would be to get it done before you embark upon the research. You can always change it later if you need to.

SANDY: OK. I'll get going on that then.

Part 4

Many believe that the story first began in America in 1877, when two friends were arguing over whether a horse ever had all four feet or hooves off the ground when it galloped. To settle the bet, a photographer was asked to photograph a horse galloping and the bet was settled because you could see that all the hooves were off the ground in some of the photos. What was even more interesting was that if the photos were shown in quick succession the horse looked like it was running - in other words 'moving pictures'.

The person who became interested in taking the moving pictures to its next step was the famous American inventor Thomas Edison. Actually, he didn't do the work himself but rather asked a young Scotsman in his employ to design a system, which he did. Now this young fellow was clever because the first thing he did was study other systems - primitive as they were - of moving pictures and then put all the existing technologies together to make the first entire motion picture system. He designed a camera, a projection device and the film. The system was first shown in New York in 1894 and was really very popular. Apparently people lined up around the block to see the wonderful new invention. There were, however, a couple of problems with the system. The camera weighed over 200 kilograms and only one person at a time could see the film.

Well now, news of the new system in America travelled fast and a number of rival European systems started to appear once people had heard about it. The single problem with all the systems was they couldn't really project the film onto a screen - you know, so more than one person could see it. Then in 1895, three systems were all developed, more or less at the same time and independently of each other. I guess the most famous of these was by the Lumière Brothers from France, and they called their system the cinematographe which of course is where the word cinema comes from. There were also two brothers in Germany who developed a successful system and they called it a bioskop.

Well now, once the problem of projection had been solved, the next challenge for the inventors was to make the films longer and more interesting. A continuing problem at the time was that the films had a tendency to break when they were being played - a problem which was caused by the tension between the two wheels, or 'reels' as they are called, which hold the film. Now this problem was solved by two American brothers. They developed the 'Lantham Loop', which was the simple addition of a third reel between the two main reels, and this took all the tension away with the result that the film stopped snapping.

So now there was a real possibility of having films of more than two or three minutes, and this led to the making of The Great Train Robbery - the very first movie made. It only lasted 11 minutes but was an absolute sensation, and there were cases of people watching the movie and actually fainting when the character fired a gun at the camera! Almost overnight movies became a craze, and by 1905 people in America were lining up to see movies in 'store theatres', as they were called then.

I guess the next big step in terms of development of technology was to have people actually talking on the film, and the first step towards this was in 1926 when sound effects were first used on a film. It wasn't until the following year however that the first 'talkie', as they were called then, was made. This film featured actors speaking only during parts of the film and was called The Jazz Singer, and it wasn't until 1928 that the first all-talking film was produced, and this was called The Lights of New York. Unfortunately, the sound on this early film was not very good and I believe they put subtitles on the film - that is, they printed the dialogue along the bottom of the film to compensate for this poor sound quality. Now, with the addition of sound, moving pictures became far more difficult to make ...

Answer Key

#	Answer	Explanation
1	**8/eight**	Well, all ages from five upwards are welcome, though we do ask that children below eight years of age are accompanied by an adult
2	**(in/on) Tamer**	MAN: Yes, it's Winter House.WOMAN: Right.MAN: And that's in Tamer Street.WOMAN: Could you spell that please?MAN: Yes, T-A-M-E-R Street
3	**green button**	And I do need to tell you that there's a security entrance, so you need to press the green button for someone to let you in
4	**library**	Your best bet is to leave your car at the back of the library – on a Saturday morning there are plenty of spaces there
5	**education department**	Yes, and I must tell you, you really should book by calling the education department here It's two hundred-seven-six-five
6	**castles**	On Saturday the 16th there's Building Castles
7	**old clothes**	This involves quite a bit of glue, so just make sure the kids are in old clothes
8	**bottle tops**	And if possible, could you bring along bottle tops which the children might be able to use in the models, you know, as decoration
9	**Undersea Worlds**	WOMAN: That'll be the 23rd, won't it?MAN: Yes, that's right. On that day, it's what we call Undersea Worlds. This is where they make scenes with fishes, underground caverns and so on
10	**silver paper**	But if you could search out some silver paper to bring along to use in the sessions, you know, it's shiny – it looks like water, that'd be great
11	**King Street**	King Street is for local commuter lines and regional services
12	**central**	Then you need to go to Central Station – that's for all the national services
13	**half hour/30 minutes**	They leave Trebirch every half hour on weekdays and every hour at weekends
14	**refreshments**	You've got a choice of first and second class and there's a buffet car – though refreshments are included in the cost of a first class ticket

#	Answer	Explanation
15	**10.15/10:15**	Then there is the Special ticket, which is valid for travel after 10.15. The Special tickets are also valid for travel at weekends
16	**Advance**	The cheapest tickets are called Advance and you have to buy them at least six days ahead. Only a certain number are available and you have to make seat reservations for these
17	**(seat) reservations**	The cheapest tickets are called Advance and you have to buy them at least six days ahead. Only a certain number are available and you have to make seat reservations for these
18	**C / D / G**	Um there's the Merthyr Mining Museum, which is only half an hour from Trebirch by train Mainline trains also offer direct services to Bristol, where you can visit the docks or spend a great day out with the children in the zoo Er, alternatively, you can be in Birmingham in only an hour and a half, where there's lots to see and do including the new and internationally-acclaimed climbing wall
19	**C / D / G**	Um there's the Merthyr Mining Museum, which is only half an hour from Trebirch by train Mainline trains also offer direct services to Bristol, where you can visit the docks or spend a great day out with the children in the zoo Er, alternatively, you can be in Birmingham in only an hour and a half, where there's lots to see and do including the new and internationally-acclaimed climbing wall
20	**C / D / G**	Um there's the Merthyr Mining Museum, which is only half an hour from Trebirch by train Mainline trains also offer direct services to Bristol, where you can visit the docks or spend a great day out with the children in the zoo Er, alternatively, you can be in Birmingham in only an hour and a half, where there's lots to see and do including the new and internationally-acclaimed climbing wall
21	**catalog(ue)s**	And what I decided to do was to look through catalogues specialising in IT
22	**computer centre/computer center**	Jane Prince. Do you know her? She's in the Computer Centre.TUTOR: Yes, of course, she's the new Head
23	**checklist**	And, of course, the second target was to draw up a survey checklist which I
24	**teaching experience**	but in section three you really do need to have questions on teaching experience
25	**classroom**	But I'm afraid I didn't manage to get hold of the essays about classroom management – you know, the ones by Simon Ericsson

#	Answer	Explanation
26	**review**	SANDY: Of course. Could I just ask – what do you think I should call it?TUTOR: Well, I'd go for something like Context Review. What do you think?SANDY: Well, short and to the point
27	**schools**	Now, as regards specific areas to work on, I'd be quite interested to have a few more statistics about the schools in the different zones
28	**(year) 2000 / (the) year 2000**	Great, and although you did make a reference to quite a few different writers, I think you should aim to cite more works written later than 2000
29	**end of term**	Um I should aim for the end of term
30	**research**	My advice would be to get it done before you embark upon the research
31	**A**	To settle the bet, a photographer was asked to photograph a horse galloping and the bet was settled because you could see that all the hooves were off the ground in some of the photos
32	**B**	Now this young fellow was clever because the first thing he did was study other systems – primitive as they were – of moving pictures and then put all the existing technologies together to make the first entire motion picture system
33	**C**	The camera weighed over 200 kilograms and only one person at a time could see the film
34	**A**	Well now, news of the new system in America travelled fast and a number of rival European systems started to appear once people had heard about it
35	**A**	Then in 1895, three systems were all developed, more or less at the same time and independently of each other. I guess the most famous of these was by the Lumière Brothers from France, and they called their system the cinematographe
36	**C**	A continuing problem at the time was that the films had a tendency to break when they were being played – a problem which was caused by the tension between the two wheels, or 'reels' as they are called, which hold the film
37	**A**	They developed the 'Lantham Loop', which was the simple addition of a third reel between the two main reels, and this took all the tension away with the result that the film stopped snapping
38	**Great Train Robbery**	So now there was a real possibility of having films of more than two or three minutes, and this led to the making of The Great Train Robbery — the very first movie made

#	Answer	Explanation
39	**Sound effects**	the first step towards this was in 1926 when sound effects were first used on a film
40	**poor sound quality**	Unfortunately, the sound on this early film was not very good and I believe they put subtitles on the film – that is, they printed the dialogue along the bottom of the film to compensate for this poor sound quality

Cambridge IELTS 06 Academic Listening Test 3

PART 1 — QUESTIONS

Part 1 Audio: https://ielts-listening-audio.engnovatemedia.com/3172217-cambridge-ielts-06-academic-listening-test-3-1.mp3

Questions 1-10

Complete the form below.

Write ONE WORD AND/OR A NUMBER for each answer.

OPENING A BANK ACCOUNT

Example Application for a	*Answer* Current bank account
Type of current account:	The '[1] _____' account
Full name of applicant:	Pieter Henes
Date of birth:	27/01/[2] _____
Joint account holder(s):	No
Current address:	[3] _____ Exeter
Time at current address:	[4] _____
Previous address:	Rielsdorf 2, Utrecht, Holland
Telephone:	work [5] _____ home 796431
Occupation:	[6] _____
Identity (security):	Name of his [7] _____ : Siti
Opening sum:	€ [8] _____ to be transferred from Fransen Bank, Utrecht
Statements:	Every [9] _____

Requests:	Supply information about the bank's **10** _____ service

PART 2 — QUESTIONS

Part 2 Audio: https://ielts-listening-audio.engnovatemedia.com/3172220-cambridge-ielts-06-academic-listening-test-3-2.mp3

Questions 11-13

Choose the correct letter, A, B or C.

11 When the writer Sebastian George first saw Rosewood House, he

- **A** ○ thought he might rent it.
- **B** ○ felt it was too expensive for him.
- **C** ○ was unsure whether to buy it.

12 Before buying the house, George had

- **A** ○ experienced severe family problems.
- **B** ○ struggled to become a successful author.
- **C** ○ suffered a serious illness.

13 According to the speaker, George viewed Rosewood House as

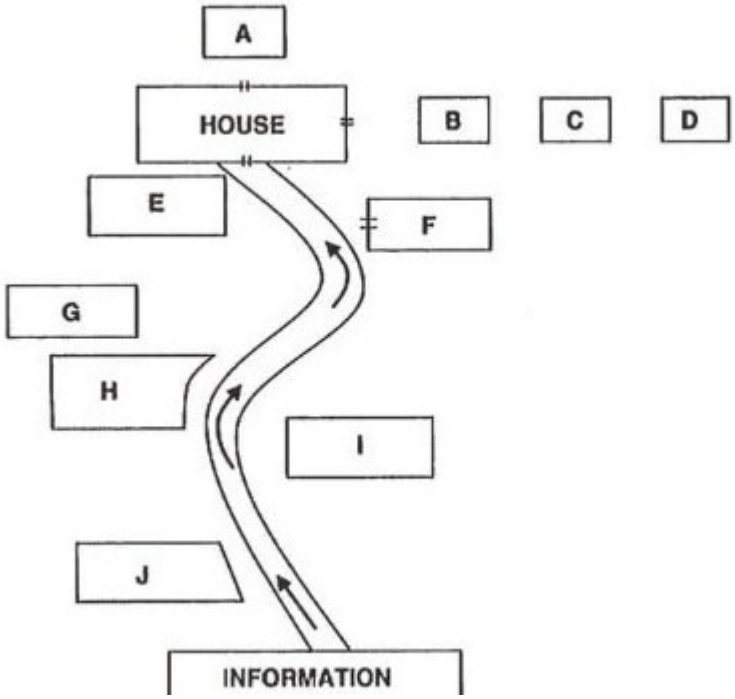
- **A** ○ a rich source of material for his books.
- **B** ○ a way to escape from his work.
- **C** ○ a typical building of the region.

Questions 14-17

Label the map below.

Write the correct letter, A-J, next to questions 14-17.

OLD HOUSE AND GARDENS



	A	B	C	D	E	F	G	H	I	J
14 Pear Alley	○	○	○	○	○	○	○	○	○	○
15 Mulberry Garden	○	○	○	○	○	○	○	○	○	○
16 Shop	○	○	○	○	○	○	○	○	○	○
17 Tea Room	○	○	○	○	○	○	○	○	○	○

Questions 18-20

Complete the sentences below.

Write ONE WORD ONLY for each answer.

- You can walk through the **18** _____ that goes along the river bank.
- You can go over the **19** _____ and then into a wooded area.
- On your way back, you could also go up to the **20** _____ .

PART 3 — QUESTIONS

Part 3 Audio: https://ielts-listening-audio.engnovatemedia.com/3172219-cambridge-ielts-06-academic-listening-test-3-3.mp3

Questions 21-24

Complete the sentences below.

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

- For their assignment, the students must investigate one part of the **21** _____ .
- The method the students must use to collect data is **22** _____ .
- In total, the students must interview **23** _____ people.
- Jack thinks the music preferences of **24** _____ listeners are similar.

Questions 25-30

Complete the notes below.

Write NO MORE THAN TWO WORDS for each answer.

Marketing Survey: Music Preferences

Age group of interviewee

- 25 or under
- 45 or over

Music preferences

- Pop
- **25** _____
- Folk
- Easy listening
- **26** _____

Medium for listening to music

- Radio
- CD

- TV
- **27** _____

Source of music

- Music shops
- **28** _____
- Internet

Places for listening to music

- Disco
- Pub
- **29** _____
- Concert hall
- **30** _____

PART 4 — QUESTIONS

Part 4 Audio: https://ielts-listening-audio.engnovatemedia.com/3172218-cambridge-ielts-06-academic-listening-test-3-4.mp3

Questions 31-34

Choose the correct letter, A, B or C.

31 According to the speaker, it is not clear

- **A** ○ when the farming economy was introduced to Ireland.
- **B** ○ why people began to farm in Ireland.
- **C** ○ where the early Irish farmers came from.

32 What point does the speaker make about breeding animals in Neolithic Ireland?

- **A** ○ Their numbers must have been above a certain level.
- **B** ○ They were under threat from wild animals.
- **C** ○ Some species died out during this period.

33 What does the speaker say about the transportation of animals?

- **A** ○ Livestock would have limited the distance the farmers could sail.
- **B** ○ Neolithic boats were too primitive to have been used.
- **C** ○ Probably only a few breeding animals were imported.

34 What is the main evidence for cereal crops in Neolithic Ireland?

- **A** ○ the remains of burnt grain in pots
- **B** ○ the marks left on pots by grains
- **C** ○ the patterns painted on the surface of pots

Questions 35-40

Complete the sentences below.

Write NO MORE THAN TWO WORDS for each answer.

STONE TOOLS

- Ploughs could either have been pulled by **35** _____ or by cattle.
- The farmers needed homes which were permanent dwellings.
- In the final stages of axe-making, water and **36** _____ were necessary for grinding and polishing.
- Irish axes were exported from Ireland to **37** _____ and England.

POTTERY MAKING

- The colonisers used clay to make pots.
- The **38** _____ of the pots was often polished to make them watertight.
- Clay from **39** _____ areas was generally used.
- Decoration was only put around the **40** _____ of the earliest pots.

Transcripts

Part 1

PIETER: Good morning. I'd like to open a bank account, please.

WOMAN: Certainly. If you'd like to take a seat, I'll just get some details from you. It won't take long.

PIETER: Thanks.

WOMAN: Is it a current account or a deposit account you wanted?

PIETER: A current account.

WOMAN: Right. I've got the application form here then. We have different types - I see you've got our leaflet there.

PIETER: I've decided on the one called 'Select.'

WOMAN: Right, that's fine, so, first of all, can I have your full name please?

PIETER: Yes, it's Pieter Henes. That's P-I-E-T-E-R.

WOMAN: Is it H-E-double N-E-S?

PIETER: Uh, only one N actually. It's a less common spelling of the name.

WOMAN: Oh, right. OK. And what's your date of birth please?

PIETER: The twenty-seventh of the first, nineteen seventy-three.

WOMAN: Right. And will this be a joint account?

PIETER: No, just myself.

WOMAN: OK, fine. And where are you living, Mr Henes?

PIETER: 15 Riverside.

WOMAN: Is that all one word?

PIETER: Yes.

WOMAN: Exeter?

PIETER: Yes.

WOMAN: How long have you been at your present address? Er, is it more than two years?

PIETER: Ah, just two weeks actually. I only arrived in the country a month ago. I'm from Holland.

WOMAN: Oh, that's fine. But we normally ask for a previous address in that case.

PIETER: Oh yes, well, it's Rielsdorf 2. That's R-I-E-L-S-D-O-R-F 2, Utrecht.

WOMAN: Holland. OK. Thank you. Do you have a daytime telephone number?

PIETER: Yes, I think the number at my office is six-oh-six-two-nine-five. Um, just a minute, I'd better check. Oh, no sorry, six-one-six. I'm not used to it yet. Would you like my home number too?

WOMAN: Yes please.

PIETER: It's seven-nine-six-four-three-one.

WOMAN: Are they both local numbers?

PIETER: Yes.

WOMAN: Right. And your occupation?

PIETER: Well, I'm in Britain as a project manager, but that's not my main job. I'm an engineer by profession.

WOMAN: I see. I think I'll put that then. It's shorter! Now we usually ask for a piece of information which we can use to check your identity, for security reasons. You know, if you phone us.

PIETER: Like, erm, my wife's first name?

WOMAN: Mother's might be better. It's less likely to be known.

PIETER: OK. Hers is Siti.

WOMAN: Siti?

PIETER: Yes, S-I-T-I. It's Indonesian.

WOMAN: Fine. And how much would you like to open your account with? We usually ask for a minimum sum of £50. That's about €75.

PIETER: Well, I'm going to transfer €2,000 from my Dutch account, just till I get paid. In fact, I wanted to ask you about that. What's the best way to do it?

WOMAN: It depends which bank you're with.

PIETER: It's the Fransen Bank in Utrecht.

WOMAN: OK, fine. I'll check that in a minute. If we have links with them we can do a direct transfer. But it's not a big problem either way. Um, let's see. How often would you like to receive statements?

PIETER: I haven't really thought. Um, what's the usual thing?

WOMAN: It's up to you. Some people like them weekly.

PIETER: Oh, no, that's too often. Can I have them sent, um, once a month?

WOMAN: Yes, that's fine. Is there anything else?

PIETER: I was thinking of registering for your internet service at some stage.

WOMAN: Oh, yes. Would you like me to send you information about that?

PIETER: Please, yes.

WOMAN: And would you like to receive information about the bank's other services - insurance, loans, anything like that?

PIETER: Hmm, I don't think so, thanks.

WOMAN: That's OK then. And one last thing, if you agree...

Part 2

Welcome, everybody, to the lovely house and gardens of Rosewood, once the home of the famous writer, Sebastian George. He bought the house in 1902 although he had first seen it two years earlier. At that time the owners let it out to a tenant because George was too slow making up his mind to buy it. When it came back on the market, there was no hesitation and he bought it immediately, for £9,300, even though the house had no bathroom, no running water upstairs, and no electricity.

When he came here, he'd been married for ten years. During that time, he'd become one of the most famous writers in the English-speaking world. His professional success was enormous, but his personal life wasn't as successful. He was no longer on speaking terms with his brother and had been devastated by the death at the age of seven of his elder daughter, Josephine.

Moving to Rosewood allowed the family to start a new life. George regarded Rosewood as a pure example of a traditional country house of this part of England and did some of his most successful writing here. The house and its grounds became the family haven and their escape to privacy and quiet. The walls, and the mullioned windows were built of the local sandstone, the tiles on the roofs and the bricks of the chimney stack were baked from local clay, and the wooden structures inside came from oak trees which grow around here.

Now, please look at the map I've given you of the house and gardens. We're here at the Information Centre. Follow the path marked with the arrow and the first area you come to is the orchard on your left.

As you go further down the path, there's the kitchen garden on the right and as you go round the first sharp corner you will find, to your left, an area where different types of pear tree have been planted as well as some lovely flowers, and this is known as Pear Alley - designed by George himself.

Next to this is the greenhouse where some exotic plants and fruits are grown. Follow the path round the second corner and on your right you will see the entrance to the Mulberry Garden with its 500-year-old tree. Past the Mulberry Garden, follow the path until you reach the front of the house. I suggest you spend a good hour wandering around this lovely building. A guide takes visitor groups round every two hours.

If you would like to purchase any of George's books or other souvenirs, then leave the house by the side entrance, where you will find our shop, which is situated between the house and the garage which contains the magnificent old Rolls-Royce car which used to belong to George. I expect by this time you

may also be in need of a rest and some refreshment. Most visitors are, so why don't you visit the tea room on the far side of the garage?

If you have time, there is a lovely walk down towards the River Dudwell. For me, this is the best part of the estate. This isn't on the map but it is all clearly signposted. You cross the field which spreads along the banks of the river. In spring, this area is well worth a visit. Spend a minute or two watching the water pass by underneath as you cross the footbridge, and then continue along the River Walk through the woodland. On a hot summer's day the trees along this path provide welcome shade. Eventually you come to the water mill which used to provide the electricity for the house - only about four hours every evening - in George's time. And, finally, for those of you who would like to see stunning views of the surrounding countryside and who are a little bit more energetic, when you return from the mill take the first turning on your left and climb up to the viewpoint. You won't regret it.

Enjoy your visit!

Part 3

JACK: Lucy, we really need to get working on this marketing assignment. We've only got five weeks left to the end of term to design it, carry it out, and then write up the results.

LUCY: Sure. Well, let's get started right now. Let's go over the instructions. What exactly do we have to do?

JACK: Well, it says here we have to look at one area of the entertainment industry. There's a list of the different types.

LUCY: What are they?

JACK: Music, cinema, theatre, sport, and eating out.

LUCY: Is that all?

JACK: Looks like it.

LUCY: So we choose one branch of the industry and then we look at how two different groups of people use it? Is that right?

JACK: Yes.

LUCY: And do we have to use any particular method to get our data? Can we mail out a questionnaire, or do face-to-face interviews, or maybe even observations?

JACK: Well actually, it looks like we don't have a choice. We have to do telephone interviews.

LUCY: OK, so at least we don't have to waste time deciding between the different methods.

JACK: Yeah, that's right. Oh, and the other requirement is the number of interviewees.

LUCY: Not too many, I hope. Ten? Twenty?

JACK: Well, we have to do two groups, remember, and it looks like we have to interview fifteen for each group.

LUCY: That's thirty altogether then. It's going to take ages.

JACK: Yes, but remember we're working on this together, so we'll only have to do fifteen each.

LUCY: OK, so those are all the requirements?

JACK: Yes, looks like it.

LUCY: So, first, which area are we going to choose? My preference would be cinema, since that's where I spend most of my money.

JACK: Hmm, I don't think that's such a good idea. I don't think there are huge differences in the market there. I mean you get young and old, male and female, rich and poor all going to the same movies.

LUCY: Yeah, maybe you're right. Let's make it music then.

JACK: Right. So, what two groups will we compare and contrast?

LUCY: Male and female?

JACK: No. Most of my female friends like the same music as me. Different age groups would be much more likely to show up differences, I think.

LUCY: Yeah, I suppose you're right again. I'll take some notes, shall I? So ... Age Groups. Well. What do you think? Maybe twenty-five or under for one group, and forty-five or over for the other group? That should show up differences.

JACK: Right.

LUCY: OK. Next. How about the kind of music they like - let's give them some choices and then we can just tick boxes.

JACK: OK. Let's have pop, jazz, folk, easy listening ... What else?

LUCY: Well, we should include classical. Some people like it, you know.

JACK: OK. OK. And then we should have how they listen to music.

LUCY: The medium. Right. Let's include radio, CD - and then I guess there's TV.

JACK: What about concerts? You know, in pubs and halls.

LUCY: Oh yeah, we should include live music of course.

JACK: OK, we're on a roll now! Next point could be about where they actually get their music.

LUCY: You mean like, do they buy it in music shops, or department stores?

JACK: Yes, or download it from the Internet.

LUCY: Right. That could be for recorded music. Then we need another section for live music. Where do they go for that?

JACK: OK. Let's say disco, pub, club, concert hall ...

LUCY: Or opera house! And I guess we should include karaoke bars.

JACK: Not many of them in this city!

LUCY: OK. We'll leave that out then. So, what's left to do?

JACK: That's it. Well, now we can make a time-scale for doing it.

Part 4

Good morning everyone. Last week we were looking at the hunter-gatherers in Ireland, across the Irish Sea from England. Today, we're going to move on to the period between four and six thousand years ago, known as the Neolithic period, which is when a total farming economy was introduced in Ireland.

Now, there are several hypotheses about the origins of the first Neolithic settlers in Ireland, but most of these contain problems. For instance, there are considerable archaeological difficulties about the theory that they came from England. The evidence doesn't really add up. But there are even greater practical problems about the theory that they came directly from continental Europe. For one thing, it's not clear just how sufficient numbers of men and women could have been transported to Ireland to establish a viable population. As you know, the hunter-gatherer economy which existed beforehand was based on small scattered groups. The farming economy would almost certainly have required much larger communities to do all the work needed to plant and tend sufficient crops to sustain them through the year.

The early farmers kept various animals, including cattle and sheep. There's also evidence of pigs, but it is possible that these could have been descended from the native wild species. Now, we know from modern farming that if the level of breeding stock falls below about three hundred females, the future of the species locally is at risk. So we must assume that from the beginnings of Neolithic farming the number of breeding sheep would have considerably exceeded three hundred, and the national cattle herd must have been of a similar size. The question is how these were brought to the area and where they came from.

It's usually suggested that the Neolithic settlers used skin-covered boats to transport livestock. But this method would have severely restricted the range of the colonising fleets. The sheer volume of animal transport necessary means it's unlikely that this livestock could have been brought from anywhere further than England.

What about crops? Well, two main cereal crops were introduced to Ireland during this time: wheat and barley, both in several varieties. The main evidence for their presence consists of impressions on pottery, where a cereal grain accidentally became embedded in the surface of a pot before it was fired. The grain itself was destroyed by the firing, but it left an impression on the pot which could be studied and identified by botanists.

Let's turn our attention now to the farming technology available at that time. Before the cereal crops could be planted, it would have been necessary to clear the forest and to break the ground by ploughing. The stone blade of a plough has been discovered during excavation in County Mayo in western Ireland. The body of the plough would have been of wood and could have been drawn by people, but it's also likely that cattle were used.

Now, the cultivation of crops and the husbandry of livestock brought about changes in people's lifestyle such as the type of shelters they made. For one thing, instead of moving from place to place they needed permanent dwellings. The stone axes used to chop down trees to make these dwellings were far superior to any that the Stone Age hunter-gatherers used.

To make the axes, sources of suitable stone had to be found and systematically exploited. These so-called 'axe factories' were really quarries rather than factories, as the manufacture of the axes wasn't regularly performed on the quarry site. However, after the axe had been chipped into shape, they needed water and sand for grinding and polishing, so a high mountainside wouldn't have been an appropriate place for this. So this final stage of the manufacture must have been carried out close to water and sure enough, there's ample evidence of this at coastal sites.

Now it's clear that these Neolithic axes were transported all over Ireland, as well as to Scotland and the south of England. It's not really surprising that axes from 'axe factories' in England have also been found in Ireland. At the very least, this indicates that there was a link between the two islands during that period.

One of the most useful innovations of the colonisers was pottery making, which was quite unknown to Irish hunter-gatherers. The pottery was probably made by shaping clay into a ball with the hand, and then hollowing it until the walls were the right thickness. After firing, the outside was often polished. This would have helped the pots to retain water, as they weren't glazed. Now we know that the clay used usually came from local sources, which suggests that manufacture was on a fairly small scale, even though thousands of fragments are usually found at Neolithic sites.

In the course of time decoration began to appear. At first this looked like a series of stitches and was just around the tops of the pots. This could have been an imitation of earlier vessels which were made of leather sewn onto wood. Then eventually pots with decoration all over ...

Answer Key

#	Answer	Explanation
1	**Select**	PIETER: I've decided on the one called 'Select.'
2	**1973**	WOMAN: Oh, right. OK. And what's your date of birth please? PIETER: The twenty-seventh of the first, nineteen seventy-three
3	**15 Riverside**	WOMAN: OK, fine. And where are you living, Mr Henes?PIETER: 15 Riverside
4	**2 weeks**	WOMAN: How long have you been at your present address? Er, is it more than two years?PIETER: Ah, just two weeks actually
5	**616295**	PIETER: Yes, I think the number at my office is six-oh-six-two-nine-five. Um, just a minute, I'd better check. Oh, no sorry, six-one-six. I'm not used to it yet
6	**engineer**	PIETER: Well, I'm in Britain as a project manager, but that's not my main job. I'm an engineer by profession.WOMAN: I see. I think I'll put that then. It's shorter
7	**mother**	WOMAN: Mother's might be better. It's less likely to be known.PIETER: OK. Hers is Siti
8	**2,000/2000**	Well, I'm going to transfer €2,000 from my Dutch account, just till I get paid
9	**month**	WOMAN: It's up to you. Some people like them weekly.PIETER: Oh, no, that's too often. Can I have them sent, um, once a month? WOMAN: Yes, that's fine
10	**internet**	PIETER: I was thinking of registering for your internet service at some stage.WOMAN: Oh, yes. Would you like me to send you information about that?PIETER: Please, yes
11	**C**	At that time the owners let it out to a tenant because George was too slow making up his mind to buy it
12	**A**	His professional success was enormous, but his personal life wasn't as successful. He was no longer on speaking terms with his brother and had been devastated by the death at the age of seven of his elder daughter, Josephine
13	**C**	George regarded Rosewood as a pure example of a traditional country house of this part of England and did some of his most successful writing here

#	Answer	Explanation
14	**H**	As you go further down the path, there's the kitchen garden on the right and as you go round the first sharp corner you will find, to your left, an area where different types of pear tree have been planted as well as some lovely flowers, and this is known as Pear Alley – designed by George himself
15	**F**	Follow the path round the second corner and on your right you will see the entrance to the Mulberry Garden with its 500-year-old tree
16	**B**	If you would like to purchase any of George's books or other souvenirs, then leave the house by the side entrance, where you will find our shop, which is situated between the house and the garage which contains the magnificent old Rolls-Royce car which used to belong to George
17	**D**	Most visitors are, so why don't you visit the tea room on the far side of the garage
18	**field**	You cross the field which spreads along the banks of the river
19	**footbridge**	Spend a minute or two watching the water pass by underneath as you cross the footbridge, and then continue along the River Walk through the woodland
20	**viewpoint**	And, finally, for those of you who would like to see stunning views of the surrounding countryside and who are a little bit more energetic, when you return from the mill take the first turning on your left and climb up to the viewpoint
21	**entertainment industry**	Well, it says here we have to look at one area of the entertainment industry
22	**telephone interviews**	Well actually, it looks like we don't have a choice. We have to do telephone interviews
23	**30/thirty**	JACK: Well, we have to do two groups, remember, and it looks like we have to interview fifteen for each group.LUCY: That's thirty altogether then
24	**male and female**	LUCY: Male and female? JACK: No. Most of my female friends like the same music as me. Different age groups would be much more likely to show up differences, I think
25	**jazz**	OK. Let's have pop, jazz, folk, easy listening What else
26	**classical**	JACK: OK. Let's have pop, jazz, folk, easy listening What else? LUCY: Well, we should include classical. Some people like it, you know

#	Answer	Explanation
27	**concerts**	LUCY: The medium. Right. Let’s include radio, CD – and then I guess there’s TV.JACK: What about concerts? You know, in pubs and halls
28	**department stores**	LUCY: You mean like, do they buy it in music shops, or department stores?JACK: Yes, or download it from the Internet
29	**club**	JACK: OK. Let’s say disco, pub, club, concert hall
30	**opera house**	LUCY: Or opera house! And I guess we should include karaoke bars.JACK: Not many of them in this city!LUCY: OK. We’ll leave that out then
31	**C**	Now, there are several hypotheses about the origins of the first Neolithic settlers in Ireland, but most of these contain problems
32	**A**	So we must assume that from the beginnings of Neolithic farming the number of breeding sheep would have considerably exceeded three hundred, and the national cattle herd must have been of a similar size
33	**A**	It’s usually suggested that the Neolithic settlers used skin-covered boats to transport livestock. But this method would have severely restricted the range of the colonising fleets
34	**B**	The main evidence for their presence consists of impressions on pottery, where a cereal grain accidentally became embedded in the surface of a pot before it was fired. The grain itself was destroyed by the firing, but it left an impression on the pot which could be studied and identified by botanists
35	**people**	The body of the plough would have been of wood and could have been drawn by people, but it’s also likely that cattle were used
36	**sand**	However, after the axe had been chipped into shape, they needed water and sand for grinding and polishing, so a high mountainside wouldn’t have been an appropriate place for this
37	**Scotland**	Now it’s clear that these Neolithic axes were transported all over Ireland, as well as to Scotland and the south of England
38	**outside**	After firing, the outside was often polished. This would have helped the pots to retain water, as they weren’t glazed
39	**local**	Now we know that the clay used usually came from local sources, which suggests that manufacture was on a fairly small scale, even though thousands of fragments are usually found at Neolithic sites

#	Answer	Explanation
40	**tops**	In the course of time decoration began to appear. At first this looked like a series of stitches and was just around the tops of the pots

Cambridge IELTS 06 Academic Listening Test 4

PART 1 — QUESTIONS

Part 1 Audio: https://ielts-listening-audio.engnovatemedia.com/3172221-cambridge-ielts-06-academic-listening-test-4-1.mp3

Questions 1-10

Complete the notes below.

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

Example

Title of conference:

Answer

Future Directions in Computing

Three day cost:

£ [1] _____

Payment by [2] _____ or on arrival

Accommodation:

Conference Centre

- £ [3] _____ per night
- near to conference rooms

Guest House

- £ [4] _____ per night
- approximately [5] _____ walk from Conference Centre

Further documents to be sent:

- [6] _____
- an application form

Location:

Conference Centre is on **7** _____ Park Road, next to the **8** _____ .

Taxi costs £ **9** _____ or take bus number **10** _____ from station.

PART 2 — QUESTIONS

Part 2 Audio: https://ielts-listening-audio.engnovatemedia.com/3172224-cambridge-ielts-06-academic-listening-test-4-2.mp3

Questions 11-13

Which team will do each of the following jobs?

Choose THREE answers from the box and write the correct letter, A-D, next to questions 11-13.

A. the blue team

B. the yellow team

C. the green team

D. the red team

11 checking entrance tickets _____

12 preparing refreshments _____

13 directing car-park traffic _____

Questions 14-20

Complete the table below.

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

Travel Expo

Temporary Staff Orientation Programme

Time	Event	Details
9.30 am	Talk by Anne Smith	• information about pay • will give out the **14** _____ forms
10.00 am	Talk by Peter Chen	• will discuss Conference Centre plan • will explain about arrangements for **15** _____ and fire exits

Time	Event	Details
10.30 am	Coffee Break	• go to Staff Canteen on the **16** _____
11.00 am	Video Presentation	• go to **17** _____ • video title: **18** _____
12.00	Buffet Lunch	• go to the **19** _____ on 1st floor
1.00 pm	Meet the **20** _____	
3.00 pm	Finish	

PART 3 — QUESTIONS

Part 3 Audio: https://ielts-listening-audio.engnovatemedia.com/3172223-cambridge-ielts-06-academic-listening-test-4-3.mp3

Questions 21-25

Complete the summary below.

Write ONE WORD ONLY for each answer.

The School of Education Libraries

The libraries on both sites provide internet access and have a variety of **21** _____ materials on education.

The Castle Road library has books on sociology, together with **22** _____ and other resources relevant to the majority of **23** _____ school subjects.

The Fordham library includes resources for teaching in **24** _____ education and special needs.

Current issues of periodicals are available at both libraries, although **25** _____ issues are only available at Fordham.

Questions 26-27

Answer the questions below.

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

26 Which books cannot be renewed by telephone or email? _____

27 How much time is allowed to return recalled books? _____

Questions 28-30

Choose THREE letters, A-G.

28 **29** **30** Which THREE topics do this term's study skills workshops cover?

- **A** ☐ An introduction to the Internet
- **B** ☐ How to carry out research for a dissertation
- **C** ☐ Making good use of the whole range of library services
- **D** ☐ Planning a dissertation
- **E** ☐ Standard requirements when writing a dissertation
- **F** ☐ Using the Internet when doing research
- **G** ☐ What books and technical resources are available in the library

PART 4 — QUESTIONS

Part 4 Audio: https://ielts-listening-audio.engnovatemedia.com/3172222-cambridge-ielts-06-academic-listening-test-4-4.mp3

Questions 31-34

Choose the correct letter, A, B or C.

31 When did Asiatic lions develop as a separate sub-species?

- **A** ○ about 10,000 years ago
- **B** ○ about 100,000 years ago
- **C** ○ about 1,000,000 years ago

32 Pictures of Asiatic lions can be seen on ancient coins from

- **A** ○ Greece.
- **B** ○ The Middle East.
- **C** ○ India.

33 Asiatic lions disappeared from Europe

- **A** ○ 2,500 years ago.
- **B** ○ 2,000 years ago.
- **C** ○ 1,900 years ago.

34 Very few African lions have

- **A** ○ a long mane.
- **B** ○ a coat with varied colours.
- **C** ○ a fold of skin on their stomach.

Questions 35-40

Complete the sentences below.

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

- The sanctuary has an area of approximately **35** _____ square kilometres.
- One threat to the lions in the sanctuary is **36** _____ .
- The ancestors of the Gir Sanctuary lions were protected by a **37** _____ .
- A large part of the lions' **38** _____ consists of animals belonging to local farmers.
- The lions sometimes **39** _____ , especially when water is short.
- In ancient India a man would fight a lion as a test of **40** _____ .

Transcripts

Part 1

CLERK: Conference Centre Reservations. Good morning.

WOMAN: Hi. I'm interested in the computing conference next month.

CLERK: Future Directions in Computing?

WOMAN: Yes, that's right. Could I ask you a few questions about it?

CLERK: Of course.

WOMAN: OK. I know the conference is for three days but actually I want to attend on the Friday and Saturday only. Will that work out to be any cheaper?

CLERK: Let me have a look. Well, you could register for the two days separately, but that wouldn't actually save you very much as it still costs £35 for each day. In fact, if you could register for the three days, you also get an invitation to a free dinner on the Saturday night, so that's probably the better option.

WOMAN: Right, I'll do that. How much will the fees be in that case?

CLERK: It's £75.

WOMAN: All right. I'd like to register for the full three days. Now, can I pay that by credit card?

CLERK: I'm afraid not. You'll have to send a cheque to us, or you can pay at the conference office.

WOMAN: Fine. So it's probably easiest if I pay by cheque. Now then, what else do I need to arrange? Right. How about accommodation? I guess that's not included in the price?

CLERK: No, I'm sorry, it's not, but we do have a few rooms available for delegates at the conference centre if you'd like. Those are very cheap but if you're interested you'll need to book soon, because there's always a heavy demand for them. They are only £15 per night, but they are very basic and you'd have to get your own breakfast, because they don't provide you with that. But it's very convenient, because it's in the same building as the conference rooms.

WOMAN: Uhuh.

CLERK: Or there's a very reasonable guest house which is £25 per night. And I think that includes your breakfast.

WOMAN: Is it close to the conference centre?

CLERK: It would be about a ten-minute walk away from here.

WOMAN: I see. That sounds quite reasonable.

CLERK: The details are all in our conference pack, which I'll send you.

WOMAN: Great, thanks. That'll be very useful. Oh, and can you also send me an application form?

CLERK: Of course. I'll get that in the post to you straight away. Is there anything else?

WOMAN: Yes, actually. Can you tell me where exactly the conference centre is?

CLERK: Well, it's on South Park Road and it's right at the end of the road next to the library. It's a ten-minute taxi ride from the station and will cost you £5. Otherwise, you can take the bus which runs every half an hour from the station - that's the 21A - and it brings you straight to the conference centre.

WOMAN: Right, got that.

Part 2

Good morning and welcome, everybody. I'm Jenny Stewart and I'm the Staff Manager here at the exhibition centre. We're expecting this year's International Travel Exhibition to attract over 10,000 visitors a day, ladies and gentlemen, and you are among the two hundred extra staff recruited to help look after them. Now, to help things run smoothly, we have divided you into four teams - the blue team, the green team, the red team, and the yellow team. So first I'll explain how the teams are divided up, and then we'll be giving you colour-coded T-shirts so we can identify you more easily. First of all, those who will be looking after the phones and handling all calls regarding the exhibition, you will be on the red team. Now, we've also put the entrance staff on the red team and you'll be stamping the entrance tickets and giving out publicity leaflets, OK?

Those of you involved in distributing entrance tickets will be on the yellow team and we've also put those of you who'll be staffing the information booths around the conference centre on the yellow team, so you'll be getting a yellow T-shirt. Now, most of the hospitality staff have been put in the blue team, so the chefs among you and the kitchen hands will all need a blue T-shirt, but, because of the sheer numbers, all waiting staff will be on the yellow team, and this includes the bar staff among you. Those who will be monitoring and directing the traffic in the car parks are on the green team, so you'll need to get a green T-shirt. This year we've also employed a considerable number of attendants to direct the human traffic around the conference centre. Now, you'll be working in the exhibition hall at all times, giving directions and generally helping people whenever you can, and you will be in the red team, so please collect a red T-shirt.

Right, now that everyone knows what team they're in, we'll get on with the orientation and training programme and first I'll run through the rest of today's programme, which you should have in front of you, so that you can get a general idea of what else is in store today. This introduction finishes at 9.30 and then you'll be hearing from Anne Smith. Anne works in the accounts department on level two and she looks after all temporary staff, and so she is the person to see if you have any problems regarding pay. Anne will be explaining when and how you get this. She will also be handing out your tax forms. And I will just stress that all tax forms must be completed and returned to Anne before your pay can be processed. Following Anne's talk you'll hear from Peter Chen, our Conference Manager, and he will be going over a plan of the conference centre with you, which will help you to orient yourselves. He will also go through the security arrangements with you and show you the fire exits. Then at 10.30, there will be a coffee break in the staff canteen, which is located down on the ground floor. Now, after the break we'll be moving to a different location for a video presentation, so instead of coming back here, we'd

like you all to go to Lecture Room three-one-one. You'll find it on this same level, just down the hall, and there you will be shown a video about important safety issues in the workplace, called Safety at Work. We'll finish off the morning with lunch, which should give everyone a chance to meet and get to know each other, and we'll be serving you a buffet lunch in the Main Hall, which is on the first floor, from 12.00 o'clock. After lunch you'll be divided up into your teams to meet your team leaders and we're hoping to be all finished by 3.00 so I won't delay you any longer, and I'll hand over to . . .

Part 3

LIBRARIAN: Good afternoon. Can I help you?

STUDENT: Good afternoon. Yes, I've just transferred to the School of Education, and I'd like information about joining the library.

LIBRARIAN: Well, the School of Education has libraries on two sites, as I'm sure you know. This one here is the Fordham Site, and the other is on Castle Road.

STUDENT: And is there any difference between the two libraries?

LIBRARIAN: Not in terms of their facilities. Access to online databases and the Internet is available at both sites and each site has a range of reference materials on education.

STUDENT: Oh yes. I see.

LIBRARIAN: But the Castle Road site has books on the sociology of education and a collection of textbooks and teaching resources covering most of the subjects taught in secondary schools.

STUDENT: Ah, right, but I'm training to be a primary teacher so I need to look at materials for the five to eleven age group.

LIBRARIAN: Then you've come to the right place. At Fordham we hold material relating to primary education, as well as special needs, but of course you'll need to familiarise yourself with both sites to make the most of our resources.

STUDENT: You haven't mentioned periodicals. Are they held at both sites?

LIBRARIAN: Current issues, yes but if you want to look at back issues you'll need to use the CD-ROM databases which are held here at Fordham.

STUDENT: I see. Now, about borrowing books. I'm living out of town, so I'm hoping I can borrow quite a few items, and cut down on the number of trips I have to make.

LIBRARIAN: Right, well, members can borrow two books at a time from each site.

STUDENT: Only two books?

LIBRARIAN: Only two from each site, but that's four altogether.

STUDENT: Oh I see, and how long can I hang on to them for?

LIBRARIAN: The borrowing period is one month, but of course books can be renewed. You can renew any item a maximum of three times.

STUDENT: Do I have to come to the library to do that?

LIBRARIAN: No, you can do it by telephone or email, but you can't renew overdue books this way, only before or on the due date stamped in the book. We'll need your full name, your borrower number and the name of the site library you borrowed the items from.

STUDENT: So theoretically I can borrow books for up to three months - is that what you're saying?

LIBRARIAN: Yes, provided they're not recalled.

STUDENT: So, what happens then?

LIBRARIAN: Well, sometimes an item is requested by another borrower, in which case we'd send you a letter, and you'd have to return the book within seven working days. Don't forget we're closed on Sundays.

STUDENT: OK.

STUDENT: I expect it'll take me a while to find what I need. There's such a lot here.

LIBRARIAN: Yes there is, but if you need help getting started, this term we're running three study skills workshops.

STUDENT: Oh? What are they on?

LIBRARIAN: Er, let me see. The first one's on resources - yes, here it is. How to use the library's resources. That includes everything, not just the print and technical resources.

STUDENT: That sounds useful. Is there anything on using the Internet?

LIBRARIAN: Er, let's see. The one on the Internet for beginners was last term. This term it's finding research materials online.

STUDENT: That sounds interesting too, hm, what's the last one?

LIBRARIAN: It's a workshop on dissertations.

STUDENT: What do you mean - how to write one?

LIBRARIAN: Er, no it's more to do with academic writing conventions, you know - writing a bibliography and how to refer to sources in your text. That sort of thing. Anyway, here's a leaflet with information about all three.

STUDENT: Thanks a lot. That'll be very useful.

LIBRARIAN: You're welcome.

Part 4

Well, most people think that lions only come from Africa. And you would be forgiven for thinking this, because in fact most lions do come from Africa. But this hasn't always been the case. If we go back ten

thousand years we would find that there were lions roaming vast sections of the globe. But now, unfortunately, only very small sections of the lions' former habitat remain.

My particular interest is Asiatic lions, which are a sub-species of African lions. It's almost a hundred thousand years since the Asiatic lions split off and developed as a sub-species. At one time the Asiatic lion was living as far west as Greece and they were found from there, in a band that spread east through various countries of the Middle East, all the way to India. In museums, you can now see Greek coins that have clear images of the Asiatic lion on them. Most of them are dated at around 500 B.C. However, Europe saw its last Asiatic lion roaming free two thousand years ago. Over the next nineteen hundred years the numbers of Asiatic lions in the other areas declined steadily, but it was only in the nineteenth century that they disappeared from everywhere but India.

So, how can you tell an Asiatic lion from an African lion, with which you're probably more familiar? Well, in general, Asiatic lions are not as big as African lions. The colour is more or less the same, but the appearance of the mane is different - that's the hair around the lion's face and neck. The Asiatic lion's mane is noticeably shorter than the African lion's. Asiatic lions also have a long fold of skin on their undersides, whereas not many African lions have this.

Well, I'd like to talk to you now about the Gir Sanctuary in India. That's where I've just come back from. The sanctuary was established specifically to protect the Asiatic lion. It's 1,450 square kilometres in area and most of it is forest. There are now around three hundred Asiatic lions in India and almost all of them are in this sanctuary.

But despite living in a sanctuary, which makes them safe from hunters, they still face a number of problems that threaten their survival. One of these is the ever-present danger of disease. This is what killed more than a third of Africa's Serengeti lions in 1994, and people are fearful that something similar could happen in the Gir Sanctuary and kill off many of the Asiatic lions there.

India's lions are particularly vulnerable because they have a limited gene pool. The reason for this is interesting - it's because all of them are descended from a few dozen lions that were saved by a prince who took a particular interest in them. He was very wealthy, and he managed to protect them - otherwise they'd probably have died out completely.

When you see the Asiatic lion in India, what you sense is enormous vitality. They're very impressive beasts and you would never guess that they had this vulnerability when you look at them.

The Asiatic lions don't have the Gir Sanctuary to themselves, I should add. They actually share it with about two thousand farmers. A significant proportion of the lions' diet is made up of the livestock of these farmers - goats, chickens and so on - as much as a third, in fact. And they've even been known to attack humans, especially in times of drought.

One final piece of interesting information - in ancient India one of the greatest tests of leadership for a man was to fight a lion. Now it seems, in modern India it will be a great test to see if the lion can be saved. I'm sure this is something that all of you will share concern for too.

Answer Key

#	Answer	Explanation
1	**75**	WOMAN: Right, I'll do that. How much will the fees be in that case?CLERK: It's £75
2	**cheque/check**	I'm afraid not. You'll have to send a cheque to us, or you can pay at the conference office
3	**15**	They are only £15 per night, but they are very basic and you'd have to get your own breakfast, because they don't provide you with that
4	**25**	Or there's a very reasonable guest house which is £25 per night
5	**10-minute/ten-minute**	It would be about a ten-minute walk away from here
6	**conference pack**	CLERK: The details are all in our conference pack, which I'll send you.WOMAN: Great, thanks. That'll be very useful. Oh, and can you also send me an application form
7	**South**	Well, it's on South Park Road and it's right at the end of the road next to the library
8	**library**	Well, it's on South Park Road and it's right at the end of the road next to the library
9	**5**	It's a ten-minute taxi ride from the station and will cost you £5
10	**21A**	Otherwise, you can take the bus which runs every half an hour from the station – that's the 21A – and it brings you straight to the conference centre
11	**D**	Now, we've also put the entrance staff on the red team and you'll be stamping the entrance tickets and giving out publicity leaflets, OK
12	**A**	Now, most of the hospitality staff have been put in the blue team, so the chefs among you and the kitchen hands will all need a blue T-shirt
13	**C**	Those who will be monitoring and directing the traffic in the car parks are on the green team, so you'll need to get a green T-shirt
14	**tax**	Anne will be explaining when and how you get this. She will also be handing out your tax forms

#	Answer	Explanation
15	**security**	He will also go through the security arrangements with you and show you the fire exits
16	**ground floor**	Then at 10.30, there will be a coffee break in the staff canteen, which is located down on the ground floor
17	**lecture room 311**	Now, after the break we'll be moving to a different location for a video presentation, so instead of coming back here, we'd like you all to go to Lecture Room three-one-one
18	**Safety at Work**	and there you will be shown a video about important safety issues in the workplace, called Safety at Work
19	**Main Hall**	We'll finish off the morning with lunch, which should give everyone a chance to meet and get to know each other, and we'll be serving you a buffet lunch in the Main Hall, which is on the first floor, from 12.00 o'clock
20	**team leaders**	After lunch you'll be divided up into your teams to meet your team leaders and we're hoping to be all finished by 3.00 so I won't delay you any longer, and I'll hand over to . .
21	**reference**	Access to online databases and the Internet is available at both sites and each site has a range of reference materials on education
22	**textbooks**	But the Castle Road site has books on the sociology of education and a collection of textbooks and teaching resources covering most of the subjects taught in secondary schools
23	**secondary**	But the Castle Road site has books on the sociology of education and a collection of textbooks and teaching resources covering most of the subjects taught in secondary schools
24	**primary**	At Fordham we hold material relating to primary education, as well as special needs, but of course you'll need to familiarise yourself with both sites to make the most of our resources
25	**back**	Current issues, yes but if you want to look at back issues you'll need to use the CD-ROM databases which are held here at Fordham
26	**overdue books/overdue ones / overdue**	No, you can do it by telephone or email, but you can't renew overdue books this way, only before or on the due date stamped in the book
27	**7 working days**	Well, sometimes an item is requested by another borrower, in which case we'd send you a letter, and you'd have to return the book within seven working days

#	Answer	Explanation
28	**C / E / F**	How to use the library's resources. That includes everything, not just the print and technical resources This term it's finding research materials online Er, no it's more to do with academic writing conventions, you know – writing a bibliography and how to refer to sources in your text. That sort of thing
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31	**B**	It's almost a hundred thousand years since the Asiatic lions split off and developed as a sub-species
32	**A**	In museums, you can now see Greek coins that have clear images of the Asiatic lion on them
33	**B**	However, Europe saw its last Asiatic lion roaming free two thousand years ago
34	**C**	Asiatic lions also have a long fold of skin on their undersides, whereas not many African lions have this
35	**1,450/1450**	It's 1,450 square kilometres in area and most of it is forest
36	**disease**	One of these is the ever-present danger of disease
37	**(wealthy) prince**	The reason for this is interesting – it's because all of them are descended from a few dozen lions that were saved by a prince who took a particular interest in them. He was very wealthy, and he managed to protect them – otherwise they'd probably have died out completely
38	**diet**	A significant proportion of the lions' diet is made up of the livestock of these farmers – goats, chickens and so on – as much as a third, in fact
39	**attack humans**	And they've even been known to attack humans, especially in times of drought
40	**leadership**	One final piece of interesting information – in ancient India one of the greatest tests of leadership for a man was to fight a lion

Cambridge IELTS 06 Academic Writing Test 1

Part 1

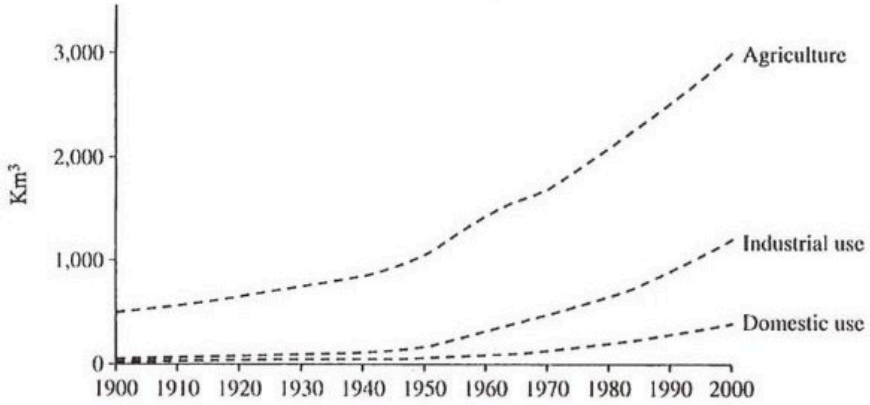
You should spend about 20 minutes on this task.

The graph and table below give information about water use worldwide and water consumption in two different countries.

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

Write at least 150 words.

Global water use by sector



Water consumption in Brazil and Congo in 2000

Country	Population	Irrigated land	Water consumption per person
Brazil	176 million	26,500 km²	359 m³
Democractic Republic of Congo	5.2 million	100 km²	8 m³

Part 2

You should spend about 40 minutes on this task.

Write about the following topic:

Today, the high sales of popular consumer goods reflect the power of advertising and not the real needs of the society in which they are sold.

To what extent do you agree or disagree?

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

Write at least 250 words.

Cambridge IELTS 06 Academic Writing Test 2

Part 1

You should spend about 20 minutes on this task.

The table below gives information about changes in modes of travel in England between 1985 and 2000.

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

Write at least 150 words.

Average distance in miles travelled per person per year, by mode of travel

	1985	2000
Walking	255	237
Bicycle	51	41
Car	3,199	4,806
Local bus	429	274
Long distance bus	54	124
Train	289	366
Taxi	13	42
Other	450	585
All modes	4,740	6,475

Part 2

You should spend about 40 minutes on this task.

Write about the following topic:

Successful sports professionals can earn a great deal more money than people in other important professions. Some people think this is fully justified while others think it is unfair.

Discuss both these views and give your own opinion.

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

Write at least 250 words.

Cambridge IELTS 06 Academic Writing Test 3

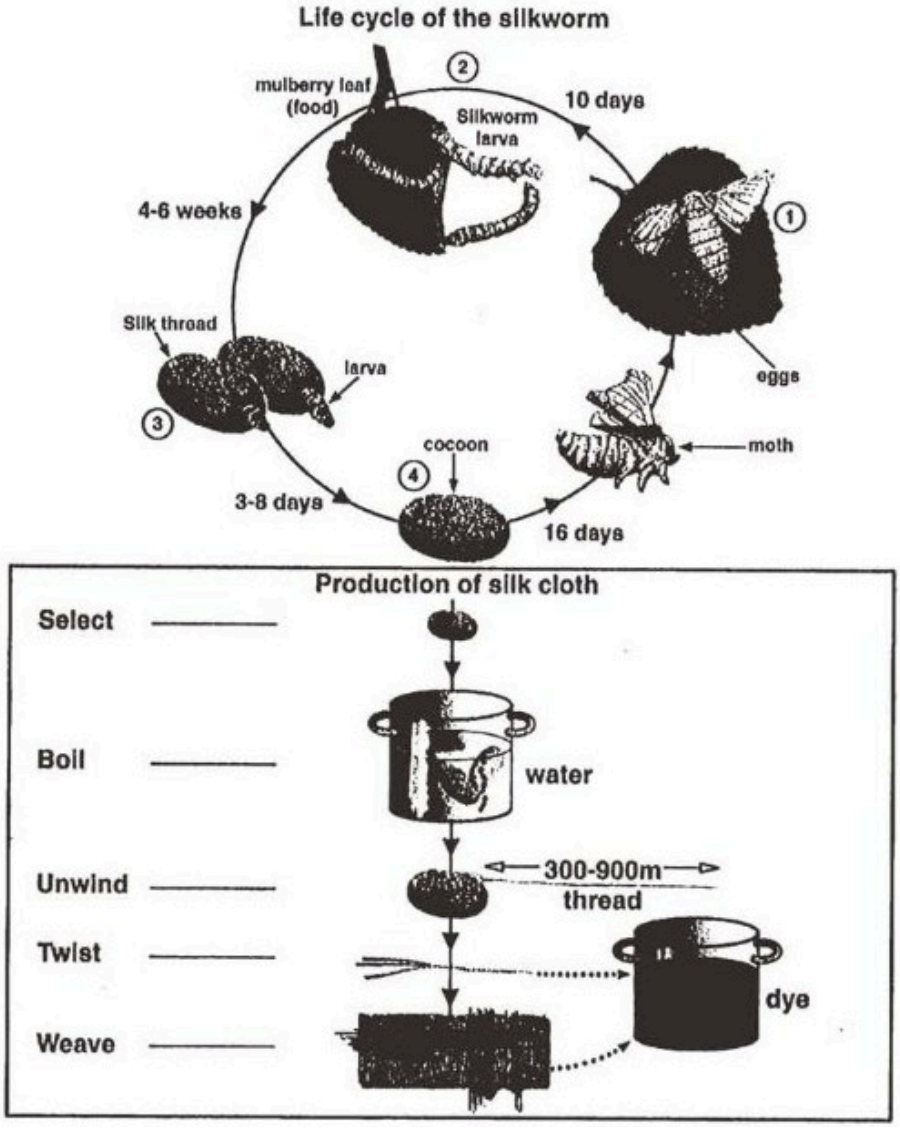
Part 1

You should spend about 20 minutes on this task.

The diagrams below show the life cycle of the silkworm and the stages in the production of silk cloth.

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:

Some people believe that visitors to other countries should follow local customs and behaviour. Others disagree and think that the host country should welcome cultural differences.

Discuss both these views and give your own opinion.

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

Write at least 250 words.

Cambridge IELTS 06 Academic Writing Test 4

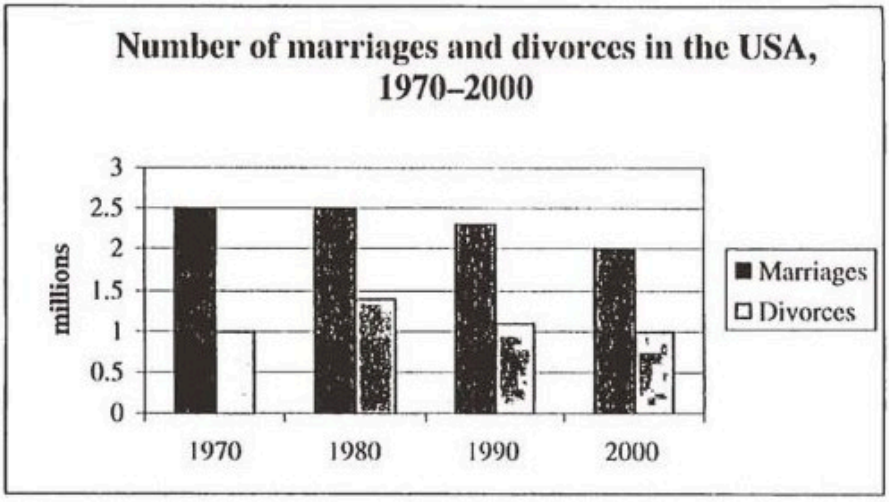
Part 1

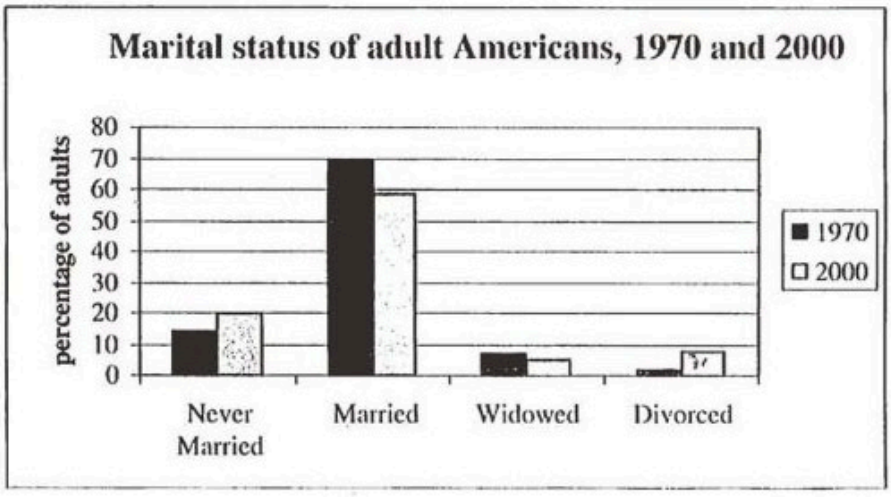
You should spend about 20 minutes on this task.

The charts below give information about USA marriage and divorce rates between 1970 and 2000, and the marital status of adult Americans in two of the years.

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:

Some people prefer to spend their lives doing the same things and avoiding change. Others, however, think that change is always a good thing.

Discuss both these views and give your own opinion.

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

Write at least 250 words.

Cambridge IELTS 06 Academic Speaking Test 1

Part 1

Question 1

Do you enjoy dancing? [Why/Why not?]

Question 2

Has anyone ever taught you to dance? [Why/Why not?]

Question 3

Tell me about any traditional dancing in your country.

Question 4

Do you think that traditional dancing will be popular in the future? [Why/Why not?]

Part 2

Question 5

Describe someone in your family who you like.

You should say:

how this person is related to you

what this person looks like

what kind of person he/she is

and explain why you like this person.

Part 3

Question 6

In what ways can people in a family be similar to each other?

Question 7

Do you think that daughters are always more similar to mothers than to male relatives? What about sons and fathers?

Question 8

In terms of personality, are people more influenced by their family or by their friends? In what ways?

Question 9

Where can people in your country get information about genetic research?

Question 10

How do people in your country feel about genetic research?

Question 11

Should this research be funded by governments or private companies? Why?

Cambridge IELTS 06 Academic Speaking Test 2

Part 1

Question 1

Which instrument do you like listening to most? [Why?]

Question 2

Have you ever learned to play a musical instrument? [Which one?]

Question 3

Do you think children should learn to play a musical instrument at school? [Why/Why not?]

Question 4

How easy would it be to learn to play an instrument without a teacher? [Why?]

Part 2

Question 5

Describe something healthy you enjoy doing.

You should say:

what you do

where you do it

who you do it with

and explain why you think doing this is healthy.

Part 3

Question 6

What do most people do to keep fit in your country?

Question 7

How important is it for people to do some regular physical exercise?

Question 8

Why do some people think that modern lifestyles are not healthy?

Question 9

Why do some people choose to lead unhealthy lives?

Question 10

Should individuals or governments be responsible for making people's lifestyle healthy?

Question 11

What could be done to encourage people to live in a healthy way?

Cambridge IELTS 06 Academic Speaking Test 3

Part 1

Question 1

How do most people travel to work where you live?

Question 2

What traffic problems are there in your area? [Why?]

Question 3

How do traffic problems affect you?

Question 4

How would you reduce the traffic problems in your area?

Part 2

Question 5

Describe a game or sport you enjoy playing.

You should say:

what kind of game or sport it is

who you play it with

where you play it

and explain why you enjoy playing it.

Part 3

Question 6

How have games changed from the time when you were a child?

Question 7

Do you think this has been a positive change? Why?

Question 8

Why do you think children like playing games?

Question 9

Do you think competitive games are good or bad for children? In what ways?

Question 10

How can games sometimes help to unite people?

Question 11

Why is competition often seen as important in today's society?

Cambridge IELTS 06 Academic Speaking Test 4

Part 1

Question 1

Do you prefer to have one particular friend or a group of friends? [Why?]

Question 2

What do you like doing most with your friend/s?

Question 3

Do you think it's important to keep in contact with friends you knew as a child? [Why/Why not?]

Question 4

What makes a friend into a good friend?

Part 2

Question 5

Describe an important choice you had to make in your life.

You should say:

when you had to make this choice

what you had to choose between

whether you made a good choice

and explain how you felt when you were making this choice.

Part 3

Question 6

What are the typical choices people make at different stages of their lives?

Question 7

Should important choices be made by parents rather than by young adults?

Question 8

Why do some people like to discuss choices with other people?

Question 9

What kind of choices do people have to make in their everyday life?

Question 10

Why do some people choose to do the same things every day? Are there any disadvantages in this?

Question 11

Do you think that people today have more choices to make today than in the past?