[PDF + Audio] Cambridge IELTS 09 Academic Ebook with Answers

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Cambridge IELTS 09 Academic Reading Test 1

PASSAGE 1

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

William Henry Perkin

The man who invented synthetic dyes

William Henry Perkin was born on March 12, 1838, in London, England. As a boy, Perkin's curiosity prompted early interests in the arts, sciences, photography, and engineering. But it was a chance stumbling upon a run-down, yet functional, laboratory in his late grandfather's home that solidified the young man's enthusiasm for chemistry.

As a student at the City of London School, Perkin became immersed in the study of chemistry. His talent and devotion to the subject were perceived by his teacher, Thomas Hall, who encouraged him to attend a series of lectures given by the eminent scientist Michael Faraday at the Royal Institution. Those speeches fired the young chemist's enthusiasm further, and he later went on to attend the Royal College of Chemistry, which he succeeded in entering in 1853, at the age of 15.

At the time of Perkin's enrolment, the Royal College of Chemistry was headed by the noted German chemist August Wilhelm Hofmann. Perkin's scientific gifts soon caught Hofmann's attention and, within two years, he became Hofmann's youngest assistant. Not long after that, Perkin made the scientific breakthrough that would bring him both fame and fortune.

At the time, quinine was the only viable medical treatment for malaria. The drug is derived from the bark of the cinchona tree, native to South America, and by 1856 demand for the drug was surpassing the available supply. Thus, when Hofmann made some passing comments about the desirability of a synthetic substitute for quinine, it was unsurprising that his star pupil was moved to take up the challenge.

During his vacation in 1856, Perkin spent his time in the laboratory on the top floor of his family's house. He was attempting to manufacture quinine from aniline, an inexpensive and readily available coal tar waste product. Despite his best efforts, however, he did not end up with quinine. Instead, he produced a mysterious dark sludge. Luckily, Perkin's scientific training and nature prompted him to investigate the substance further. Incorporating potassium dichromate and alcohol into the aniline at various stages of the experimental process, he finally produced a deep purple solution. And, proving the truth of the famous scientist Louis Pasteur's words 'chance favours only the prepared mind', Perkin saw the potential of his unexpected find.

Historically, textile dyes were made from such natural sources as plants and animal excretions. Some of these, such as the glandular mucus of snails, were difficult to obtain and outrageously expensive. Indeed, the purple colour extracted from a snail was once so costly that in society at

the time only the rich could afford it. Further, natural dyes tended to be muddy in hue and fade quickly. It was against this backdrop that Perkin's discovery was made.

Perkin quickly grasped that his purple solution could be used to colour fabric, thus making it the world's first synthetic dye. Realising the importance of this breakthrough, he lost no time in patenting it. But perhaps the most fascinating of all Perkin's reactions to his find was his nearly instant recognition that the new dye had commercial possibilities.

Perkin originally named his dye Tyrian Purple, but it later became commonly known as mauve (from the French for the plant used to make the colour violet). He asked advice of Scottish dye works owner Robert Pullar, who assured him that manufacturing the dye would be well worth it if the colour remained fast (i.e. would not fade) and the cost was relatively low. So, over the fierce objections of his mentor Hofmann, he left college to give birth to the modern chemical industry.

With the help of his father and brother, Perkin set up a factory not far from London. Utilising the cheap and plentiful coal tar that was an almost unlimited byproduct of London's gas street lighting, the dye works began producing the world's first synthetically dyed material in 1857. The company received a commercial boost from the Empress Eugénie of France, when she decided the new colour flattered her. Very soon, mauve was the necessary shade for all the fashionable ladies in that country. Not to be outdone, England's Queen Victoria also appeared in public wearing a mauve gown, thus making it all the rage in England as well. The dye was bold and fast, and the public clamoured for more. Perkin went back to the drawing board.

Although Perkin's fame was achieved and fortune assured by his first discovery, the chemist continued his research. Among other dyes he developed and introduced were aniline red (1859) and aniline black (1863) and, in the late 1860s, Perkin's green. It is important to note that Perkin's synthetic dye discoveries had outcomes far beyond the merely decorative. The dyes also became vital to medical research in many ways. For instance, they were used to stain previously invisible microbes and bacteria, allowing researchers to identify such bacilli as tuberculosis, cholera, and anthrax. Artificial dyes continue to play a crucial role today. And, in what would have been particularly pleasing to Perkin, their current use is in the search for a vaccine against malaria.

PART 1 — QUESTIONS

Questions 1-7

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

Write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

1 Michael Faraday was the first person to recognise Perkin's ability as a student of chemistry.

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

2 Michael Faraday suggested Perkin should enrol in the Royal College of Chemistry.

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

3 Perkin employed August Wilhelm Hofmann as his assistant.

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

4 Perkin was still young when he made the discovery that made him rich and famous.

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

5 The trees from which quinine is derived grow only in South America.

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

6 Perkin hoped to manufacture a drug from a coal tar waste product.

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

7 Perkin was inspired by the discoveries of the famous scientist Louis Pasteur.

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

Questions 8-13

Answer the questions below.

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

8 Before Perkin's discovery, with what group in society was the colour purple associated?

_____

9 What potential did Perkin immediately understand that his new dye had? _____

10 What was the name finally used to refer to the first colour Perkin invented?

_____

11 What was the name of the person Perkin consulted before setting up his own dye works?

_____

12 In what country did Perkin's newly invented colour first become fashionable?

_____

13 According to the passage, which disease is now being targeted by researchers using synthetic dyes? _____

PASSAGE 2

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

IS THERE ANYBODY OUT THERE? The Search for Extra-terrestrial Intelligence

The question of whether we are alone in the Universe has haunted humanity for centuries, but we may now stand poised on the brink of the answer to that question, as we search for radio signals from other intelligent civilisations. This search, often known by the acronym SETI (search for extra-terrestrial intelligence), is a difficult one. Although groups around the world have been searching intermittently for three decades, it is only now that we have reached the level of technology where we can make a determined attempt to search all nearby stars for any sign of life.

A The primary reason for the search is basic curiosity – the same curiosity about the natural world that drives all pure science. We want to know whether we are alone in the Universe. We want to know whether life evolves naturally if given the right conditions, or whether there is something very special about the Earth to have fostered the variety of life forms that we see around us on the planet. The simple detection of a radio signal will be sufficient to answer this most basic of all questions. In this sense, SETI is another cog in the machinery of pure science which is continually pushing out the horizon of our knowledge. However, there are other reasons for being interested in whether life exists elsewhere. For example, we have had civilisation on Earth for perhaps only a few thousand years, and the threats of nuclear war and pollution over the last few decades have told us that our survival may be tenuous. Will we last another two thousand years or will we wipe ourselves out? Since the lifetime of a planet like ours is several billion years, we can expect that, if other civilisations do survive in our galaxy, their ages will range from zero to several billion years. Thus any other civilisation that we hear from is likely to be far older, on average, than ourselves. The mere existence of such a civilisation will tell us that long-term survival is possible, and gives us some cause for optimism. It is even possible that the older civilisation may pass on the benefits of their experience in dealing with threats to survival such as nuclear war and global pollution, and other threats that we haven't yet discovered.

14

B In discussing whether we are alone, most SETI scientists adopt two ground rules. First, UFOs (Unidentified Flying Objects) are generally ignored since most scientists don't consider the evidence for them to be strong enough to bear serious consideration (although it is also important to keep an open mind in case any really convincing evidence emerges in the future). Second, we make a very conservative assumption that we are looking for a life form that is pretty well like us, since if it differs radically from us we may well not recognise it as a life form, quite apart from whether we are able to communicate with it. In other words, the life form we

are looking for may well have two green heads and seven fingers, but it will nevertheless resemble us in that it should communicate with its fellows, be interested in the Universe, live on a planet orbiting a star like our Sun, and perhaps most restrictively, have a chemistry, like us, based on carbon and water.

15

C Even when we make these assumptions, our understanding of other life forms is still severely limited. We do not even know, for example, how many stars have planets, and we certainly do not know how likely it is that life will arise naturally, given the right conditions. However, when we look at the 100 billion stars in our galaxy (the Milky Way), and 100 billion galaxies in the observable Universe, it seems inconceivable that at least one of these planets does not have a life form on it; in fact, the best educated guess we can make, using the little that we do know about the conditions for carbon-based life, leads us to estimate that perhaps one in 100,000 stars might have a life-bearing planet orbiting it. That means that our nearest neighbours are perhaps 100 light years away, which is almost next door in astronomical terms.

16

D An alien civilisation could choose many different ways of sending information across the galaxy, but many of these either require too much energy, or else are severely attenuated while traversing the vast distances across the galaxy. It turns out that, for a given amount of transmitted power, radio waves in the frequency range 1000 to 3000 MHz travel the greatest distance, and so all searches to date have concentrated on looking for radio waves in this frequency range. So far there have been a number of searches by various groups around the world, including Australian searches using the radio telescope at Parkes, New South Wales. Until now there have not been any detections from the few hundred stars which have been searched. The scale of the searches has been increased dramatically since 1992, when the US Congress voted NASA $10 million per year for ten years to conduct a thorough search for extra-terrestrial life. Much of the money in this project is being spent on developing the special hardware needed to search many frequencies at once. The project has two parts. One part is a targeted search using the world's largest radio telescopes, the American-operated telescope in Arecibo, Puerto Rico and the French telescope in Nancy in France. This part of the project is searching the nearest 1000 likely stars with high sensitivity for signals in the frequency range 1000 to 3000 MHz. The other part of the project is an undirected search which is monitoring all of space with a lower sensitivity, using the smaller antennas of NASA's Deep Space Network.

17

E There is considerable debate over how we should react if we detect a signal from an alien civilisation. Everybody agrees that we should not reply immediately. Quite apart from the impracticality of sending a reply over such large distances at short notice, it raises a host of ethical questions that would have to be addressed by the global community before any reply could be sent. Would the human race face the culture shock if faced with a superior and much

older civilisation? Luckily, there is no urgency about this. The stars being searched are hundreds of light years away, so it takes hundreds of years for their signal to reach us, and a further few hundred years for our reply to reach them. It's not important, then, if there's a delay of a few years, or decades, while the human race debates the question of whether to reply, and perhaps carefully drafts a reply.

Questions 14-17

Reading Passage 2 has five paragraphs, A-E.

Choose the correct heading for paragraphs B-E from the list of headings below.

i. **Seeking the transmission of radio signals from planets**

ii. **Appropriate responses to signals from other civilisations**

iii. **Vast distances to Earth's closest neighbours**

iv. **Assumptions underlying the search for extra-terrestrial intelligence**

v. **Reasons for the search for extra-terrestrial intelligence**

vi. **Knowledge of extra-terrestrial life forms**

vii. **Likelihood of life on other planets**

Questions 18-20

Answer the questions below.

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

18 What is the life expectancy of Earth? _____

19 What kind of signals from other intelligent civilisations are SETI scientists searching for?

_____

20 How many stars are the world's most powerful radio telescopes searching?

_____

Questions 21-26

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

Write

YES if the statement agrees with the views of the writer

NO if the statement contradicts the views of the writer

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

21 Alien civilisations may be able to help the human race to overcome serious problems.

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

22 SETI scientists are trying to find a life form that resembles humans in many ways.

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

23 The Americans and Australians have co-operated on joint research projects.

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

24 So far SETI scientists have picked up radio signals from several stars.

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

25 The NASA project attracted criticism from some members of Congress.

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

26 If a signal from outer space is received, it will be important to respond promptly.

- **A** ○ YES
- **B** ○ NO

C ○ NOT GIVEN

PASSAGE 3

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

The history of the tortoise

If you go back far enough, everything lived in the sea. At various points in evolutionary history, enterprising individuals within many different animal groups moved out onto the land, sometimes even to the most parched deserts, taking their own private seawater with them in blood and cellular fluids. In addition to the reptiles, birds, mammals and insects which we see all around us, other groups that have succeeded out of water include scorpions, snails, crustaceans such as woodlice and land crabs, millipedes and centipedes, spiders and various worms. And we mustn't forget the plants, without whose prior invasion of the land none of the other migrations could have happened.

Moving from water to land involved a major redesign of every aspect of life, including breathing and reproduction. Nevertheless, a good number of thoroughgoing land animals later turned around, abandoned their hard-earned terrestrial re-tooling, and returned to the water again. Seals have only gone part way back. They show us what the intermediates might have been like, on the way to extreme cases such as whales and dugongs. Whales (including the small whales we call dolphins) and dugongs, with their close cousins the manatees, ceased to be land creatures altogether and reverted to the full marine habits of their remote ancestors. They don't even come ashore to breed. They do, however, still breathe air, having never developed anything equivalent to the gills of their earlier marine incarnation. Turtles went back to the sea a very long time ago and, like all vertebrate returnees to the water, they breathe air. However, they are, in one respect, less fully given back to the water than whales or dugongs, for turtles still lay their eggs on beaches.

There is evidence that all modern turtles are descended from a terrestrial ancestor which lived before most of the dinosaurs. There are two key fossils called *Proganochelys quenstedti* and *Palaeochersis talampayensis* dating from early dinosaur times, which appear to be close to the ancestry of all modern turtles and tortoises. You might wonder how we can tell whether fossil animals lived on land or in water, especially if only fragments are found. Sometimes it's obvious. Ichthyosaurs were reptilian contemporaries of the dinosaurs, with fins and streamlined bodies. The fossils look like dolphins and they surely lived like dolphins, in the water. With turtles it is a little less obvious. One way to tell is by measuring the bones of their forelimbs.

Walter Joyce and Jacques Gauthier, at Yale University, obtained three measurements in these particular bones of 71 species of living turtles and tortoises. They used a kind of triangular graph paper to plot the three measurements against one another. All the land tortoise species formed a tight cluster of points in the upper part of the triangle; all the water turtles cluster in the lower part of the triangular graph. There was no overlap, except when they added some species that spend time both in water and on land. Sure enough, these amphibious species show up on the triangular graph approximately half way between the 'wet cluster' of sea turtles and the 'dry cluster' of land tortoises. The next step was to determine where the fossils fell. The

bones of *P. quenstedti* and *P. talampayensis* leave us in no doubt. Their points on the graph are right in the thick of the dry cluster. Both these fossils were dry-land tortoises. They come from the era before our turtles returned to the water.

You might think, therefore, that modern land tortoises have probably stayed on land ever since those early terrestrial times, as most mammals did after a few of them went back to the sea. But apparently not. If you draw out the family tree of all modern turtles and tortoises, nearly all the branches are aquatic. Today's land tortoises constitute a single branch, deeply nested among branches consisting of aquatic turtles. This suggests that modern land tortoises have not stayed on land continuously since the time of *P. quenstedti* and *P. talampayensis*. Rather, their ancestors were among those who went back to the water, and they then re-emerged back onto the land in (relatively) more recent times.

Tortoises therefore represent a remarkable double return. In common with all mammals, reptiles and birds, their remote ancestors were marine fish and before that various more or less worm-like creatures stretching back, still in the sea, to the primeval bacteria. Later ancestors lived on land and stayed there for a very large number of generations. Later ancestors still evolved back into the water and became sea turtles. And finally they returned yet again to the land as tortoises, some of which now live in the driest of deserts.

PART 3 — QUESTIONS

Questions 27-30

Answer the questions below.

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

27 What had to transfer from sea to land before any animals could migrate? _____

28 Which TWO processes are mentioned as those in which animals had to make big changes as they moved onto land? _____

29 Which physical feature, possessed by their ancestors, do whales lack? _____

30 Which animals might ichthyosaurs have resembled? _____

Questions 31-33

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

Write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

31 Turtles were among the first group of animals to migrate back to the sea.

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

32 It is always difficult to determine where an animal lived when its fossilised remains are incomplete.

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

33 The habitat of ichthyosaurs can be determined by the appearance of their fossilised remains.

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

Questions 34-39

Complete the flow-chart below.

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

Method of determining where the ancestors of turtles and tortoises come from

Step 1

71 species of living turtles and tortoises were examined and a total of **34** _____ were taken from the bones of their forelimbs.

Step 2

The data was recorded on a **35** _____ (necessary for comparing the information).

Outcome: Land tortoises were represented by a dense **36** _____ of points towards the top.

Sea turtles were grouped together in the bottom part.

Step 3

The same data was collected from some living **37** _____ species and added to the other results.

Outcome: The points for these species turned out to be positioned about **38** _____ up the triangle between the land tortoises and the sea turtles.

Step 4

Bones of *P. quenstedti* and *P. talampayensis* were examined in a similar way and the results added.

Outcome: The position of the points indicated that both these ancient creatures were **39** _____.

Questions 40-40

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

40 According to the writer, the most significant thing about tortoises is that

- **A** ○ they are able to adapt to life in extremely dry environments.
- **B** ○ their original life form was a kind of primeval bacteria.
- **C** ○ they have so much in common with sea turtles.
- **D** ○ they have made the transition from sea to land more than once.

Answer Key

#	Answer	Explanation
1	**FALSE**	His talent and devotion to the subject were perceived by his teacher, Thomas Hall, who encouraged him to attend a series of lectures given by the eminent scientist Michael Faraday at the Royal Institution
2	**NOT GIVEN**	Those speeches fired the young chemist's enthusiasm further, and he later went on to attend the Royal College of Chemistry, which he succeeded in entering in 1853, at the age of 15
3	**FALSE**	Perkin's scientific gifts soon caught Hofmann's attention and, within two years, he became Hofmann's youngest assistant
4	**TRUE**	he later went on to attend the Royal College of Chemistry, which he succeeded in entering in 1853, at the age of 15 Perkin's scientific gifts soon caught Hofmann's attention and, within two years, he became Hofmann's youngest assistant. Not long after that, Perkin made the scientific breakthrough that would bring him both fame and fortune
5	**NOT GIVEN**	The drug is derived from the bark of the cinchona tree, native to South America, and by 1856 demand for the drug was surpassing the available supply
6	**TRUE**	He was attempting to manufacture quinine from aniline, an inexpensive and readily available coal tar waste product
7	**NOT GIVEN**	And, proving the truth of the famous scientist Louis Pasteur's words 'chance favours only the prepared mind', Perkin saw the potential of his unexpected find
8	**(the / only) rich**	Indeed, the purple colour extracted from a snail was once so costly that in society at the time only the rich could afford it
9	**commercial (possibilities)**	But perhaps the most fascinating of all Perkin's reactions to his find was his nearly instant recognition that the new dye had commercial possibilities
10	**mauve**	Perkin originally named his dye Tyrian Purple, but it later became commonly known as mauve (from the French for the plant used to make the colour violet)
11	**(Robert) Pullar**	He asked advice of Scottish dye works owner Robert Pullar, who assured him that manufacturing the dye would be well worth it if the colour remained fast (i.e. would not fade) and the cost was relatively low

#	Answer	Explanation
12	**(in) France**	The company received a commercial boost from the Empress Eugénie of France, when she decided the new colour flattered her. Very soon, mauve was the necessary shade for all the fashionable ladies in that country
13	**malaria**	And, in what would have been particularly pleasing to Perkin, their current use is in the search for a vaccine against malaria
14	**iv**	In discussing whether we are alone, most SETI scientists adopt two ground rules. First, UFOs (Unidentified Flying Objects) are generally ignored since most scientists don't consider the evidence for them to be strong enough to bear serious consideration (although it is also important to keep an open mind in case any really convincing evidence emerges in the future). Second, we make a very conservative assumption that we are looking for a life form that is pretty well like us, since if it differs radically from us we may well not recognise it as a life form, quite apart from whether we are able to communicate with it
15	**vii**	However, when we look at the 100 billion stars in our galaxy (the Milky Way), and 100 billion galaxies in the observable Universe, it seems inconceivable that at least one of these planets does not have a life form on it; in fact, the best educated guess we can make, using the little that we do know about the conditions for carbon-based life, leads us to estimate that perhaps one in 100,000 stars might have a life-bearing planet orbiting it
16	**i**	It turns out that, for a given amount of transmitted power, radio waves in the frequency range 1000 to 3000 MHz travel the greatest distance, and so all searches to date have concentrated on looking for radio waves in this frequency range
17	**ii**	There is considerable debate over how we should react if we detect a signal from an alien civilisation. Everybody agrees that we should not reply immediately
18	**several billion years**	Since the lifetime of a planet like ours is several billion years, we can expect that, if other civilisations do survive in our galaxy, their ages will range from zero to several billion years
19	**radio (waves/signals)**	as we search for radio signals from other intelligent civilisations
20	**1000 (stars)**	This part of the project is searching the nearest 1000 likely stars with high sensitivity for signals in the frequency range 1000 to 3000 MHz

#	Answer	Explanation
21	**YES**	It is even possible that the older civilisation may pass on the benefits of their experience in dealing with threats to survival such as nuclear war and global pollution, and other threats that we haven't yet discovered
22	**YES**	Second, we make a very conservative assumption that we are looking for a life form that is pretty well like us, since if it differs radically from us we may well not recognise it as a life form, quite apart from whether we are able to communicate with it
23	**NOT GIVEN**	So far there have been a number of searches by various groups around the world, including Australian searches using the radio telescope at Parkes, New South Wales. Until now there have not been any detections from the few hundred stars which have been searched. The scale of the searches has been increased dramatically since 1992, when the US Congress voted NASA $10 million per year for ten years to conduct a thorough search for extra-terrestrial life
24	**NO**	Until now there have not been any detections from the few hundred stars which have been searched
25	**NOT GIVEN**	The scale of the searches has been increased dramatically since 1992, when the US Congress voted NASA $10 million per year for ten years to conduct a thorough search for extra-terrestrial life
26	**NO**	It's not important, then, if there's a delay of a few years, or decades, while the human race debates the question of whether to reply, and perhaps carefully drafts a reply
27	**plants**	And we mustn't forget the plants, without whose prior invasion of the land none of the other migrations could have happened
28	**breathing,reproduction / reproduction,breathing / breathing reproduction / reproduction breathing**	Moving from water to land involved a major redesign of every aspect of life, including breathing and reproduction
29	**gills**	They do, however, still breathe air, having never developed anything equivalent to the gills of their earlier marine incarnation
30	**dolphins**	The fossils look like dolphins and they surely lived like dolphins, in the water

#	Answer	Explanation
31	**NOT GIVEN**	Turtles went back to the sea a very long time ago and, like all vertebrate returnees to the water, they breathe air
32	**FALSE**	You might wonder how we can tell whether fossil animals lived on land or in water, especially if only fragments are found. Sometimes it's obvious
33	**TRUE**	Ichthyosaurs were reptilian contemporaries of the dinosaurs, with fins and streamlined bodies. The fossils look like dolphins and they surely lived like dolphins, in the water
34	**3 measurements / three measurements**	Walter Joyce and Jacques Gauthier, at Yale University, obtained three measurements in these particular bones of 71 species of living turtles and tortoises
35	**(triangular) graph**	They used a kind of triangular graph paper to plot the three measurements against one another
36	**cluster**	All the land tortoise species formed a tight cluster of points in the upper part of the triangle; all the water turtles cluster in the lower part of the triangular graph
37	**amphibious**	There was no overlap, except when they added some species that spend time both in water and on land. Sure enough, these amphibious species show up on the triangular graph approximately half way between the 'wet cluster' of sea turtles and the 'dry cluster' of land tortoises
38	**half way**	Sure enough, these amphibious species show up on the triangular graph approximately half way between the 'wet cluster' of sea turtles and the 'dry cluster' of land tortoises
39	**dry-land tortoises**	Both these fossils were dry-land tortoises
40	**D**	Tortoises therefore represent a remarkable double return. In common with all mammals, reptiles and birds, their remote ancestors were marine fish and before that various more or less worm-like creatures stretching back, still in the sea, to the primeval bacteria. Later ancestors lived on land and stayed there for a very large number of generations. Later ancestors still evolved back into the water and became sea turtles. And finally they returned yet again to the land as tortoises, some of which now live in the driest of deserts

Cambridge IELTS 09 Academic Reading Test 2

PASSAGE 1

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

READING PASSAGE 1

A Hearing impairment or other auditory function deficit in young children can have a major impact on their development of speech and communication, resulting in a detrimental effect on their ability to learn at school. This is likely to have major consequences for the individual and the population as a whole. The New Zealand Ministry of Health has found from research carried out over two decades that 6–10% of children in that country are affected by hearing loss.

B A preliminary study in New Zealand has shown that classroom noise presents a major concern for teachers and pupils. Modern teaching practices, the organisation of desks in the classroom, poor classroom acoustics, and mechanical means of ventilation such as air-conditioning units all contribute to the number of children unable to comprehend the teacher's voice. Education researchers Nelson and Soli have also suggested that recent trends in learning often involve collaborative interaction of multiple minds and tools as much as individual possession of information. This all amounts to heightened activity and noise levels, which have the potential to be particularly serious for children experiencing auditory function deficit. Noise in classrooms can only exacerbate their difficulty in comprehending and processing verbal communication with other children and instructions from the teacher.

C Children with auditory function deficit are potentially failing to learn to their maximum potential because of noise levels generated in classrooms. The effects of noise on the ability of children to learn effectively in typical classroom environments are now the subject of increasing concern. The International Institute of Noise Control Engineering (I-INCE), on the advice of the World Health Organization, has established an international working party, which includes New Zealand, to evaluate noise and reverberation control for school rooms.

D While the detrimental effects of noise in classroom situations are not limited to children experiencing disability, those with a disability that affects their processing of speech and verbal communication could be extremely vulnerable. The auditory function deficits in question include hearing impairment, autistic spectrum disorders (ASD) and attention deficit disorders (ADD/ADHD).

E Autism is considered a neurological and genetic life-long disorder that causes discrepancies in the way information is processed. This disorder is characterised by interlinking problems with social imagination, social communication and social interaction. According to Janzen, this affects the ability to understand and relate in typical ways to people, understand events and objects in the environment, and understand or respond to sensory stimuli. Autism does not allow learning or thinking in the same ways as in children who are developing normally. Autistic

spectrum disorders often result in major difficulties in comprehending verbal information and speech processing. Those experiencing these disorders often find sounds such as crowd noise and the noise generated by machinery painful and distressing. This is difficult to scientifically quantify as such extra-sensory stimuli vary greatly from one autistic individual to another. But a child who finds any type of noise in their classroom or learning space intrusive is likely to be adversely affected in their ability to process information.

F The attention deficit disorders are indicative of neurological and genetic disorders and are characterised by difficulties with sustaining attention, effort and persistence, organisation skills and disinhibition. Children experiencing these disorders find it difficult to screen out unimportant information, and focus on everything in the environment rather than attending to a single activity. Background noise in the classroom becomes a major distraction, which can affect their ability to concentrate.

G Children experiencing an auditory function deficit can often find speech and communication very difficult to isolate and process when set against high levels of background noise. These levels come from outside activities that penetrate the classroom structure, from teaching activities, and other noise generated inside, which can be exacerbated by room reverberation. Strategies are needed to obtain the optimum classroom construction and perhaps a change in classroom culture and methods of teaching. In particular, the effects of noisy classrooms and activities on those experiencing disabilities in the form of auditory function deficit need thorough investigation. It is probable that many undiagnosed children exist in the education system with 'invisible' disabilities. Their needs are less likely to be met than those of children with known disabilities.

H The New Zealand Government has developed a New Zealand Disability Strategy and has embarked on a wide-ranging consultation process. The strategy recognises that people experiencing disability face significant barriers in achieving a full quality of life in areas such as attitude, education, employment and access to services. Objective 3 of the New Zealand Disability Strategy is to 'Provide the Best Education for Disabled People' by improving education so that all children, youth learners and adult learners will have equal opportunities to learn and develop within their already existing local school. For a successful education, the learning environment is vitally significant, so any effort to improve this is likely to be of great benefit to all children, but especially to those with auditory function disabilities.

I A number of countries are already in the process of formulating their own standards for the control and reduction of classroom noise. New Zealand will probably follow their example. The literature to date on noise in school rooms appears to focus on the effects on schoolchildren in general, their teachers and the hearing impaired. Only limited attention appears to have been given to those students experiencing the other disabilities involving auditory function deficit. It is imperative that the needs of these children are taken into account in the setting of appropriate international standards to be promulgated in future.

PART 1 — QUESTIONS

Questions 1-6

Reading Passage 1 has nine sections, A-I.

Which section contains the following information?

	A	B	C	D	E	F	G	H	I
1 an account of a national policy initiative	○	○	○	○	○	○	○	○	○
2 a description of a global team effort	○	○	○	○	○	○	○	○	○
3 a hypothesis as to one reason behind the growth in classroom noise	○	○	○	○	○	○	○	○	○
4 a demand for suitable worldwide regulations	○	○	○	○	○	○	○	○	○
5 a list of medical conditions which place some children more at risk from noise than others	○	○	○	○	○	○	○	○	○
6 the estimated proportion of children in New Zealand with auditory problems	○	○	○	○	○	○	○	○	○

Questions 7-10

Answer the questions below.

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

7 For what period of time has hearing loss in schoolchildren been studied in New Zealand?

_____

8 In addition to machinery noise, what other type of noise can upset children with autism?

_____

9 What term is used to describe the hearing problems of schoolchildren which have not been diagnosed? _____

10 What part of the New Zealand Disability Strategy aims to give schoolchildren equal opportunity? _____

Questions 11-12

Choose TWO letters, A-F.

11 **12** The list below includes factors contributing to classroom noise. Which TWO are mentioned by the writer of the passage?

- **A** ☐ current teaching methods
- **B** ☐ echoing corridors
- **C** ☐ cooling systems
- **D** ☐ large class sizes
- **E** ☐ loud-voiced teachers
- **F** ☐ playground games

Questions 13-13

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

13 What is the writer's overall purpose in writing this article?

- **A** ○ to compare different methods of dealing with auditory problems
- **B** ○ to provide solutions for overly noisy learning environments
- **C** ○ to increase awareness of the situation of children with auditory problems
- **D** ○ to promote New Zealand as a model for other countries to follow

PASSAGE 2

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

Venus in transit

June 2004 saw the first passage, known as a 'transit', of the planet Venus across the face of the Sun in 122 years. Transits have helped shape our view of the whole Universe, as Heather Cooper and Nigel Henbest explain

A On 8 June 2004, more than half the population of the world were treated to a rare astronomical event. For over six hours, the planet Venus steadily inched its way over the surface of the Sun. This 'transit' of Venus was the first since 6 December 1882. On that occasion, the American astronomer Professor Simon Newcomb led a party to South Africa to observe the event. They were based at a girls' school, where – it is alleged – the combined forces of three schoolmistresses outperformed the professionals with the accuracy of their observations.

B For centuries, transits of Venus have drawn explorers and astronomers alike to the four corners of the globe. And you can put it all down to the extraordinary polymath Edmond Halley. In November 1677, Halley observed a transit of the innermost planet, Mercury, from the desolate island of St Helena in the South Pacific. He realised that, from different latitudes, the passage of the planet across the Sun's disc would appear to differ. By timing the transit from two widely-separated locations, teams of astronomers could calculate the parallax angle – the apparent difference in position of an astronomical body due to a difference in the observer's position. Calculating this angle would allow astronomers to measure what was then the ultimate goal: the distance of the Earth from the Sun. This distance is known as the 'astronomical unit' or AU.

C Halley was aware that the AU was one of the most fundamental of all astronomical measurements. Johannes Kepler, in the early 17th century, had shown that the distances of the planets from the Sun governed their orbital speeds, which were easily measurable. But no-one had found a way to calculate accurate distances to the planets from the Earth. The goal was to measure the AU; then, knowing the orbital speeds of all the other planets round the Sun, the scale of the Solar System would fall into place. However, Halley realised that Mercury was so far away that its parallax angle would be very difficult to determine. As Venus was closer to the Earth, its parallax angle would be larger, and Halley worked out that by using Venus it would be possible to measure the Sun's distance to 1 part in 500. But there was a problem: transits of Venus, unlike those of Mercury, are rare, occurring in pairs roughly eight years apart every hundred or so years. Nevertheless, he accurately predicted that Venus would cross the face of the Sun in both 1761 and 1769 – though he didn't survive to see either.

D Inspired by Halley's suggestion of a way to pin down the scale of the Solar System, teams of British and French astronomers set out on expeditions to places as diverse as India and Siberia. But things weren't helped by Britain and France being at war. The person who deserves most

sympathy is the French astronomer Guillaume Le Gentil. He was thwarted by the fact that the British were besieging his observation site at Pondicherry in India. Fleeing on a French warship crossing the Indian Ocean, Le Gentil saw a wonderful transit – but the ship's pitching and rolling ruled out any attempt at making accurate observations. Undaunted, he remained south of the equator, keeping himself busy by studying the islands of Mauritius and Madagascar before setting off to observe the next transit in the Philippines. Ironically after travelling nearly 50,000 kilometres, his view was clouded out at the last moment, a very dispiriting experience.

E While the early transit timings were as precise as instruments would allow, the measurements were dogged by the 'black drop' effect. When Venus begins to cross the Sun's disc, it looks smeared not circular – which makes it difficult to establish timings. This is due to diffraction of light. The second problem is that Venus exhibits a halo of light when it is seen just outside the Sun's disc. While this showed astronomers that Venus was surrounded by a thick layer of gases refracting sunlight around it, both effects made it impossible to obtain accurate timings.

F But astronomers laboured hard to analyse the results of these expeditions to observe Venus transits. Johann Franz Encke, Director of the Berlin Observatory, finally determined a value for the AU based on all these parallax measurements: 153,340,000 km. Reasonably accurate for the time, that is quite close to today's value of 149,597,870 km, determined by radar, which has now superseded transits and all other methods in accuracy. The AU is a cosmic measuring rod, and the basis of how we scale the Universe today. The parallax principle can be extended to measure the distances to the stars. If we look at a star in January – when Earth is at one point in its orbit – it will seem to be in a different position from where it appears six months later. Knowing the width of Earth's orbit, the parallax shift lets astronomers calculate the distance.

G June 2004's transit of Venus was thus more of an astronomical spectacle than a scientifically important event. But such transits have paved the way for what might prove to be one of the most vital breakthroughs in the cosmos – detecting Earth-sized planets orbiting other stars.

PART 2 — QUESTIONS

Questions 14-17

Reading Passage 2 has seven paragraphs, A-G.

Which paragraph contains the following information?

	A	B	C	D	E	F	G
14 examples of different ways in which the parallax principle has been applied	○	○	○	○	○	○	○
15 a description of an event which prevented a transit observation	○	○	○	○	○	○	○
16 a statement about potential future discoveries leading on from transit observations	○	○	○	○	○	○	○
17 a description of physical states connected with Venus which early astronomical instruments failed to overcome	○	○	○	○	○	○	○

Questions 18-21

Look at the following statements (Questions 18-21) and the list of people below.

Match each statement with the correct person, A, B, C or D.

A. Edmond Halley

B. Johannes Kepler

C. Guillaume Le Gentil

D. Johann Franz Encke

	A	B	C	D
18 He calculated the distance of the Sun from the Earth based on observations of Venus with a fair degree of accuracy.	○	○	○	○
19 He understood that the distance of the Sun from the Earth could be worked out by comparing observations of a transit.	○	○	○	○

	A	B	C	D
20 He realised that the time taken by a planet to go round the Sun depends on its distance from the Sun.	○	○	○	○
21 He witnessed a Venus transit but was unable to make any calculations.	○	○	○	○

Questions 22-26

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

22 Halley observed one transit of the planet Venus.

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

23 Le Gentil managed to observe a second Venus transit.

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

24 The shape of Venus appears distorted when it starts to pass in front of the Sun.

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

25 Early astronomers suspected that the atmosphere on Venus was toxic.

- **A** ○ TRUE

B ○ FALSE

C ○ NOT GIVEN

26 The parallax principle allows astronomers to work out how far away distant stars are from the Earth.

A ○ TRUE

B ○ FALSE

C ○ NOT GIVEN

PASSAGE 3

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

A neuroscientist reveals how to think differently

In the last decade a revolution has occurred in the way that scientists think about the brain. We now know that the decisions humans make can be traced to the firing patterns of neurons in specific parts of the brain. These discoveries have led to the field known as *neuroeconomics*, which studies the brain's secrets to success in an economic environment that demands innovation and being able to do things differently from competitors. A brain that can do this is an iconoclastic one. Briefly, an iconoclast is a person who does something that others say can't be done.

This definition implies that iconoclasts are different from other people, but more precisely, it is their brains that are different in three distinct ways: perception, fear response, and social intelligence. Each of these three functions utilizes a different circuit in the brain. Naysayers might suggest that the brain is irrelevant, that thinking in an original, even revolutionary, way is more a matter of personality than brain function. But the field of neuroeconomics was born out of the realization that the physical workings of the brain place limitations on the way we make decisions. By understanding these constraints, we begin to understand why some people march to a different drumbeat.

The first thing to realize is that the brain suffers from limited resources. It has a fixed energy budget, about the same as a 40 watt light bulb, so it has evolved to work as efficiently as possible. This is where most people are impeded from being an iconoclast. For example, when confronted with information streaming from the eyes, the brain will interpret this information in the quickest way possible. Thus it will draw on both past experience and any other source of information, such as what other people say, to make sense of what it is seeing. This happens all the time. The brain takes shortcuts that work so well we are hardly ever aware of them. We think our perceptions of the world are real, but they are only biological and electrical rumblings. Perception is not simply a product of what your eyes or ears transmit to your brain. More than the physical reality of photons or sound waves, perception is a product of the brain.

Perception is central to iconoclasm. Iconoclasts see things differently to other people. Their brains do not fall into efficiency pitfalls as much as the average person's brain. Iconoclasts, either because they were born that way or through learning, have found ways to work around the perceptual shortcuts that plague most people. Perception is not something that is hardwired into the brain. It is a learned process, which is both a curse and an opportunity for change. The brain faces the fundamental problem of interpreting physical stimuli from the senses. Everything the brain sees, hears, or touches has multiple interpretations. The one that is ultimately chosen is simply the brain's best theory. In technical terms, these conjectures have their basis in the statistical likelihood of one interpretation over another and are heavily influenced by past experience and, importantly for potential iconoclasts, what other people say.

The best way to see things differently to other people is to bombard the brain with things it has never encountered before. Novelty releases the perceptual process from the chains of past experience and forces the brain to make new judgments. Successful iconoclasts have an extraordinary willingness to be exposed to what is fresh and different. Observation of iconoclasts shows that they embrace novelty while most people avoid things that are different.

The problem with novelty, however, is that it tends to trigger the brain's fear system. Fear is a major impediment to thinking like an iconoclast and stops the average person in his tracks. There are many types of fear, but the two that inhibit iconoclastic thinking and people generally find difficult to deal with are *fear of uncertainty* and *fear of public ridicule*. These may seem like trivial phobias. But fear of public speaking, which everyone must do from time to time, afflicts one-third of the population. This makes it too common to be considered a mental disorder. It is simply a common variant of human nature, one which iconoclasts do not let inhibit their reactions.

Finally, to be successful iconoclasts, individuals must sell their ideas to other people. This is where *social intelligence* comes in. Social intelligence is the ability to understand and manage people in a business setting. In the last decade there has been an explosion of knowledge about the social brain and how the brain works when groups coordinate decision making. Neuroscience has revealed which brain circuits are responsible for functions like understanding what other people think, empathy, fairness, and social identity. These brain regions play key roles in whether people convince others of their ideas. Perception is important in social cognition too. The perception of someone's enthusiasm, or reputation, can make or break a deal. Understanding how perception becomes intertwined with social decision making shows why successful iconoclasts are so rare.

Iconoclasts create new opportunities in every area from artistic expression to technology to business. They supply creativity and innovation not easily accomplished by committees. Rules aren't important to them. Iconoclasts face alienation and failure, but can also be a major asset to any organization. It is crucial for success in any field to understand how the iconoclastic mind works.

Questions 27-31

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

27 Neuroeconomics is a field of study which seeks to

- **A** ○ cause a change in how scientists understand brain chemistry.
- **B** ○ understand how good decisions are made in the brain.
- **C** ○ understand how the brain is linked to achievement in competitive fields.
- **D** ○ trace the specific firing patterns of neurons in different areas of the brain.

28 According to the writer, iconoclasts are distinctive because

- **A** ○ they create unusual brain circuits.
- **B** ○ their brains function differently.
- **C** ○ their personalities are distinctive.
- **D** ○ they make decisions easily.

29 According to the writer, the brain works efficiently because

- **A** ○ it uses the eyes quickly.
- **B** ○ it interprets data logically.
- **C** ○ it generates its own energy.
- **D** ○ it relies on previous events.

30 The writer says that perception is

- **A** ○ a combination of photons and sound waves.
- **B** ○ a reliable product of what your senses transmit.
- **C** ○ a result of brain processes.
- **D** ○ a process we are usually conscious of.

31 According to the writer, an iconoclastic thinker

- **A** ○ centralises perceptual thinking in one part of the brain.
- **B** ○ avoids cognitive traps.
- **C** ○ has a brain that is hardwired for learning.
- **D** ○ has more opportunities than the average person.

Questions 32-37

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

32 Exposure to different events forces the brain to think differently.

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

33 Iconoclasts are unusually receptive to new experiences.

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

34 Most people are too shy to try different things.

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

35 If you think in an iconoclastic way, you can easily overcome fear.

A ○ YES

B ○ NO

C ○ NOT GIVEN

36 When concern about embarrassment matters less, other fears become irrelevant.

A ○ YES

B ○ NO

C ○ NOT GIVEN

37 Fear of public speaking is a psychological illness.

A ○ YES

B ○ NO

C ○ NOT GIVEN

Questions 38-40

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

• Thinking like a successful iconoclast is demanding because it **38** _____

• The concept of the social brain is useful to iconoclasts because it **39** _____

• Iconoclasts are generally an asset because their way of thinking **40** _____

A. **requires both perceptual and social intelligence skills.**

B. **focuses on how groups decide on an action.**

C. **works in many fields, both artistic and scientific.**

D. **leaves one open to criticism and rejection.**

E. **involves understanding how organisations manage people.**

Answer Key

#	Answer	Explanation
1	**H**	The New Zealand Government has developed a New Zealand Disability Strategy and has embarked on a wide-ranging consultation process
2	**C**	The International Institute of Noise Control Engineering (I-INCE), on the advice of the World Health Organization, has established an international working party, which includes New Zealand, to evaluate noise and reverberation control for school rooms
3	**B**	Education researchers Nelson and Soli have also suggested that recent trends in learning often involve collaborative interaction of multiple minds and tools as much as individual possession of information. This all amounts to heightened activity and noise levels, which have the potential to be particularly serious for children experiencing auditory function deficit
4	**I**	It is imperative that the needs of these children are taken into account in the setting of appropriate international standards to be promulgated in future
5	**D**	The auditory function deficits in question include hearing impairment, autistic spectrum disorders (ASD) and attention deficit disorders (ADD/ADHD)
6	**A**	The New Zealand Ministry of Health has found from research carried out over two decades that 6–10% of children in that country are affected by hearing loss
7	**two decades**	The New Zealand Ministry of Health has found from research carried out over two decades that 6–10% of children in that country are affected by hearing loss
8	**crowd (noise)**	Those experiencing these disorders often find sounds such as crowd noise and the noise generated by machinery painful and distressing
9	**invisible (disabilities/disability)**	It is probable that many undiagnosed children exist in the education system with ‘invisible’ disabilities
10	**Objective 3**	Objective 3 of the New Zealand Disability Strategy is to ‘Provide the Best Education for Disabled People’ by improving education so that all children, youth learners and adult learners

#	Answer	Explanation
		will have equal opportunities to learn and develop within their already existing local school
11	**A / C**	Modern teaching practices, the organisation of desks in the classroom, poor classroom acoustics, and mechanical means of ventilation such as air-conditioning units all contribute to the number of children unable to comprehend the teacher's voice
12	**A / C**	Modern teaching practices, the organisation of desks in the classroom, poor classroom acoustics, and mechanical means of ventilation such as air-conditioning units all contribute to the number of children unable to comprehend the teacher's voice
13	**C**	In particular, the effects of noisy classrooms and activities on those experiencing disabilities in the form of auditory function deficit need thorough investigation It is imperative that the needs of these children are taken into account in the setting of appropriate international standards to be promulgated in future
14	**F**	Johann Franz Encke, Director of the Berlin Observatory, finally determined a value for the AU based on all these parallax measurements: 153,340,000 km. Reasonably accurate for the time, that is quite close to today's value of 149,597,870 km, determined by radar, which has now superseded transits and all other methods in accuracy. The AU is a cosmic measuring rod, and the basis of how we scale the Universe today. The parallax principle can be extended to measure the distances to the stars
15	**D**	He was thwarted by the fact that the British were besieging his observation site at Pondicherry in India. Fleeing on a French warship crossing the Indian Ocean, Le Gentil saw a wonderful transit – but the ship's pitching and rolling ruled out any attempt at making accurate observations. Undaunted, he remained south of the equator, keeping himself busy by studying the islands of Mauritius and Madagascar before setting off to observe the next transit in the Philippines. Ironically after travelling nearly 50,000 kilometres, his view was clouded out at the last moment, a very dispiriting experience
16	**G**	But such transits have paved the way for what might prove to be one of the most vital breakthroughs in the cosmos – detecting Earth-sized planets orbiting other stars
17	**E**	When Venus begins to cross the Sun's disc, it looks smeared not circular – which makes it difficult to establish timings. This is due to diffraction of light. The second problem is that Venus exhibits a halo of light when it is seen just outside the Sun's disc. While this showed astronomers that Venus was

#	Answer	Explanation
		surrounded by a thick layer of gases refracting sunlight around it, both effects made it impossible to obtain accurate timings
18	**D**	Johann Franz Encke, Director of the Berlin Observatory, finally determined a value for the AU based on all these parallax measurements: 153,340,000 km. Reasonably accurate for the time, that is quite close to today's value of 149,597,870 km, determined by radar, which has now superseded transits and all other methods in accuracy
19	**A**	He realised that, from different latitudes, the passage of the planet across the Sun's disc would appear to differ. By timing the transit from two widely-separated locations, teams of astronomers could calculate the parallax angle – the apparent difference in position of an astronomical body due to a difference in the observer's position. Calculating this angle would allow astronomers to measure what was then the ultimate goal: the distance of the Earth from the Sun
20	**B**	Johannes Kepler, in the early 17th century, had shown that the distances of the planets from the Sun governed their orbital speeds, which were easily measurable
21	**C**	Le Gentil saw a wonderful transit – but the ship's pitching and rolling ruled out any attempt at making accurate observations
22	**FALSE**	In November 1677, Halley observed a transit of the innermost planet, Mercury, from the desolate island of St Helena in the South Pacific Nevertheless, he accurately predicted that Venus would cross the face of the Sun in both 1761 and 1769 – though he didn't survive to see either
23	**FALSE**	Ironically after travelling nearly 50,000 kilometres, his view was clouded out at the last moment, a very dispiriting experience
24	**TRUE**	When Venus begins to cross the Sun's disc, it looks smeared not circular
25	**NOT GIVEN**	While this showed astronomers that Venus was surrounded by a thick layer of gases refracting sunlight around it, both effects made it impossible to obtain accurate timings
26	**TRUE**	The parallax principle can be extended to measure the distances to the stars. If we look at a star in January – when Earth is at one point in its orbit – it will seem to be in a different position from where it appears six months later. Knowing the width of Earth's orbit, the parallax shift lets astronomers calculate the distance
27	**C**	These discoveries have led to the field known as neuroeconomics, which studies the brain's secrets to success

#	Answer	Explanation
		in an economic environment that demands innovation and being able to do things differently from competitors
28	**B**	it is their brains that are different in three distinct ways: perception, fear response, and social intelligence
29	**D**	Thus it will draw on both past experience and any other source of information, such as what other people say, to make sense of what it is seeing
30	**C**	More than the physical reality of photons or sound waves, perception is a product of the brain
31	**B**	Their brains do not fall into efficiency pitfalls as much as the average person's brain
32	**YES**	Novelty releases the perceptual process from the chains of past experience and forces the brain to make new judgments
33	**YES**	Successful iconoclasts have an extraordinary willingness to be exposed to what is fresh and different. Observation of iconoclasts shows that they embrace novelty while most people avoid things that are different
34	**NOT GIVEN**	Observation of iconoclasts shows that they embrace novelty while most people avoid things that are different But fear of public speaking, which everyone must do from time to time, afflicts one-third of the population
35	**NO**	Fear is a major impediment to thinking like an iconoclast and stops the average person in his tracks
36	**NOT GIVEN**	There are many types of fear, but the two that inhibit iconoclastic thinking and people generally find difficult to deal with are fear of uncertainty and fear of public ridicule
37	**NO**	This makes it too common to be considered a mental disorder. It is simply a common variant of human nature, one which iconoclasts do not let inhibit their reactions
38	**A**	Understanding how perception becomes intertwined with social decision making shows why successful iconoclasts are so rare
39	**B**	In the last decade there has been an explosion of knowledge about the social brain and how the brain works when groups coordinate decision making
40	**C**	Iconoclasts create new opportunities in every area from artistic expression to technology to business

Cambridge IELTS 09 Academic Reading Test 3

PASSAGE 1

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

Attitudes to language

It is not easy to be systematic and objective about language study. Popular linguistic debate regularly deteriorates into invective and polemic. Language belongs to everyone, so most people feel they have a right to hold an opinion about it. And when opinions differ, emotions can run high. Arguments can start as easily over minor points of usage as over major policies of linguistic education.

Language, moreover, is a very public behaviour, so it is easy for different usages to be noted and criticised. No part of society or social behaviour is exempt: linguistic factors influence how we judge personality, intelligence, social status, educational standards, job aptitude, and many other areas of identity and social survival. As a result, it is easy to hurt, and to be hurt, when language use is unfeelingly attacked.

In its most general sense, prescriptivism is the view that one variety of language has an inherently higher value than others, and that this ought to be imposed on the whole of the speech community. The view is propounded especially in relation to grammar and vocabulary, and frequently with reference to pronunciation. The variety which is favoured, in this account, is usually a version of the 'standard' written language, especially as encountered in literature, or in the formal spoken language which most closely reflects this style. Adherents to this variety are said to speak or write 'correctly'; deviations from it are said to be 'incorrect'.

All the main languages have been studied prescriptively, especially in the 18th century approach to the writing of grammars and dictionaries. The aims of these early grammarians were threefold: (a) they wanted to codify the principles of their languages, to show that there was a system beneath the apparent chaos of usage, (b) they wanted a means of settling disputes over usage, and (c) they wanted to point out what they felt to be common errors, in order to 'improve' the language. The authoritarian nature of the approach is best characterised by its reliance on 'rules' of grammar. Some usages are 'prescribed', to be learnt and followed accurately; others are 'proscribed', to be avoided. In this early period, there were no half-measures: usage was either right or wrong, and it was the task of the grammarian not simply to record alternatives, but to pronounce judgement upon them.

These attitudes are still with us, and they motivate a widespread concern that linguistic standards should be maintained. Nevertheless, there is an alternative point of view that is concerned less with standards than with the *facts* of linguistic usage. This approach is summarised in the statement that it is the task of the grammarian to *describe*, not *prescribe* - to record the facts of linguistic diversity, and not to attempt the impossible tasks of evaluating

language variation or halting language change. In the second half of the 18th century, we already find advocates of this view, such as Joseph Priestley, whose *Rudiments of English Grammar* (1761) insists that 'the custom of speaking is the original and only just standard of any language'. Linguistic issues, it is argued, cannot be solved by logic and legislation. And this view has become the tenet of the modern linguistic approach to grammatical analysis.

In our own time, the opposition between 'descriptivists' and 'prescriptivists' has often become extreme, with both sides painting unreal pictures of the other. Descriptive grammarians have been presented as people who do not care about standards, because of the way they see all forms of usage as equally valid. Prescriptive grammarians have been presented as blind adherents to a historical tradition. The opposition has even been presented in quasi-political terms - of radical liberalism vs elitist conservatism.

Questions 1-8

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

YES if the statement agrees with the claims of the writer

NO if the statement contradicts the claims of the writer

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

1 There are understandable reasons why arguments occur about language.

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

2 People feel more strongly about language education than about small differences in language usage.

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

3 Our assessment of a person's intelligence is affected by the way he or she uses language.

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

4 Prescriptive grammar books cost a lot of money to buy in the 18th century.

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

5 Prescriptivism still exists today.

A ○ YES

B ○ NO

C ○ NOT GIVEN

6 According to descriptivists it is pointless to try to stop language change.

A ○ YES

B ○ NO

C ○ NOT GIVEN

7 Descriptivism only appeared after the 18th century.

A ○ YES

B ○ NO

C ○ NOT GIVEN

8 Both descriptivists and prescriptivists have been misrepresented.

A ○ YES

B ○ NO

C ○ NOT GIVEN

Questions 9-12

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

The language debate

According to **9** _____, there is only one correct form of language. Linguists who take this approach to language place great importance on grammatical **10** _____.

Conversely, the view of **11** _____ , such as Joseph Priestley, is that grammar should be based on **12** _____ .

A. **descriptivists** B. **language experts** C. **popular speech**

D. **formal language** E. **evaluation** F. **rules** G. **modern linguists**

H. **prescriptivists** I. **change**

Questions 13-13

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

13 What is the writer's purpose in Reading Passage 1?

A ○ to argue in favour of a particular approach to writing dictionaries and grammar books

B ○ to present a historical account of differing views of language

C ○ to describe the differences between spoken and written language

D ○ to show how a certain view of language has been discredited

PASSAGE 2

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

Tidal Power

Undersea turbines which produce electricity from the tides are set to become an important source of renewable energy for Britain. It is still too early to predict the extent of the impact they may have, but all the signs are that they will play a significant role in the future

A Operating on the same principle as wind turbines, the power in sea turbines comes from tidal currents which turn blades similar to ships' propellers, but, unlike wind, the tides are predictable and the power input is constant. The technology raises the prospect of Britain becoming self-sufficient in renewable energy and drastically reducing its carbon dioxide emissions. If tide, wind and wave power are all developed, Britain would be able to close gas, coal and nuclear power plants and export renewable power to other parts of Europe. Unlike wind power, which Britain originally developed and then abandoned for 20 years allowing the Dutch to make it a major industry, undersea turbines could become a big export earner to island nations such as Japan and New Zealand.

B Tidal sites have already been identified that will produce one sixth or more of the UK's power - and at prices competitive with modern gas turbines and undercutting those of the already ailing nuclear industry. One site alone, the Pentland Firth, between Orkney and mainland Scotland, could produce 10% of the country's electricity with banks of turbines under the sea, and another at Alderney in the Channel Islands three times the 1,200 megawatts of Britain's largest and newest nuclear plant, Sizewell B, in Suffolk. Other sites identified include the Bristol Channel and the west coast of Scotland, particularly the channel between Campbeltown and Northern Ireland.

C Work on designs for the new turbine blades and sites are well advanced at the University of Southampton's sustainable energy research group. The first station is expected to be installed off Lynmouth in Devon shortly to test the technology in a venture jointly funded by the department of Trade and Industry and the European Union. AbuBakr Bahaj, in charge of the Southampton research, said: 'The prospects for energy from tidal currents are far better than from wind because the flows of water are predictable and constant. The technology for dealing with the hostile saline environment under the sea has been developed in the North Sea oil industry and much is already known about turbine blade design, because of wind power and ship propellers. There are a few technical difficulties, but I believe in the next five to ten years we will be installing commercial marine turbine farms.' Southampton has been awarded £215,000 over three years to develop the turbines and is working with Marine Current Turbines, a subsidiary of IT power, on the Lynmouth project. EU research has now identified 106 potential sites for tidal power, 80% round the coasts of Britain. The best sites are between islands or around heavily indented coasts where there are strong tidal currents.

D A marine turbine blade needs to be only one third of the size of a wind generator to produce three times as much power. The blades will be about 20 metres in diameter, so around 30 metres of water is required. Unlike wind power, there are unlikely to be environmental objections. Fish and other creatures are thought unlikely to be at risk from the relatively slow-turning blades. Each turbine will be mounted on a tower which will connect to the national power supply grid via underwater cables. The towers will stick out of the water and be lit, to warn shipping, and also be designed to be lifted out of the water for maintenance and to clean seaweed from the blades.

E Dr Bahaj has done most work on the Alderney site, where there are powerful currents. The single undersea turbine farm would produce far more power than needed for the Channel Islands and most would be fed into the French Grid and be re-imported into Britain via the cable under the Channel.

F One technical difficulty is cavitation, where low pressure behind a turning blade causes air bubbles. These can cause vibration and damage the blades of the turbines. Dr Bahaj said: 'We have to test a number of blade types to avoid this happening or at least make sure it does not damage the turbines or reduce performance. Another slight concern is submerged debris floating into the blades. So far we do not know how much of a problem it might be. We will have to make the turbines robust because the sea is a hostile environment, but all the signs that we can do it are good.'

PART 2 — QUESTIONS

Questions 14-17

Reading Passage 2 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
14 the location of the first test site	○	○	○	○	○	○
15 a way of bringing the power produced on one site back into Britain	○	○	○	○	○	○
16 a reference to a previous attempt by Britain to find an alternative source of energy	○	○	○	○	○	○
17 mention of the possibility of applying technology from another industry	○	○	○	○	○	○

Questions 18-22

Choose FIVE letters, A-J.

18 **19** **20** **21** **22** Which FIVE of the following claims about tidal power are made by the writer?

- **A** ☐ It is a more reliable source of energy than wind power.
- **B** ☐ It would replace all other forms of energy in Britain.
- **C** ☐ Its introduction has come as a result of public pressure.
- **D** ☐ It could contribute to the closure of many existing power stations in Britain.
- **E** ☐ It would cut down on air pollution.
- **F** ☐ It could be a means of increasing national income.
- **G** ☐ It could face a lot of resistance from other fuel industries.

H ☐ It could be sold more cheaply than any other type of fuel.

I ☐ It could compensate for the shortage of inland sites for energy production.

J ☐ It is best produced in the vicinity of coastlines with particular features.

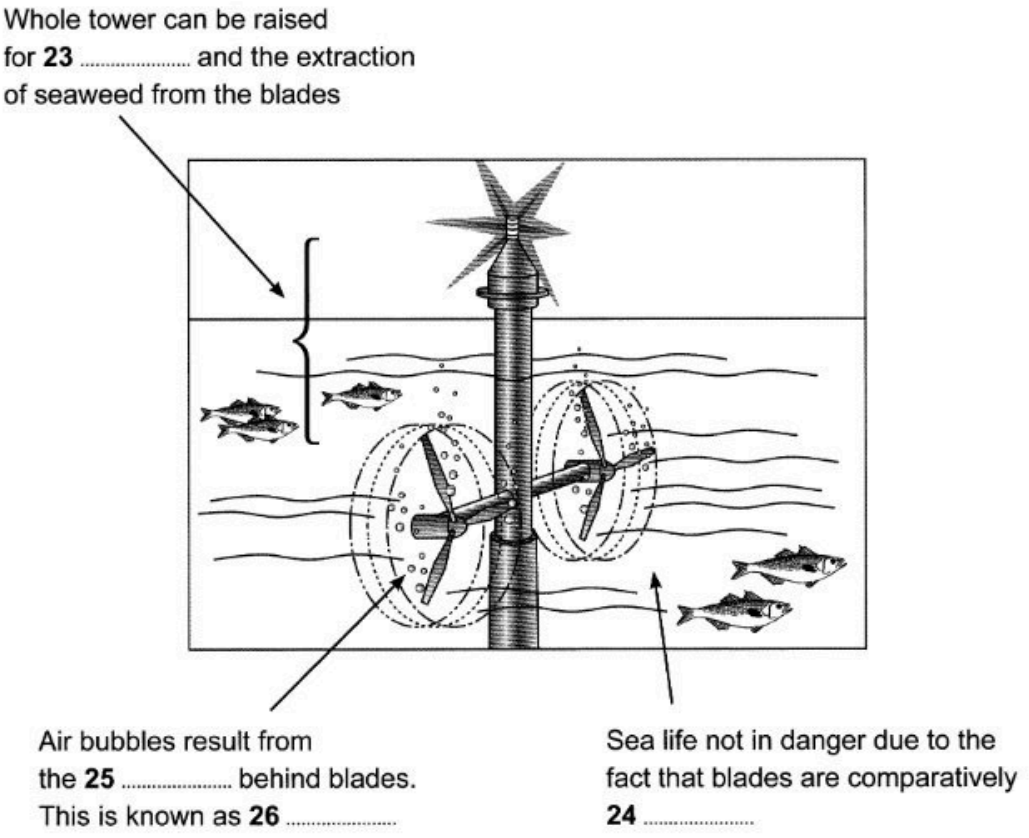
Questions 23-26

Label the diagram below.

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

Write your answers in boxes 23–26 on your answer sheet.

An Undersea Turbine



23 _____

24 _____

25 _____

26 _____

PASSAGE 3

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

Information theory – the big idea

Information theory lies at the heart of everything – from DVD players and the genetic code of DNA to the physics of the universe at its most fundamental. It has been central to the development of the science of communication, which enables data to be sent electronically and has therefore had a major impact on our lives

A In April 2002 an event took place which demonstrated one of the many applications of information theory. The space probe, Voyager 1, launched in 1977, had sent back spectacular images of Jupiter and Saturn and then soared out of the Solar System on a one-way mission to the stars. After 25 years of exposure to the freezing temperatures of deep space, the probe was beginning to show its age. Sensors and circuits were on the brink of failing and NASA experts realised that they had to do something or lose contact with their probe forever. The solution was to get a message to Voyager 1 to instruct it to use spares to change the failing parts. With the probe 12 billion kilometres from Earth, this was not an easy task. By means of a radio dish belonging to NASA's Deep Space Network, the message was sent out into the depths of space. Even travelling at the speed of light, it took over 11 hours to reach its target, far beyond the orbit of Pluto. Yet, incredibly, the little probe managed to hear the faint call from its home planet, and successfully made the switchover.

B It was the longest-distance repair job in history, and a triumph for the NASA engineers. But it also highlighted the astonishing power of the techniques developed by American communications engineer Claude Shannon, who had died just a year earlier. Born in 1916 in Petoskey, Michigan, Shannon showed an early talent for maths and for building gadgets, and made breakthroughs in the foundations of computer technology when still a student. While at Bell Laboratories, Shannon developed information theory, but shunned the resulting acclaim. In the 1940s, he single-handedly created an entire science of communication which has since inveigled its way into a host of applications, from DVDs to satellite communications to bar codes - any area, in short, where data has to be conveyed rapidly yet accurately.

C This all seems light years away from the down-to-earth uses Shannon originally had for his work, which began when he was a 22-year-old graduate engineering student at the prestigious Massachusetts Institute of Technology in 1939. He set out with an apparently simple aim: to pin down the precise meaning of the concept of 'information'. The most basic form of information, Shannon argued, is whether something is true or false - which can be captured in the binary unit, or 'bit', of the form 1 or 0. Having identified this fundamental unit, Shannon set about defining otherwise vague ideas about information and how to transmit it from place to place. In the process he discovered something surprising: it is always possible to guarantee information will get through random interference - 'noise' - intact.

D Noise usually means unwanted sounds which interfere with genuine information. Information theory generalises this idea via theorems that capture the effects of noise with mathematical precision. In particular, Shannon showed that noise sets a limit on the rate at which information can pass along communication channels while remaining error-free. This rate depends on the relative strengths of the signal and noise travelling down the communication channel, and on its capacity (its 'bandwidth'). The resulting limit, given in units of bits per second, is the absolute maximum rate of error-free communication given signal strength and noise level. The trick, Shannon showed, is to find ways of packaging up - 'coding' - information to cope with the ravages of noise, while staying within the information-carrying capacity - 'bandwidth' - of the communication system being used.

E Over the years scientists have devised many such coding methods, and they have proved crucial in many technological feats. The Voyager spacecraft transmitted data using codes which added one extra bit for every single bit of information; the result was an error rate of just one bit in 10,000 - and stunningly clear pictures of the planets. Other codes have become part of everyday life - such as the Universal Product Code, or bar code, which uses a simple error-detecting system that ensures supermarket check-out lasers can read the price even on, say, a crumpled bag of crisps. As recently as 1993, engineers made a major breakthrough by discovering so-called turbo codes - which come very close to Shannon's ultimate limit for the maximum rate that data can be transmitted reliably, and now play a key role in the mobile videophone revolution.

F Shannon also laid the foundations of more efficient ways of storing information, by stripping out superfluous ('redundant') bits from data which contributed little real information. As mobile phone text messages like 'I CN C U' show, it is often possible to leave out a lot of data without losing much meaning. As with error correction, however, there's a limit beyond which messages become too ambiguous. Shannon showed how to calculate this limit, opening the way to the design of compression methods that cram maximum information into the minimum space.

Questions 27-32

Reading Passage 3 has six paragraphs, A-F.

Which paragraph contains the following information?

	A	B	C	D	E	F
27 an explanation of the factors affecting the transmission of information	○	○	○	○	○	○
28 an example of how unnecessary information can be omitted	○	○	○	○	○	○
29 a reference to Shannon's attitude to fame	○	○	○	○	○	○
30 details of a machine capable of interpreting incomplete information	○	○	○	○	○	○
31 a detailed account of an incident involving information theory	○	○	○	○	○	○
32 a reference to what Shannon initially intended to achieve in his research	○	○	○	○	○	○

Questions 33-37

Complete the notes below.

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

The Voyager 1 Space Probe

- The probe transmitted pictures of both **33** _____ and Saturn, then left the **34** _____.
- The freezing temperatures were found to have a negative effect on parts of the space probe.
- Scientists feared that both the sensors and **35** _____ were about to stop working.

- The only hope was to tell the probe to replace them with **36** _____ - but distance made communication with the probe difficult.
- A **37** _____ was used to transmit the message at the speed of light.
- The message was picked up by the probe and the switchover took place.

Questions 38-40

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

38 The concept of describing something as true or false was the starting point for Shannon in his attempts to send messages over distances.

A ○ TRUE

B ○ FALSE

C ○ NOT GIVEN

39 The amount of information that can be sent in a given time period is determined with reference to the signal strength and noise level.

A ○ TRUE

B ○ FALSE

C ○ NOT GIVEN

40 Products have now been developed which can convey more information than Shannon had anticipated as possible.

A ○ TRUE

B ○ FALSE

C ○ NOT GIVEN

Answer Key

#	Answer	Explanation
1	**YES**	Language belongs to everyone, so most people feel they have a right to hold an opinion about it. And when opinions differ, emotions can run high
2	**NO**	Arguments can start as easily over minor points of usage as over major policies of linguistic education
3	**YES**	No part of society or social behaviour is exempt: linguistic factors influence how we judge personality, intelligence, social status, educational standards, job aptitude, and many other areas of identity and social survival
4	**NOT GIVEN**	All the main languages have been studied prescriptively, especially in the 18th century approach to the writing of grammars and dictionaries
5	**YES**	These attitudes are still with us, and they motivate a widespread concern that linguistic standards should be maintained In our own time, the opposition between ‘descriptivists’ and ‘prescriptivists’ has often become extreme, with both sides painting unreal pictures of the other
6	**YES**	This approach is summarised in the statement that it is the task of the grammarian to describe, not prescribe – to record the facts of linguistic diversity, and not to attempt the impossible tasks of evaluating language variation or halting language change
7	**NO**	In the second half of the 18th century, we already find advocates of this view, such as Joseph Priestley, whose Rudiments of English Grammar (1761) insists that ‘the custom of speaking is the original and only just standard of any language’
8	**YES**	In our own time, the opposition between ‘descriptivists’ and ‘prescriptivists’ has often become extreme, with both sides painting unreal pictures of the other
9	**H**	In its most general sense, prescriptivism is the view that one variety of language has an inherently higher value than others, and that this ought to be imposed on the whole of the speech community Adherents to this variety are said to speak or write ‘correctly’; deviations from it are said to be ‘incorrect&rsquo
10	**F**	The authoritarian nature of the approach is best characterised by its reliance on ‘rules’ of grammar

#	Answer	Explanation
11	**A**	This approach is summarised in the statement that it is the task of the grammarian to describe, not prescribe – to record the facts of linguistic diversity, and not to attempt the impossible tasks of evaluating language variation or halting language change. In the second half of the 18th century, we already find advocates of this view, such as Joseph Priestley In our own time, the opposition between ‘descriptivists’ and ‘prescriptivists’ has often become extreme
12	**C**	In the second half of the 18th century, we already find advocates of this view, such as Joseph Priestley, whose Rudiments of English Grammar (1761) insists that ‘the custom of speaking is the original and only just standard of any language&rsquo
13	**B**	All the main languages have been studied prescriptively, especially in the 18th century approach to the writing of grammars and dictionaries In the second half of the 18th century, we already find advocates of this view, such as Joseph Priestley, whose Rudiments of English Grammar (1761) insists that ‘the custom of speaking is the original and only just standard of any language’. Linguistic issues, it is argued, cannot be solved by logic and legislation. And this view has become the tenet of the modern linguistic approach to grammatical analysis
14	**C**	The first station is expected to be installed off Lynmouth in Devon shortly to test the technology in a venture jointly funded by the department of Trade and Industry and the European Union
15	**E**	The single undersea turbine farm would produce far more power than needed for the Channel Islands and most would be fed into the French Grid and be re-imported into Britain via the cable under the Channel
16	**A**	Unlike wind power, which Britain originally developed and then abandoned for 20 years allowing the Dutch to make it a major industry, undersea turbines could become a big export earner to island nations such as Japan and New Zealand
17	**C**	The technology for dealing with the hostile saline environment under the sea has been developed in the North Sea oil industry and much is already known about turbine blade design, because of wind power and ship propellers
18	**A / D / E / F / J**	unlike wind, the tides are predictable and the power input is constant drastically reducing its carbon dioxide emissions Britain would be able to close gas, coal and nuclear power plants undersea turbines could become a big export earner The best sites are between islands or around heavily indented coasts where there are strong tidal currents

#	Answer	Explanation
19	**A / D / E / F / J**	unlike wind, the tides are predictable and the power input is constant drastically reducing its carbon dioxide emissions Britain would be able to close gas, coal and nuclear power plants undersea turbines could become a big export earner The best sites are between islands or around heavily indented coasts where there are strong tidal currents
20	**A / D / E / F / J**	unlike wind, the tides are predictable and the power input is constant drastically reducing its carbon dioxide emissions Britain would be able to close gas, coal and nuclear power plants undersea turbines could become a big export earner The best sites are between islands or around heavily indented coasts where there are strong tidal currents
21	**A / D / E / F / J**	unlike wind, the tides are predictable and the power input is constant drastically reducing its carbon dioxide emissions Britain would be able to close gas, coal and nuclear power plants undersea turbines could become a big export earner The best sites are between islands or around heavily indented coasts where there are strong tidal currents
22	**A / D / E / F / J**	unlike wind, the tides are predictable and the power input is constant drastically reducing its carbon dioxide emissions Britain would be able to close gas, coal and nuclear power plants undersea turbines could become a big export earner The best sites are between islands or around heavily indented coasts where there are strong tidal currents
23	**maintenance**	The towers will stick out of the water and be lit, to warn shipping, and also be designed to be lifted out of the water for maintenance and to clean seaweed from the blades
24	**slow (turning)**	Fish and other creatures are thought unlikely to be at risk from the relatively slow-turning blades
25	**low pressure**	One technical difficulty is cavitation, where low pressure behind a turning blade causes air bubbles
26	**cavitation**	One technical difficulty is cavitation, where low pressure behind a turning blade causes air bubbles. These can cause vibration and damage the blades of the turbines
27	**D**	In particular, Shannon showed that noise sets a limit on the rate at which information can pass along communication channels while remaining error-free. This rate depends on the relative strengths of the signal and noise travelling down the communication channel, and on its capacity (its ‘bandwidth’)
28	**F**	Shannon also laid the foundations of more efficient ways of storing information, by stripping out superfluous (‘redundant’)

#	Answer	Explanation
		bits from data which contributed little real information. As mobile phone text messages like ‘I CN C U’ show, it is often possible to leave out a lot of data without losing much meaning
29	**B**	While at Bell Laboratories, Shannon developed information theory, but shunned the resulting acclaim
30	**E**	Other codes have become part of everyday life – such as the Universal Product Code, or bar code, which uses a simple error-detecting system that ensures supermarket check-out lasers can read the price even on, say, a crumpled bag of crisps
31	**A**	In April 2002 an event took place which demonstrated one of the many applications of information theory. The space probe, Voyager 1, launched in 1977, had sent back spectacular images of Jupiter and Saturn and then soared out of the Solar System on a one-way mission to the stars
32	**C**	He set out with an apparently simple aim: to pin down the precise meaning of the concept of ‘information’
33	**Jupiter**	The space probe, Voyager 1, launched in 1977, had sent back spectacular images of Jupiter and Saturn and then soared out of the Solar System on a one-way mission to the stars
34	**Solar System**	The space probe, Voyager 1, launched in 1977, had sent back spectacular images of Jupiter and Saturn and then soared out of the Solar System on a one-way mission to the stars
35	**circuits**	Sensors and circuits were on the brink of failing
36	**spares**	The solution was to get a message to Voyager 1 to instruct it to use spares to change the failing parts
37	**radio dish**	By means of a radio dish belonging to NASA’s Deep Space Network, the message was sent out into the depths of space
38	**TRUE**	He set out with an apparently simple aim: to pin down the precise meaning of the concept of ‘information’. The most basic form of information, Shannon argued, is whether something is true or false – which can be captured in the binary unit, or ‘bit’, of the form 1 or 0. Having identified this fundamental unit, Shannon set about defining otherwise vague ideas about information and how to transmit it from place to place
39	**TRUE**	This rate depends on the relative strengths of the signal and noise travelling down the communication channel, and on its capacity (its ‘bandwidth’). The resulting limit, given in units of bits per second, is the absolute maximum rate of error-free communication given signal strength and noise level

#	Answer	Explanation
40	**FALSE**	As recently as 1993, engineers made a major breakthrough by discovering so-called turbo codes – which come very close to Shannon's ultimate limit for the maximum rate that data can be transmitted reliably, and now play a key role in the mobile videophone revolution

Cambridge IELTS 09 Academic Reading Test 4

PASSAGE 1

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

The life and work of Marie Curie

Marie Curie is probably the most famous woman scientist who has ever lived. Born Maria Sklodowska in Poland in 1867, she is famous for her work on radioactivity, and was twice a winner of the Nobel Prize. With her husband, Pierre Curie, and Henri Becquerel, she was awarded the 1903 Nobel Prize for Physics, and was then sole winner of the 1911 Nobel Prize for Chemistry. She was the first woman to win a Nobel Prize.

From childhood, Marie was remarkable for her prodigious memory, and at the age of 16 won a gold medal on completion of her secondary education. Because her father lost his savings through bad investment, she then had to take work as a teacher. From her earnings she was able to finance her sister Bronia's medical studies in Paris, on the understanding that Bronia would, in turn, later help her to get an education.

In 1891 this promise was fulfilled and Marie went to Paris and began to study at the Sorbonne (the University of Paris). She often worked far into the night and lived on little more than bread and butter and tea. She came first in the examination in the physical sciences in 1893, and in 1894 was placed second in the examination in mathematical sciences. It was not until the spring of that year that she was introduced to Pierre Curie.

Their marriage in 1895 marked the start of a partnership that was soon to achieve results of world significance. Following Henri Becquerel's discovery in 1896 of a new phenomenon, which Marie later called 'radioactivity', Marie Curie decided to find out if the radioactivity discovered in uranium was to be found in other elements. She discovered that this was true for thorium.

Turning her attention to minerals, she found her interest drawn to pitchblende, a mineral whose radioactivity, superior to that of pure uranium, could be explained only by the presence in the ore of small quantities of an unknown substance of very high activity. Pierre Curie joined her in the work that she had undertaken to resolve this problem, and that led to the discovery of the new elements, polonium and radium. While Pierre Curie devoted himself chiefly to the physical study of the new radiations, Marie Curie struggled to obtain pure radium in the metallic state. This was achieved with the help of the chemist André-Louis Debierne, one of Pierre Curie's pupils. Based on the results of this research, Marie Curie received her Doctorate of Science, and in 1903 Marie and Pierre shared with Becquerel the Nobel Prize for Physics for the discovery of radioactivity.

The births of Marie's two daughters, Irène and Eve, in 1897 and 1904 failed to interrupt her scientific work. She was appointed lecturer in physics at the École Normale Supérieure for girls in Sèvres, France (1900), and introduced a method of teaching based on experimental

demonstrations. In December 1904 she was appointed chief assistant in the laboratory directed by Pierre Curie.

The sudden death of her husband in 1906 was a bitter blow to Marie Curie, but was also a turning point in her career: henceforth she was to devote all her energy to completing alone the scientific work that they had undertaken. On May 13, 1906, she was appointed to the professorship that had been left vacant on her husband's death, becoming the first woman to teach at the Sorbonne. In 1911 she was awarded the Nobel Prize for Chemistry for the isolation of a pure form of radium.

During World War I, Marie Curie, with the help of her daughter Irène, devoted herself to the development of the use of X-radiography, including the mobile units which came to be known as 'Little Curies', used for the treatment of wounded soldiers. In 1918 the Radium Institute, whose staff Irène had joined, began to operate in earnest, and became a centre for nuclear physics and chemistry. Marie Curie, now at the highest point of her fame and, from 1922, a member of the Academy of Medicine, researched the chemistry of radioactive substances and their medical applications.

In 1921, accompanied by her two daughters, Marie Curie made a triumphant journey to the United States to raise funds for research on radium. Women there presented her with a gram of radium for her campaign. Marie also gave lectures in Belgium, Brazil, Spain and Czechoslovakia and, in addition, had the satisfaction of seeing the development of the Curie Foundation in Paris, and the inauguration in 1932 in Warsaw of the Radium Institute, where her sister Bronia became director.

One of Marie Curie's outstanding achievements was to have understood the need to accumulate intense radioactive sources, not only to treat illness but also to maintain an abundant supply for research. The existence in Paris at the Radium Institute of a stock of 1.5 grams of radium made a decisive contribution to the success of the experiments undertaken in the years around 1930. This work prepared the way for the discovery of the neutron by Sir James Chadwick and, above all, for the discovery in 1934 by Irène and Frédéric Joliot-Curie of artificial radioactivity. A few months after this discovery, Marie Curie died as a result of leukaemia caused by exposure to radiation. She had often carried test tubes containing radioactive isotopes in her pocket, remarking on the pretty blue-green light they gave off.

Her contribution to physics had been immense, not only in her own work, the importance of which had been demonstrated by her two Nobel Prizes, but because of her influence on subsequent generations of nuclear physicists and chemists.

Questions 1-6

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

1 Marie Curie's husband was a joint winner of both Marie's Nobel Prizes.

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

2 Marie became interested in science when she was a child.

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

3 Marie was able to attend the Sorbonne because of her sister's financial contribution.

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

4 Marie stopped doing research for several years when her children were born.

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

5 Marie took over the teaching position her husband had held.

A ○ TRUE

B ○ FALSE

C ○ NOT GIVEN

6 Marie's sister Bronia studied the medical uses of radioactivity.

A ○ TRUE

B ○ FALSE

C ○ NOT GIVEN

Questions 7-13

Complete the notes below.

Choose ONE WORD from the passage for each answer.

Marie Curie's research on radioactivity

- When uranium was discovered to be radioactive, Marie Curie found that the element called **7** _____ had the same property.
- Marie and Pierre Curie's research into the radioactivity of the mineral known as **8** _____ led to the discovery of two new elements.
- In 1911, Marie Curie received recognition for her work on the element **9** _____.
- Marie and Irène Curie developed X-radiography which was used as a medical technique for **10** _____.
- Marie Curie saw the importance of collecting radioactive material both for research and for cases of **11** _____.
- The radioactive material stocked in Paris contributed to the discoveries in the 1930s of the **12** _____ and of what was known as artificial radioactivity.
- During her research, Marie Curie was exposed to radiation and as a result she suffered from **13** _____.

PASSAGE 2

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

Young children's sense of identity

A A sense of self develops in young children by degrees. The process can usefully be thought of in terms of the gradual emergence of two somewhat separate features: the *self as a subject*, and the *self as an object*. William James introduced the distinction in 1892, and contemporaries of his, such as Charles Cooley, added to the developing debate. Ever since then psychologists have continued building on the theory.

B According to James, a child's first step on the road to self-understanding can be seen as the recognition that he or she exists. This is an aspect of the self that he labelled 'self-as-subject', and he gave it various elements. These included an awareness of one's own agency (i.e. one's power to act), and an awareness of one's distinctiveness from other people. These features gradually emerge as infants explore their world and interact with caregivers. Cooley (1902) suggested that a sense of the self-as-subject was primarily concerned with being able to exercise power. He proposed that the earliest examples of this are an infant's attempts to control physical objects, such as toys or his or her own limbs. This is followed by attempts to affect the behaviour of other people. For example, infants learn that when they cry or smile someone responds to them.

C Another powerful source of information for infants about the effects they can have on the world around them is provided when others mimic them. Many parents spend a lot of time, particularly in the early months, copying their infant's vocalizations and expressions. In addition, young children enjoy looking in mirrors, where the movements they can see are dependent upon their own movements. This is not to say that infants recognize the reflection as their own image (a later development). However, Lewis and Brooks-Gunn (1979) suggest that infants' developing understanding that the movements they see in the mirror are contingent on their own, leads to a growing awareness that they are distinct from other people. This is because they, and only they, can change the reflection in the mirror.

D This understanding that children gain of themselves as active agents continues to develop in their attempts to co-operate with others in play. Dunn (1988) points out that it is in such day-to-day relationships and interactions that the child's understanding of his- or herself emerges. Empirical investigations of the self-as-subject in young children are, however, rather scarce because of difficulties of communication: even if young infants can reflect on their experience, they certainly cannot express this aspect of the self directly.

E Once children have acquired a certain level of self-awareness, they begin to place themselves in a whole series of categories, which together play such an important part in defining them uniquely as 'themselves'. This second step in the development of a full sense of self is what James called the 'self-as-object'. This has been seen by many to be the aspect of the self which is most influenced by social elements, since it is made up of social roles (such as

student, brother, colleague) and characteristics which derive their meaning from comparison or interaction with other people (such as trustworthiness, shyness, sporting ability).

F Cooley and other researchers suggested a close connection between a person's own understanding of their identity and other people's understanding of it. Cooley believed that people build up their sense of identity from the reactions of others to them, and from the view they believe others have of them. He called the self-as-object the 'looking-glass self', since people come to see themselves as they are reflected in others. Mead (1934) went even further, and saw the self and the social world as inextricably bound together: 'The self is essentially a social structure, and it arises in social experience ... it is impossible to conceive of a self arising outside of social experience.'

G Lewis and Brooks-Gunn argued that an important developmental milestone is reached when children become able to recognize themselves visually without the support of seeing contingent movement. This recognition occurs around their second birthday. In one experiment, Lewis and Brooks-Gunn (1979) dabbed some red powder on the noses of children who were playing in front of a mirror, and then observed how often they touched their noses. The psychologists reasoned that if the children knew what they usually looked like, they would be surprised by the unusual red mark and would start touching it. On the other hand, they found that children of 15 to 18 months are generally not able to recognize themselves unless other cues such as movement are present.

H Finally, perhaps the most graphic expressions of self-awareness in general can be seen in the displays of rage which are most common from 18 months to 3 years of age. In a longitudinal study of groups of three or four children, Bronson (1975) found that the intensity of the frustration and anger in their disagreements increased sharply between the ages of 1 and 2 years. Often, the children's disagreements involved a struggle over a toy that none of them had played with before or after the tug-of-war: the children seemed to be disputing ownership rather than wanting to play with it. Although it may be less marked in other societies, the link between the sense of 'self' and of 'ownership' is a notable feature of childhood in Western societies.

PART 2 — QUESTIONS

Questions 14-19

Reading Passage 2 has eight paragraphs, A-H.

Which paragraph contains the following information?

NB You may use any letter more than once.

	A	B	C	D	E	F	G	H
14 an account of the method used by researchers in a particular study	○	○	○	○	○	○	○	○
15 the role of imitation in developing a sense of identity	○	○	○	○	○	○	○	○
16 the age at which children can usually identify a static image of themselves	○	○	○	○	○	○	○	○
17 a reason for the limitations of scientific research into 'self-as-subject'	○	○	○	○	○	○	○	○
18 reference to a possible link between culture and a particular form of behaviour	○	○	○	○	○	○	○	○
19 examples of the wide range of features that contribute to the sense of 'self-as-object'	○	○	○	○	○	○	○	○

Questions 20-23

Look at the following findings (Questions 20-23) and the list of researchers below.

Match each finding with the correct researcher or researchers, A-E.

A. James

B. Cooley

C. Lewis and Brooks-Gunn

D. Mead

E. Bronson

	A	B	C	D	E
20 A sense of identity can never be formed without relationships with other people.	○	○	○	○	○
21 A child's awareness of self is related to a sense of mastery over things and people.	○	○	○	○	○
22 At a certain age, children's sense of identity leads to aggressive behaviour.	○	○	○	○	○
23 Observing their own reflection contributes to children's self awareness.	○	○	○	○	○

Questions 24-26

Complete the summary below.

Choose ONE WORD ONLY from the passage for each answer.

How children acquire a sense of identity

First, children come to realise that they can have an effect on the world around them, for example by handling objects, or causing the image to move when they face a **24** _____ . This aspect of self-awareness is difficult to research directly, because of **25** _____ problems.

Secondly, children start to become aware of how they are viewed by others. One important stage in this process is the visual recognition of themselves which usually occurs when they reach the age of two. In Western societies at least, the development of self awareness is often linked to a sense of **26** _____ , and can lead to disputes.

PASSAGE 3

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

The Development of Museums

A The conviction that historical relics provide infallible testimony about the past is rooted in the nineteenth and early twentieth centuries, when science was regarded as objective and value free. As one writer observes: 'Although it is now evident that artefacts are as easily altered as chronicles, public faith in their veracity endures: a tangible relic seems *ipso facto* real.' Such conviction was, until recently, reflected in museum displays. Museums used to look – and some still do – much like storage rooms of objects packed together in showcases: good for scholars who wanted to study the subtle differences in design, but not for the ordinary visitor, to whom it all looked alike. Similarly, the information accompanying the objects often made little sense to the lay visitor. The content and format of explanations dated back to a time when the museum was the exclusive domain of the scientific researcher.

27

B Recently, however, attitudes towards history and the way it should be presented have altered. The key word in heritage display is now 'experience', the more exciting the better and, if possible, involving all the senses. Good examples of this approach in the UK are the Jorvik Centre in York; the National Museum of Photography, Film and Television in Bradford; and the Imperial War Museum in London. In the US the trend emerged much earlier: Williamsburg has been a prototype for many heritage developments in other parts of the world. No one can predict where the process will end. On so-called heritage sites the re-enactment of historical events is increasingly popular, and computers will soon provide virtual reality experiences, which will present visitors with a vivid image of the period of their choice, in which they themselves can act as if part of the historical environment. Such developments have been criticised as an intolerable vulgarisation, but the success of many historical theme parks and similar locations suggests that the majority of the public does not share this opinion.

28

C In a related development, the sharp distinction between museum and heritage sites on the one hand, and theme parks on the other, is gradually evaporating. They already borrow ideas and concepts from one another. For example, museums have adopted story lines for exhibitions, sites have accepted 'theming' as a relevant tool, and theme parks are moving towards more authenticity and research-based presentations. In zoos, animals are no longer kept in cages, but in great spaces, either in the open air or in enormous greenhouses, such as the jungle and desert environments in Burgers' Zoo in Holland. This particular trend is regarded as one of the major developments in the presentation of natural history in the twentieth century.

29

D Theme parks are undergoing other changes, too, as they try to present more serious social and cultural issues, and move away from fantasy. This development is a response to market forces and, although museums and heritage sites have a special, rather distinct, role to fulfil, they are also operating in a very competitive environment, where visitors make choices on how and where to spend their free time. Heritage and museum experts do not have to invent stories and recreate historical environments to attract their visitors: their assets are already in place. However, exhibits must be both based on artefacts and facts as we know them, and attractively presented. Those who are professionally engaged in the art of interpreting history are thus in a difficult position, as they must steer a narrow course between the demands of 'evidence' and 'attractiveness', especially given the increasing need in the heritage industry for income-generating activities.

30

E It could be claimed that in order to make everything in heritage more 'real', historical accuracy must be increasingly altered. For example, *Pithecanthropus erectus* is depicted in an Indonesian museum with Malay facial features, because this corresponds to public perceptions. Similarly, in the Museum of Natural History in Washington, Neanderthal man is shown making a dominant gesture to his wife. Such presentations tell us more about contemporary perceptions of the world than about our ancestors. There is one compensation, however, for the professionals who make these interpretations: if they did not provide the interpretation, visitors would do it for themselves, based on their own ideas, misconceptions and prejudices. And no matter how exciting the result, it would contain a lot more bias than the presentations provided by experts.

F Human bias is inevitable, but another source of bias in the representation of history has to do with the transitory nature of the materials themselves. The simple fact is that not everything from history survives the historical process. Castles, palaces and cathedrals have a longer lifespan than the dwellings of ordinary people. The same applies to the furnishings and other contents of the premises. In a town like Leyden in Holland, which in the seventeenth century was occupied by approximately the same number of inhabitants as today, people lived within the walled town, an area more than five times smaller than modern Leyden. In most of the houses several families lived together in circumstances beyond our imagination. Yet in museums, fine period rooms give only an image of the lifestyle of the upper class of that era. No wonder that people who stroll around exhibitions are filled with nostalgia; the evidence in museums indicates that life was so much better in the past. This notion is induced by the bias in its representation in museums and heritage centres.

Questions 27-30

Reading Passage 3 has six paragraphs, A-F.

Choose the correct heading for paragraphs B-E from the list of headings below.

i. **Commercial pressures on people in charge**

ii. **Mixed views on current changes to museums**

iii. **Interpreting the facts to meet visitor expectations**

iv. **The international dimension**

v. **Collections of factual evidence**

vi. **Fewer differences between public attractions**

vii. **Current reviews and suggestions**

Questions 31-36

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

31 Compared with today's museums, those of the past

- **A** ○ did not present history in a detailed way.
- **B** ○ were not primarily intended for the public.
- **C** ○ were more clearly organised.
- **D** ○ preserved items with greater care.

32 According to the writer, current trends in the heritage industry

- **A** ○ emphasise personal involvement.
- **B** ○ have their origins in York and London.
- **C** ○ rely on computer images.
- **D** ○ reflect minority tastes.

33 The writer says that museums, heritage sites and theme parks

A ○ often work in close partnership.

B ○ try to preserve separate identities.

C ○ have similar exhibits.

D ○ are less easy to distinguish than before.

34 The writer says that in preparing exhibits for museums, experts

A ○ should pursue a single objective.

B ○ have to do a certain amount of language translation.

C ○ should be free from commercial constraints.

D ○ have to balance conflicting priorities.

35 In paragraph E, the writer suggests that some museum exhibits

A ○ fail to match visitor expectations.

B ○ are based on the false assumptions of professionals.

C ○ reveal more about present beliefs than about the past.

D ○ allow visitors to make more use of their imagination.

36 The passage ends by noting that our view of history is biased because

A ○ we fail to use our imagination.

B ○ only very durable objects remain from the past.

C ○ we tend to ignore things that displease us.

D ○ museum exhibits focus too much on the local area.

Questions 37-40

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

37 Consumers prefer theme parks which avoid serious issues.

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

38 More people visit museums than theme parks.

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

39 The boundaries of Leyden have changed little since the seventeenth century.

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

40 Museums can give a false impression of how life used to be.

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

Answer Key

#	Answer	Explanation
1	**FALSE**	With her husband, Pierre Curie, and Henri Becquerel, she was awarded the 1903 Nobel Prize for Physics, and was then sole winner of the 1911 Nobel Prize for Chemistry
2	**NOT GIVEN**	From childhood, Marie was remarkable for her prodigious memory, and at the age of 16 won a gold medal on completion of her secondary education
3	**TRUE**	From her earnings she was able to finance her sister Bronia's medical studies in Paris, on the understanding that Bronia would, in turn, later help her to get an education In 1891 this promise was fulfilled and Marie went to Paris and began to study at the Sorbonne (the University of Paris)
4	**FALSE**	The births of Marie's two daughters, Irène and Eve, in 1897 and 1904 failed to interrupt her scientific work
5	**TRUE**	On May 13, 1906, she was appointed to the professorship that had been left vacant on her husband's death, becoming the first woman to teach at the Sorbonne
6	**NOT GIVEN**	From her earnings she was able to finance her sister Bronia's medical studies in Paris the inauguration in 1932 in Warsaw of the Radium Institute, where her sister Bronia became director
7	**thorium**	Marie Curie decided to find out if the radioactivity discovered in uranium was to be found in other elements. She discovered that this was true for thorium
8	**pitchblende**	Turning her attention to minerals, she found her interest drawn to pitchblende, a mineral whose radioactivity, superior to that of pure uranium, could be explained only by the presence in the ore of small quantities of an unknown substance of very high activity. Pierre Curie joined her in the work that she had undertaken to resolve this problem, and that led to the discovery of the new elements, polonium and radium
9	**radium**	In 1911 she was awarded the Nobel Prize for Chemistry for the isolation of a pure form of radium
10	**soldiers**	During World War I, Marie Curie, with the help of her daughter Irène, devoted herself to the development of the use of X-radiography, including the mobile units which came to be known as 'Little Curies', used for the treatment of wounded soldiers

#	Answer	Explanation
11	**illness**	One of Marie Curie's outstanding achievements was to have understood the need to accumulate intense radioactive sources, not only to treat illness but also to maintain an abundant supply for research
12	**neutron**	This work prepared the way for the discovery of the neutron by Sir James Chadwick and, above all, for the discovery in 1934 by Irène and Frédéric Joliot-Curie of artificial radioactivity
13	**leukaemia/leukemia**	A few months after this discovery, Marie Curie died as a result of leukaemia caused by exposure to radiation
14	**G**	In one experiment, Lewis and Brooks-Gunn (1979) dabbed some red powder on the noses of children who were playing in front of a mirror, and then observed how often they touched their noses
15	**C**	Another powerful source of information for infants about the effects they can have on the world around them is provided when others mimic them. Many parents spend a lot of time, particularly in the early months, copying their infant's vocalizations and expressions
16	**G**	Lewis and Brooks-Gunn argued that an important developmental milestone is reached when children become able to recognize themselves visually without the support of seeing contingent movement. This recognition occurs around their second birthday
17	**D**	Empirical investigations of the self-as-subject in young children are, however, rather scarce because of difficulties of communication: even if young infants can reflect on their experience, they certainly cannot express this aspect of the self directly
18	**H**	Although it may be less marked in other societies, the link between the sense of 'self' and of 'ownership' is a notable feature of childhood in Western societies
19	**E**	This second step in the development of a full sense of self is what James called the 'self-as-object'. This has been seen by many to be the aspect of the self which is most influenced by social elements, since it is made up of social roles (such as student, brother, colleague) and characteristics which derive their meaning from comparison or interaction with other people (such as trustworthiness, shyness, sporting ability)
20	**D**	Mead (1934) went even further, and saw the self and the social world as inextricably bound together: 'The self is essentially a social structure, and it arises in social experience it is impossible to conceive of a self arising outside of social experience.'

#	Answer	Explanation
21	**B**	Cooley (1902) suggested that a sense of the self-as-subject was primarily concerned with being able to exercise power. He proposed that the earliest examples of this are an infant's attempts to control physical objects, such as toys or his or her own limbs. This is followed by attempts to affect the behaviour of other people
22	**E**	Finally, perhaps the most graphic expressions of self-awareness in general can be seen in the displays of rage which are most common from 18 months to 3 years of age. In a longitudinal study of groups of three or four children, Bronson (1975) found that the intensity of the frustration and anger in their disagreements increased sharply between the ages of 1 and 2 years
23	**C**	However, Lewis and Brooks-Gunn (1979) suggest that infants' developing understanding that the movements they see in the mirror are contingent on their own, leads to a growing awareness that they are distinct from other people
24	**mirror**	In addition, young children enjoy looking in mirrors, where the movements they can see are dependent upon their own movements
25	**communication**	Empirical investigations of the self-as-subject in young children are, however, rather scarce because of difficulties of communication: even if young infants can reflect on their experience, they certainly cannot express this aspect of the self directly
26	**ownership**	Although it may be less marked in other societies, the link between the sense of 'self' and of 'ownership' is a notable feature of childhood in Western societies
27	**ii**	Such developments have been criticised as an intolerable vulgarisation, but the success of many historical theme parks and similar locations suggests that the majority of the public does not share this opinion
28	**vi**	In a related development, the sharp distinction between museum and heritage sites on the one hand, and theme parks on the other, is gradually evaporating. They already borrow ideas and concepts from one another
29	**i**	Those who are professionally engaged in the art of interpreting history are thus in a difficult position, as they must steer a narrow course between the demands of 'evidence' and 'attractiveness', especially given the increasing need in the heritage industry for income-generating activities

#	Answer	Explanation
30	**iii**	For example, Pithecanthropus erectus is depicted in an Indonesian museum with Malay facial features, because this corresponds to public perceptions
31	**B**	The content and format of explanations dated back to a time when the museum was the exclusive domain of the scientific researcher
32	**A**	The key word in heritage display is now 'experience', the more exciting the better and, if possible, involving all the senses On so-called heritage sites the re-enactment of historical events is increasingly popular, and computers will soon provide virtual reality experiences, which will present visitors with a vivid image of the period of their choice, in which they themselves can act as if part of the historical environment
33	**D**	In a related development, the sharp distinction between museum and heritage sites on the one hand, and theme parks on the other, is gradually evaporating
34	**D**	Those who are professionally engaged in the art of interpreting history are thus in a difficult position, as they must steer a narrow course between the demands of 'evidence' and 'attractiveness', especially given the increasing need in the heritage industry for income-generating activities
35	**C**	Such presentations tell us more about contemporary perceptions of the world than about our ancestors
36	**B**	The simple fact is that not everything from history survives the historical process. Castles, palaces and cathedrals have a longer lifespan than the dwellings of ordinary people
37	**FALSE**	Theme parks are undergoing other changes, too, as they try to present more serious social and cultural issues, and move away from fantasy. This development is a response to market forces
38	**NOT GIVEN**	This development is a response to market forces and, although museums and heritage sites have a special, rather distinct, role to fulfil, they are also operating in a very competitive environment, where visitors make choices on how and where to spend their free time
39	**FALSE**	In a town like Leyden in Holland, which in the seventeenth century was occupied by approximately the same number of inhabitants as today, people lived within the walled town, an area more than five times smaller than modern Leyden
40	**TRUE**	Yet in museums, fine period rooms give only an image of the lifestyle of the upper class of that era. No wonder that people who stroll around exhibitions are filled with nostalgia; the

#	Answer	Explanation
		evidence in museums indicates that life was so much better in the past. This notion is induced by the bias in its representation in museums and heritage centres

Cambridge IELTS 09 Academic Listening Test 1

PART 1 — QUESTIONS

Part 1 Audio: https://ielts-listening-audio.engnovatemedia.com/3164535-cambridge-ielts-09-academic-listening-test-1-1.mp3

Questions 1-10

Complete the notes below.

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

JOB ENQUIRY

- **Example**

  Work at: a restaurant

- **Type of work:** 1 _____
- **Number of hours per week:** 12 hours
- **Would need work permit**
- **Work in the:** 2 _____ branch
- **Nearest bus stop: next to** 3 _____
- **Pay:** £ 4 _____ an hour
- **Extra benefits:**
  - a free dinner
  - extra pay when you work on 5 _____
  - transport home when you work 6 _____
- **Qualities required:**
  - 7 _____
  - ability to 8 _____
- **Interview arranged for:** Thursday 9 _____ at 6 p.m.
- **Bring the names of two referees**
- **Ask for:** Samira 10 _____

PART 2 — QUESTIONS

Part 2 Audio: https://ielts-listening-audio.engnovatemedia.com/3164534-cambridge-ielts-09-academic-listening-test-1-2.mp3

Questions 11-16

Complete the notes below.

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

SPORTS WORLD

- a new **11** _____ of an international sports goods company
- located in the shopping centre to the **12** _____ of Bradcaster
- has sports **13** _____ and equipment on floors 1 – 3
- can get you any item within **14** _____ days
- shop specialises in equipment for **15** _____
- has a special section which just sells **16** _____

Questions 17-18

Choose the correct letter, A, B or C.

17 A champion athlete will be in the shop

A ○ on Saturday morning only.

B ○ all day Saturday.

C ○ for the whole weekend.

18 The first person to answer 20 quiz questions correctly will win

A ○ gym membership.

B ○ a video.

C ○ a calendar.

Questions 19-20

Choose TWO letters, A–E.

19 **20** Which TWO pieces of information does the speaker give about the fitness test?

- **A** ☐ You need to reserve a place.
- **B** ☐ It is free to account holders.
- **C** ☐ You get advice on how to improve your health.
- **D** ☐ It takes place in a special clinic.
- **E** ☐ It is cheaper this month.

PART 3 — QUESTIONS

Part 3 Audio: https://ielts-listening-audio.engnovatemedia.com/3164533-cambridge-ielts-09-academic-listening-test-1-3.mp3

Questions 21-30

Choose the correct letter, A, B or C.

21 One reason why Spiros felt happy about his marketing presentation was that

- **A** ○ he was not nervous.
- **B** ○ his style was good.
- **C** ○ the presentation was the best in his group.

22 What surprised Hiroko about the other students' presentations?

- **A** ○ Their presentations were not interesting.
- **B** ○ They found their presentations stressful.
- **C** ○ They didn't look at the audience enough.

23 After she gave her presentation, Hiroko felt

- **A** ○ delighted.
- **B** ○ dissatisfied.
- **C** ○ embarrassed.

24 How does Spiros feel about his performance in tutorials?

- **A** ○ not very happy
- **B** ○ really pleased
- **C** ○ fairly confident

25 Why can the other students participate so easily in discussions?

- **A** ○ They are polite to each other.
- **B** ○ They agree to take turns in speaking.
- **C** ○ They know each other well.

26 Why is Hiroko feeling more positive about tutorials now?

- **A** ○ She finds the other students' opinions more interesting.
- **B** ○ She is making more of a contribution.
- **C** ○ The tutor includes her in the discussion.

27 To help her understand lectures, Hiroko

- **A** ○ consulted reference materials.
- **B** ○ had extra tutorials with her lecturers.
- **C** ○ borrowed lecture notes from other students.

28 What does Spiros think of his reading skills?

- **A** ○ He reads faster than he used to.
- **B** ○ It still takes him a long time to read.
- **C** ○ He tends to struggle with new vocabulary.

29 What is Hiroko's subject area?

- **A** ○ environmental studies
- **B** ○ health education
- **C** ○ engineering

30 Hiroko thinks that in the reading classes the students should

A ○ learn more vocabulary.

B ○ read more in their own subject areas.

C ○ develop better reading strategies.

PART 4 — QUESTIONS

Part 4 Audio: https://ielts-listening-audio.engnovatemedia.com/3164532-cambridge-ielts-09-academic-listening-test-1-4.mp3

Questions 31-40

Complete the notes below.

Write NO MORE THAN TWO WORDS for each answer.

Mass Strandings of Whales and Dolphins

Mass strandings: situations where groups of whales, dolphins, etc. swim onto the beach and die

Common in areas where the **31** _____ can change quickly

Several other theories:

Parasites

e.g. some parasites can affect marine animals' **32** _____, which they depend on for navigation

Toxins

Poisons from **33** _____ or animals are commonly consumed by whales

e.g. Cape Cod (1988) – whales were killed by saxitoxin

Accidental Strandings

Animals may follow prey ashore, e.g. Thurston (1995)

Unlikely because the majority of animals were not **34** _____ when they stranded

Human Activity

35 _____ from military tests are linked to some recent strandings

The Bahamas (2000) stranding was unusual because the whales

- were all **36** _____

- were not in a **37** _____

Group Behaviour

- More strandings in the most **38** _____ species of whales
- 1994 dolphin stranding – only the **39** _____ was ill

Further Reading

Marine Mammals Ashore (Connor) – gives information about stranding **40** _____

Transcripts

Part 1

WOMAN: Good evening. King's Restaurant.

MAN: Good evening. I'm ringing about the job I understand you have vacant.

WOMAN: Oh yes.

MAN: I'd like to find out a few more details, if I may.

WOMAN: Yes, of course. Can I take your name?

MAN: It's Peter Chin.

WOMAN: Okay Peter. Well, if you want to ask about the job and then if we're both still interested, we could arrange for you to come for an interview.

MAN: Great, thanks. I'm afraid I missed the advert for the job but heard about it from a friend.

WOMAN: That's no problem at all. What would you like to know?

MAN: Well, um, what sort of work is it – washing up?

WOMAN: It's answering the phone.

MAN: Oh right, fine.

WOMAN: And not waiting at table.

MAN: That'd be good. And how many nights a week would it be?

WOMAN: Well, we're really only busy at the weekend.

MAN: So two nights?

WOMAN: Three actually, so it would work out at twelve hours a week.

MAN: That'd be fine. It wouldn't interfere with my studies.

WOMAN: Are you at the university?

MAN: Yes. First year Physics student.

WOMAN: Oh, right.

MAN: Um, and because I'm not an EU national would I need a work permit?

WOMAN: Yes you would. Just get your tutor to sign it.

MAN: That wouldn't be a problem, if I were to get the job. Um, where exactly is the restaurant?

WOMAN: Well, we have two branches – the one we're recruiting for is in Hillsdunne Road.

MAN: I don't know that. How do you spell it please?

WOMAN: It's H-I-double L-S-D-U-double N-E Road.

MAN: Got that. Thanks. Is it near a bus stop?

WOMAN: Yes. The nearest one would probably be just beside the Library.

MAN: Oh yes, I know it. That'd be fine for me. And could I ask about the pay?

WOMAN: We're offering £4.45 an hour.

MAN: That's very good. My last job was £3.95 an hour.

WOMAN: We feel it's pretty good and we also offer some good fringe benefits.

MAN: Really?

WOMAN: Well, we give you a free dinner, so you eat well.

MAN: Right, better than hostel food!

WOMAN: We certainly hope so! And we also offer extra pay for working on national holidays.

MAN: Oh, that's a really good perk, isn't it?

WOMAN: Yes, we think so. And then because of the difficulties of getting public transport, if you're working after 11 o'clock we drive you home.

MAN: Oh, that's good to know.

WOMAN: Well, we'd certainly be interested in inviting you for an interview, if you're still interested?

MAN: Oh yes, certainly. Could I just also ask what qualities you're looking for?

WOMAN: Well, for this particular job we want a clear voice, which you obviously do have!

MAN: Thanks.

WOMAN: And you must be able to think quickly, you know.

MAN: Well, I hope I'd ...

WOMAN: So, when could you come in for an interview? We're actually quite quiet tonight?

MAN: Sorry, I couldn't come tonight. Or tomorrow, I'm afraid. Thursday's okay – that'd be 22nd of October.

WOMAN: Fine, after 5 p.m.?

MAN: Yes, fine. Would 6 o'clock be okay?

WOMAN: Perfect. And could you bring along the names of two referees?

MAN: Yes, that's fine, no problem.

WOMAN: Good. I look forward to seeing you.

MAN: Oh, by the way, who should I ask for?

WOMAN: Oh yes, of course, sorry. My name is Samira Manuja.

MAN: Can you spell that, please?

WOMAN: M-A-N-U-J-A.

MAN: Okay, I've got that. Thanks very much.

WOMAN: Look forward to seeing you ...

Part 2

ANDREW: Now we go to Jane who is going to tell us about what's happening in town this weekend.

JANE: Right, thanks Andrew, and now on to what's new, and do we really need yet another sports shop in Bradcaster? Well, most of you probably know Sports World – the branch of a Danish sports goods company that opened a few years ago – it's attracted a lot of custom, and so the company has now decided to open another branch in the area. It's going to be in the shopping centre to the west of Bradcaster, so that will be good news for all of you who've found the original shop in the north of the town hard to get to.

I was invited to a special preview and I can promise you, this is the ultimate in sports retailing. The whole place has been given a new minimalist look with the company's signature colours of black and red. The first three floors have a huge range of sports clothing as well as equipment, and on the top floor there's a café and a book and DVD section. You'll find all the well-known names as well as some less well-known ones. If they haven't got exactly what you want in stock they promise to get it for you in ten days. Unlike the other store, where it can take up to fourteen days. They cover all the major sports, including football, tennis and swimming, but they particularly focus on running, and they claim to have the widest range of equipment in the country. As well as that, a whole section of the third floor is devoted to sports bags, including the latest designs from the States – if you can't find what you want here, it doesn't exist!

The shop will be open from 9.00 am this Saturday and if you go along to the opening then you'll have the chance to meet the national 400 metres running champion Paul King, who's coming along to open the shop, and he will be staying around until about midday to chat to any fans who want to meet him and sign autographs.

Then there will be a whole range of special attractions all weekend. There will be free tickets for local sporting events for the first 50 customers, and also a special competition open to all. Just answer fifteen out of twenty sports questions correctly to win a signed copy of Paul King's DVD 'Spring Tips', while the first person to get all the questions correct gets a year's free membership of the Bradcaster Gym. All entrants will receive a special Sports calendar with details of all Bradcaster fixtures in the coming year.

One of the special opening offers is a fitness test – a complete review of your cardiac fitness and muscle tone, actually done in the shop by qualified staff. This would normally cost £30.00 but is available at half price for this month only. There are only a limited number of places available for this, so to make a booking phone 560341. In addition, if you open an account you get lots more special offers including the chance to try out equipment at special open evenings ...

Part 3

TEACHER: Before we start, Spiros and Hiroko, thanks for coming in today to talk about your recent study experiences and congratulations to you both in doing so well in your first semester exams! I'd like to discuss with you the value of the English for Academic Purposes course you did here last year before starting your university course. Spiros, if I could start with you, what parts of the programme have now proved to be particularly valuable to you?

SPIROS: I think that having to do a seminar presentation really helped me. For example, a couple of weeks ago in our marketing subject, when it was my turn to give a presentation I felt quite confident. Of course, I was still nervous but because I had done one before, I knew what to expect. Also, I know I was well-prepared and I had practised my timing. In fact, I think that in relation to some of the other people in my group, I did quite a good job because my overall style was quite professional. What about you, Hiroko?

HIROKO: Mmm, that's interesting. In my group, I was really surprised by the way the students did their presentations – they just read their notes aloud! Can you believe that? They didn't worry about their presentation style or keeping eye contact with their audience – and I remember that these things were really stressed to us in the course here.

TEACHER: So, how did you approach your presentation, Hiroko?

HIROKO: Well, to speak frankly, I read my notes too! At the time, it was a relief to do it this way, but actually when I had finished, I didn't feel any real sense of satisfaction. I didn't feel positive about the experience at all.

SPIROS: That's a pity. You know, although I was pleased with my presentation, I am not so pleased with my actual performance right now in the tutorials – during the whole semester I've not said anything in our tutorial discussions. Not a word.

HIROKO: Really, Spiros? Why's that? Do the other students talk too much?

SPIROS: It's partly that, but it's mostly because I have had no confidence to speak out. Their style of speaking is so different – it's not the style we were used to during the course. They use so many colloquialisms, they're not very polite and sometimes there seems to be no order in their discussion. Also, they are very familiar with each other, so because they know each other's habits, they can let each other into the discussion.

HIROKO: You're right, Spiros, I've experienced that too.

HIROKO: For most of this semester, I've said absolutely nothing in tutorials. But recently, I've been trying to speak up more and I just jump in, and I've noticed an interesting thing, I've noticed that if they thought my point was interesting or new, then the next time they actually asked for my opinion, and then it was much easier for me to be part of the discussion.

SPIROS: That's great, Hiroko! I hope that happens for me next semester – I'll have to work hard to find some interesting points. What helped you to find these ideas?

HIROKO: I think that one thing that helped me with this was the reading. I've had to do so much reading this semester just to help me make sense of the lectures. At first I couldn't understand what the lecturers were talking about, so I had to turn to the books and journals. Every night I read for hours, using the lists of references that were given, and I made pages of notes. At breakfast, I read and read my notes again. This habit has helped me to follow the ideas in the lectures, and it's also given me some ideas to use in the tutorials.

SPIROS: But I did so much reading anyway – I don't think there's any time left over for anything extra. My reading speed is still quite slow, though I'm much better at dealing with vocabulary than I used to be.

TEACHER: What else do you think we could add to the course program to help with this reading problem?

SPIROS: There's not really anything because it's my problem. I remember we were given long articles to read. We didn't like that but now I realise that reading those long articles was good preparation for the things I need to read now. Also, in class we regularly had speed-reading tasks to do, and we kept a record of our reading speed, so the teachers were encouraging us to work on that.

HIROKO: That's true Spiros, but what we read could have been different. Sometimes in the English class I felt frustrated when I had to read articles about the environment or health or education, because I wanted to concentrate on my own field, but we didn't read anything about engineering. So, I think I wasted some time learning vocabulary I didn't need.

TEACHER: But surely the strategies you were taught for dealing with that vocabulary were helpful.

HIROKO: Yes, but psychologically speaking, I would have felt much better working on reading from my own field. What do you think Spiros?

SPIROS: I agree; that would have helped my confidence too and I would have been more motivated. It was good though that we could work on our own topics when we wrote the research assignments.

TEACHER: Okay, let's move on to writing now ...

Part 4

Good afternoon everyone. Well, with some of you about to go out on field work it's timely that in this afternoon's session I'll be sharing some ideas about the reasons why groups of whales and dolphins sometimes swim ashore from the sea right onto the beach and, most often, die in what are known as 'mass strandings'.

Unfortunately, this type of event is a frequent occurrence in some of the locations that you'll be travelling to, where sometimes the tide goes out suddenly, confusing the animals. However, there are many other theories about the causes of mass strandings.

The first is that the behaviour is linked to parasites. It's often found that stranded animals were infested with large numbers of parasites. For instance, a type of worm is commonly found in the ears of dead

whales. Since marine animals rely heavily on their hearing to navigate, this type of infestation has the potential to be very harmful.

Another theory is related to toxins, or poisons. These have also been found to contribute to the death of many marine animals. Many toxins, as I'm sure you're aware, originate from plants, or animals. The whale ingests these toxins in its normal feeding behaviour but whether these poisons directly or indirectly lead to stranding and death, seems to depend upon the toxin involved.

In 1988, for example, fourteen humpback whales examined after stranding along the beaches of Cape Cod were found to have been poisoned after eating tuna that contained saxitoxin, the same toxin that can be fatal in humans.

Alternatively, it has also been suggested that some animals strand accidentally by following their prey ashore in the confusion of the chase. In 1995 David Thurston monitored pilot whales that beached after following squid ashore. However, this idea does not seem to hold true for the majority of mass strandings because examination of the animals' stomach contents reveal that most had not been feeding as they stranded.

There are also some new theories which link strandings to humans. A growing concern is that loud noises in the ocean cause strandings. Noises such as those caused by military exercises are of particular concern and have been pinpointed as the cause of some strandings of late.

One of these, a mass stranding of whales in 2000 in the Bahamas coincided closely with experiments using a new submarine detection system. There were several factors that made this stranding stand out as different from previous strandings. This led researchers to look for a new cause. For one, all the stranded animals were healthy. In addition, the animals were spread out along 38 kilometres of coast, whereas it's more common for the animals to be found in a group when mass strandings occur.

A final theory is related to group behaviour, and suggests that sea mammals cannot distinguish between sick and healthy leaders and will follow sick leaders, even to an inevitable death. This is a particularly interesting theory since the whales that are thought to be most social – the toothed whales – are the group that strand the most frequently.

The theory is also supported by evidence from a dolphin stranding in 1994. Examination of the dead animals revealed that apart from the leader, all the others had been healthy at the time of their death.

Without one consistent theory however it is very hard for us to do anything about this phenomenon except to assist animals where and when we can. Stranding networks have been established around the world to aid in rescuing animals and collecting samples from those that could not be helped. I recommend John Connor's Marine Mammals Ashore as an excellent starting point if you're interested in finding out more about these networks, or establishing one yourself.

Answer Key

#	Answer	Explanation
1	**answer(ing) (the) phone**	MAN: Well, um, what sort of work is it – washing up? WOMAN: It's answering the phone
2	**Hillsdunne Road**	Well, we have two branches – the one we're recruiting for is in Hillsdunne Road
3	**library**	Yes. The nearest one would probably be just beside the Library
4	**4.45**	WOMAN: We're offering £4.45 an hour
5	**national holidays**	And we also offer extra pay for working on national holidays
6	**after 11 (o'clock)**	And then because of the difficulties of getting public transport, if you're working after 11 o'clock we drive you home
7	**(a) clear voice**	Well, for this particular job we want a clear voice, which you obviously do have
8	**think quickly**	And you must be able to think quickly, you know
9	**22 October / 22nd October / 22nd of October**	Thursday's okay – that'd be 22nd of October
10	**Manuja**	MAN: Oh, by the way, who should I ask for? WOMAN: Oh yes, of course, sorry. My name is Samira Manuja. MAN: Can you spell that, please? WOMAN: M-A-N-U-J-A
11	**branch**	Well, most of you probably know Sports World – the branch of a Danish sports goods company that opened a few years ago – it's attracted a lot of custom, and so the company has now decided to open another branch in the area
12	**west**	It's going to be in the shopping centre to the west of Bradcaster, so that will be good news for all of you who've found the original shop in the north of the town hard to get to
13	**clothing**	The first three floors have a huge range of sports clothing as well as equipment, and on the top floor there's a café and a book and DVD section
14	**10**	If they haven't got exactly what you want in stock they promise to get it for you in ten days

#	Answer	Explanation
15	**running**	They cover all the major sports, including football, tennis and swimming, but they particularly focus on running, and they claim to have the widest range of equipment in the country
16	**bags**	As well as that, a whole section of the third floor is devoted to sports bags, including the latest designs from the States – if you can't find what you want here, it doesn't exist
17	**A**	The shop will be open from 9.00 am this Saturday and if you go along to the opening then you'll have the chance to meet the national 400 metres running champion Paul King, who's coming along to open the shop, and he will be staying around until about midday to chat to any fans who want to meet him and sign autographs
18	**A**	while the first person to get all the questions correct gets a year's free membership of the Bradcaster Gym
19	**A / E**	This would normally cost £30.00 but is available at half price for this month only. There are only a limited number of places available for this, so to make a booking phone 560341
20	**A / E**	This would normally cost £30.00 but is available at half price for this month only. There are only a limited number of places available for this, so to make a booking phone 560341
21	**B**	In fact, I think that in relation to some of the other people in my group, I did quite a good job because my overall style was quite professional
22	**C**	In my group, I was really surprised by the way the students did their presentations – they just read their notes aloud! Can you believe that? They didn't worry about their presentation style or keeping eye contact with their audience – and I remember that these things were really stressed to us in the course here
23	**B**	Well, to speak frankly, I read my notes too! At the time, it was a relief to do it this way, but actually when I had finished, I didn't feel any real sense of satisfaction. I didn't feel positive about the experience at all
24	**A**	SPIROS: That's a pity. You know, although I was pleased with my presentation, I am not so pleased with my actual performance right now in the tutorials – during the whole semester I've not said anything in our tutorial discussions. Not a word
25	**C**	Also, they are very familiar with each other, so because they know each other's habits, they can let each other into the discussion

#	Answer	Explanation
26	**B**	But recently, I've been trying to speak up more and I just jump in, and I've noticed an interesting thing, I've noticed that if they thought my point was interesting or new, then the next time they actually asked for my opinion, and then it was much easier for me to be part of the discussion
27	**A**	At first I couldn't understand what the lecturers were talking about, so I had to turn to the books and journals. Every night I read for hours, using the lists of references that were given, and I made pages of notes
28	**B**	My reading speed is still quite slow, though I'm much better at dealing with vocabulary than I used to be
29	**C**	Sometimes in the English class I felt frustrated when I had to read articles about the environment or health or education, because I wanted to concentrate on my own field, but we didn't read anything about engineering
30	**B**	Sometimes in the English class I felt frustrated when I had to read articles about the environment or health or education, because I wanted to concentrate on my own field, but we didn't read anything about engineering
31	**tide/tides**	Unfortunately, this type of event is a frequent occurrence in some of the locations that you'll be travelling to, where sometimes the tide goes out suddenly, confusing the animals
32	**hearing/ear/ears**	For instance, a type of worm is commonly found in the ears of dead whales. Since marine animals rely heavily on their hearing to navigate, this type of infestation has the potential to be very harmful
33	**plants/fish/fishes**	Many toxins, as I'm sure you're aware, originate from plants, or animals
34	**feeding**	However, this idea does not seem to hold true for the majority of mass strandings because examination of the animals' stomach contents reveal that most had not been feeding as they stranded
35	**noise/noises**	Noises such as those caused by military exercises are of particular concern and have been pinpointed as the cause of some strandings of late
36	**healthy**	For one, all the stranded animals were healthy
37	**group**	In addition, the animals were spread out along 38 kilometres of coast, whereas it's more common for the animals to be found in a group when mass strandings occur

#	Answer	Explanation
38	**social**	This is a particularly interesting theory since the whales that are thought to be most social – the toothed whales – are the group that strand the most frequently
39	**leader**	Examination of the dead animals revealed that apart from the leader, all the others had been healthy at the time of their death
40	**network/networks**	I recommend John Connor's Marine Mammals Ashore as an excellent starting point if you're interested in finding out more about these networks, or establishing one yourself

Cambridge IELTS 09 Academic Listening Test 2

PART 1 — QUESTIONS

Part 1 Audio: https://ielts-listening-audio.engnovatemedia.com/3164538-cambridge-ielts-09-academic-listening-test-2-1.mp3

Questions 1-10

Complete the form below.

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

Accommodation Form – Student Information	
Example Type of accommodation:	hall of residence
Name:	Anu **1** _____
Date of birth:	**2** _____
Country of origin:	India
Course of study:	**3** _____
Number of years planned in hall:	**4** _____
Preferred catering arrangement:	half board
Special dietary requirements:	no **5** _____ (red)
Preferred room type:	a single **6** _____
Interests:	the **7** _____ badminton

Accommodation Form – Student Information	
Priorities in choice of hall:	to be with other students who are **8** _____ to live outside the **9** _____ to have a **10** _____ area for socialising
Contact phone number:	667549

PART 2 — QUESTIONS

Part 2 Audio: https://ielts-listening-audio.engnovatemedia.com/3164541-cambridge-ielts-09-academic-listening-test-2-2.mp3

Questions 11-13

Complete the table below.

Write NO MORE THAN THREE WORDS for each answer.

Parks and open spaces

Name of place	Of particular interest	Open
Halland Common	source of River Ouse	24 hours
Holt Island	many different **11** _____	between **12** _____ and Sunday
Longfield Country Park	reconstruction of a 2,000-year-old **13** _____ with activities for children	daylight hours

Questions 14-16

Choose the correct letter, A, B or C.

14 As part of Monday's activity, visitors will

A ○ prepare food with herbs.

B ○ meet a well-known herbalist.

C ○ dye cloth with herbs.

15 For the activity on Wednesday,

- **A** ○ only group bookings are accepted.
- **B** ○ visitors should book in advance.
- **C** ○ attendance is free.

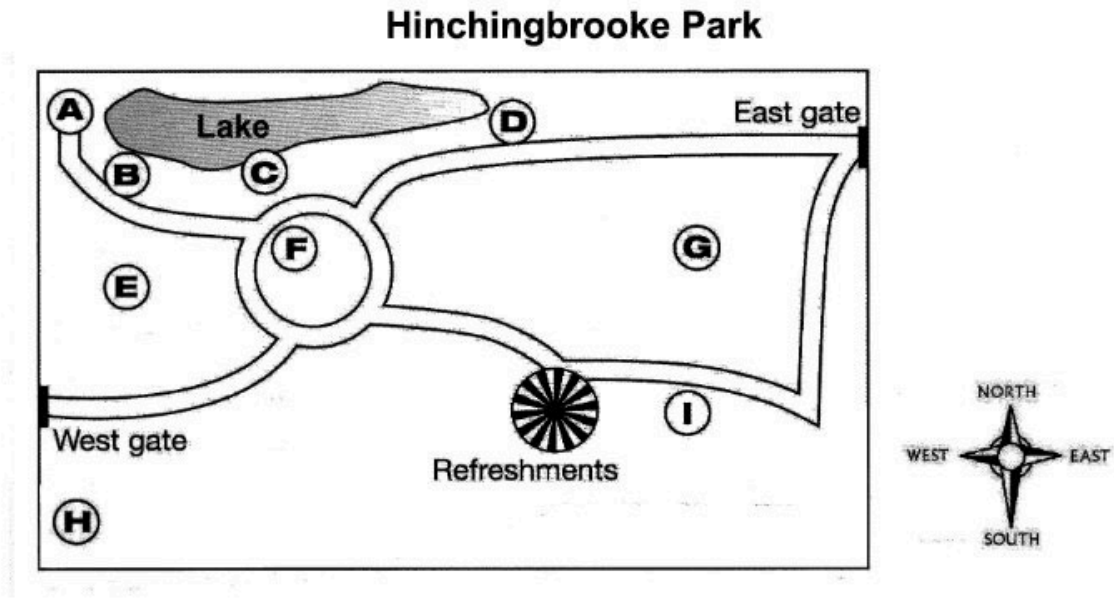
16 For the activity on Saturday, visitors should

- **A** ○ come in suitable clothing.
- **B** ○ make sure they are able to stay for the whole day.
- **C** ○ tell the rangers before the event what they wish to do.

Questions 17-20

Label the map below.

Write the correct letter, A-I, next to questions 17-20.



	A	B	C	D	E	F	G	H	I
17 bird hide	○	○	○	○	○	○	○	○	○
18 dog-walking area	○	○	○	○	○	○	○	○	○
19 flower garden	○	○	○	○	○	○	○	○	○

	A	B	C	D	E	F	G	H	I
20 wooded area	○	○	○	○	○	○	○	○	○

PART 3 — QUESTIONS

Part 3 Audio: https://ielts-listening-audio.engnovatemedia.com/3164540-cambridge-ielts-09-academic-listening-test-2-3.mp3

Questions 21-24

Choose the correct letter, A, B or C.

21 Students want to keep the Self-Access Centre because

- **A** ○ they enjoy the variety of equipment.
- **B** ○ they like being able to work on their own.
- **C** ○ it is an important part of their studies.

22 Some teachers would prefer to

- **A** ○ close the Self-Access Centre.
- **B** ○ move the Self-Access Centre elsewhere.
- **C** ○ restrict access to the Self-Access Centre.

23 The students' main concern about using the library would be

- **A** ○ the size of the library.
- **B** ○ difficulty in getting help.
- **C** ○ the lack of materials.

24 The Director of Studies is concerned about

- **A** ○ the cost of upgrading the centre.
- **B** ○ the lack of space in the centre.
- **C** ○ the difficulty in supervising the centre.

Questions 25-30

Complete the notes below.

Write NO MORE THAN TWO WORDS for each answer.

Necessary improvements to the existing Self-Access Centre

Equipment

Replace computers to create more space.

Resources

The level of the **25** _____ materials, in particular, should be more clearly shown.

Update the **26** _____ collection.

Buy some **27** _____ and divide them up.

Use of the room

Speak to the teachers and organise a **28** _____ for supervising the centre.

Install an **29** _____ .

Restrict personal use of **30** _____ on computers.

PART 4 — QUESTIONS

Part 4 Audio: https://ielts-listening-audio.engnovatemedia.com/3164539-cambridge-ielts-09-academic-listening-test-2-4.mp3

Questions 31-40

Complete the notes below.

Write ONE WORD ONLY for each answer.

Business Cultures

Power culture

Characteristics of organisation	• small • **31** _____ power source • few rules and procedures • communication by **32** _____
Advantage:	• can act quickly
Disadvantage:	• might not act **33** _____
Suitable employee:	• not afraid of **34** _____ • doesn't need job security

Role culture

Characteristics of organisation:	• large, many **35** _____ • specialised departments • rules and procedure, e.g. job **36** _____ and rules for discipline
Advantages:	• economies of scale • successful when **37** _____ ability is important

Disadvantages:	• slow to see when **38** _____ is needed • slow to react
Suitable employee:	• values security • doesn't want **39** _____

Task culture

Characteristics of organisation:	• project orientated • in competitive market or making product with short life • a lot of delegation
Advantage:	• **40** _____
Disadvantages:	• no economies of scale or special expertise
Suitable employee:	• likes to work in groups

Transcripts

Part 1

MAN: Good morning. Can I help you?

WOMAN: Yes. I've just been accepted on a course at the university and I'd like to try and arrange accommodation in the hall of residence.

MAN: Yes, certainly. Please sit down. What I'll do is fill in a form with you to find out a little more about your preferences and so forth.

WOMAN: Thank you.

MAN: So first of all, can I take your name?

WOMAN: It's Anu Bhatt.

MAN: Could you spell your name please?

WOMAN: Yes. A-N-U ... B-H-A double T.

MAN: Thanks, and could I ask your date of birth?

WOMAN: 31st March 1972.

MAN: Thank you. And where are you from?

WOMAN: India.

MAN: Oh right. And what will you be studying?

WOMAN: I'm doing a course in nursing.

MAN: Right, thank you. And how long would you want to stay in hall, do you think?

WOMAN: Well, it'll take three years but I'd only like to stay in hall for two. I'd like to think about living outside for the third year.

MAN: Fine. And what did you have in mind for catering? Do you want to cook for yourself or have all your meals provided, that's full board?

WOMAN: Is there something in between?

MAN: Yes. You can just have evening meal provided, which is half board.

WOMAN: That's what I'd prefer.

MAN: Yes, a lot of students opt for that. Now, with that in mind, do you have any special diet, anything we should know about?

WOMAN: Yes, I don't take red meat.

MAN: No red meat.

MAN: Now, thinking about the room itself, we have a number of options. You can have a single study bedroom or you can have a shared one. These are both what we call simple rooms. The other alternative is to opt for a single bedsit which actually has more space and better facilities. There's about £20 a week difference between them.

WOMAN: Well, actually my grant is quite generous and I think the bedsit sounds the best option.

MAN: Lovely. I'll put you down for that and we'll see what availability is like. Now can I ask some other personal details which we like to have on record?

WOMAN: Yes, of course.

MAN: I wonder if you could let us know what your interests are. This might help us get a closer match for placing you in a particular hall.

WOMAN: Ummm. Well, I love the theatre.

MAN: Right.

WOMAN: And I enjoy sports, particularly badminton.

MAN: That's worth knowing. Now, what we finish with on the form is really a list from you of what your priorities are in choosing a hall and we'll do our best to take these into account.

WOMAN: Well, the first thing is I'd prefer a hall where there are other mature students, if possible.

MAN: Yes, we do have halls which tend to cater for slightly older students.

WOMAN: Ummm and I'd prefer to be out of town.

MAN: That's actually very good for you because we tend to have more vacancies in out-of-town halls.

WOMAN: Lucky!

MAN: Yes. Anything else?

WOMAN: Well, I would like somewhere with a shared area, a TV room for example, or something like that. It's a good way to socialise.

MAN: It certainly is.

WOMAN: That's it.

MAN: Now, we just need a contact telephone number for you.

WOMAN: Sure, I'll just find it. It's double 67549.

MAN: Great, so we'll be in contact with you as soon as possible ...

Part 2

Hello, I'm delighted to welcome you to our Wildlife Club, and very pleased that you're interested in the countryside and the plants and creatures of this area. I think you'll be surprised at the variety we have here, even though we're not far from London. I'll start by telling you about some of the parks and open spaces nearby.

One very pleasant place is Halland Common. This has been public land for hundreds of years, and what you'll find interesting is that the River Ouse, which flows into the sea eighty kilometres away, has its source in the common. There's an information board about the plants and animals you can see here, and by the way, the common is accessible 24 hours a day.

Then there's Holt Island, which is noted for its great range of trees. In the past willows were grown here commercially for basket-making, and this ancient craft has recently been reintroduced. The island is only open to the public from Friday to Sunday, because it's quite small, and if there were people around every day, much of the wildlife would keep away.

From there it's just a short walk across the bridge to Longfield Country Park. Longfield has a modern replica of a farm from over two thousand years ago. Children's activities are often arranged there, like bread-making and face-painting. The park is only open during daylight hours, so bear that in mind if you decide to go there.

Longfield Park has a programme of activities throughout the year, and to give you a sample, this is what's happening in the next few days. On Monday you can learn about herbs, and how they've been used over the centuries. You'll start with a tour of our herb garden, practise the technique of using them as colour dyes for cloth, and listen to an illustrated talk about their use in cooking and medicine.

Then on Wednesday you can join local experts to discover the variety of insects and birds that appear in the evening. We keep to a small number of people in the group, so if you want to go you'll need to phone the park ranger a few days ahead. There's a small charge, which you should pay when you turn up.

I'm sure you're all keen to help with the practical task of looking after the park, so on Saturday you can join a working party. You'll have a choice of all sorts of activities, from planting hedges to picking up litter, so you'll be able to change from one to another when you feel like it. The rangers will be hard at work all day, but do come and join in, even for just a short while. One thing, though, is to make sure you're wearing something that you don't mind getting dirty or torn.

And finally I'd like to tell you about our new wildlife area, Hinchingbrooke Park, which will be opened to the public next month. This slide doesn't really indicate how big it is, but anyway, you can see the two gates into the park, and the main paths. As you can see, there's a lake in the north west of the park, with a bird hide to the west of it, at the end of a path. So it'll be a nice quiet place for watching the birds on the lake.

Fairly close to where refreshments are available, there's a dog-walking area in the southern part of the park, leading off from the path. And if you just want to sit and relax, you can go to the flower garden; that's the circular area on the map surrounded by paths.

And finally, there's a wooded area in the western section of the park, between two paths.

Okay, that's enough from me, so let's go on to ...

Part 3

PAM: Hi Jun. As you know, I've asked you here today to discuss the future of our Self-Access Centre. We have to decide what we want to do about this very important resource for our English language students. So, can you tell me what the students think about this?

JUN: Well, from the students' point of view, we would like to keep it. The majority of students say that they enjoy using it because it provides a variation on the classroom routine and they see it as a pretty major component of their course, but we would like to see some improvements to the equipment, particularly the computers; there aren't enough for one each at the moment and we always have to share.

PAM: Well yes, the teachers agree that it is a very valuable resource but one thing we have noticed is that a lot of the students are using it to check their personal emails. We don't want to stop you students using it, but we think the computers should be used as a learning resource, not for emails. Some of us also think that we could benefit a lot more by relocating the Self-Access Centre to the main University library building. How do you think the students would feel about that, Jun?

JUN: Well, the library is big enough to incorporate the Self-Access Centre, but it wouldn't be like a class activity anymore. Our main worry would be not being able to go to a teacher for advice. I'm sure there would be plenty of things to do but we really need teachers to help us choose the best activities.

PAM: Well, there would still be a teacher present and he or she would guide the activities of the students, we wouldn't just leave them to get on with it.

JUN: Yes, but I think the students would be much happier keeping the existing set-up; they really like going to the Self-Access Centre with their teacher and staying together as a group to do activities. If we could just improve the resources and facilities, I think it would be fine. Is the cost going to be a problem?

PAM: It's not so much the expense that I'm worried about, and we've certainly got room to do it, but it's the problem of timetabling a teacher to be in there outside class hours. If we're going to spend a lot of money on equipment and resources, we really need to make sure that everything is looked after properly. Anyway, let's make some notes to see just what needs doing to improve the Centre.

PAM: Now, what about the computers? I think it might be a good idea to install some new models. They would take up a lot less room and so that would increase the work space for text books and so on.

JUN: That would be great. It is a bit cramped in there at times.

PAM: What about other resources? Do you have a list of things that the students would like to see improved?

JUN: Yes, one of the comments that students frequently make is that they find it difficult to find materials that are appropriate for their level, especially reading resources, so I think we need to label them more clearly.

PAM: Well that's easy enough, we can get that organised very quickly. In fact I think we should review all of the study resources as some of them are looking a bit out-of-date.

JUN: Definitely. The CD section especially needs to be more current. I think we should get some of the ones that go with our latest course books and also make multiple copies.

PAM: Good, now I was also thinking about some different materials that we haven't got in there at all. What do you think of the idea of introducing some workbooks? If we break them up into separate pages and laminate them, they'd be a great resource. The students could study the main course book in class and then do follow-up practice in the Self-Access Centre.

JUN: That sounds good.

PAM: Okay, now finally we need to think about how the room is used. I'll have to talk to the teachers and make sure we can all reach some agreement on a timetable to supervise the centre after class. But we also need to think about security, too. Especially if we're going to invest in some new equipment.

JUN: What about putting in an alarm?

PAM: Good idea. The other thing I'd like to do is talk to our technicians and see whether we could somehow limit the access to email. I really don't want to see that resource misused.

JUN: What about if we agree to only use it before and after class?

PAM: Yes, that would be fine. OK, anyway ... that's great for now. We'll discuss it further when we've managed to ...

Part 4

Good morning everyone. Now whether you're going to university to study business or some other subject, many of you will eventually end up working for a company of some kind.

Now, when you first start working somewhere you will realise that the organisation you've joined has certain characteristics. And we often refer to these social characteristics as the culture of the organisation – this includes its unwritten ideas, beliefs, values and things like that. One well known writer has classified company cultures by identifying four major types.

The first type is called the Power Culture, and it's usually found in small organisations.

It's the type of culture that needs a central source of power to be effective, and because control is in the hands of just one or two people there aren't many rules or procedures. Another characteristic is that communication usually takes the form of conversations rather than, say, formal meetings or written memos. Now one of the benefits of this culture is that the organisation has the ability to act quickly, so it responds well to threat, or danger on the one hand, and opportunity on the other.

But on the negative side, this type of organisation doesn't always act effectively, because it depends too much on one or two people at the top, and when these people make poor decisions there's no-one else who can influence them.

And the kind of person who does well in this type of business culture is one who is happy to take risks, and for whom job security is a low priority.

The next type is known as Role Culture – that's R-O-L-E, not R-O-double L, by the way, and this type is usually found in large companies, which have lots of different levels in them. These organisations usually have separate departments that specialise in things like finance, or sales, or maintenance, or whatever. Each one is co-ordinated at the top by a small group of senior managers, and typically everyone's job is controlled by sets of rules and procedures – for example, there are specific job descriptions, rules for discipline, and so on.

What are the benefits of this kind of culture? Well firstly, because it's found in large organisations, its fixed costs, or overheads as they're known, are low in relation to its output, or what it produces. In other words it can achieve economies of scale. And secondly, it is particularly successful in business markets where technical expertise is important. On the other hand, this culture is often very slow to recognise the need for change, and even slower to react. What kind of person does this type of culture suit? Well it suits employees who value security, and who don't particularly want to have responsibility.

Moving on now to Task Cultures – this type is found in organisations that are project-oriented. You usually find it where the market for the company's product is extremely competitive, or where the products themselves have a short life-span. Usually top management delegates the projects, the people and other resources. And once these have been allocated, little day-to-day control is exercised from the top, because this would seem like 'breaking the rules'.

Now one of the major benefits of this culture is that it's flexible. But it does have some major disadvantages too. For instance, it can't produce economies of scale or great depth of expertise. People who like working in groups or teams prefer this type of culture.

And finally, the fourth category is called the Person Culture ...

Answer Key

#	Answer	Explanation
1	**Bhatt**	WOMAN: It's Anu Bhatt. MAN: Could you spell your name please? WOMAN: Yes. A-N-U B-H-A double T
2	**31 March / 31st March**	31st March 1972
3	**nursing**	I'm doing a course in nursing
4	**2**	Well, it'll take three years but I'd only like to stay in hall for two
5	**meat**	Yes, I don't take red meat
6	**bedsit**	The other alternative is to opt for a single bedsit which actually has more space and better facilities. There's about £20 a week difference between them. WOMAN: Well, actually my grant is quite generous and I think the bedsit sounds the best option
7	**theatre/theater**	MAN: I wonder if you could let us know what your interests are. This might help us get a closer match for placing you in a particular hall. WOMAN: Ummm. Well, I love the theatre
8	**mature/older**	WOMAN: Well, the first thing is I'd prefer a hall where there are other mature students, if possible. MAN: Yes, we do have halls which tend to cater for slightly older students
9	**town**	WOMAN: Ummm and I'd prefer to be out of town
10	**shared**	Well, I would like somewhere with a shared area, a TV room for example, or something like that. It's a good way to socialise
11	**trees**	Then there's Holt Island, which is noted for its great range of trees
12	**Friday**	The island is only open to the public from Friday to Sunday, because it's quite small, and if there were people around every day, much of the wildlife would keep away
13	**farm**	Longfield has a modern replica of a farm from over two thousand years ago

#	Answer	Explanation
14	**C**	On Monday you can learn about herbs, and how they've been used over the centuries. You'll start with a tour of our herb garden, practise the technique of using them as colour dyes for cloth, and listen to an illustrated talk about their use in cooking and medicine
15	**B**	We keep to a small number of people in the group, so if you want to go you'll need to phone the park ranger a few days ahead
16	**A**	One thing, though, is to make sure you're wearing something that you don't mind getting dirty or torn
17	**A**	As you can see, there's a lake in the north west of the park, with a bird hide to the west of it, at the end of a path
18	**I**	Fairly close to where refreshments are available, there's a dog-walking area in the southern part of the park, leading off from the path
19	**F**	And if you just want to sit and relax, you can go to the flower garden; that's the circular area on the map surrounded by paths
20	**E**	And finally, there's a wooded area in the western section of the park, between two paths
21	**C**	The majority of students say that they enjoy using it because it provides a variation on the classroom routine and they see it as a pretty major component of their course
22	**B**	Some of us also think that we could benefit a lot more by relocating the Self-Access Centre to the main University library building
23	**B**	Well, the library is big enough to incorporate the Self-Access Centre, but it wouldn't be like a class activity anymore. Our main worry would be not being able to go to a teacher for advice. I'm sure there would be plenty of things to do but we really need teachers to help us choose the best activities
24	**C**	It's not so much the expense that I'm worried about, and we've certainly got room to do it, but it's the problem of timetabling a teacher to be in there outside class hours
25	**reading**	Yes, one of the comments that students frequently make is that they find it difficult to find materials that are appropriate for their level, especially reading resources, so I think we need to label them more clearly

#	Answer	Explanation
26	**CD**	The CD section especially needs to be more current. I think we should get some of the ones that go with our latest course books and also make multiple copies
27	**workbooks**	What do you think of the idea of introducing some workbooks? If we break them up into separate pages and laminate them, they'd be a great resource
28	**timetable/schedule**	I'll have to talk to the teachers and make sure we can all reach some agreement on a timetable to supervise the centre after class
29	**alarm**	JUN: What about putting in an alarm? PAM: Good idea
30	**email/emails**	The other thing I'd like to do is talk to our technicians and see whether we could somehow limit the access to email
31	**central**	It's the type of culture that needs a central source of power to be effective, and because control is in the hands of just one or two people there aren't many rules or procedures
32	**conversation/conversations**	Another characteristic is that communication usually takes the form of conversations rather than, say, formal meetings or written memos
33	**effectively**	But on the negative side, this type of organisation doesn't always act effectively, because it depends too much on one or two people at the top, and when these people make poor decisions there's no-one else who can influence them
34	**risk/risks**	And the kind of person who does well in this type of business culture is one who is happy to take risks, and for whom job security is a low priority
35	**levels**	and this type is usually found in large companies, which have lots of different levels in them
36	**description/descriptions**	typically everyone's job is controlled by sets of rules and procedures – for example, there are specific job descriptions, rules for discipline, and so on
37	**technical**	And secondly, it is particularly successful in business markets where technical expertise is important
38	**change**	On the other hand, this culture is often very slow to recognise the need for change, and even slower to react
39	**responsibility**	Well it suits employees who value security, and who don't particularly want to have responsibility

#	Answer	Explanation
40	**flexible**	Now one of the major benefits of this culture is that it's flexible

Cambridge IELTS 09 Academic Listening Test 3

PART 1 — QUESTIONS

Part 1 Audio: https://ielts-listening-audio.engnovatemedia.com/3164542-cambridge-ielts-09-academic-listening-test-3-1.mp3

Questions 1-5

Complete the table below.

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

Apartments	Facilities	Other Information	Cost
Rose Garden Apartments	studio flat	*Example* entertainment programme: Greek dancing	£219
Blue Bay Apartments	large salt-water swimming pool	- just **1** _____ metres from beach - near shops	£275
2 _____ **Apartments**	terrace	watersports	£490
The Grand	- Greek paintings - **3** _____	- overlooking **4** _____ - near a supermarket and a disco	£ **5** _____

Questions 6-10

Complete the table below.

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

GREEK ISLAND HOLIDAYS	
Insurance Benefits	**Maximum Amount**
Cancellation	£ [6] _____
Hospital	£600. Additional benefit allows a [7] _____ to travel to resort
[8] _____ departure	Up to £1000. Depends on reason
Personal belongings	Up to £3000; £500 for one [9] _____
Name of Assistant Manager: Ben [10] _____	
Direct phone line: 081260 543216	

PART 2 — QUESTIONS

Part 2 Audio: https://ielts-listening-audio.engnovatemedia.com/3164543-cambridge-ielts-09-academic-listening-test-3-2.mp3

Questions 11-13

Choose the correct letter, A, B or C.

11 Simon's idea for a theme park came from

- **A** ○ his childhood hobby.
- **B** ○ his interest in landscape design.
- **C** ○ his visit to another park.

12 When they started, the family decided to open the park only when

- **A** ○ the weather was expected to be good.
- **B** ○ the children weren't at school.
- **C** ○ there were fewer farming commitments.

13 Since opening, the park has had

- **A** ○ 50,000 visitors.
- **B** ○ 1,000,000 visitors.
- **C** ○ 1,500,000 visitors.

Questions 14-18

What is currently the main area of work of each of the following people?

Choose FIVE answers from the box and write the correct letter, A-H.

A. advertising

B. animal care

C. building

D. educational links

E. engine maintenance

F. food and drink

G. sales

H. staffing

14 Simon (the speaker) _____

15 Liz _____

16 Sarah _____

17 Duncan _____

18 Judith _____

Questions 19-20

Complete the table below.

Write ONE WORD AND/OR NUMBERS for each answer.

Feature	Size	Biggest challenge	Target age group
Railway	1.2 km	Making tunnels	
Go-Kart arena	**19** _____ m²	Removing mounds on the track	5 to **20** _____ year-olds

PART 3 — QUESTIONS

Part 3 Audio: https://ielts-listening-audio.engnovatemedia.com/3164544-cambridge-ielts-09-academic-listening-test-3-3.mp3

Questions 21-30

Complete the notes below.

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

Study Skills Tutorial – Caroline Benning

Dissertation topic: the **21** _____

Strengths:

- **22** _____
- computer modelling

Weaknesses:

- lack of background information
- poor **23** _____ skills

Possible strategy	Benefits	Problems
peer group discussion	increases **24** _____	dissertations tend to contain the same **25** _____
use the **26** _____ service	provides structured programme	limited **27** _____
consult study skills books	are a good source of reference	can be too **28** _____

Recommendations:

- use a card index
- read all notes **29** _____

Next tutorial date: **30** _____ January

PART 4 — QUESTIONS

Part 4 Audio: https://ielts-listening-audio.engnovatemedia.com/3164545-cambridge-ielts-09-academic-listening-test-3-4.mp3

Questions 31-32

Choose the correct letter, A, B or C.

31 The owners of the underground house

- **A** ○ had no experience of living in a rural area.
- **B** ○ were interested in environmental issues.
- **C** ○ wanted a professional project manager.

32 What does the speaker say about the site of the house?

- **A** ○ The land was quite cheap.
- **B** ○ Stone was being extracted nearby.
- **C** ○ It was in a completely unspoilt area.

Questions 33-40

Complete the notes below.

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

The Underground House

Design

- Built in the earth, with two floors
- The south-facing side was constructed of two layers of **33** _____
- Photovoltaic tiles were attached
- A layer of foam was used to improve the **34** _____ of the building

Special features

- To increase the light, the building has many internal mirrors and **35** _____

- In future, the house may produce more **36** _____ than it needs
- Recycled wood was used for the **37** _____ of the house
- The system for processing domestic **38** _____ is organic

Environmental issues

- The use of large quantities of **39** _____ in construction was environmentally harmful
- But the house will have paid its 'environmental debt' within **40** _____

Transcripts

Part 1

MAN: Greek Island Holidays, can I help you?

WOMAN: Yes, I hope so. I have a friend who's just come back from Corfu and she's recommended some apartments in Arilas. She thought they might be on your list.

MAN: Arilas, Arilas, let me see. Can you give me the names?

WOMAN: Yes, the first's Rose Garden Apartments. I'd like to go with another friend in the last week of October.

MAN: Well, we've got a lovely studio flat available at that time. I'm sure you'd enjoy the entertainment programme there too, with Greek dancing in the restaurant.

WOMAN: And the cost for each of us?

MAN: £219.

WOMAN: That sounds very reasonable! I'm just jotting down some notes. Now the second one she mentioned was called Blue Bay.

MAN: Blue Bay? Yes, in fact that's very popular and it has some special features.

WOMAN: Really?

MAN: The main attraction is the large swimming pool with salt water.

WOMAN: Much healthier, I understand.

MAN: That's right. And it isn't far from the beach, either – only 300 metres, and only around half a kilometre to some shops, so you don't have to be too energetic.

WOMAN: Is it much more expensive than the first one?

MAN: Let me just check. I think at the time you want to go it's around £260 – no £275 to be exact.

WOMAN: Right, I've got that. Now there are just two more apartments to ask you about. Um, I can't read my own writing! Something to do with sun ... Sunshine, is it?

MAN: I think you meant the Sunshade Apartments. They're on a mountainside.

WOMAN: Any special features?

MAN: Yes, each room has its own sun terrace and there are shared barbecue facilities.

WOMAN: Sounds lovely!

MAN: Yes, it is rather well-equipped. It also provides water sports – it has its own beach. There are facilities for water-skiing.

WOMAN: Any kite-surfing? My friend's quite keen.

MAN: Not at the hotel but I'm sure you'll find some in Arilas. There's also satellite TV in the apartments.

WOMAN: And how much is that one?

MAN: £490 with two sharing.

WOMAN: You mean £245 each?

MAN: I'm afraid not! Each person has to pay that amount and there must be at least two in an apartment.

WOMAN: I don't think that would be within our budget, unfortunately. And the last one sounds a bit expensive too – the Grand!

MAN: Actually it's quite reasonable. It's an older style house with Greek paintings in every room, and a balcony outside.

WOMAN: Sounds nice. What are the views like?

MAN: Well, there are forests all round and they hide a supermarket just down the road, so that's very useful for all your shopping needs. There's a disco in the area too.

WOMAN: And the price?

MAN: £319 at that time, but if you leave it till November it goes down by 40%.

WOMAN: Too late, I'm afraid.

MAN: Well, why don't I send you a brochure with full details, Ms ... ?

WOMAN: Nash. But don't worry about that. I'm coming to Upminster soon and I'll call and get one. I just wanted to get an idea first.

MAN: Well, that's fine. We've got plenty here when you come.

WOMAN: If you've got a minute, could I just check a couple of points about insurance? I got one policy through the post but I'd like to see if yours is better.

MAN: Fine. What would you like to know?

WOMAN: Well, the one I've got has benefits and then the maximum amount you can claim. Is that like yours?

MAN: Yes, that's how most of them are.

WOMAN: Well, the first thing is cancellation. If the holiday's cancelled on the policy I've got, you can claim £8,000.

MAN: We can improve on that, Ms Nash. For Greek Island holidays, our maximum is £10,000.

WOMAN: That's good – of course our holiday won't even cost £1,000 together!

MAN: It's still sensible to have good cover. Now, if you go to hospital, we allow £600.

WOMAN: Yes, mine's similar.

MAN: And we also allow a relative to travel to your holiday resort.

WOMAN: My policy just says their representative will help you.

MAN: You can see there's another difference there. And what happens if you don't get on the plane?

WOMAN: Nothing, as far as I can see on this form.

MAN: Don't you have missed departure?

WOMAN: No, I'll just jot that down.

MAN: We pay up to £1,000 for that, depending on the reason. And we're particularly generous about loss of personal belongings – up to £3,000, but not more than £500 for a single item.

WOMAN: Then I'd better not take my laptop!

MAN: Not unless you insure it separately.

WOMAN: OK – thanks very much for your time – you've really been helpful. Can I get back to you? Your name is?

MAN: Ben – Ludlow. That's L-U-D-L-O-W. I'm the Assistant Manager here. I'll give you my number. It's 081260 543216.

WOMAN: But didn't I phone 081260 567294? That's what I've got on the paper.

MAN: That's the main switchboard. I've given you my direct line.

WOMAN: Right, thank you ...

Part 2

WOMAN: For the second in our series about locally-run businesses, we meet Simon Winridge, co-founder of the hugely-successful Winridge Forest Railway Park. Welcome, Simon. Now, perhaps you can begin by telling us a little bit about how it all started.

MAN: Well, during the 1970s, my wife, Liz and I had just acquired 80 acres of sheep-farming land, and we decided to settle down and have children. Pretty soon we had a daughter, Sarah, and a son, Duncan. The place was wonderful for the kids: they particularly loved trains and gradually built up an enormous network of miniature railway track. I began to develop larger-scale models of locomotives but we didn't think anything more of it until I went on a trip to a theme park near Birmingham and decided we could do a much better job! So we set up a small one ourselves based on the miniature railway and we opened to the public for just a month that year, 1984 – in July – our driest month – because our children said

they didn't want our guests to have a miserable, wet visit. I dealt with Park business and Liz carried on with the farm work.

It soon became clear that we were onto a winner. We began to extend the railway track and lay it among more interesting landscape by planting trees, which in turn attracted more wildlife, and by making cuttings through the rock.

Nowadays, we're open all year round and we're pleased to say that Winridge is one of the most popular visitor attractions in the area – with 50,000 visitors a year – a million and a half people have been through our doors since we opened.

All these visitors mean we have had to expand our operation and it's now a truly family concern. I'm near to retirement age so I only concern myself with looking after the mechanical side of things – keeping the trains going. Liz now devotes all her energies to recruiting and supporting the large squadron of workers, which keep the place running smoothly. We're really pleased that after some years away teaching, Sarah has now returned to the park and makes sure the visitors are kept fed and watered, which keeps her pretty busy as you can imagine. Our son, Duncan, has been a stalwart of the park for the last ten years, taking over from me in the area of construction – and I'll say a little bit more about that in a moment – and his new wife, Judith, has also joined the team in charge of retail. That's becoming a tremendous growth area for us – a lot of people want to buy souvenirs.

WOMAN: So have you finished your development of the site for the moment?

MAN: Not at all! We're constantly looking for ways to offer more to our visitors. The railway remains the central feature and there's now 1.2 kilometres of the line laid but we'd like to lay more. Because of the geology of the area, our greatest problem is digging tunnels. But we're gradually overcoming that. We're also very pleased with a new installation of the Go-Kart arena which is 120 square metres in area. Again the problem is the geology; we had to level the mounds on the track for safety reasons. We wanted to enable 5–12 year olds to use the go-karts. And the main attraction here is the Formula 1 Kart. We've known flights to break out over who gets it! And then finally to our most recent development which is the landscaped ...

Part 3

TUTOR: Ah Caroline ... come on in. Sit down.

CAROLINE: Thanks.

TUTOR: So how's the dissertation planning going?

CAROLINE: Well Dr Schulmann, I'm still having a lot of trouble deciding on a title.

TUTOR: Well, that's perfectly normal at this stage. And this is what your tutorials will help you to do.

CAROLINE: Right.

TUTOR: What we'll do is jot down some points that might help you in your decision. First of all, you have chosen your general topic area, haven't you?

CAROLINE: Yes, it's the fishing industry.

TUTOR: Oh yes, that was one of the areas you mentioned. Now, what aspects of the course are you good at?

CAROLINE: Well, I think I'm coping well with statistics, and I'm never bored by it.

TUTOR: Good. Anything else?

CAROLINE: Well, I found computer modelling fascinating – I have no problem following what's being taught, whereas quite a few of my classmates find it difficult.

TUTOR: Well, that's very good. Do you think these might be areas you could bring into your dissertation?

CAROLINE: Oh yes, if possible. It's just that I'm having difficulty thinking how I can do that. You see I feel I don't have sufficient background information.

TUTOR: I see. Well, do you take notes?

CAROLINE: I'm very weak at note-taking. My teachers always used to say that.

TUTOR: Well, I think you really need to work on these weaknesses before you go any further.

CAROLINE: What do you suggest?

TUTOR: Well, I can go through the possible strategies with you and let you decide where to go from there.

CAROLINE: Okay, thanks.

TUTOR: Well, some people find it helpful to organise peer-group discussions – you know, each week a different person studies a different topic and shares it with the group.

CAROLINE: Oh right.

TUTOR: It really helps build confidence, you know, having to present something to others.

CAROLINE: I can see that.

TUTOR: The drawback is that everyone in the group seems to share the same ideas ... they keep being repeated in all the dissertations.

CAROLINE: Okay.

TUTOR: You could also try a service called 'Student Support'. It's designed to give you a structured programme over a number of weeks to develop your skills.

CAROLINE: Sounds good.

TUTOR: Yes, unfortunately there are only a few places. But it's worth looking into.

CAROLINE: Yes, of course. I know I've got to work on my study skills.

TUTOR: And then there are several study skills books you can consult.

CAROLINE: Right.

TUTOR: They'll be a good source of reference but the problem is they are sometimes too general.

CAROLINE: Yes, that's what I've found.

TUTOR: Other than that I would strongly advise quite simple ideas like using a card index.

CAROLINE: Well, yes, I've never done that before.

TUTOR: It's simple, but it really works because you have to get points down in a small space. Another thing I always advise is don't just take your notes and forget about them. Read everything three times – that'll really fix them in your mind.

CAROLINE: Yes, I can see it'd take discipline but ...

TUTOR: Well, if you establish good study skills at this stage they'll be with you all your life.

CAROLINE: Oh yes, I completely agree. It's just that I don't seem to be able to discipline myself. I need to talk things over.

TUTOR: Well, we'll be continuing these tutorials of course. Let's arrange next month's now. Let's see, I can see you virtually any time during the week starting 22nd January.

CAROLINE: What about the 24th? I'm free in the afternoon.

TUTOR: Sorry, I'm booked then. What about the following day?

CAROLINE: Thursday? I can make the morning.

TUTOR: Fine, we'll go for the 25th then.

CAROLINE: That's great, thanks.

Part 4

Good morning. In the last few lectures I've been talking about the history of domestic building construction. But today I want to begin looking at some contemporary, experimental designs for housing. So, I'm going to start with a house which is constructed more or less under the ground. And one of the interesting things about this project is that the owners – both professionals but not architects – wanted to be closely involved, so they decided to manage the project themselves. Their chief aim was to create somewhere that was as environmentally-friendly as possible. But at the same time they wanted to live somewhere peaceful – they'd both grown up in a rural area and disliked urban life.

So the first thing they did was to look for a site. And they found a disused stone quarry in a beautiful area. The price was relatively low, and they liked the idea of recycling the land, as it were. As it was, the quarry was an ugly blot on the landscape, and it wasn't productive any longer, either.

They consulted various architects and looked at a number of designs before finally deciding on one. As I've said, it was a design for a sort of underground house, and it was built into the earth itself, with two storeys. The north, east and west sides were set in the earth, and only the sloping, south-facing side was exposed to light. That was made of a double layer of very strong glass. There were also

photovoltaic tiles fixed to the top and bottom of this sloping wall. These are tiles that are designed to store energy from the sun. And the walls had a layer of foam around them too, to increase the insulation.

Now, what is of interest to us about this project is the features which make the building energy-efficient. Sunlight floods in through the glass wall, and to maximise it there are lots of mirrors and windows inside the house. That helps to spread the light around. So that's the first thing – light is utilised as fully as possible.

In addition, the special tiles on the outside convert energy from the sun and generate some of the house's electricity. In fact, and it's possible that in future the house may even generate an electricity surplus, and that the owners will be able to sell some to the national grid.

As well as that, wherever possible, recycled materials have been used. For example, the floors are made of reclaimed wood. And the owners haven't bought a single item of new furniture – they just kept what they already had. And then there's the system for dealing with the waste produced in the house. This is dealt with organically – it's purified by being filtered through reed beds which have been planted for that purpose in the garden. So the occupants of the house won't pollute the land or use any damaging chemicals.

It's true that the actual construction of the house was harmful to the environment, mainly because they had to use massive amounts of concrete – one of the biggest sources of carbon dioxide in manufacturing. And, as you know, this is very damaging to the environment. In total, the house construction has released 70 tons of carbon dioxide into the air. Now that's a frightening thought. However, once the initial 'debt' has been cleared – and it's been calculated that this will only take fifteen years – this underground house won't cost anything – environmentally I mean – because unlike ordinary houses, it is run in a way that is completely environmentally friendly.

So, eco-housing like this is likely to become much more ...

Answer Key

#	Answer	Explanation
1	**300**	And it isn't far from the beach, either – only 300 metres, and only around half a kilometre to some shops, so you don't have to be too energetic
2	**Sunshade**	WOMAN: Um, I can't read my own writing! Something to do with sun Sunshine, is it? MAN: I think you meant the Sunshade Apartments. They're on a mountainside
3	**balcony**	It's an older style house with Greek paintings in every room, and a balcony outside
4	**forest/forests**	Well, there are forests all round and they hide a supermarket just down the road, so that's very useful for all your shopping needs
5	**319**	MAN: £319 at that time, but if you leave it till November it goes down by 40%
6	**10,000 / 10000**	We can improve on that, Ms Nash. For Greek Island holidays, our maximum is £10,000
7	**relative**	MAN: It's still sensible to have good cover. Now, if you go to hospital, we allow £600. WOMAN: Yes, mine's similar. MAN: And we also allow a relative to travel to your holiday resort
8	**missed**	Don't you have missed departure
9	**item**	And we're particularly generous about loss of personal belongings – up to £3,000, but not more than £500 for a single item
10	**Ludlow**	Ben – Ludlow. That's L-U-D-L-O-W. I'm the Assistant Manager here
11	**C**	I began to develop larger-scale models of locomotives but we didn't think anything more of it until I went on a trip to a theme park near Birmingham and decided we could do a much better job! So we set up a small one ourselves based on the miniature railway
12	**A**	we opened to the public for just a month that year, 1984 – in July – our driest month – because our children said they didn't want our guests to have a miserable, wet visit
13	**C**	a million and a half people have been through our doors since we opened

#	Answer	Explanation
14	**E**	I'm near to retirement age so I only concern myself with looking after the mechanical side of things – keeping the trains going
15	**H**	Liz now devotes all her energies to recruiting and supporting the large squadron of workers, which keep the place running smoothly
16	**F**	We're really pleased that after some years away teaching, Sarah has now returned to the park and makes sure the visitors are kept fed and watered, which keeps her pretty busy as you can imagine
17	**C**	Our son, Duncan, has been a stalwart of the park for the last ten years, taking over from me in the area of construction – and I'll say a little bit more about that in a moment
18	**G**	and his new wife, Judith, has also joined the team in charge of retail
19	**120**	We're also very pleased with a new installation of the Go-Kart arena which is 120 square metres in area
20	**12**	We wanted to enable 5–12 year olds to use the go-karts
21	**fishing industry**	CAROLINE: Yes, it's the fishing industry
22	**statistics**	Well, I think I'm coping well with statistics, and I'm never bored by it
23	**note-taking**	CAROLINE: I'm very weak at note-taking. My teachers always used to say that
24	**confidence**	It really helps build confidence, you know, having to present something to others
25	**ideas**	The drawback is that everyone in the group seems to share the same ideas they keep being repeated in all the dissertations
26	**student support**	You could also try a service called 'Student Support'. It's designed to give you a structured programme over a number of weeks to develop your skills
27	**places**	Yes, unfortunately there are only a few places
28	**general**	TUTOR: They'll be a good source of reference but the problem is they are sometimes too general
29	**3 times / three times**	Read everything three times – that'll really fix them in your mind
30	**25 / 25th**	TUTOR: Sorry, I'm booked then. What about the following day? CAROLINE: Thursday? I can make the morning. TUTOR: Fine, we'll go for the 25th then

#	Answer	Explanation
31	**B**	Their chief aim was to create somewhere that was as environmentally-friendly as possible
32	**A**	The price was relatively low, and they liked the idea of recycling the land, as it were
33	**glass**	The north, east and west sides were set in the earth, and only the sloping, south-facing side was exposed to light. That was made of a double layer of very strong glass
34	**insulation**	And the walls had a layer of foam around them too, to increase the insulation
35	**windows**	Sunlight floods in through the glass wall, and to maximise it there are lots of mirrors and windows inside the house
36	**electricity**	In fact, and it's possible that in future the house may even generate an electricity surplus, and that the owners will be able to sell some to the national grid
37	**floor/floors**	For example, the floors are made of reclaimed wood
38	**waste**	And then there's the system for dealing with the waste produced in the house. This is dealt with organically – it's purified by being filtered through reed beds which have been planted for that purpose in the garden
39	**concrete**	It's true that the actual construction of the house was harmful to the environment, mainly because they had to use massive amounts of concrete – one of the biggest sources of carbon dioxide in manufacturing
40	**15 years**	However, once the initial 'debt' has been cleared – and it's been calculated that this will only take fifteen years – this underground house won't cost anything – environmentally I mean – because unlike ordinary houses, it is run in a way that is completely environmentally friendly

Cambridge IELTS 09 Academic Listening Test 4

PART 1 — QUESTIONS

Part 1 Audio: https://ielts-listening-audio.engnovatemedia.com/3164546-cambridge-ielts-09-academic-listening-test-4-1.mp3

Questions 1-4

Complete the table below.

Write ONE WORD ONLY for each answer.

Name of centre	Doctor's name	Advantage
The Harvey Clinic	Example Dr Green	especially good with [1] _____
The [2] _____ Health Practice	Dr Fuller	offers [3] _____ appointments
The Shore Lane Health Centre	Dr [4] _____	

Questions 5-6

Choose TWO letters, A-E.

[5] [6] Which TWO of the following are offered free of charge at Shore Lane Health Centre?

- **A** ☐ acupuncture
- **B** ☐ employment medicals
- **C** ☐ sports injury therapy
- **D** ☐ travel advice
- **E** ☐ vaccinations

Questions 7-10

Complete the table below.

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

Subject of talk	Date/Time	Location	Notes
Giving up smoking	25th February at 7pm	room 4	useful for people with asthma or **7** _____ problems
Healthy eating	1st March at 5pm	the **8** _____ (Shore Lane)	anyone welcome
Avoiding injuries during exercise	9th March at **9** _____	room 6	for all **10** _____

PART 2 — QUESTIONS

Part 2 Audio: https://ielts-listening-audio.engnovatemedia.com/3164547-cambridge-ielts-09-academic-listening-test-4-2.mp3

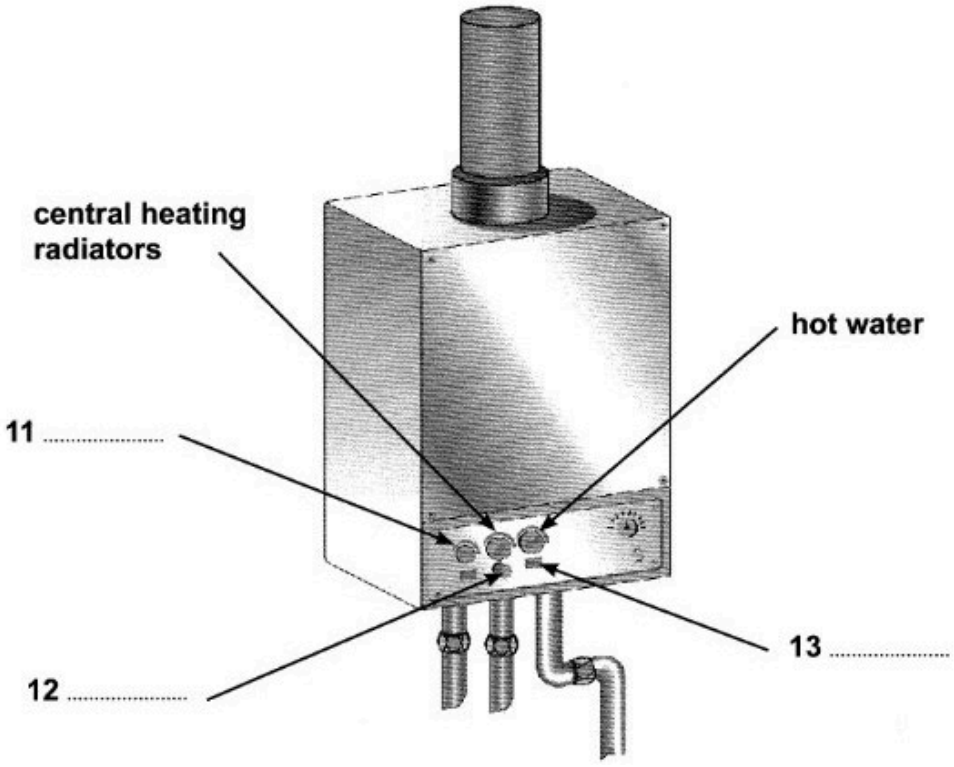
Questions 11-13

Label the diagram below.

Choose THREE answers from the box and write the correct letter, A-E.

A	electricity indicator
B	on/off switch
C	reset button
D	time control
E	warning indicator

Water Heater



A. electricity indicator | B. on/off switch | C. reset button

D. time control | E. warning indicator

	A	B	C	D	E
11	○	○	○	○	○
12	○	○	○	○	○
13	○	○	○	○	○

Questions 14-18

Where can each of the following items be found?

Choose FIVE answers from the box and write the correct letter, A-G.

A. in box on washing machine

B. in cupboard on landing

C. in chest of drawers

D. next to window in living room

E. on shelf by back door

F. on top of television

G. under kitchen sink

14 pillows _____

15 washing powder _____

16 key _____

17 light bulbs _____

18 map _____

Questions 19-20

Complete the notes below.

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

The best place to park in town – next to the station

Phone number for takeaway pizzas – **19** _____

Railway museum closed on **20** _____

PART 3 — QUESTIONS

Part 3 Audio: https://ielts-listening-audio.engnovatemedia.com/3164548-cambridge-ielts-09-academic-listening-test-4-3.mp3

Questions 21-22

Choose the correct letter, A, B or C.

21 In her home country, Kira had

- **A** ○ completed a course.
- **B** ○ done two years of a course.
- **C** ○ found her course difficult.

22 To succeed with assignments, Kira had to

- **A** ○ read faster.
- **B** ○ write faster.
- **C** ○ change her way of thinking.

Questions 23-25

Complete the sentences below.

Write ONE WORD ONLY for each answer.

- Kira says that lecturers are easier to **23** _____ than those in her home country.
- Paul suggests that Kira may be more **24** _____ than when she was studying before.
- Kira says that students want to discuss things that worry them or that **25** _____ them very much.

Questions 26-30

Answer the questions below.

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

26 How did the students do their practical sessions? _____

27 In the second semester how often did Kira work in a hospital? _____

28 How much full-time work did Kira do during the year? _____

29 Having completed the year, how does Kira feel? _____

30 In addition to the language, what do overseas students need to become familiar with?

_____

PART 4 — QUESTIONS

Part 4 Audio: https://ielts-listening-audio.engnovatemedia.com/3164549-cambridge-ielts-09-academic-listening-test-4-4.mp3

Questions 31-36

Choose the correct letter, A, B or C.

31 What led the group to choose their topic?

- **A** ○ They were concerned about the decline of one species.
- **B** ○ They were interested in the effects of city growth.
- **C** ○ They wanted to investigate a recent phenomenon.

32 The exact proportion of land devoted to private gardens was confirmed by

- **A** ○ consulting some official documents.
- **B** ○ taking large-scale photos.
- **C** ○ discussions with town surveyors.

33 The group asked garden owners to

- **A** ○ take part in formal interviews.
- **B** ○ keep a record of animals they saw.
- **C** ○ get in contact when they saw a rare species.

34 The group made their observations in gardens

- **A** ○ which had a large number of animal species.
- **B** ○ which they considered to be representative.
- **C** ○ which had stable populations of rare animals.

35 The group did extensive reading on

- **A** ○ wildlife problems in rural areas.
- **B** ○ urban animal populations.
- **C** ○ current gardening practices.

36 The speaker focuses on three animal species because

- **A** ○ a lot of data has been obtained about them.
- **B** ○ the group were most interested in them.
- **C** ○ they best indicated general trends.

Questions 37-40

Complete the table below.

Write ONE WORD ONLY for each answer.

Animals	Reason for population increase in gardens	Comments
37 _____	suitable stretches of water	massive increase in urban population
Hedgehogs	safer from **38** _____ when in cities	easy to **39** _____ them accurately
Song thrushes	– a variety of **40** _____ to eat – more nesting places available	large survey starting soon

Transcripts

Part 1

WOMAN: Can I help you?

MAN: Yes, I've just moved to this area with my wife and children and I'd like to know where we can all register with a doctor at a Health Centre.

WOMAN: Okay. Well, there's Doctor Green at The Harvey Clinic. We always recommend her for babies, because she's very good with them and she runs a special clinic.

MAN: Oh ... actually my youngest child is five, so that wouldn't be any good for us.

WOMAN: Right.

MAN: Is there anywhere else I could try?

WOMAN: Yes, the Eshcol Health Practice is the next one on my list.

MAN: How do you spell that?

WOMAN: E-S-H-C-O-L. And it's Doctor Fuller, who has space on his list. The clinic only opened a year ago, so the facilities are all very modern.

MAN: That sounds good.

WOMAN: And it's particularly good if you're busy during the day, because they also do appointments in the evening. They're closed on Saturday, though. The only other place on the list is the Health Centre on Shore Lane. You can register with Doctor Gormley, that's G-O-R-M-L-E-Y. He's new there, but the centre has a very good reputation.

MAN: Oh yes, I think I know the road. That would be the best one. Thanks. Could you tell me, will all their services be free?

WOMAN: Erm ... there are usually some small charges that doctors make. Let me see what it says about the Shore Lane Centre. If you need to be vaccinated before any trips abroad, you won't have to pay for this. Erm, what else? The sports injury treatment service operates on a paying basis, as does the nutritional therapy service. Some health centres do offer alternative therapies like homeopathy as part of their pay-to-use service. Shore Lane are hoping to do this soon - I think they may start with acupuncture. And finally, if you need to prove you're healthy or haven't had any serious injuries before a new employer will accept you, you can get a free fitness check-up there, but you'd most likely have to pay for insurance medicals though.

MAN: Okay, thanks.

WOMAN: You might also be interested to know the Centre is running a pilot scheme of talks for patients. I've got the list here. Actually, they look very interesting.

MAN: What sort of things?

WOMAN: Well, the first one's about giving up smoking. It's next week, the twenty-fifth of February, at 7 pm, and that's in Room 4. It says, the talk will stress the health benefits particularly for people with asthma or heart disease.

MAN: That sounds very interesting.

WOMAN: There's also a talk for families with children. It's on Healthy Eating, and takes place on the first of March at five o'clock.

MAN: Will that be at the Health Centre?

WOMAN: Erm, actually it's at the primary school on Shore Lane. I imagine they're inviting the parents of pupils there - it says here 'all welcome'.

MAN: Mmm, I might go to that if I have time.

WOMAN: There's a couple of other talks - one giving advice about how to avoid injuries while doing exercise. It's on the ninth of March. Oh, it's a late afternoon talk, at four thirty, and it'll be in Room 6. It also says the talk is suitable for all ages. And finally, there's a talk called 'Stress Management' which is ...

Part 2

MAN: Hello?

WOMAN: Hi. It's Laura Carlton here. We've just arrived at the holiday flat, but I can't get the hot water and heating to work.

MAN: Oh right! That's easy. Don't worry. In the upstairs cupboard, you'll find the water heater. You'll see three main controls on the left at the bottom of the heater. The first one - the round one on the far left - is the most important one for the heating and hot water. It's the main control switch. Make sure it's in the 'on' position. The switch itself doesn't light up, but the little square below will be black if the switch is 'off'. That's probably what's happened - it's got switched off by mistake. The middle one of these three controls - you'll see it's slightly larger than the first one - controls the radiators. If you feel cold while you're there and need the radiators on, this needs to be turned to maximum. The last of the three controls - the one on the right - is usually on about a number four setting which for the water in the taps is usually quite hot enough.

Below the heating controls in the middle is a small round plastic button. If there isn't enough water in the pipes, sometimes the heater goes out. If this happens you'll need to press this button to reset the heater. Hold it in for about five seconds and the heater should come on again. Then there's a little square indicator under the third knob that's a kind of alarm light. It'll flash if you need to reset the heater.

WOMAN: It sounds complicated ...

MAN: I'm sure you won't have any problems with it. There should be some more instructions on the side of the heater. Call me back if you can't make it work.

WOMAN: Okay.

WOMAN: While you're on the phone, we haven't managed to find a few things we need, like extra pillows for the beds and some washing powder. Is there any here?

MAN: Pillows ... yes. If you look in the cupboard, the large white one upstairs - to the left of the bathroom door - there should be four or five on the top shelf. And if you want to do some washing, there's some powder for that ... probably by the back door. There's a kind of shelf there above the sink. In fact, I'm sure there's some there, in a large blue box. You need about half a cup full for each wash.

And that reminds me, the spare key to the back door is hanging on a hook on the wall by the sitting room window. Please make sure to put it back when you've used it. The previous guests lost it in the garden and I had to get another one made! And if you have any trouble with the lamps, you'll find some spare bulbs in a large cardboard box. It's on top of the washing machine with all kinds of useful things in it.

Oh, and another thing I forgot to mention when we last spoke ...

WOMAN: Yes?

MAN: I've left you a local map, so you'll be able to find your way around easily. It shows the whole area. I put it in the top drawer of the chest under the TV in your bedroom. There's a whole file of local information in there too.

WOMAN: Thanks. What about visiting the town? Can you give us any advice?

MAN: Yes. You'll need to take the car. It's too far to walk from the flat really. You have to pay to leave your car in all the car parks now I'm afraid ... I like the one that's by the station best and you can walk to the town centre from there in five minutes. That's where all the best restaurants are. But if you want a takeaway, the Italian one does really good pasta and pizzas. Call 7-3 double 2, 8-1 for that one, or 7 double 6, double 1, 9 for the Chinese. They're both good and they'll both deliver to the flat.

As for places to visit, yes, do go and see the railway museum. The exhibition is small but really good. It gets very crowded on Sundays, so I suggest you visit it on a quieter day, later in the week, but not on Thursdays which is market day - you won't find anywhere to park and it's also the only day of the week when they're not open! Anything else?

WOMAN: Not for the moment. Thanks!

Part 3

PAUL: Hello, Kira, how are you?

KIRA: Fine thanks, Paul, how are you?

PAUL: Well, thanks. It's good to see you. It must be twelve months since you did our course?

KIRA: That's right. It's nice to come back and say hello.

PAUL: What course did you enrol in?

KIRA: Actually, I went straight into third year Pharmacy. They credited me with two years, which probably made it more difficult for me.

PAUL: On the other hand, you were lucky to be granted credits. Is that why you chose the course?

KIRA: Yes. And, as I'd already finished a course in it in my country, I thought it would be easier if I studied something I already knew.

PAUL: I didn't realise you went into third year. I thought you started in first year. No wonder it was so hard! And what do you think is one of the big differences between studying at a university here and studying in your country?

KIRA: Well, I've found it very difficult to write assignments, because I wasn't familiar with that aspect of the system here. The main problem is that the lecturers expect you to be critical. That made me feel really terrible. I thought "How can I possibly do it? How can I comment on someone else's research when they probably spent five years doing it?" I think a lot of people who come from overseas countries have similar problems. But after a while it became easier for me. People expect you to have problems with the process of reading and writing but, in fact, it is more a question of altering your viewpoint towards academic study.

PAUL: How was the content of the lectures? Was it easy for you?

KIRA: I didn't really have many problems understanding lectures. The content was very similar to what I'd studied before.

PAUL: And what about the lecturers themselves? Are they essentially the same as lecturers in your country?

KIRA: Well actually, no. Here, they're much easier to approach. After every lecture you can go and ask them something you didn't understand. Or you can make an appointment and talk to them about anything in the course.

PAUL: Maybe you found them different because you're a more mature student now, whereas when you were studying in your country you were younger and not so assertive.

KIRA: No, I don't think that's the difference. Most of the students here do it. In my faculty, they all seem to make appointments - usually to talk about something in the course that's worrying them, but sometimes just about something that might really interest them, something they might want to specialise in. The lecturers must set aside certain times every week when they're available for students.

PAUL: That's good to hear.

PAUL: And how was your timetable? Was it a very busy year?

KIRA: Very, very busy. They make you work very hard. Apart from lectures, we had practical sessions in a lot of subjects. We did these in small groups. I had to go and work four hours every week in a community pharmacy. Actually, I enjoyed this very much - meeting new people all the time. Then in second semester, we had to get experience in hospital dispensaries, so every second day we went to one of the big hospitals and worked there. And on top of all that we had our assignments, which took me a lot of time. Oh, I nearly forgot, between first and second semesters, we had to work full-time for two weeks in a hospital.

PAUL: That does sound a very heavy year. So are you pleased now that you did it? Do you feel some sense of achievement?

KIRA: Yeah, I do feel much more confident, which I suppose is the most important thing.

PAUL: And have you got any recommendations for people who are studying from overseas?

KIRA: Well, I suppose they need very good English. It would be much better if they spent more time learning English before they enter the university, because you can be in big trouble if you don't understand what people are saying and you haven't got time to translate.

PAUL: Anything else?

KIRA: Well, as I said before, the biggest problem for me was a lack of familiarity with the education system here.

PAUL: It sounds as if it was a real challenge. Congratulations, Kira.

KIRA: Thanks, Paul.

Part 4

Good morning. Today I'd like to present the findings of our Year 2 project on wildlife found in gardens throughout our city. I'll start by saying something about the background to the project, then talk a little bit about our research techniques, and then indicate some of our interim findings.

First of all, how did we choose our topic? Well, there are four of us in the group and one day while we were discussing a possible focus, two of the group mentioned that they had seen yet more sparrow-hawks - one of Britain's most interesting birds of prey - in their own city centre gardens and wondered why they were turning up in these gardens in great numbers. We were all very engaged by the idea of why wild animals would choose to inhabit a city garden. Why is it so popular with wildlife when the countryside itself is becoming less so?

The first thing we did was to establish what proportion of the urban land is taken up by private gardens. We estimated that it was about one fifth, and this was endorsed by looking at large-scale usage maps in the town land survey office - 24% to be precise. Our own informal discussions with neighbours and friends led us to believe that many garden owners had interesting experiences to relate regarding wild animal sightings so we decided to survey garden owners from different areas of the city. Just over 100 of them completed a survey once every two weeks for twelve months - ticking off species they had seen from a pro forma list - and adding the names of any rarer ones. Meanwhile, we were doing our own observations in selected gardens throughout the city. We deliberately chose smaller ones because they were by far the most typical in the city. The whole point of the project was to look at the norm not the exception. Alongside this primary research on urban gardens, we were studying a lot of books about the decline of wild animals in the countryside and thinking of possible causes for this.

So what did we find? Well, so much that I just won't have time to tell you about here. If you're interested in reading our more comprehensive findings, we've produced detailed graphic representations on the college web-site and of course any of the group would be happy to talk to you about them. Just email us.

What we've decided to present today is information about just three species - because we felt these gave a good indication of the processes at work in rural and urban settings as a whole.

The first species to generate a lot of interesting information was frogs. And there was a clear pattern here - they proliferate where there is suitable water. Garden ponds are on the increase, rural ponds are disappearing, leading to massive migration to the towns.

Hedgehogs are also finding it easier to live in urban areas - this time because their predators are not finding it quite so attractive to leave their rural environment, so hedgehogs have a better survival rate in cities. We had lots of sightings, so all in all we had no difficulties with our efforts to count their numbers precisely.

Our final species is the finest of bird singers, the song thrush. On the decline in the countryside, they are experiencing a resurgence in urban gardens because these days gardeners are buying lots of different plants which means there's an extensive range of seeds around, which is what they feed on. Another factor is the provision of nesting places - which is actually better in gardens than the countryside. Hard to believe it, but it's true. Incidentally, we discovered that a massive new survey on song thrushes is about to be launched, so you should keep an eye open for that.

Now, I'd be happy to answer any questions you may have ...

Answer Key

#	Answer	Explanation
1	**babies**	Okay. Well, there's Doctor Green at The Harvey Clinic. We always recommend her for babies, because she's very good with them and she runs a special clinic
2	**Eshcol**	Yes, the Eshcol Health Practice is the next one on my list. MAN: How do you spell that? WOMAN: E-S-H-C-O-L. And it's Doctor Fuller, who has space on his list
3	**evening**	And it's particularly good if you're busy during the day, because they also do appointments in the evening
4	**Gormley**	The only other place on the list is the Health Centre on Shore Lane. You can register with Doctor Gormley, that's G-O-R-M-L-E-Y
5	**B / E**	If you need to be vaccinated before any trips abroad, you won't have to pay for this And finally, if you need to prove you're healthy or haven't had any serious injuries before a new employer will accept you, you can get a free fitness check-up there
6	**B / E**	If you need to be vaccinated before any trips abroad, you won't have to pay for this And finally, if you need to prove you're healthy or haven't had any serious injuries before a new employer will accept you, you can get a free fitness check-up there
7	**heart**	the talk will stress the health benefits particularly for people with asthma or heart disease
8	**primary school**	Erm, actually it's at the primary school on Shore Lane
9	**4.30 / 4:30**	There's a couple of other talks – one giving advice about how to avoid injuries while doing exercise. It's on the ninth of March. Oh, it's a late afternoon talk, at four thirty, and it'll be in Room 6
10	**ages**	There's a couple of other talks – one giving advice about how to avoid injuries while doing exercise. It's on the ninth of March. Oh, it's a late afternoon talk, at four thirty, and it'll be in Room 6. It also says the talk is suitable for all ages
11	**B**	The first one – the round one on the far left – is the most important one for the heating and hot water. It's the main control switch. Make sure it's in the 'on' position

#	Answer	Explanation
12	**C**	Below the heating controls in the middle is a small round plastic button. If there isn't enough water in the pipes, sometimes the heater goes out. If this happens you'll need to press this button to reset the heater
13	**E**	Then there's a little square indicator under the third knob that's a kind of alarm light. It'll flash if you need to reset the heater
14	**B**	Pillows yes. If you look in the cupboard, the large white one upstairs – to the left of the bathroom door – there should be four or five on the top shelf
15	**E**	And if you want to do some washing, there's some powder for that probably by the back door. There's a kind of shelf there above the sink. In fact, I'm sure there's some there, in a large blue box
16	**D**	And that reminds me, the spare key to the back door is hanging on a hook on the wall by the sitting room window
17	**A**	And if you have any trouble with the lamps, you'll find some spare bulbs in a large cardboard box. It's on top of the washing machine with all kinds of useful things in it
18	**C**	I've left you a local map, so you'll be able to find your way around easily. It shows the whole area. I put it in the top drawer of the chest under the TV in your bedroom
19	**732281**	But if you want a takeaway, the Italian one does really good pasta and pizzas. Call 7-3 double 2, 8-1 for that one
20	**Thursday/Thursdays**	but not on Thursdays which is market day – you won't find anywhere to park and it's also the only day of the week when they're not open
21	**A**	Yes. And, as I'd already finished a course in it in my country, I thought it would be easier if I studied something I already knew
22	**C**	People expect you to have problems with the process of reading and writing but, in fact, it is more a question of altering your viewpoint towards academic study
23	**approach**	KIRA: Well actually, no. Here, they're much easier to approach
24	**mature**	Maybe you found them different because you're a more mature student now, whereas when you were studying in your country you were younger and not so assertive
25	**interest**	usually to talk about something in the course that's worrying them, but sometimes just about something that might really interest them, something they might want to specialise in

#	Answer	Explanation
26	**groups/small groups/in small groups**	Apart from lectures, we had practical sessions in a lot of subjects. We did these in small groups
27	**every 2 days / every second day / every two days**	Then in second semester, we had to get experience in hospital dispensaries, so every second day we went to one of the big hospitals and worked there
28	**2 weeks / two weeks**	Oh, I nearly forgot, between first and second semesters, we had to work full-time for two weeks in a hospital
29	**confident**	Yeah, I do feel much more confident, which I suppose is the most important thing
30	**education system**	Well, as I said before, the biggest problem for me was a lack of familiarity with the education system here
31	**C**	two of the group mentioned that they had seen yet more sparrow-hawks — one of Britain's most interesting birds of prey — in their own city centre gardens and wondered why they were turning up in these gardens in great numbers
32	**A**	We estimated that it was about one fifth, and this was endorsed by looking at large-scale usage maps in the town land survey office – 24% to be precise
33	**B**	Just over 100 of them completed a survey once every two weeks for twelve months – ticking off species they had seen from a pro forma list – and adding the names of any rarer ones
34	**B**	We deliberately chose smaller ones because they were by far the most typical in the city. The whole point of the project was to look at the norm not the exception
35	**A**	Alongside this primary research on urban gardens, we were studying a lot of books about the decline of wild animals in the countryside and thinking of possible causes for this
36	**C**	What we've decided to present today is information about just three species – because we felt these gave a good indication of the processes at work in rural and urban settings as a whole
37	**frog/frogs**	The first species to generate a lot of interesting information was frogs. And there was a clear pattern here – they proliferate where there is suitable water
38	**predators**	Hedgehogs are also finding it easier to live in urban areas – this time because their predators are not finding it quite so attractive to leave their rural environment, so hedgehogs have a better survival rate in cities

#	Answer	Explanation
39	**count**	We had lots of sightings, so all in all we had no difficulties with our efforts to count their numbers precisely
40	**seed/seeds**	On the decline in the countryside, they are experiencing a resurgence in urban gardens because these days gardeners are buying lots of different plants which means there's an extensive range of seeds around, which is what they feed on

Cambridge IELTS 09 Academic Writing Test 1

Part 1

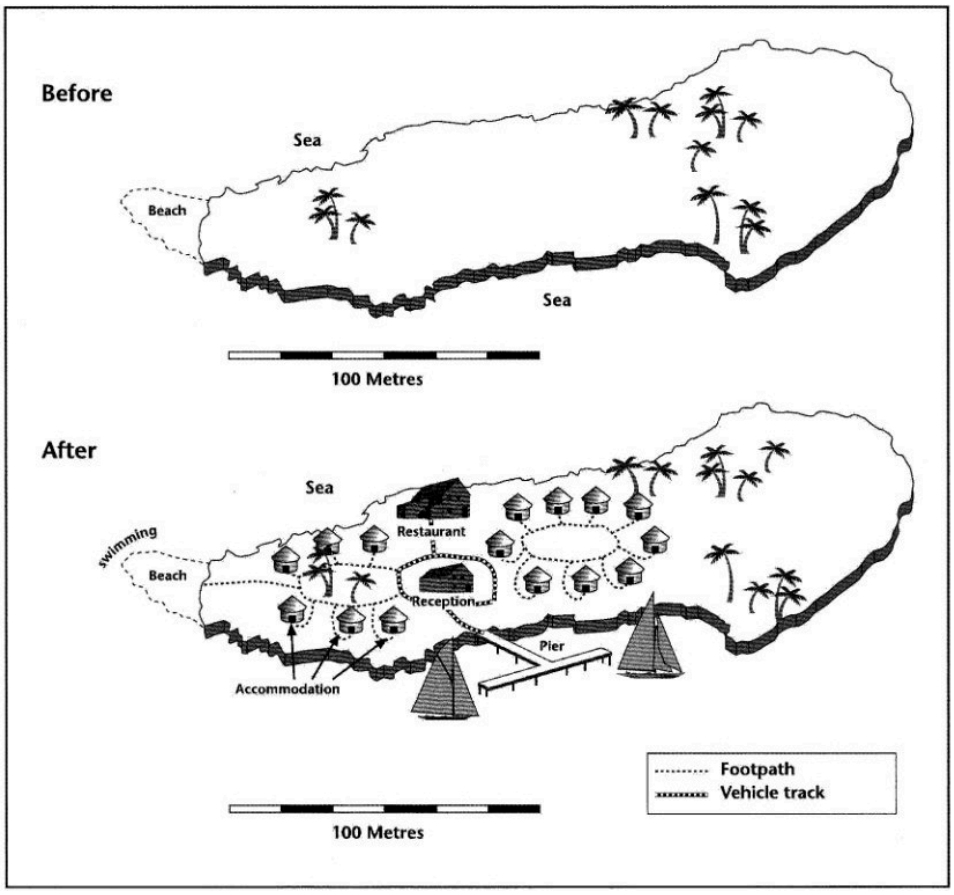
WRITING TASK 1

You should spend about 20 minutes on this task.

The two maps below show an island, before and after the construction of some tourist facilities.

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

Write at least 150 words.



Part 2

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Some experts believe that it is better for children to begin learning a foreign language at primary school rather than secondary school.

Do the advantages of this outweigh the disadvantages?

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

Write at least 250 words.

Cambridge IELTS 09 Academic Writing Test 2

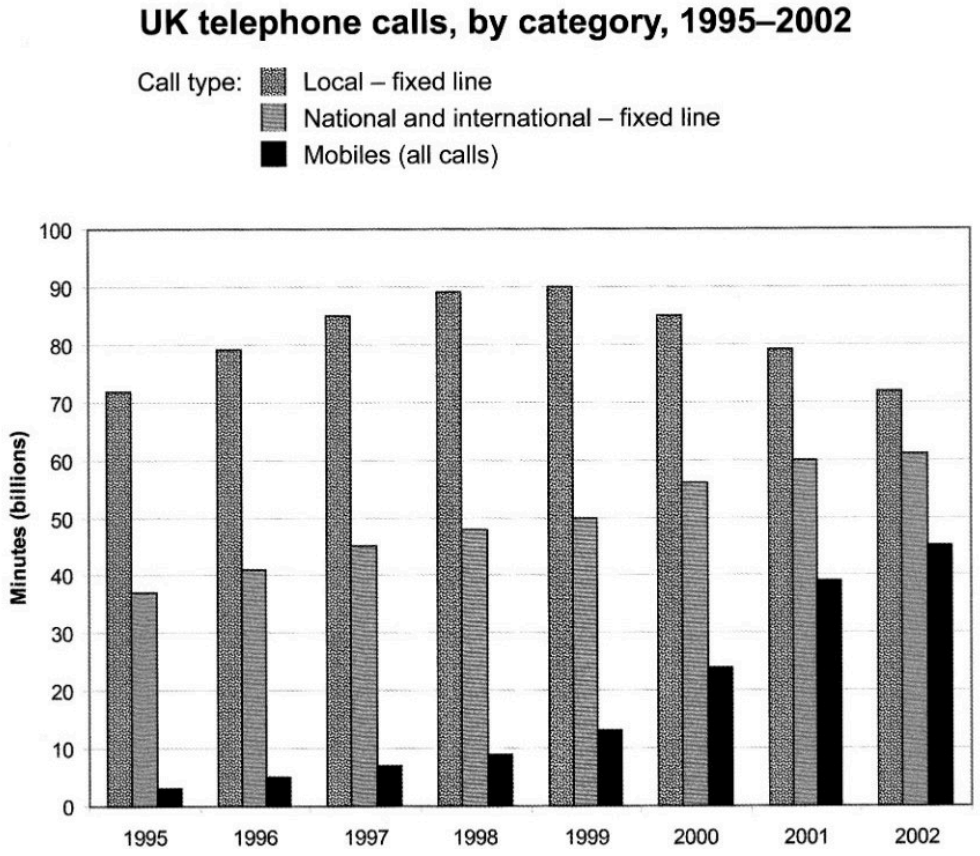
Part 1

You should spend about 20 minutes on this task.

The chart below shows the total number of minutes (in billions) of telephone calls in the UK, divided into three categories, from 1995–2002.

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 unpaid community service should be a compulsory part of high school programmes (for example working for a charity, improving the neighbourhood or teaching sports to younger children).

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 09 Academic Writing Test 3

Part 1

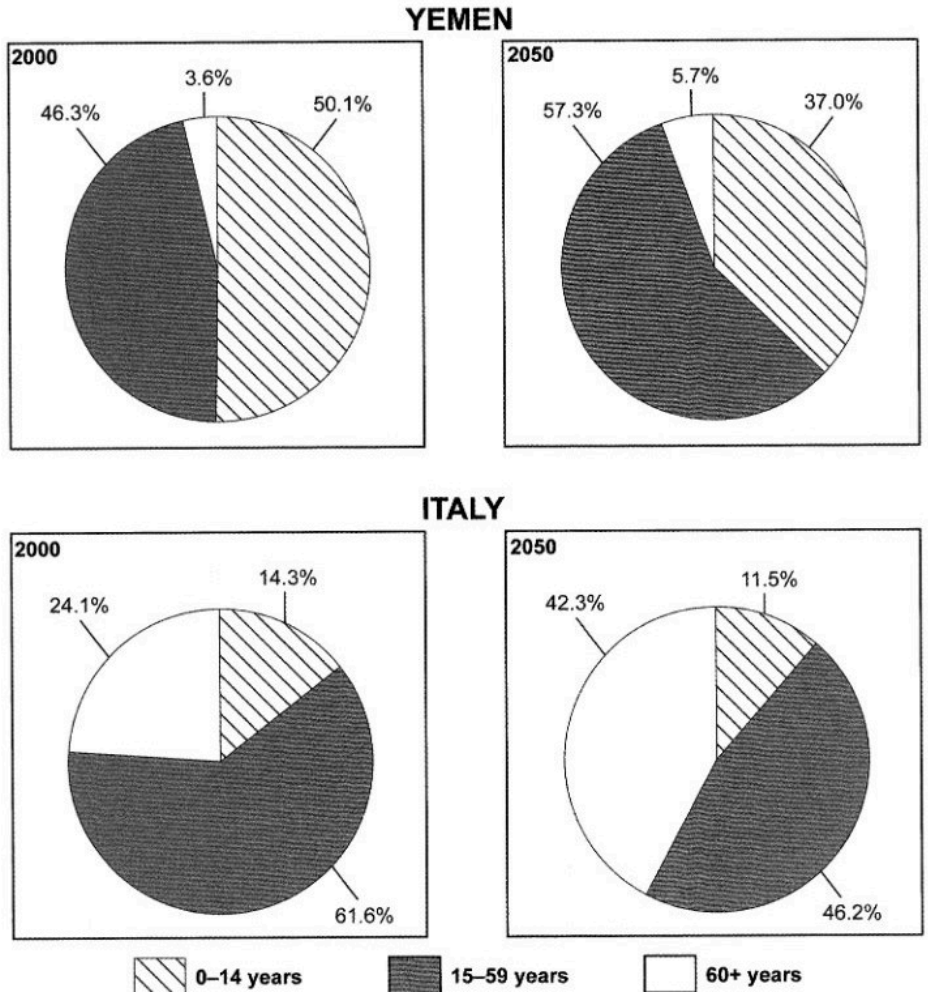
WRITING TASK 1

You should spend about 20 minutes on this task.

The charts below give information on the ages of the populations of Yemen and Italy in 2000 and projections for 2050.

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

Write at least 150 words.



Part 2

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Some people say that the best way to improve public health is by increasing the number of sports facilities. Others, however, say that this would have little effect on public health and that other measures are required.

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 09 Academic Writing Test 4

Part 1

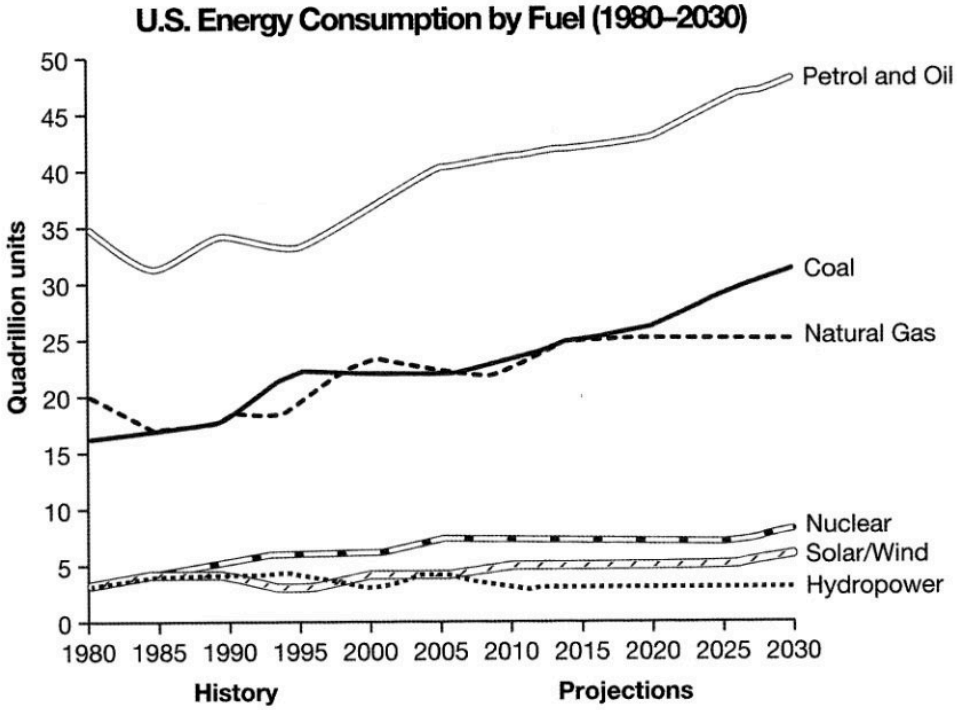
WRITING TASK 1

You should spend about 20 minutes on this task.

The graph below gives information from a 2008 report about consumption of energy in the USA since 1980 with projections until 2030.

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

Write at least 150 words.



Part 2

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Every year several languages die out. Some people think that this is not important because life will be easier if there are fewer languages in the world.

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

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

Write at least 250 words.

Cambridge IELTS 09 Academic Speaking Test 1

Part 1

Question 1

What games are popular in your country? [Why?]

Question 2

Do you play any games? [Why/Why not?]

Question 3

How do people learn to play games in your country?

Question 4

Do you think it's important for people to play games? [Why/Why not?]

Part 2

Question 5

Describe an open-air or street market which you enjoyed visiting.

You should say:

where the market is

what the market sells

how big the market is

and explain why you enjoyed visiting this market.

Part 3

Question 6

Do people in your country enjoy going to open-air markets that sell things like food or clothes or old objects? Which type of market is more popular? Why?

Question 7

Do you think markets are more suitable places for selling certain types of things? Which ones? Why do you think this is?

Question 8

Do you think young people feel the same about shopping at markets as older people? Why is that?

Question 9

What do you think are the advantages of buying things from shops rather than markets?

Question 10

How does advertising influence what people choose to buy? Is this true for everyone?

Question 11

Do you think that any recent changes in the way people live have affected general shopping habits? Why is this?

Cambridge IELTS 09 Academic Speaking Test 2

Part 1

Question 1

When do people give gifts or presents in your country?

Question 2

Do you ever take a gift when you visit someone in their home? [Why/Why not?]

Question 3

When did you last receive a gift? [What was it?]

Question 4

Do you enjoy looking for gifts for people? [Why/Why not?]

Part 2

Question 5

Describe something you did that was new or exciting.

You should say:

what you did

where and when you did this

who you shared the activity with

and explain why this activity was new or exciting for you.

Part 3

Question 6

Why do you think some people like doing new things?

Question 7

What problems can people have when they try new activities for the first time?

Question 8

Do you think it's best to do new things on your own or with other people? Why?

Question 9

What kinds of things do children learn to do when they are very young? How important are these things?

Question 10

Do you think children and adults learn to do new things in the same way? How is their learning style different?

Question 11

Some people say that it is more important to be able to learn new things now than it was in the past. Do you agree or disagree with that? Why?

Cambridge IELTS 09 Academic Speaking Test 3

Part 1

Question 1

How often do you make telephone calls? [Why/Why not?]

Question 2

Who do you spend most time talking to on the telephone? [Why?]

Question 3

When do you think you'll next make a telephone call? [Why?]

Question 4

Do you sometimes prefer to send a text message instead of telephoning? [Why/Why not?]

Part 2

Question 5

Describe a journey [e.g. by car, plane, boat] that you remember well.

You should say:

where you went

how you travelled

why you went on the journey

and explain why you remember this journey well.

Part 3

Question 6

Why do people need to travel every day?

Question 7

What problems can people have when they are on their daily journey, for example to work or school? Why is this?

Question 8

Some people say that daily journeys like these will not be so common in the future. Do you agree or disagree? Why?

Question 9

What do you think people can learn from travelling to other countries? Why?

Question 10

Can travel make a positive difference to the economy of a country? How?

Question 11

Do you think a society can benefit if its members have experience of travelling to other countries? In what ways?

Cambridge IELTS 09 Academic Speaking Test 4

Part 1

Question 1

How popular are bicycles in your home town? [Why?]

Question 2

How often do you ride a bicycle? [Why/Why not?]

Question 3

Do you think that bicycles are suitable for all ages? [Why/Why not?]

Question 4

What are the advantages of a bicycle compared to a car? [Why?]

Part 2

Question 5

Describe a person who has done a lot of work to help people.

You should say:

who this person is/was

where this person lives/lived

what he/she has done to help people

and explain how you know about this person.

Part 3

Question 6

What are some of the ways people can help others in the community? Which is most important?

Question 7

Why do you think some people like to help other people?

Question 8

Some people say that people help others in the community more now than they did in the past. Do you agree or disagree? Why?

Question 9

What types of services, such as libraries or health centres, are available to the people who live in your area? Do you think there are enough of them?

Question 10

Which groups of people generally need most support in a community? Why?

Question 11

Who do you think should pay for the services that are available to the people in a community? Should it be the government or individual people?