[PDF + Audio] Cambridge IELTS 10 Academic Ebook with Answers

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Cambridge IELTS 10 Academic Reading Test 1

PASSAGE 1

Stepwells

A millennium ago, stepwells were fundamental to life in the driest parts of India. Although many have been neglected, recent restoration has returned them to their former glory. Richard Cox travelled to north-western India to document these spectacular monuments from a bygone era.

During the sixth and seventh centuries, the inhabitants of the modern-day states of Gujarat and Rajasthan in North-western India developed a method of gaining access to clean, fresh groundwater during the dry season for drinking, bathing, watering animals and irrigation. However, the significance of this invention – the stepwell – goes beyond its utilitarian application.

Unique to the region, stepwells are often architecturally complex and vary widely in size and shape. During their heyday, they were places of gathering, of leisure, of relaxation and of worship for villagers of all but the lowest castes. Most stepwells are found dotted around the desert areas of Gujarat (where they are called *vav*) and Rajasthan (where they are known as *baori*), while a few also survive in Delhi. Some were located in or near villages as public spaces for the community; others were positioned beside roads as resting places for travellers.

As their name suggests, stepwells comprise a series of stone steps descending from ground level to the water source (normally an underground aquifer) as it recedes following the rains. When the water level was high, the user needed only to descend a few steps to reach it; when it was low, several levels would have to be negotiated.

Some wells are vast, open craters with hundreds of steps paving each sloping side, often in tiers. Others are more elaborate, with long stepped passages leading to the water via several storeys. Built from stone and supported by pillars, they also included pavilions that sheltered visitors from the relentless heat. But perhaps the most impressive features are the intricate decorative sculptures that embellish many stepwells, showing activities from fighting and dancing to everyday acts such as women combing their hair and churning butter.

Down the centuries, thousands of wells were constructed throughout northwestern India, but the majority have now fallen into disuse; many are derelict and dry, as groundwater has been diverted for industrial use and the wells no longer reach the water table. Their condition hasn't been helped by recent dry spells: southern Rajasthan suffered an eight-year drought between 1996 and 2004.

However, some important sites in Gujarat have recently undergone major restoration, and the state government announced in June last year that it plans to restore the stepwells throughout the state.

In Patan, the state's ancient capital, the stepwell of *Rani Ki Vav* (Queen's Stepwell) is perhaps the finest current example. It was built by Queen Udayamati during the late 11th century, but became silted up following a flood during the 13th century. But the Archaeological Survey of India began restoring it in the 1960s, and today it's in pristine condition. At 65 metres long, 20 metres wide and 27 metres deep, *Rani Ki Vav* features 500 distinct sculptures carved into niches throughout the monument, depicting gods such as Vishnu and Parvati in various incarnations. Incredibly, in January 2001, this ancient structure survived a devastating earthquake that measured 7.6 on the Richter scale.

Another example is the *Surya Kund* in Modhera, northern Gujarat, next to the Sun Temple, built by King Bhima I in 1026 to honour the sun god Surya. It actually resembles a tank (*kund* means reservoir or pond) rather than a well, but displays the hallmarks of stepwell architecture, including four sides of steps that descend to the bottom in a stunning geometrical formation. The terraces house 108 small, intricately carved shrines between the sets of steps.

Rajasthan also has a wealth of wells. The ancient city of Bundi, 200 kilometres south of Jaipur, is renowned for its architecture, including its stepwells. One of the larger examples is *Raniji Ki Baori*, which was built by the queen of the region, Nathavatji, in 1699. At 46 metres deep, 20 metres wide and 40 metres long, the intricately carved monument is one of 21 *baoris* commissioned in the Bundi area by Nathavatji.

In the old ruined town of Abhaneri, about 95 kilometres east of Jaipur, is *Chand Baori*, one of India's oldest and deepest wells; aesthetically, it's perhaps one of the most dramatic. Built in around 850 AD next to the temple of Harshat Mata, the baori comprises hundreds of zigzagging steps that run along three of its sides, steeply descending 11 storeys, resulting in a striking geometric pattern when seen from afar. On the fourth side, verandas which are supported by ornate pillars overlook the steps.

Still in public use is *Neemrana Ki Baori*, located just off the Jaipur–Dehli highway. Constructed in around 1700, it's nine storeys deep, with the last two being underwater. At ground level, there are 86 colonnaded openings from where the visitor descends 170 steps to the deepest water source.

Today, following years of neglect, many of these monuments to medieval engineering have been saved by the Archaeological Survey of India, which has recognised the importance of preserving them as part of the country's rich history. Tourists flock to wells in far-flung corners of northwestern India to gaze in wonder at these architectural marvels from 1,000 years ago, which serve as a reminder of both the ingenuity and artistry of ancient civilisations and of the value of water to human existence.

Questions 1-5

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

In boxes on your answer sheet, 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 Examples of ancient stepwells can be found all over the world.

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

2 Stepwells had a range of functions, in addition to those related to water collection.

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

3 The few existing stepwells in Delhi are more attractive than those found elsewhere.

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

4 It took workers many years to build the stone steps characteristic of stepwells.

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

5 The number of steps above the water level in a stepwell altered during the course of a year.

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

Questions 6-8

Answer the questions below.

Choose **ONE WORD ONLY** from the passage for each answer.

Write your answers in boxes on your answer sheet.

6 Which part of some stepwells provided shade for people? _____

7 What type of serious climatic event, which took place in southern Rajasthan, is mentioned in the article? _____

8 Who are frequent visitors to stepwells nowadays? _____

Questions 9-13

Complete the table below

Choose **ONE WORD AND/OR A NUMBER** from the passage for each answer.

Write your answers in boxes on your answer sheet.

Stepwells	Date	Features	Other notes
Rani Ki Vav	Late 11th century	As many as 500 sculptures decorate the monument	Restored in the 1990s Excellent condition, despite the **9** _____ of 2001.
Surya Kund	1026	Steps on the **10** _____ produce a geometric pattern	Looks more like a **11** _____ than a well.

		Carved shrines.	
Raniji Ki Baori	1699	Intricately carved monument	One of 21 *baoris* in the area commissioned by Queen Nathavatji
Chand Baori	850 AD	Steps take you down 11 storeys to the bottom	Old, deep and very dramatic Has **12** _____ which provide a view to the steps.
Neemrana Ki Baori	1700	Has two **13** _____ levels.	Used by public today

PASSAGE 2

EUROPEAN TRANSPORT SYSTEMS 1990-2010

What have been the trends and what are the prospects for European transport systems?

14

A

It is difficult to conceive of vigorous economic growth without an efficient transport system. Although modern information technologies can reduce the demand for physical transport by facilitating teleworking and teleservices, the requirement for transport continues to increase. There are two key factors behind this trend. For passenger transport, the determining factor is the spectacular growth in car use. The number of cars on European Union (EU) roads saw an increase of three million cars each year from 1990 to 2010, and in the next decade the EU will see a further substantial increase in its fleet.

15

B

As far as goods transport is concerned, growth is due to a large extent to changes in the European economy and its system of production. In the last 20 years, as internal frontiers have been abolished, the EU has moved from a 'stock' economy to a 'flow' economy. This phenomenon has been emphasised by the relocation of some industries, particularly those which are labour intensive, to reduce production costs, even though the production site is hundreds or even thousands of kilometres away from the final assembly plant or away from users.

16

C

The strong economic growth expected in countries which are candidates for entry to the EU will also increase transport flows, in particular road haulage traffic. In 1998, some of these countries already exported more than twice their 1990 volumes and imported more than five times their 1990 volumes. And although many candidate countries inherited a transport system which encourages rail, the distribution between modes has tipped sharply in favour of road transport since the 1990s. Between 1990 and 1998, road haulage increased by 19.4%, while during the same period rail haulage decreased by 43.5%, although – and this could benefit the enlarged EU – it is still on average at a much higher level than in existing member states.

17

D

However, a new imperative-sustainable development – offers an opportunity for adapting the EU's common transport policy. This objective, agreed by the Gothenburg European Council, has to be achieved by integrating environmental considerations into Community policies, and shifting the balance between modes of transport lies at the heart of its strategy. The ambitious objective can only be fully achieved by 2020, but proposed measures are nonetheless a first essential step towards a sustainable transport system which will ideally be in place in 30 years' time, that is by 2040.

18

E

In 1998, energy consumption in the transport sector was to blame for 28% of emissions of CO2, the leading greenhouse gas. According to the latest estimates, if nothing is done to reverse the traffic growth trend, CO2 emissions from transport can be expected to increase by around 50% to 1,113 billion tonnes by 2020, compared with the 739 billion tonnes recorded in 1990. Once again, road transport is the main culprit since it alone accounts for 84% of the CO2 emissions attributable to transport. Using alternative fuels and improving energy efficiency is thus both an ecological necessity and a technological challenge.

F

At the same time greater efforts must be made to achieve a modal shift. Such a change cannot be achieved overnight, all the less so after over half a century of constant deterioration in favour of road. This has reached such a pitch that today rail freight services are facing marginalisation, with just 8% of market share, and with international goods trains struggling along at an average speed of 18km/h. Three possible options have emerged.

19

G

The first approach would consist of focusing on road transport solely through pricing. This option would not be accompanied by complementary measures in the other modes of transport. In the short term it might curb the growth in road transport through the better loading ratio of goods vehicles and occupancy rates of passenger vehicles expected as a result of the increase in the price of transport. However, the lack of measures available to revitalise other modes of transport would make it impossible for more sustainable modes of transport to take up the baton.

20

H

The second approach also concentrates on road transport pricing but is accompanied by measures to increase the efficiency of the other modes (better quality of services, logistics, technology). However, this approach does not include investment in new infrastructure, nor does it guarantee better regional cohesion. It could help to achieve greater uncoupling than the first approach, but road transport would keep the lion's share of the market and continue to concentrate on saturated arteries, despite being the most polluting of the modes. It is therefore not enough to guarantee the necessary shift of the balance.

21

I

The third approach, which is not new, comprises a series of measures ranging from pricing to revitalising alternative modes of transport and targeting investment in the trans-European network. This integrated approach would allow the market shares of the other modes to return to their 1998 levels and thus make a shift of balance. It is far more ambitious than it looks, bearing in mind the historical imbalance in favour of roads for the last fifty years, but would achieve a marked break in the link between road transport growth and economic growth, without placing restrictions on the mobility of people and goods.

PART 2 — QUESTIONS

Questions 14-21

The Reading Passage has nine paragraphs, **A-I**.

Choose the correct heading for paragraphs **A-E** and **G-I** from the list of headings below.

*Write the correct number, **i-xi**, in boxes on your answer sheet.*

List of Headings

Example *Answer*

Paragraph **F** **vii**

i. **A fresh and important long-term goal**

ii. **Charging for roads and improving other transport methods**

iii. **Changes affecting the distances goods may be transported**

iv. **Taking all the steps necessary to change transport patterns**

v. **The environmental costs of road transport**

vi. **The escalating cost of rail transport**

vii. **The need to achieve transport rebalance**

viii. **The rapid growth of private transport**

ix. **Plans to develop major road networks**

x. **Restricting road use through charging policies alone**

xi. **Transport trends in countries awaiting EU admission**

Questions 22-26

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

In boxes on your answer sheet, 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

22 The need for transport is growing, despite technological developments.

A ○ TRUE

B ○ FALSE

C ○ NOT GIVEN

23 To reduce production costs, some industries have been moved closer to their relevant consumers.

A ○ TRUE

B ○ FALSE

C ○ NOT GIVEN

24 Cars are prohibitively expensive in some EU candidate countries.

A ○ TRUE

B ○ FALSE

C ○ NOT GIVEN

25 The Gothenburg European Council was set up 30 years ago.

A ○ TRUE

B ○ FALSE

C ○ NOT GIVEN

26 By the end of this decade, CO2 emissions from transport are predicted to reach 739 billion tonnes.

A ○ TRUE

B ○ FALSE

C ○ NOT GIVEN

PASSAGE 3

The psychology of innovation

Why are so few companies truly innovative?

Innovation is key to business survival, and companies put substantial resources into inspiring employees to develop new ideas. There are, nevertheless, people working in luxurious, state-of-the-art centres designed to stimulate innovation who find that their environment doesn't make them feel at all creative. And there are those who don't have a budget, or much space, but who innovate successfully.

For Robert B. Cialdini, Professor of Psychology at Arizona State University, one reason that companies don't succeed as often as they should is that innovation starts with recruitment. Research shows that the fit between an employee's values and a company's values makes a difference to what contribution they make and whether, two years after they join, they're still at the company. Studies at Harvard Business School show that, although some individuals may be more creative than others, almost every individual can be creative in the right circumstances.

One of the most famous photographs in the story of rock'n'roll emphasises Ciaidini's views. The 1956 picture of singers Elvis Presley, Carl Perkins, Johnny Cash and Jerry Lee Lewis jamming at a piano in Sun Studios in Memphis tells a hidden story. Sun's 'million-dollar quartet' could have been a quintet. Missing from the picture is Roy Orbison' a greater natural singer than Lewis, Perkins or Cash. Sam Phillips, who owned Sun, wanted to revolutionise popular music with songs that fused black and white music, and country and blues. Presley, Cash, Perkins and Lewis instinctively understood Phillips's ambition and believed in it. Orbison wasn't inspired by the goal, and only ever achieved one hit with the Sun label.

The value fit matters, says Cialdini, because innovation is, in part, a process of change, and under that pressure we, as a species, behave differently, 'When things change, we are hard-wired to play it safe.' Managers should therefore adopt an approach that appears counterintuitive -they should explain what stands to be lost if the company fails to seize a particular opportunity. Studies show that we invariably take more gambles when threatened with a loss than when offered a reward.

Managing innovation is a delicate art. It's easy for a company to be pulled in conflicting directions as the marketing, product development, and finance departments each get different feedback from different sets of people. And without a system which ensures collaborative exchanges within the company, it's also easy for small 'pockets of innovation' to disappear. Innovation is a contact sport. You can't brief people just by saying, 'We're going in this direction and I'm going to take you with me.'

Cialdini believes that this 'follow-the-leader syndrome, is dangerous, not least because it encourages bosses to go it alone. 'It's been scientifically proven that three people will be better than one at solving problems, even if that one person is the smartest person in the field.' To prove his point, Cialdini cites an interview with molecular biologist James Watson. Watson,

together with Francis Crick, discovered the structure of DNA, the genetic information carrier of all living organisms. ‘When asked how they had cracked the code ahead of an array of highly accomplished rival investigators, he said something that stunned me. He said he and Crick had succeeded because they were aware that they weren’t the most intelligent of the scientists pursuing the answer. The smartest scientist was called Rosalind Franklin who, Watson said, “was so intelligent she rarely sought advice”.’

Teamwork taps into one of the basic drivers of human behaviour. ‘The principle of social proof is so pervasive that we don’t even recognise it,’ says Cialdini. ‘If your project is being resisted, for example, by a group of veteran employees, ask another old-timer to speak up for it.’ Cialdini is not alone in advocating this strategy. Research shows that peer power, used horizontally not vertically, is much more powerful than any boss’s speech.

Writing, visualising and prototyping can stimulate the flow of new ideas. Cialdini cites scores of research papers and historical events that prove that even something as simple as writing deepens every individual’s engagement in the project. It is, he says, the reason why all those competitions on breakfast cereal packets encouraged us to write in saying, in no more than 10 words: ‘I like Kellogg’s Com Flakes because… .’ The very act of writing makes us more likely to believe it.

Authority doesn’t have to inhibit innovation but it often does. The wrong kind of leadership will lead to what Cialdini calls ‘captainitis, the regrettable tendency of team members to opt out of team responsibilities that are properly theirs’. He calls it captainitis because, he says, ‘crew members of multipilot aircraft exhibit a sometimes deadly passivity when the flight captain makes a clearly wrong-headed decision’. This behaviour is not, he says, unique to air travel, but can happen in any workplace where the leader is overbearing.

At the other end of the scale is the 1980s Memphis design collective, a group of young designers for whom ‘the only rule was that there were no rules’. This environment encouraged a free interchange of ideas, which led to more creativity with form, function, colour and materials that revolutionised attitudes to furniture design.

Many theorists believe the ideal boss should lead from behind, taking pride in collective accomplishment and giving credit where it is due. Cialdini says: ‘Leaders should encourage everyone to contribute and simultaneously assure all concerned that every recommendation is important to making the right decision and will be given full attention.’ The frustrating thing about innovation is that there are many approaches, but no magic formula. However, a manager who wants to create a truly innovative culture can make their job a lot easier by recognising these psychological realities.

PART 3 — QUESTIONS

Questions 27-30

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

Write the correct letter in boxes on your answer sheet.

27 The example of the 'million-dollar quartet' underlines the writer's point about

- **A** ○ recognising talent.
- **B** ○ working as a team.
- **C** ○ having a shared objective.
- **D** ○ being an effective leader.

28 James Watson suggests that he and Francis Crick won the race to discover the DNA code because they

- **A** ○ were conscious of their own limitations.
- **B** ○ brought complementary skills to their partnership.
- **C** ○ were determined to outperform their brighter rivals.
- **D** ○ encouraged each other to realise their joint ambition.

29 The writer mentions competitions on breakfast cereal packets as an example of how to

- **A** ○ inspire creative thinking.
- **B** ○ generate concise writing.
- **C** ○ promote loyalty to a group.
- **D** ○ strengthen commitment to an idea.

30 In the last paragraph, the writer suggests that it is important for employees to

- **A** ○ be aware of their company's goals.
- **B** ○ feel that their contributions are valued.

C ◯ have respect for their co-workers‟ achievements.

D ◯ understand why certain management decisions are made.

Questions 31-35

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

*Write the correct letter, **A-G**, in boxes on your answer sheet*

• Employees whose values match those of their employers are more likely to **31** _____

• At times of change, people tend to **32** _____

• If people are aware of what they might lose, they will often **33** _____

• People working under a dominant boss are liable to **34** _____

• Employees working in organisations with few rules are more likely to **35** _____

A. **take chances.**

B. **share their ideas.**

C. **become competitive.**

D. **get promotion.**

E. **avoid risk.**

F. **ignore their duties.**

G. **remain in their jobs.**

Questions 36-40

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

In boxes on your answer sheet, write

YES if the statement agrees with the claims of the writer

NO if the statement contradicts the claims of the writer

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

36 The physical surroundings in which a person works play a key role in determining their creativity.

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

37 Most people have the potential to be creative.

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

38 Teams work best when their members are of equally matched intelligence.

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

39 It is easier for smaller companies to be innovative.

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

40 A manager's approval of an idea is more persuasive than that of a colleague.

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

Answer Key

#	Answer	Explanation
1	**FALSE**	Unique to the region, stepwells are often architecturally complex and vary widely in size and shape.
2	**TRUE**	During their heyday, they were places of gathering, of leisure, of relaxation and of worship for villagers of all but the lowest castes.
3	**NOT GIVEN**	a few also survive in Delhi.
4	**NOT GIVEN**	As their name suggests, stepwells comprise a series of stone steps descending from ground level to the water source (normally an underground aquifer) as it recedes following the rains.
5	**TRUE**	When the water level was high, the user needed only to descend a few steps to reach it; when it was low, several levels would have to be negotiated.
6	**pavilions**	they also included pavilions that sheltered visitors from the relentless heat.
7	**drought**	Their condition hasn't been helped by recent dry spells: southern Rajasthan suffered an eight-year drought between 1996 and 2004.
8	**tourists**	Tourists flock to wells in far-flung corners of northwestern India to gaze in wonder at these architectural marvels from 1,000 years ago
9	**Earthquake**	Incredibly, in January 2001, this ancient structure survived a devastating earthquake that measured 7.6 on the Richter scale.
10	**Four sides / 4 sides**	including four sides of steps that descend to the bottom in a stunning geometrical formation.
11	**Tank**	It actually resembles a tank (kund means reservoir or pond) rather than a well
12	**verandas / verandahs**	On the fourth side, verandas which are supported by ornate pillars overlook the steps.
13	**underwater**	Constructed in around 1700, it's nine storeys deep, with the last two being underwater.
14	**viii**	For passenger transport, the determining factor is the spectacular growth in car use.
15	**iii**	As far as goods transport is concerned, growth is due to a large extent to changes in the European economy and its system of

#	Answer	Explanation
		production.
16	**xi**	The strong economic growth expected in countries which are candidates for entry to the EU will also increase transport flows, in particular road haulage traffic.
17	**i**	The ambitious objective can only be fully achieved by 2020, but proposed measures are nonetheless a first essential step towards a sustainable transport system which will ideally be in place in 30 years' time, that is by 2040.
18	**v**	In 1998, energy consumption in the transport sector was to blame for 28% of emissions of CO2, the leading greenhouse gas.
19	**x**	The first approach would consist of focusing on road transport solely through pricing.
20	**ii**	The second approach also concentrates on road transport pricing but is accompanied by measures to increase the efficiency of the other modes (better quality of services, logistics, technology).
21	**iv**	This integrated approach would allow the market shares of the other modes to return to their 1998 levels and thus make a shift of balance.
22	**TRUE**	Although modern information technologies can reduce the demand for physical transport by facilitating teleworking and teleservices, the requirement for transport continues to increase.
23	**FALSE**	This phenomenon has been emphasised by the relocation of some industries, particularly those which are labour intensive, to reduce production costs, even though the production site is hundreds or even thousands of kilometres away from the final assembly plant or away from users.
24	**NOT GIVEN**	The strong economic growth expected in countries which are candidates for entry to the EU will also increase transport flows, in particular road haulage traffic.
25	**NOT GIVEN**	The ambitious objective can only be fully achieved by 2020, but proposed measures are nonetheless a first essential step towards a sustainable transport system which will ideally be in place in 30 years' time, that is by 2040.
26	**FALSE**	CO2 emissions from transport can be expected to increase by around 50% to 1,113 billion tonnes by 2020, compared with the 739 billion tonnes recorded in 1990.
27	**C**	Presley, Cash, Perkins and Lewis instinctively understood Phillips's ambition and believed in it. Orbison wasn't inspired by the goal, and only ever achieved one hit with the Sun label.

#	Answer	Explanation
28	**A**	He said he and Crick had succeeded because they were aware that they weren't the most intelligent of the scientists pursuing the answer.
29	**D**	The very act of writing makes us more likely to believe it.
30	**B**	assure all concerned that every recommendation is important to making the right decision and will be given full attention.
31	**G**	Research shows that the fit between an employee's values and a company's values makes a difference to what contribution they make and whether, two years after they join, they're still at the company.
32	**E**	When things change, we are hard-wired to play it safe.
33	**A**	Studies show that we invariably take more gambles when threatened with a loss than when offered a reward.
34	**F**	The wrong kind of leadership will lead to what Cialdini calls 'captainitis, the regrettable tendency of team members to opt out of team responsibilities that are properly theirs'.
35	**B**	for whom 'the only rule was that there were no rules'. This environment encouraged a free interchange of ideas
36	**NO**	There are, nevertheless, people working in luxurious, state-of-the-art centres designed to stimulate innovation who find that their environment doesn't make them feel at all creative. And there are those who don't have a budget, or much space, but who innovate successfully.
37	**YES**	almost every individual can be creative in the right circumstances.
38	**NOT GIVEN**	'It's been scientifically proven that three people will be better than one at solving problems, even if that one person is the smartest person in the field.'
39	**NOT GIVEN**	It's easy for a company to be pulled in conflicting directions as the marketing, product development, and finance departments each get different feedback from different sets of people.
40	**NO**	Research shows that peer power, used horizontally not vertically, is much more powerful than any boss's speech.

Cambridge IELTS 10 Academic Reading Test 2

PASSAGE 1

Tea and the Industrial Revolution

A Cambridge professor says that a change in drinking habits was the reason for the Industrial Revolution in Britain. Anjana Abuja reports

1

A

Alan Macfarlane, professor of anthropological science at King's College, Cambridge has, like other historians, spent decades wrestling with the enigma of the Industrial Revolution. Why did this particular Big Bang – the world-changing birth of industry-happen in Britain? And why did it strike at the end of the 18th century?

2

B

Macfarlane compares the puzzle to a combination lock. 'There are about 20 different factors and all of them need to be present before the revolution can happen,' he says. For industry to take off, there needs to be the technology and power to drive factories, large urban populations to provide cheap labour, easy transport to move goods around, an affluent middle-class willing to buy mass-produced objects, a market-driven economy and a political system that allows this to happen. While this was the case for England, other nations, such as Japan, the Netherlands and France also met some of these criteria but were not industrialising. All these factors must have been necessary. But not sufficient to cause the revolution, says Macfarlane. 'After all, Holland had everything except coal while China also had many of these factors. Most historians are convinced there are one or two missing factors that you need to open the lock.'

3

C

The missing factors, he proposes, are to be found in almost even kitchen cupboard. Tea and beer, two of the nation's favourite drinks, fuelled the revolution. The antiseptic properties of tannin, the active ingredient in tea, and of hops in beer – plus the fact that both are made with boiled water – allowed urban communities to flourish at close quarters without succumbing to water-borne diseases such as dysentery. The theory sounds eccentric but once he starts to explain the detective work that went into his deduction, the scepticism gives way to wary admiration. Macfarlanes case has been strengthened by support from notable quarters – Roy

Porter, the distinguished medical historian, recently wrote a favourable appraisal of his research.

4

D

Macfarlane had wondered for a long time how the Industrial Revolution came about. Historians had alighted on one interesting factor around the mid-18th century that required explanation. Between about 1650 and 1740, the population in Britain was static. But then there was a burst in population growth. Macfarlane says: 'The infant mortality rate halved in the space of 20 years, and this happened in both rural areas and cities, and across all classes. People suggested four possible causes. Was there a sudden change in the viruses and bacteria around? Unlikely. Was there a revolution in medical science? But this was a century before Lister's revolution*. Was there a change in environmental conditions? There were improvements in agriculture that wiped out malaria, but these were small gains. Sanitation did not become widespread until the 19th century. The only option left is food. But the height and weight statistics show a decline. So the food must have got worse. Efforts to explain this sudden reduction in child deaths appeared to draw a blank.'

5

E

This population burst seemed to happen at just the right time to provide labour for the Industrial Revolution. 'When you start moving towards an industrial revolution, it is economically efficient to have people living close together,' says Macfarlane. 'But then you get disease, particularly from human waste.' Some digging around in historical records revealed that there was a change in the incidence of water-borne disease at that time, especially dysentery. Macfarlane deduced that whatever the British were drinking must have been important in regulating disease. He says, 'We drank beer. For a long time, the English were protected by the strong antibacterial agent in hops, which were added to help preserve the beer. But in the late 17th century a tax was introduced on malt, the basic ingredient of beer. The poor turned to water and gin and in the 1720s the mortality rate began to rise again. Then it suddenly dropped again. What caused this?'

6

F

Macfarlane looked to Japan, which was also developing large cities about the same time, and also had no sanitation. Water-borne diseases had a much looser grip on the Japanese population than those in Britain. Could it be the prevalence of tea in their culture? Macfarlane then noted that the history of tea in Britain provided an extraordinary coincidence of dates. Tea was relatively expensive until Britain started a direct clipper trade with China in the early 18th

century. By the 1740s, about the time that infant mortality was dipping, the drink was common. Macfarlane guessed that the fact that water had to be boiled, together with the stomach-purifying properties of tea meant that the breast milk provided by mothers was healthier than it had ever been. No other European nation sipped tea like the British, which, by Macfarlanes logic, pushed these other countries out of contention for the revolution.

7

G

But, if tea is a factor in the combination lock, why didn't Japan forge ahead in a tea-soaked industrial revolution of its own? Macfarlane notes that even though 17th-century Japan had large cities, high literacy rates, even a futures market, it had turned its back on the essence of any work-based revolution by giving up labour-saving devices such as animals, afraid that they would put people out of work. So, the nation that we now think of as one of the most technologically advanced entered the 19th century having 'abandoned the wheel'.

———

* Joseph Lister was the first doctor to use antiseptic techniques during surgical operations to prevent infections.

Questions 1-7

The Reading Passage has seven paragraphs, **A-G**.

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

*Write the correct number, **i-ix**, in boxes on your answer sheet*

List of Headings

i. **The search for the reasons for an increase in population**

ii. **Industrialisation and the fear of unemployment**

iii. **The development of cities in Japan 4 The time and place of the Industrial Revolution**

iv. **The time and place of the Industrial Revolution**

v. **The cases of Holland, France and China**

vi. **Changes in drinking habits in Britain**

vii. **Two keys to Britain's industrial revolution**

viii. **Conditions required for industrialisation**

ix. **Comparisons with Japan lead to the answer**

Questions 8-13

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

In boxes on your answer sheet, 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

8 China's transport system was not suitable for industry in the 18th century.

A ○ TRUE

B ○ FALSE

C ○ NOT GIVEN

9 Tea and beer both helped to prevent dysentery in Britain.

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

10 Roy Porter disagrees with Professor Macfarlane's findings.

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

11 After 1740，there was a reduction in population in Britain.

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

12 People in Britain used to make beer at home.

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

13 The tax on malt indirectly caused a rise in the death rate.

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

PASSAGE 2

Gifted children and learning

A

Internationally, 'giftedness' is most frequently determined by a score on a general intelligence test, known as an IQ test, which is above a chosen cutoff point, usually at around the top 2-5%. Children's educational environment contributes to the IQ score and the way intelligence is used. For example, a very close positive relationship was found when children's IQ scores were compared with their home educational provision (Freeman, 2010). The higher the children's IQ scores, especially over IQ 130, the better the quality of their educational backup, measured in terms of reported verbal interactions with parents, number of books and activities in their home etc. Because IQ tests are decidedly influenced by what the child has learned, they are to some extent measures of current achievement based on age-norms; that is, how well the children have learned to manipulate their knowledge and know-how within the terms of the test. The vocabulary aspect, for example, is dependent on having heard those words. But IQ tests can neither identify the processes of learning and thinking nor predict creativity.

B

Excellence does not emerge without appropriate help. To reach an exceptionally high standard in any area very able children need the means to learn, which includes material to work with and focused challenging tuition -and the encouragement to follow their dream. There appears to be a qualitative difference in the way the intellectually highly able think, compared with more average-ability or older pupils, for whom external regulation by the teacher often compensates for lack of internal regulation. To be at their most effective in their self-regulation, all children can be helped to identify their own ways of learning – metacognition – which will include strategies of planning, monitoring, evaluation, and choice of what to learn. Emotional awareness is also part of metacognition, so children should be helped to be aware of their feelings around the area to be learned, feelings of curiosity or confidence, for example.

C

High achievers have been found to use self-regulatory learning strategies more often and more effectively than lower achievers, and are better able to transfer these strategies to deal with unfamiliar tasks. This happens to such a high degree in some children that they appear to be demonstrating talent in particular areas. Overviewing research on the thinking process of highly able children, (Shore and Kanevsky, 1993) put the instructor's problem succinctly: 'If they [the gifted] merely think more quickly, then .we need only teach more quickly. If they merely make fewer errors, then we can shorten the practice'. But of course, this is not entirely the case; adjustments have to be made in methods of learning and teaching, to take account of the many ways individuals think.

D

Yet in order to learn by themselves, the gifted do need some support from their teachers. Conversely, teachers who have a tendency to 'overdirect' can diminish their gifted pupils' learning autonomy. Although 'spoon-feeding' can produce extremely high examination results, these are not always followed by equally impressive life successes. Too much dependence on the teachers risks loss of autonomy and motivation to discover. However, when teachers help pupils to reflect on their own learning and thinking activities, they increase their pupils' self-regulation. For a young child, it may be just the simple question 'What have you learned today?' which helps them to recognise what they are doing. Given that a fundamental goal of education is to transfer the control of learning from teachers to pupils, improving pupils' learning to learn techniques should be a major outcome of the school experience, especially for the highly competent. There are quite a number of new methods which can help, such as child- initiated learning, ability-peer tutoring, etc. Such practices have been found to be particularly useful for bright children from deprived areas.

E

But scientific progress is not all theoretical, knowledge is also vital to outstanding performance: individuals who know a great deal about a specific domain will achieve at a higher level than those who do not (Elshout, 1995). Research with creative scientists by Simonton (1988) brought him to the conclusion that above a certain high level, characteristics such as independence seemed to contribute more to reaching the highest levels of expertise than intellectual skills, due to the great demands of effort and time needed for learning and practice. Creativity in all forms can be seen as expertise se mixed with a high level of motivation (Weisberg, 1993).

F

To sum up, learning is affected by emotions of both the individual and significant others. Positive emotions facilitate the creative aspects of earning and negative emotions inhibit it. Fear, for example, can limit the development of curiosity, which is a strong force in scientific advance, because it motivates problem-solving behaviour. In Boekaerts' (1991) review of emotion the learning of very high IQ and highly achieving children, she found emotional forces in harness. They were not only curious, but often had a strong desire to control their environment, improve their learning efficiency and increase their own learning resources.

PART 2 — QUESTIONS

Questions 14-17

The Reading Passage has six paragraphs, **A-F**.

Which paragraph contains the following information?

*Write the correct letter, **A-F**, in boxes on your answer sheet*

NB *You may use any letter more than once.*

	A	B	C	D	E	F
14 a reference to the influence of the domestic background on the gifted child.	○	○	○	○	○	○
15 reference to what can be lost if learners are given too much guidance.	○	○	○	○	○	○
16 a reference to the damaging effects of anxiety.	○	○	○	○	○	○
17 examples of classroom techniques which favour socially-disadvantaged children.	○	○	○	○	○	○

Questions 18-22

Look at the following statements and the list of people below.

Match each statement with the correct person or people, **A-E**.

*Write the correct letter, **A-E**, in boxes on your answer sheet.*

List of People

A Freeman

B Shore and Kanevsky

C Elshout

D Simonton

E Boekaerts

	A	B	C	D	E
18 Less time can be spent on exercises with gifted pupils who produce accurate work.	○	○	○	○	○
19 Self-reliance is a valuable tool that helps gifted students reach their goals.	○	○	○	○	○
20 Gifted children know how to channel their feelings to assist their learning.	○	○	○	○	○
21 The very gifted child benefits from appropriate support from close relatives.	○	○	○	○	○
22 Really successful students have learnt a considerable amount about their subject.	○	○	○	○	○

Questions 23-26

Complete the sentences below.

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

Write your answers in boxes on your answer sheet

- One study found a strong connection between children's IQ and the availability of books and **23** _____ at home.
- Children of average ability seem to need more direction from teachers because they do not have **24** _____.
- Meta-cognition involves children understanding their own learning strategies, as well as developing **25** _____.
- Teachers who rely on what is known as **26** _____ often produce sets of impressive grades in class tests.

PASSAGE 3

Museums of fine art and their public

The fact that people go to the Louvre museum in Paris to see the original painting *Mona Lisa* when they can see a reproduction anywhere leads us to question some assumptions about the role of museums of fine art in today's world

One of the most famous works of art in the world is Leonardo da Vinci's *Mona Lisa*. Nearly everyone who goes to see the original will already be familiar with it from reproductions, but they accept that fine art is more rewardingly viewed in its original form.

However, if *Mona Lisa* was a famous novel, few people would bother to go to a museum to read the writer's actual manuscript rather than a printed reproduction. This might be explained by the fact that the novel has evolved precisely because of technological developments that made it possible to print out huge numbers of texts, whereas oil paintings have always been produced as unique objects. In addition, it could be argued that the practice of interpreting or 'reading' each medium follows different conventions. With novels, the reader attends mainly to the meaning of words rather than the way they are printed on the page, whereas the 'reader' of a painting must attend just as closely to the material form of marks and shapes in the picture as to any ideas they may signify.

Yet it has always been possible to make very accurate facsimiles of pretty well any fine art work. The seven surviving versions of *Mona Lisa* bear witness to the fact that in the 16th century, artists seemed perfectly content to assign the reproduction of their creations to their workshop apprentices as regular 'bread and butter' work. And today the task of reproducing pictures is incomparably more simple and reliable, with reprographic techniques that allow the production of high-quality prints made exactly to the original scale, with faithful colour values, and even with duplication of the surface relief of the painting.

But despite an implicit recognition that the spread of good reproductions can be culturally valuable, museums continue to promote the special status of original work.

Unfortunately, this seems to place severe limitations on the kind of experience offered to visitors.

One limitation is related to the way the museum presents its exhibits. As repositories of unique historical objects, art museums are often called 'treasure houses'. We are reminded of this even before we view a collection by the presence of security guards, attendants, ropes and display cases to keep us away from the exhibits. In many cases, the architectural style of the building further reinforces that notion. In addition, a major collection like that of London's National Gallery is housed in numerous rooms, each with dozens of works, any one of which is likely to be worth more than all the average visitor possesses. In a society that judges the personal status of the individual so much by their material worth, it is therefore difficult not to be impressed by one's own relative 'worthlessness' in such an environment.

Furthermore, consideration of the ‘value’ of the original work in its treasure house setting impresses upon the viewer that, since these works were originally produced, they have been assigned a huge monetary value by some person or institution more powerful than themselves. Evidently, nothing the viewer thinks about the work is going to alter that value, and so today’s viewer is deterred from trying to extend that spontaneous, immediate, self-reliant kind of reading which would originally have met the work.

The visitor may then be struck by the strangeness of seeing such diverse paintings, drawings and sculptures brought together in an environment for which they were not originally created. This ‘displacement effect’ is further heightened by the sheer volume of exhibits. In the case of a major collection, there are probably more works on display than we could realistically view in weeks or even months.

This is particularly distressing because time seems to be a vital factor in the appreciation of all art forms. A fundamental difference between paintings and other art forms is that there is no prescribed time over which a painting is viewed. By contrast, the audience encourage an opera or a play over a specific time, which is the duration of the performance. Similarly novels and poems are read in a prescribed temporal sequence, whereas a picture has no clear place at which to start viewing, or at which to finish. Thus art works themselves encourage us to view them superficially, without appreciating the richness of detail and labour that is involved.

Consequently, the dominant critical approach becomes that of the art historian, a specialised academic approach devoted to ‘discovering the meaning’ of art within the cultural context of its time. This is in perfect harmony with the museum’s function, since the approach is dedicated to seeking out and conserving ‘authentic’, original, readings of the exhibits. Again, this seems to put paid to that spontaneous, participators criticism which can be found in abundance in criticism of classic works of literature, but is absent from most art history.

The displays of art museums serve as a warning of what critical practices can emerge when spontaneous criticism is suppressed. The museum public, like any other audience, experience art more rewardingly when given the confidence to express their views. If appropriate works of fine art could be rendered permanently accessible to the public by means of high-fidelity reproductions, as literature and music already are, the public may feel somewhat less in awe of them. Unfortunately, that may be too much to ask from those who seek to maintain and control the art establishment.

PART 3 — QUESTIONS

Questions 27-31

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

*Write the correct letter, **A-L**, in boxes*

on your answer sheet.

The value attached to original works of art

People go to art museums because they accept the value of seeing an original work of art. But they do not go to museums to read original manuscripts of novels, perhaps because the availability of novels has depended on **27** _____ for so long, and also because with novels, the **28** _____ are the most important thing.

However, in historical times artists such as Leonardo were happy to instruct **29** _____ to produce copies of their work and these days new methods of reproduction allow excellent replication of surface relief features as well as colour and **30** _____ .

It is regrettable that museums still promote the superiority of original works of art, since this may not be in the interests of the **31** _____ .

A. **institution** B. **mass production** C. **mechanical processes** D. **public**

E. **paints** F. **artist** G. **size** H. **underlying ideas** I. **basic technology**

J. **readers** K. **picture frames** L. **assistants**

Questions 32-35

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

Write the correct letter in boxes on your answer sheet

32 The writer mentions London's National Gallery to illustrate

A ○ the undesirable cost to a nation of maintaining a huge collection of art.

B ○ the conflict that may arise in society between financial and artistic values.

C ○ the negative effect a museum can have on visitors' opinions of themselves.

D ○ the need to put individual well-being above large-scale artistic schemes.

33 The writer says that today, viewers may be unwilling to criticise a because

A ○ they lack the knowledge needed to support an opinion.

B ○ they fear it may have financial implications.

C ○ they have no real concept of the work's value.

D ○ they feel their personal reaction is of no significance.

34 According to the writer, the 'displacement effect' on the visitor is caused by

A ○ the variety of works on display and the way they are arranged.

B ○ the impossibility of viewing particular works of art over a long period.

C ○ the similar nature of the paintings and the lack of great works.

D ○ the inappropriate nature of the individual works selected for exhibition.

35 The writer says that unlike other forms of art, a painting does not

A ○ involve direct contact with an audience.

B ○ require a specific location for a performance.

C ○ need the involvement of other professionals.

D ○ have a specific beginning or end.

Questions 36-40

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

In boxes on your answer sheet, 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 the is impossible to say what the writer thinks about this

36 Art history should focus on discovering the meaning of art using a range of media.

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

37 The approach of art historians conflicts with that of art museums.

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

38 People should be encouraged to give their opinions openly on works of art.

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

39 Reproductions of fine art should only be sold to the public if they are of high quality.

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

40 In the future, those with power are likely to encourage more people to enjoy art.

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

Answer Key

#	Answer	Explanation
1	**iv**	Why did this particular Big Bang – the world-changing birth of industry-happen in Britain? And why did it strike at the end of the 18th century?
2	**viii**	There are about 20 different factors and all of them need to be present before the revolution can happen
3	**vii**	Tea and beer, two of the nation's favourite drinks, fuelled the revolution.
4	**i**	Efforts to explain this sudden reduction in child deaths appeared to draw a blank.
5	**vi**	But in the late 17th century a tax was introduced on malt, the basic ingredient of beer. The poor turned to water and gin and in the 1720s the mortality rate began to rise again. Then it suddenly dropped again. What caused this?'
6	**ix**	Macfarlane looked to Japan, which was also developing large cities about the same time, and also had no sanitation.
7	**ii**	it had turned its back on the essence of any work-based revolution by giving up labour-saving devices such as animals, afraid that they would put people out of work.
8	**NOT GIVEN**	Tea was relatively expensive until Britain started a direct clipper trade with China in the early 18th century.
9	**TRUE**	The antiseptic properties of tannin, the active ingredient in tea, and of hops in beer – plus the fact that both are made with boiled water – allowed urban communities to flourish at close quarters without succumbing to water-borne diseases such as dysentery.
10	**FALSE**	Macfarlanes case has been strengthened by support from notable quarters – Roy Porter, the distinguished medical historian, recently wrote a favourable appraisal of his research.
11	**FALSE**	Between about 1650 and 1740, the population in Britain was static. But then there was a burst in population growth.
12	**NOT GIVEN**	We drank beer. For a long time, the English were protected by the strong antibacterial agent in hops, which were added to help preserve the beer.
13	**TRUE**	But in the late 17th century a tax was introduced on malt, the basic ingredient of beer. The poor turned to water and gin and in

#	Answer	Explanation
		the 1720s the mortality rate began to rise again.
14	**A**	The higher the children's IQ scores, especially over IQ 130, the better the quality of their educational backup, measured in terms of reported verbal interactions with parents, number of books and activities in their home etc.
15	**D**	Conversely, teachers who have a tendency to 'overdirect' can diminish their gifted pupils' learning autonomy.
16	**F**	Fear, for example, can limit the development of curiosity, which is a strong force in scientific advance, because it motivates problem-solving behaviour.
17	**D**	There are quite a number of new methods which can help, such as child- initiated learning, ability-peer tutoring, etc. Such practices have been found to be particularly useful for bright children from deprived areas.
18	**B**	(Shore and Kanevsky, 1993) put the instructor's problem succinctly: 'If they [the gifted] merely think more quickly, then .we need only teach more quickly. If they merely make fewer errors, then we can shorten the practice'.
19	**D**	Research with creative scientists by Simonton (1988) brought
20	**E**	In Boekaerts' (1991) review of emotion the learning of very high IQ and highly achieving children, she found emotional forces in harness.
21	**A**	For example, a very close positive relationship was found when children's IQ scores were compared with their home educational provision (Freeman, 2010).
22	**C**	individuals who know a great deal about a specific domain will achieve at a higher level than those who do not (Elshout, 1995).
23	**activities**	The higher the children's IQ scores, especially over IQ 130, the better the quality of their educational backup, measured in terms of reported verbal interactions with parents, number of books and activities in their home etc.
24	**internal regulation / self-regulation**	There appears to be a qualitative difference in the way the intellectually highly able think, compared with more average-ability or older pupils, for whom external regulation by the teacher often compensates for lack of internal regulation.
25	**emotional awareness**	Emotional awareness is also part of metacognition, so children should be helped to be aware of their feelings around the area to be learned, feelings of curiosity or confidence, for example.

#	Answer	Explanation
26	**spoon-feeding**	Although ‘spoon-feeding’ can produce extremely high examination results
27	**B**	This might be explained by the fact that the novel has evolved precisely because of technological developments that made it possible to print out huge numbers of texts
28	**H**	With novels, the reader attends mainly to the meaning of words rather than the way they are printed on the page
29	**L**	artists seemed perfectly content to assign the reproduction of their creations to their workshop apprentices as regular ‘bread and butter’ work.
30	**G**	production of high-quality prints made exactly to the original scale
31	**D**	Unfortunately, this seems to place severe limitations on the kind of experience offered to visitors.
32	**C**	In a society that judges the personal status of the individual so much by their material worth, it is therefore difficult not to be impressed by one’s own relative ‘worthlessness’ in such an environment.
33	**D**	Evidently, nothing the viewer thinks about the work is going to alter that value, and so today’s viewer is deterred from trying to extend that spontaneous, immediate, self-reliant kind of reading which would originally have met the work.
34	**A**	The visitor may then be struck by the strangeness of seeing such diverse paintings, drawings and sculptures brought together in an environment for which they were not originally created. This ‘displacement effect’
35	**D**	A fundamental difference between paintings and other art forms is that there is no prescribed time over which a painting is viewed.
36	**NOT GIVEN**	Consequently, the dominant critical approach becomes that of the art historian, a specialised academic approach devoted to ‘discovering the meaning’ of art within the cultural context of its time.
37	**NO**	This is in perfect harmony with the museum’s function
38	**YES**	The displays of art museums serve as a warning of what critical practices can emerge when spontaneous criticism is suppressed.

#	Answer	Explanation
39	**NOT GIVEN**	If appropriate works of fine art could be rendered permanently accessible to the public by means of high-fidelity reproductions, as literature and music already are, the public may feel somewhat less in awe of them.
40	**NO**	Unfortunately, that may be too much to ask from those who seek to maintain and control the art establishment.

Cambridge IELTS 10 Academic Reading Test 3

PASSAGE 1

The Context, Meaning and Scope of Tourism

A

Travel has existed since the beginning of time, when primitive man set out, often traversing great distances in search of game, which provided the food and clothing necessary for his survival. Throughout the course of history, people have travelled for purposes of trade, religious conviction, economic gain, war, migration and other equally compelling motivations. In the Roman era, wealthy aristocrats and high government officials also travelled for pleasure. Seaside resorts located at Pompeii and Herculaneum afforded citizens the opportunity to escape to their vacation villas in order to avoid the summer heat of Rome. Travel, except during the Dark Ages, has continued to grow and, throughout recorded history, has played a vital role in the development of civilisations and their economies.

1

B

Tourism in the mass form as we know it today is a distinctly twentieth-century phenomenon. Historians suggest that the advent of mass tourism began in England during the industrial revolution with the rise of the middle class and the availability of relatively inexpensive transportation. The creation of the commercial airline industry following the Second World War and the subsequent development of the jet aircraft in the 1950s signalled the rapid growth and expansion of international travel. This growth led to the development of a major new industry: tourism. In turn, international tourism became the concern of a number of world governments since it not only provided new employment opportunities but also produced a means of earning foreign exchange.

2

C

Tourism today has grown significantly in both economic and social importance. In most industrialised countries over the past few years the fastest growth has been seen in the area of services. One of the largest segments of the service industry, although largely unrecognised as an entity in some of these countries, is travel and tourism. According to the World Travel and Tourism Council (1992), Travel and tourism is the largest industry in the world on virtually any economic measure including value-added capital investment, employment and tax contributions. In 1992, the industry's gross output was estimated to be $3.5 trillion, over 12 per cent of all consumer spending. The travel and tourism industry is the world's largest employer

the almost 130 million jobs, or almost 7 per cent of all employees. This industry is the world's leading industrial contributor, producing over 6 per cent of the world's national product and accounting for capital investment in excess of $422 billion in direct indirect and personal taxes each year. Thus, tourism has a profound impact both on the world economy and, because of the educative effect of travel and the effects on employment, on society itself.

3

D

However, the major problems of the travel and tourism industry that have hidden, or obscured, its economic impact are the diversity and fragmentation of the industry itself. The travel industry includes: hotels, motels and other types of accommodation; restaurants and other food services; transportation services and facilities; amusements, attractions and other leisure facilities; gift shops and a large number of other enterprises. Since many of these businesses also serve local residents, the impact of spending by visitors can easily be overlooked or underestimated. In addition, Meis (1992) points out that the tourism industry involves concepts that have remained amorphous to both analysts and decision makers. Moreover, in all nations this problem has made it difficult for the industry to develop any type of reliable or credible tourism information base in order to estimate the contribution it makes to regional, national and global economies. However, the nature of this very diversity makes travel and tourism ideal vehicles for economic development in a wide variety of countries, regions or communities.

4

E

Once the exclusive province of the wealthy, travel and tourism have become an institutionalised way of life for most of the population. In fact, McIntosh and Goeldner (1990) suggest that tourism has become the largest commodity in international trade for many nations and, for a significant number of other countries, it ranks second or third. For example, tourism is the major source of income in Bermuda, Greece, Italy, Spain, Switzerland and most Caribbean countries. In addition, Hawkins and Ritchie, quoting from data published by the American Express Company, suggest that the travel and tourism industry is the number one ranked employer in the Bahamas, Brazil, Canada, France, (the former) West Germany, Hong Kong, Italy, Jamaica, Japan, Singapore, the United Kingdom and the United States. However, because of problems of definition, which directly affect statistical measurement, it is not possible with any degree of certainty to provide precise, valid or reliable data about the extent of world-wide tourism participation or its economic impact. In many cases, similar difficulties arise when attempts are made to measure domestic tourism.

Questions 1-4

The Reading Passage has five paragraphs, **A-E**.

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

*Write the correct number, **i-vii**, in boxes on your answer sheet*

List of Headings

Example *Answer*

Paragraph **A** **viii**

i. **Economic and social significance of tourism**

ii. **The development of mass tourism**

iii. **Travel for the wealthy**

iv. **Earning foreign exchange through tourism**

v. **Difficulty in recognising the economic effects of tourism**

vi. **The contribution of air travel to tourism**

vii. **The world impact of tourism**

viii. **The history of travel**

Questions 5-10

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

In boxes on your answer sheet, 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

5 The largest employment figures in the world are found in the travel and tourism industry.

A ○ TRUE

B ○ FALSE

C ○ NOT GIVEN

6 Tourism contributes over six per cent of the Australian gross national product.

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

7 Tourism has a social impact because it promotes recreation.

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

8 Two main features of the travel and tourism industry make its economic significance difficult to ascertain.

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

9 Visitor spending is always greater than the spending of residents in tourist areas.

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

10 It is easy to show statistically how tourism affects individual economies.

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

Questions 11-13

Complete the sentences below.

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

Write your answers in boxes on your answer sheet.

- In Greece, tourism the most important **11** _____.
- The travel and tourism industry in Jamaica is the major **12** _____.
- The problems associated with measuring international tourism are often reflected in the measurement of **13** _____.

PASSAGE 2

Autumn leaves

Canadian writer Jay Ingram investigates the mystery of why leaves turn red in the fall

A

One of the most captivating natural events of the year in many areas throughout North America is the turning of the leaves in the fall. The colours are magnificent, but the question of exactly why some trees turn yellow or orange, and others red or purple, is something which has long puzzled scientists.

B

Summer leaves are green because they are full of chlorophyll, the molecule that captures sunlight converts that energy into new building materials for the tree. As fall approaches in the northern hemisphere, the amount of solar energy available declines considerably. For many trees – evergreen conifers being an exception – the best strategy is to abandon photosynthesis* until the spring. So rather than maintaining the now redundant leaves throughout the winter, the tree saves its precious resources and discards them. But before letting its leaves go, the tree dismantles their chlorophyll molecules and ships their valuable nitrogen back into the twigs. As chlorophyll is depleted, other colours that have been dominated by it throughout the summer begin to be revealed. This unmasking explains the autumn colours of yellow and orange, but not the brilliant reds and purples of trees such as the maple or sumac.

C

The source of the red is widely known: it is created by anthocyanins, water-soluble plant pigments reflecting the red to blue range of the visible spectrum. They belong to a class of sugar-based chemical compounds also known as flavonoids. What’s puzzling is that anthocyanins are actually newly minted, made in the leaves at the same time as the tree is preparing to drop them. But it is hard to make sense of the manufacture of anthocyanins – why should a tree bother making new chemicals in its leaves when it’s already scrambling to withdraw and preserve the ones already there?

D

Some theories about anthocyanins have argued that they might act as a chemical defence against attacks by insects or fungi, or that they might attract fruit-eating birds or increase a leaf's tolerance to freezing. However there are problems with each of these theories, including the fact that leaves are red for such a relatively short period that the expense of energy needed to manufacture the anthocyanins would outweigh any anti-fungal or anti-herbivore activity achieved.

E

It has also been proposed that trees may produce vivid red colours to convince herbivorous insects that they are healthy and robust and would be easily able to mount chemical defences against infestation. If insects paid attention to such advertisements, they might be prompted to lay their eggs on a duller, and presumably less resistant host. The flaw in this theory lies in the lack of proof to support it. No one has as yet ascertained whether more robust trees sport the brightest leaves, or whether insects make choices according to colour intensity.

F

Perhaps the most plausible suggestion as to why leaves would go to the trouble of making anthocyanins when they're busy packing up for the winter is the theory known as the 'light screen' hypothesis. It sounds paradoxical, because the idea behind this hypothesis is that the red pigment is made in autumn leaves to protect chlorophyll, the light-absorbing chemical, from too much light. Why does chlorophyll need protection when it is the natural world's supreme light absorber? Why protect chlorophyll at a time when the tree is breaking it down to salvage as much of it as possible?

G

Chlorophyll, although exquisitely evolved to capture the energy of sunlight, can sometimes be overwhelmed by it, especially in situations of drought, low temperatures, or nutrient deficiency. Moreover, the problem of oversensitivity to light is even more acute in the fall, when the leaf is busy preparing for winter by dismantling its internal machinery. The energy absorbed by the chlorophyll molecules of the unstable autumn leaf is not immediately channelled into useful products and processes, as it would be in an intact summer leaf. The weakened fall leaf then becomes vulnerable to the highly destructive effects of the oxygen created by the excited chlorophyll molecules.

H

Even if you had never suspected that this is what was going on when leaves turn red, there are clues out there. One is straightforward: on many trees, the leaves that are the reddest are those on the side of the tree which gets most sun. Not only that, but the red is brighter on the upper side of the leaf. It has also been recognised for decades that the best conditions for intense red colours are dry, sunny days and cool nights, conditions that nicely match those that make leaves susceptible to excess light. And finally, trees such as maples usually get much redder the more north you travel in the northern hemisphere. It's colder there, they're more stressed, their chlorophyll is more sensitive and it needs more sunblock.

I

What is still not fully understood, however, is why some trees resort to producing red pigments while others don't bother, and simply reveal their orange or yellow hues. Do these trees have other means at their disposal to prevent overexposure to light in autumn? Their story, though not as spectacular to the eye, will surely turn out to be as subtle and as complex.

———

* photosynthesis: the production of new material from sunlight, water and carbon dioxide.

PART 2 — QUESTIONS

Questions 14-18

The Reading Passage has nine paragraphs, **A-I**.

Which paragraph contains the following information?

*Write the correct letter, **A-I**, in boxes on your answer sheet.*

NB *You may use any letter more than once.*

	A	B	C	D	E	F	G	H	I
14 a description of the substance responsible for the red colouration of leaves	○	○	○	○	○	○	○	○	○
15 the reason why trees drop their leaves in autumn	○	○	○	○	○	○	○	○	○
16 some evidence to confirm a theory about the purpose of the red leaves	○	○	○	○	○	○	○	○	○
17 an explanation of the function of chlorophyll	○	○	○	○	○	○	○	○	○
18 a suggestion that the red colouration in leaves could serve as a warning signal	○	○	○	○	○	○	○	○	○

Questions 19-22

Complete the notes below.

Choose **ONE WORD ONLY** from the passage for each answer.

Write your answers in boxes on your answer sheet.

Why believe the 'light screen' hypothesis?

- The most vividly coloured red leaves are found on the side of the tree facing the **19** _____.

- The **20** _____ surfaces of leaves contain the most red pigment.
- Red leaves are most abundant when daytime weather conditions are **21** _____ and sunny.
- The intensity of the red colour of leaves increases as you go further **22** _____

Questions 23-25

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

In boxes on your answer sheet, 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

23 It is likely that the red pigments help to protect the leaf from freezing temperatures.

A ○ TRUE

B ○ FALSE

C ○ NOT GIVEN

24 The 'light screen' hypothesis would initially seem to contradict what is known about chlorophyll.

A ○ TRUE

B ○ FALSE

C ○ NOT GIVEN

25 Leaves which turn colours other than red are more likely to be damaged by sunlight.

A ○ TRUE

B ○ FALSE

C ○ NOT GIVEN

Questions 26-26

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

Write the correct letter in box on your answer sheet.

26 For which of the following questions does the writer offer an explanation?

- **A** ○ why conifers remain green in winter
- **B** ○ how leaves turn orange and yellow in autumn
- **C** ○ how herbivorous insects choose which trees to lay their eggs in
- **D** ○ why anthocyanins are restricted to certain trees

PASSAGE 3

Beyond the blue horizon

Ancient voyagers who settled the far-flung islands of the Pacific Ocean

An important archaeological discovery on the island of Efate in the Pacific archipelago of Vanuatu has revealed traces of an ancient seafaring people, the distant ancestors of today's Polynesians. The site came to light only by chance. An agricultural worker, digging in the grounds of a derelict plantation, scraped open a grave – the first of dozens in a burial ground some 3,000 years old. It is the oldest cemetery ever found in the Pacific islands, and it harbors the remains of an ancient people archaeologists call the Lapita.

They were daring blue-water adventurers who used basic canoes to rove across the ocean. But they were not just explorers. They were also pioneers who carried with them everything they would need to build new lives – their livestock, taro seedlings and stone tools. Within the span of several centuries, the Lapita stretched the boundaries of their world from the jungle-clad volcanoes of Papua New Guinea to the loneliest coral outliers of Tonga.

The Lapita left precious few clues about themselves, but Efate expands the volume of data available to researchers dramatically. The remains of 62 individuals have been uncovered so far, and archaeologists were also thrilled to find six complete Lapita pots. Other items included a Lapita burial urn with modeled birds arranged on the rim as though peering down at the human remains sealed inside. 'It's an important discovery,' says Matthew Spriggs, professor of archaeology at the Australian National University and head of the international team digging up the site, 'for it conclusively identifies the remains as Lapita.'

DNA teased from these human remains may help answer one of the most puzzling questions in Pacific anthropology: did all Pacific islanders spring from one source or many? Was there only one outward migration from a single point in Asia, or several from different points? 'This represents the best opportunity we've had yet,' says Spriggs, 'to find out who the Lapita actually were, where they came from, and who their closest descendants are today.'

There is one stubborn question for which archaeology has yet to provide any answers: how did the Lapita accomplish the ancient equivalent of a moon landing, many times over? No-one has found one of their canoes or any rigging, which could reveal how the canoes were sailed. Nor do the oral histories and traditions of later Polynesians offer any insights, for they turn into myths long before they reach as far back in time as the Lapita.

'All we can say for certain is that the Lapita had canoes that were capable of ocean voyages, and they had the ability to sail them,' says Geoff Irwin, a professor of archaeology at the University of Auckland. Those sailing skills, he says, were developed and passed down over thousands of years by earlier mariners who worked their way through the archipelagoes of the western Pacific, making short crossings to nearby islands. The real adventure didn't begin, however, until their Lapita descendants sailed out of sight of land, with empty horizons on every side. This must have been as difficult for them as landing on the moon is for us today. Certainly

it distinguished them from their ancestors, but what gave them the courage to launch out on such risky voyages?

The Lapita's thrust into the Pacific was eastward, against the prevailing trade winds, Irwin notes. Those nagging headwinds, he argues, may have been the key to their success. ‘They could sail out for days into the unknown and assess the area, secure in the knowledge that if they didn’t find anything, they could turn about and catch a swift ride back on the trade winds. This is what would have made the whole thing work.’ Once out there, skilled seafarers would have detected abundant leads to follow to land: seabirds, coconuts and twigs carried out to sea by the tides, and the afternoon pile-up of clouds on the horizon which often indicates an island in the distance.

For returning explorers, successful or not, the geography of their own archipelagoes would have provided a safety net. Without this to go by, overshooting their home ports, getting lost and sailing off into eternity would have been all too easy. Vanuatu, for example, stretches more than 500 miles in a northwest-southeast trend, its scores of intervisible islands forming a backstop for mariners riding the trade winds home.

All this presupposes one essential detail, says Atholl Anderson, professor of prehistory at the Australian National University: the Lapita had mastered the advanced art of sailing against the wind. ‘And there’s no proof they could do any such thing,’ Anderson says. ‘There has been this assumption they did, and people have built canoes to re-create those early voyages based on that assumption. But nobody has any idea what their canoes looked like or how they were rigged.’

Rather than give all the credit to human skill, Anderson invokes the winds of chance. El Nino, the same climate disruption that affects the Pacific today, may have helped scatter the Lapita, Anderson suggests. He points out that climate data obtained from slow-growing corals around the Pacific indicate a series of unusually frequent El Ninos around the time of the Lapita expansion. By reversing the regular east-to-west flow of the trade winds for weeks at a time, these super El Ninos might have taken the Lapita on long unplanned voyages.

However they did it, the Lapita spread themselves a third of the way across the Pacific, then called it quits for reasons known only to them. Ahead lay the vast emptiness of the central Pacific and perhaps they were too thinly stretched to venture farther. They probably never numbered more than a few thousand in total, and in their rapid migration eastward they encountered hundreds of islands – more than 300 in Fiji alone.

Questions 27-31

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

*Write the correct letter, **A-J**, in boxes on your sheet.*

The Éfaté burial site

A 3,000-year-old burial ground of a seafaring people called the Lapita has been found on an abandoned **27** _____ on the Pacific island of Efate. The cemetery, which is a significant **28** _____, was uncovered accidentally by an agricultural worker.

The Lapita explored and colonised many Pacific islands over several centuries. They took many things with them on their voyages including **29** _____ and tools.

The burial ground increases the amount of information about the Lapita available to scientists. A team of researchers, led by Matthew Spriggs from the Australian National University, are helping with the excavation of the site. Spriggs believes the **30** _____ which was found at the site is very important since it confirms that the **31** _____ found inside are Lapita.

A. **proof** B. **plantation** C. **harbour** D. **bones** E. **data**

F. **archaeological discovery** G. **burial urn** H. **source** I. **animals**

J. **maps**

Questions 32-35

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

Write the correct letter in boxes on your answer sheet.

32 According to the writer, there are difficulties explaining how the Lapita accomplished their journeys because

A ○ the canoes that have been discovered offer relatively few clues.

B ○ archaeologists have shown limited interest in this area of research.

C ◯ little information relating to this period can be relied upon for accuracy.

D ◯ technological advances have altered the way such achievements are viewed.

33 According to the sixth paragraph, what was extraordinary about the Lapita?

A ◯ They sailed beyond the point where land was visible.

B ◯ Their cultural heritage discouraged the expression of fear.

C ◯ They were able to build canoes that withstood ocean voyages.

D ◯ Their navigational skills were passed on from one generation to the next.

34 What does 'This' refer to in the seventh paragraph?

A ◯ the Lapita's seafaring talent

B ◯ the Lapita s ability to detect signs of land

C ◯ the Lapita's extensive knowledge of the region

D ◯ the Lapita's belief they would be able to return home

35 According to the eighth paragraph, how was the geography of the region significant?

A ◯ It played an important role in Lapita culture.

B ◯ It meant there were relatively few storms at sea.

C ◯ It provided a navigational aid for the Lapita.

D ◯ It made a large number of islands habitable.

Questions 36-40

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

In boxes on your answer sheet, 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

36 It is now clear that the Lapita could sail into a prevailing wind.

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

37 Extreme climate conditions may have played a role in Lapita migration.

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

38 The Lapita learnt to predict the duration of El Ninos.

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

39 It remains unclear why the Lapita halted their expansion across the Pacific.

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

40 It is likely that the majority of Lapita settled on Fiji.

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

Answer Key

#	Answer	Explanation
1	**ii**	Tourism in the mass form as we know it today is a distinctly twentieth-century phenomenon.
2	**i**	Tourism today has grown significantly in both economic and social importance.
3	**v**	However, the major problems of the travel and tourism industry that have hidden, or obscured, its economic impact are the diversity and fragmentation of the industry itself.
4	**vii**	In fact, McIntosh and Goeldner (1990) suggest that tourism has become the largest commodity in international trade for many nations and, for a significant number of other countries, it ranks second or third.
5	**TRUE**	According to the World Travel and Tourism Council (1992), Travel and tourism is the largest industry in the world on virtually any economic measure including value-added capital investment, employment and tax contributions.
6	**NOT GIVEN**	This industry is the world's leading industrial contributor, producing over 6 per cent of the world's national product and accounting for capital investment in excess of $422 billion in direct indirect and personal taxes each year.
7	**NOT GIVEN**	Thus, tourism has a profound impact both on the world economy and, because of the educative effect of travel and the effects on employment, on society itself.
8	**TRUE**	However, the major problems of the travel and tourism industry that have hidden, or obscured, its economic impact are the diversity and fragmentation of the industry itself.
9	**NOT GIVEN**	Since many of these businesses also serve local residents, the impact of spending by visitors can easily be overlooked or underestimated.
10	**FALSE**	However, because of problems of definition, which directly affect statistical measurement, it is not possible with any degree of certainty to provide precise, valid or reliable data about the extent of world-wide tourism participation or its economic impact.
11	**source of income / industry**	For example, tourism is the major source of income in Bermuda, Greece, Italy, Spain, Switzerland and most Caribbean countries.

#	Answer	Explanation
12	**employer**	suggest that the travel and tourism industry is the number one ranked employer in the Bahamas, Brazil, Canada, France, (the former) West Germany, Hong Kong, Italy, Jamaica, Japan, Singapore, the United Kingdom and the United States.
13	**domestic tourism**	In many cases, similar difficulties arise when attempts are made to measure domestic tourism.
14	**C**	The source of the red is widely known: it is created by anthocyanins, water-soluble plant pigments reflecting the red to blue range of the visible spectrum.
15	**B**	For many trees – evergreen conifers being an exception – the best strategy is to abandon photosynthesis* until the spring. So rather than maintaining the now redundant leaves throughout the winter, the tree saves its precious resources and discards them.
16	**H**	Even if you had never suspected that this is what was going on when leaves turn red, there are clues out there.
17	**B**	Summer leaves are green because they are full of chlorophyll, the molecule that captures sunlight converts that energy into new building materials for the tree.
18	**E**	It has also been proposed that trees may produce vivid red colours to convince herbivorous insects that they are healthy and robust and would be easily able to mount chemical defences against infestation.
19	**sun / sunlight**	One is straightforward: on many trees, the leaves that are the reddest are those on the side of the tree which gets most sun
20	**upper**	Not only that, but the red is brighter on the upper side of the leaf.
21	**dry**	It has also been recognised for decades that the best conditions for intense red colours are dry, sunny days and cool nights
22	**north**	And finally, trees such as maples usually get much redder the more north you travel in the northern hemisphere.
23	**FALSE**	because the idea behind this hypothesis is that the red pigment is made in autumn leaves to protect chlorophyll, the light-absorbing chemical, from too much light.
24	**TRUE**	It sounds paradoxical
25	**NOT GIVEN**	What is still not fully understood, however, is why some trees resort to producing red pigments while others don’t bother, and simply reveal their orange or yellow hues.
26	**B**	As chlorophyll is depleted, other colours that have been dominated by it throughout the summer begin to be revealed.

#	Answer	Explanation
27	**B**	An agricultural worker, digging in the grounds of a derelict plantation, scraped open a grave
28	**F**	An important archaeological discovery on the island of Efate in the Pacific archipelago of Vanuatu has revealed traces of an ancient seafaring people
29	**I**	They were also pioneers who carried with them everything they would need to build new lives – their livestock, taro seedlings and stone tools.
30	**G**	Other items included a Lapita burial urn with modeled birds arranged on the rim as though peering down at the human remains sealed inside.
31	**D**	for it conclusively identifies the remains as Lapita.
32	**C**	No-one has found one of their canoes or any rigging, which could reveal how the canoes were sailed. Nor do the oral histories and traditions of later Polynesians offer any insights, for they turn into myths long before they reach as far back in time as the Lapita.
33	**A**	The real adventure didn't begin, however, until their Lapita descendants sailed out of sight of land, with empty horizons on every side. This must have been as difficult for them as landing on the moon is for us today.
34	**D**	This is what would have made the whole thing work.
35	**C**	For returning explorers, successful or not, the geography of their own archipelagoes would have provided a safety net.
36	**NO**	the Lapita had mastered the advanced art of sailing against the wind. 'And there's no proof they could do any such thing,' Anderson says.
37	**YES**	El Nino, the same climate disruption that affects the Pacific today, may have helped scatter the Lapita, Anderson suggests.
38	**NOT GIVEN**	By reversing the regular east-to-west flow of the trade winds for weeks at a time, these super El Ninos might have taken the Lapita on long unplanned voyages.
39	**YES**	However they did it, the Lapita spread themselves a third of the way across the Pacific, then called it quits for reasons known only to them.
40	**NOT GIVEN**	They probably never numbered more than a few thousand in total, and in their rapid migration eastward they encountered hundreds of islands – more than 300 in Fiji alone.

PASSAGE 1

The megafires of California

Drought, housing expansion, and oversupply of tinder make for bigger, hotter fires in the western United States

Wildfires are becoming an increasing menace in the western United States, with Southern California being the hardest hit area. There's a reason fire squads battling more frequent blazes in Southern California are having such difficulty containing the flames, despite better preparedness than ever and decades of experience fighting fires fanned by the 'Santa Ana Winds'. The wildfires themselves, experts say, are generally hotter, faster, and spread more erratically than in the past.

Megafires, also called 'siege fires', are the increasingly frequent blazes that burn 500,000 acres or more – 10 times the size of the average forest fire of 20 years ago. Some recent wildfires are among the biggest ever in California in terms of acreage burned, according to state figures and news reports.

One explanation for the trend to more superhot fires is that the region, which usually has dry summers, has had significantly below normal precipitation in many recent years. Another reason, experts say, is related to the century- long policy of the US Forest Service to stop wildfires as quickly as possible. The unintentional consequence has been to halt the natural eradication of underbrush, now the primary fuel for megafires.

Three other factors contribute to the trend, they add. First is climate change, marked by a 1-degree Fahrenheit rise in average yearly temperature across the western states. Second is fire seasons that on average are 78 days longer than they were 20 years ago. Third is increased construction of homes in wooded areas.

'We are increasingly building our homes in fire-prone ecosystems,' says Dominik Kulakowski, adjunct professor of biology at Clark University Graduate School of Geography in Worcester, Massachusetts. 'Doing that in many of the forests of the western US is like building homes on the side of an active volcano.'

In California, where population growth has averaged more than 600,000 a year for at least a decade, more residential housing is being built. 'What once was open space is now residential homes providing fuel to make fires burn with greater intensity,' says Terry McHale of the California Department of Forestry firefighters' union. 'With so much dryness, so many communities to catch fire, so many fronts to fight, it becomes an almost incredible job.'

That said, many experts give California high marks for making progress on preparedness in recent years, after some of the largest fires in state history scorched thousands of acres, burned thousands of homes, and killed numerous people. Stung in the past by criticism of

bungling that allowed fires to spread when they might have been contained, personnel are meeting the peculiar challenges of neighborhood – and canyon- hopping fires better than previously, observers say.

State promises to provide more up-to-date engines, planes, and helicopters to fight fires have been fulfilled. Firefighters' unions that in the past complained of dilapidated equipment, old fire engines, and insufficient blueprints for fire safety are now praising the state's commitment, noting that funding for firefighting has increased, despite huge cuts in many other programs. 'We are pleased that the current state administration has been very proactive in its support of us, and [has] come through with budgetary support of the infrastructure needs we have long sought,' says Mr. McHale of the firefighters' union.

Besides providing money to upgrade the fire engines that must traverse the mammoth state and wind along serpentine canyon roads, the state has invested in better command-and-control facilities as well as in the strategies to run them. 'In the fire sieges of earlier years, we found that other jurisdictions and states were willing to offer mutual-aid help, but we were not able to communicate adequately with them,' says Kim Zagaris, chief of the state's Office of Emergency Services Fire and Rescue Branch.

After a commission examined and revamped communications procedures, the statewide response 'has become far more professional and responsive,' he says. There is a sense among both government officials and residents that the speed, dedication, and coordination of firefighters from several states and jurisdictions are resulting in greater efficiency than in past 'siege fire' situations.

In recent years, the Southern California region has improved building codes, evacuation procedures, and procurement of new technology. 'I am extraordinarily impressed by the improvements we have witnessed,' says Randy Jacobs, a Southern California- based lawyer who has had to evacuate both his home and business to escape wildfires. 'Notwithstanding all the damage that will continue to be caused by wildfires, we will no longer suffer the loss of life endured in the past because of the fire prevention and firefighting measures that have been put in place,' he says.

Questions 1-6

Complete the notes below.

Choose **ONE WORD AND/OR A NUMBER** from the passage for each answer.

Write your answers in boxes on your answer sheet.

Wildfires

- Characteristics of wildfires and wildfire conditions today compared to the past:
  - occurrence: more frequent
  - temperature: hotter
  - speed: faster
  - movement: **1** _____ more unpredictably
  - size of fires: **2** _____ greater on average than two decades ago
- Reasons wildfires cause more damage today compared to the past:
  - rainfall: **3** _____ average
  - more brush to act as **4** _____
  - increase in yearly temperature
  - extended fire **5** _____
  - more building of **6** _____ in vulnerable places

Questions 7-13

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

In boxes on your answer sheet, 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

7 The amount of open space in California has diminished over the last ten years.

A ○ TRUE

B ○ FALSE

C ○ NOT GIVEN

8 Many experts believe California has made little progress in readying itself to fight fires.

A ○ TRUE

B ○ FALSE

C ○ NOT GIVEN

9 Personnel in the past have been criticised for mishandling fire containment.

A ○ TRUE

B ○ FALSE

C ○ NOT GIVEN

10 California has replaced a range of firefighting tools.

A ○ TRUE

B ○ FALSE

C ○ NOT GIVEN

11 More firefighters have been hired to improve fire-fighting capacity.

A ○ TRUE

B ○ FALSE

C ○ NOT GIVEN

12 Citizens and government groups disapprove of the efforts of different states and agencies working together.

A ○ TRUE

B ○ FALSE

C ○ NOT GIVEN

13 Randy Jacobs believes that loss of life from fires will continue at the same levels, despite changes made.

A ○ TRUE

B ○ FALSE

C ○ NOT GIVEN

PASSAGE 2

Second nature

Your personality isn't necessarily set in stone. With a little experimentation, people can reshape their temperaments and inject passion, optimism, joy and courage into their lives

A

Psychologists have long held that a person's character cannot undergo a transformation in any meaningful way and that the key traits of personality are determined at a very young age. However, researchers have begun looking more closely at ways we can change. Positive psychologists have identified 24 qualities we admire, such as loyalty and kindness, and are studying them to find out why they come so naturally to some people. What they're discovering is that many of these qualities amount to habitual behaviour that determines the way we respond to the world. The good news is that all this can be learned.

Some qualities are less challenging to develop than others, optimism being one of them. However, developing qualities requires mastering a range of skills which are diverse and sometimes surprising. For example, to bring more joy and passion into your life, you must be open to experiencing negative emotions. Cultivating such qualities will help you realise your full potential.

B

'The evidence is good that most personality traits can be altered,' says Christopher Peterson, professor of psychology at the University of Michigan, who cites himself as an example. Inherently introverted, he realised early on that as an academic, his reticence would prove disastrous in the lecture hall. So he learned to be more outgoing and to entertain his classes. 'Now my extroverted behaviour is spontaneous,' he says.

C

David Fajgenbaum had to make a similar transition. He was preparing for university, when he had an accident that put an end to his sports career. On campus, he quickly found that beyond ordinary counselling, the university had no services for students who were undergoing physical rehabilitation and suffering from depression like him. He therefore launched a support group to help others in similar situations. He took action despite his own pain – a typical response of an optimist.

D

Suzanne Segerstrom, professor of psychology at the University of Kentucky, believes that the key to increasing optimism is through cultivating optimistic behaviour, rather than positive thinking. She recommends you train yourself to pay attention to good fortune by writing down three positive things that come about each day. This will help you convince yourself that favourable outcomes actually happen all the time, making it easier to begin taking action.

E

You can recognise a person who is passionate about a pursuit by the way they are so strongly involved in it. Tanya Streeter's passion is freediving – the sport of plunging deep into the water without tanks or other breathing equipment. Beginning in 1998, she set nine world records and can hold her breath for six minutes. The physical stamina required for this sport is intense but the psychological demands are even more overwhelming. Streeter learned to untangle her fears from her judgment of what her body and mind could do. 'In my career as a competitive freediver, there was a limit to what I could do – but it wasn't anywhere near what I thought it was/ she says.

F

Finding a pursuit that excites you can improve anyone's life. The secret about consuming passions, though, according to psychologist Paul Silvia of the University of North Carolina, is that 'they require discipline, hard work and ability, which is why they are so rewarding.' Psychologist Todd Kashdan has this advice for those people taking up a new passion: 'As a newcomer, you also have to tolerate and laugh at your own ignorance. You must be willing to accept the negative feelings that come your way,' he says.

G

In 2004, physician-scientist Mauro Zappaterra began his PhD research at Harvard Medical School. Unfortunately, he was miserable as his research wasn't compatible with his curiosity about healing. He finally took a break and during eight months in Santa Fe, Zappaterra learned about alternative healing techniques not taught at Harvard. When he got back, he switched labs to study how cerebrospinal fluid nourishes the developing nervous system. He also vowed to look for the joy in everything, including failure, as this could help him learn about his research and himself.

One thing that can hold joy back is a person's concentration on avoiding failure rather than their looking forward to doing something well. 'Focusing on being safe might get in the way of your reaching your goals,' explains Kashdan. For example, are you hoping to get through a business lunch without embarrassing yourself, or are you thinking about how fascinating the conversation might be?

H

Usually, we think of courage in physical terms but ordinary life demands something else. For marketing executive Kenneth Pedeleose, it meant speaking out against something he thought was ethically wrong. The new manager was intimidating staff so Pedeleose carefully recorded each instance of bullying and eventually took the evidence to a senior director, knowing his own job security would be threatened. Eventually the manager was the one to go. According to Cynthia Pury, a psychologist at Clemson University, Pedeleose's story proves the point that courage is not motivated by fearlessness, but by moral obligation. Pury also believes that people can acquire courage. Many of her students said that faced with a risky situation, they first tried to calm themselves down, then looked for a way to mitigate the danger, just as Pedeleose did by documenting his allegations.

Over the long term, picking up a new character trait may help you move toward being the person you want to be. And in the short term, the effort itself could be surprisingly rewarding, a kind of internal adventure.

PART 2 — QUESTIONS

Questions 14-18

Complete the summary below.

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

Write your answers in boxes on your answer sheet.

Psychologists have traditionally believed that a personality **14** _____ was impossible and that by a **15** _____ a person's character tends to be fixed. This is not true according to positive psychologists, who say that our personal qualities can be seen as habitual behaviour. One of the easiest qualities to acquire is **16** _____. However, regardless of the quality, it is necessary to learn a wide variety of different **17** _____ in order for a new quality to develop; for example, a person must understand and feel some **18** _____ in order to increase their happiness.

Questions 19-22

Look at the following statements and the list of people below.

Match each statement with the correct person, **A-G**.

*Write the correct letter, **A-G**, in boxes on your answer sheet.*

List of People

A Christopher Peterson

B David Fajgenbaum

C Suzanne Segerstrom

D Tanya Streeter

E Todd Kashdan

F Kenneth Pedeleose

G Cynthia Pury

	A	B	C	D	E	F	G
19 People must accept that they do not know much when first trying something new.	○	○	○	○	○	○	○
20 It is important for people to actively notice when good things happen.	○	○	○	○	○	○	○
21 Courage can be learned once its origins in a sense of responsibility are understood.	○	○	○	○	○	○	○
22 It is possible to overcome shyness when faced with the need to speak in public.	○	○	○	○	○	○	○

Questions 23-26

The Reading Passage has eight sections, **A-H**.

Which section contains the following information?

*Write the correct letter, **A-H**, in boxes on your answer sheet.*

	A	B	C	D	E	F	G	H
23 a mention of how rational thinking enabled someone to achieve physical goals	○	○	○	○	○	○	○	○
24 an account of how someone overcame a sad experience	○	○	○	○	○	○	○	○
25 a description of how someone decided to rethink their academic career path	○	○	○	○	○	○	○	○
26 an example of how someone risked his career out of a sense of duty	○	○	○	○	○	○	○	○

PASSAGE 3

When evolution runs backwards

Evolution isn't supposed to run backwards – yet an increasing number of examples show that it does and that it can sometimes represent the future of a species.

The description of any animal as an 'evolutionary throwback' is controversial. For the better part of a century, most biologists have been reluctant to use those words, mindful of a principle of evolution that says 'evolution cannot run backwards. But as more and more examples come to light and modern genetics enters the scene, that principle is having to be rewritten. Not only are evolutionary throwbacks possible, they sometimes play an important role in the forward march of evolution.

The technical term for an evolutionary throwback is an 'atavism', from the Latin atavus, meaning forefather. The word has ugly connotations thanks largely to Cesare Lombroso, a 19th-century Italian medic who argued that criminals were born not made and could be identified by certain physical features that were throwbacks to a primitive, sub-human state.

While Lombroso was measuring criminals, a Belgian palaeontologist called Louis Dollo was studying fossil records and coming to the opposite conclusion. In 1890 he proposed that evolution was irreversible: that 'an organism is unable to return, even partially, to a previous stage already realised in the ranks of its ancestors. Early 20th-century biologists came to a similar conclusion, though they qualified it in terms of probability, stating that there is no reason why evolution cannot run backwards -it is just very unlikely. And so the idea of irreversibility in evolution stuck and came to be known as 'Dollo's law.

If Dollo's law is right, atavisms should occur only very rarely, if at all. Yet almost since the idea took root, exceptions have been cropping up. In 1919, for example, a humpback whale with a pair of leglike appendages over a metre long, complete with a full set of limb bones, was caught off Vancouver Island in Canada. Explorer Roy Chapman Andrews argued at the time that the whale must be a throwback to a land-living ancestor. 'I can see no other explanation,' he wrote in 1921.

Since then, so many other examples have been discovered that it no longer makes sense to say that evolution is as good as irreversible. And this poses a puzzle: how can characteristics that disappeared millions of years ago suddenly reappear?

In 1994, Rudolf Raff and colleagues at Indiana University in the USA decided to use genetics to put a number on the probability of evolution going into reverse. They reasoned that while some evolutionary changes involve the loss of genes and are therefore irreversible, others may be the result of genes being switched off. If these silent genes are somehow switched back on, they argued, long-lost traits could reappear.

Raff's team went on to calculate the likelihood of it happening. Silent genes accumulate random mutations, they reasoned, eventually rendering them useless. So how long can a gene survive in

a species if it is no longer used? The team calculated that there is a good chance of silent genes surviving for up to 6 million years in at least a few individuals in a population, and that some might survive as long as 10 million years. In other words, throwbacks are possible, but only to the relatively recent evolutionary past.

As a possible example, the team pointed to the mole salamanders of Mexico and California. Like most amphibians these begin life in a juvenile ‘tadpole’ state, then metamorphose into the adult form – except for one species, the axolotl, which famously lives its entire life as a juvenile. The simplest explanation for this is that the axolotl lineage alone lost the ability to metamorphose, while others retained it. From a detailed analysis of the salamanders’ family tree, however, it is clear that the other lineages evolved from an ancestor that itself had lost the ability to metamorphose. In other words, metamorphosis in mole salamanders is an atavism. The salamander example fits with Raff’s 10million-year time frame.

More recently, however, examples have been reported that break the time limit, suggesting that silent genes may not be the whole story. In a paper published last year, biologist Gunter Wagner of Yale University reported some work on the evolutionary history of a group of South American lizards called Bachia. Many of these have minuscule limbs; some look more like snakes than lizards and a few have completely lost the toes on their hind limbs. Other species, however, sport up to four toes on their hind legs. The simplest explanation is that the toed lineages never lost their toes, but Wagner begs to differ. According to his analysis of the Bachia family tree, the toed species re-evolved toes from toeless ancestors and, what is more, digit loss and gain has occurred on more than one occasion over tens of millions of years.

So what’s going on? One possibility is that these traits are lost and then simply reappear, in much the same way that similar structures can independently arise in unrelated species, such as the dorsal fins of sharks and killer whales. Another more intriguing possibility is that the genetic information needed to make toes somehow survived for tens or perhaps hundreds of millions of years in the lizards and was reactivated. These atavistic traits provided an advantage and spread through the population, effectively reversing evolution.

But if silent genes degrade within 6 to million years, how can long-lost traits be reactivated over longer timescales? The answer may lie in the womb. Early embryos of many species develop ancestral features. Snake embryos, for example, sprout hind limb buds. Later in development these features disappear thanks to developmental programs that say ‘lose the leg’. If for any reason this does not happen, the ancestral feature may not disappear, leading to an atavism.

Questions 27-31

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

Write the correct letter in boxes on your answer sheet.

27 When discussing the theory developed by Louis Dollo, the writer says that

- **A** ○ it was immediately referred to as Dollo's law.
- **B** ○ it supported the possibility of evolutionary throwbacks.
- **C** ○ it was modified by biologists in the early twentieth century.
- **D** ○ it was based on many years of research.

28 The humpback whale caught off Vancouver Island is mentioned because of

- **A** ○ the exceptional size of its body.
- **B** ○ the way it exemplifies Dollo's law.
- **C** ○ the amount of local controversy it caused.
- **D** ○ the reason given for its unusual features.

29 What is said about 'silent genes'?

- **A** ○ Their numbers vary according to species.
- **B** ○ Raff disagreed with the use of the term.
- **C** ○ They could lead to the re-emergence of certain characteristics.
- **D** ○ They can have an unlimited life span.

30 The writer mentions the mole salamander because

- **A** ○ it exemplifies what happens in the development of most amphibians.
- **B** ○ it suggests that Raff's theory is correct.
- **C** ○ it has lost and regained more than one ability.

D ○ its ancestors have become the subject of extensive research.

31 Which of the following does Wagner claim?

A ○ Members of the Bachia lizard family have lost and regained certain features several times.

B ○ Evidence shows that the evolution of the Bachia lizard is due to the environment.

C ○ His research into South American lizards supports Raff's assertions.

D ○ His findings will apply to other species of South American lizards.

Questions 32-36

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

*Write the correct letter, **A-G**, in boxes on your answer sheet.*

• For a long time biologists rejected **32** _____

• Opposing views on evolutionary throwbacks are represented by **33** _____

• Examples of evolutionary throwbacks have led to **34** _____

• The shark and killer whale are mentioned to exemplify **35** _____

• One explanation for the findings of Wagner's research is **36** _____

A. **the question of how certain long-lost traits could reappear.**

B. **the occurrence of a particular feature in different species.**

C. **parallels drawn between behaviour and appearance.**

D. **the continued existence of certain genetic information.**

E. **the doubts felt about evolutionary throwbacks.**

F. **the possibility of evolution being reversible.**

G. **Dollo's findings and the convictions held by Lombroso.**

Questions 37-40

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

In boxes on your answer sheet, write

YES if the statement agrees with the claims of the writer

NO if the statement contradicts the claims of the writer

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

37 Wagner was the first person to do research on South American lizards.

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

38 Wagner believes that Bachia lizards with toes had toeless ancestors.

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

39 The temporary occurrence of long-lost traits in embryos is rare.

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

40 Evolutionary throwbacks might be caused by developmental problems in the womb.

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

Answer Key

#	Answer	Explanation
1	**spread**	The wildfires themselves, experts say, are generally hotter, faster, and spread more erratically than in the past.
2	**10 / 10 times / ten times**	10 times the size of the average forest fire of 20 years ago.
3	**below**	has had significantly below normal precipitation in many recent years.
4	**fuel**	halt the natural eradication of underbrush, now the primary fuel for megafires.
5	**seasons**	Second is fire seasons that on average are 78 days longer than they were 20 years ago.
6	**homes / housing**	We are increasingly building our homes in fire-prone ecosystems
7	**TRUE**	What once was open space is now residential homes providing fuel to make fires burn with greater intensity
8	**FALSE**	That said, many experts give California high marks for making progress on preparedness in recent years
9	**TRUE**	Stung in the past by criticism of bungling that allowed fires to spread when they might have been contained, personnel are meeting the peculiar challenges of neighborhood
10	**TRUE**	State promises to provide more up-to-date engines, planes, and helicopters to fight fires have been fulfilled.
11	**NOT GIVEN**	Besides providing money to upgrade the fire engines that must traverse the mammoth state and wind along serpentine canyon roads, the state has invested in better command-and-control facilities as well as in the strategies to run them.
12	**FALSE**	There is a sense among both government officials and residents that the speed, dedication, and coordination of firefighters from several states and jurisdictions are resulting in greater efficiency than in past ‘siege fire’ situations.
13	**FALSE**	Notwithstanding all the damage that will continue to be caused by wildfires, we will no longer suffer the loss of life endured in the past because of the fire prevention and firefighting measures that have been put in place,’ he says.

#	Answer	Explanation
14	**transformation / change**	Psychologists have long held that a person's character cannot undergo a transformation in any meaningful way
15	**young age**	and that the key traits of personality are determined at a very young age.
16	**optimism**	Some qualities are less challenging to develop than others, optimism being one of them.
17	**skills / techniques**	However, developing qualities requires mastering a range of skills which are diverse and sometimes surprising.
18	**negative emotions / feelings**	For example, to bring more joy and passion into your life, you must be open to experiencing negative emotions.
19	**E**	Psychologist Todd Kashdan has this advice for those people taking up a new passion: 'As a newcomer, you also have to tolerate and laugh at your own ignorance.
20	**C**	She recommends you train yourself to pay attention to good fortune by writing down three positive things that come about each day.
21	**G**	According to Cynthia Pury, a psychologist at Clemson University, Pedeleose's story proves the point that courage is not motivated by fearlessness, but by moral obligation. Pury also believes that people can acquire courage.
22	**A**	Inherently introverted, he realised early on that as an academic, his reticence would prove disastrous in the lecture hall. So he learned to be more outgoing and to entertain his classes. 'Now my extroverted behaviour is spontaneous,' he says.
23	**E**	The physical stamina required for this sport is intense but the psychological demands are even more overwhelming. Streeter learned to untangle her fears from her judgment of what her body and mind could do.
24	**C**	He took action despite his own pain – a typical response of an optimist.
25	**G**	When he got back, he switched labs to study how cerebrospinal fluid nourishes the developing nervous system.
26	**H**	Pedeleose carefully recorded each instance of bullying and eventually took the evidence to a senior director, knowing his own job security would be threatened.

#	Answer	Explanation
27	**C**	Early 20th-century biologists came to a similar conclusion, though they qualified it in terms of probability, stating that there is no reason why evolution cannot run backwards -it is just very unlikely.
28	**D**	Explorer Roy Chapman Andrews argued at the time that the whale must be a throwback to a land-living ancestor.
29	**C**	If these silent genes are somehow switched back on, they argued, long-lost traits could reappear.
30	**B**	As a possible example, the team pointed to the mole salamanders of Mexico and California.
31	**A**	According to his analysis of the Bachia family tree, the toed species re-evolved toes from toeless ancestors and, what is more, digit loss and gain has occurred on more than one occasion over tens of millions of years.
32	**F**	For the better part of a century, most biologists have been reluctant to use those words, mindful of a principle of evolution that says ‘evolution cannot run backwards.
33	**G**	While Lombroso was measuring criminals, a Belgian palaeontologist called Louis Dollo was studying fossil records and coming to the opposite conclusion.
34	**A**	Since then, so many other examples have been discovered that it no longer makes sense to say that evolution is as good as irreversible. And this poses a puzzle: how can characteristics that disappeared millions of years ago suddenly reappear?
35	**B**	in much the same way that similar structures can independently arise in unrelated species, such as the dorsal fins of sharks and killer whales.
36	**D**	Another more intriguing possibility is that the genetic information needed to make toes somehow survived for tens or perhaps hundreds of millions of years in the lizards and was reactivated.
37	**NOT GIVEN**	In a paper published last year, biologist Gunter Wagner of Yale University reported some work on the evolutionary history of a group of South American lizards called Bachia.
38	**YES**	According to his analysis of the Bachia family tree, the toed species re-evolved toes from toeless ancestors
39	**NO**	Early embryos of many species develop ancestral features.
40	**YES**	If for any reason this does not happen, the ancestral feature may not disappear, leading to an atavism.

Cambridge IELTS 10 Academic Listening Test 1

PART 1 — QUESTIONS

Part 1 Audio: https://ielts-listening-audio.engnovatemedia.com/11884-ielts-listening-testscambridge-ielts-10-academic-listening-1-audio-1.mp3

Questions 1-6

Complete the notes below.

*Write **ONE WORD** for each answer.*

SELF-DRIVE TOURS IN THE USA

Example

Name: **Andrea** .....*Brown*.....

Address: 24 **1** _____ Road

Postcode: BH5 2OP

Phone: (mobile) 077 8664 3091

Heard about company from: **2** _____

Possible self-drive tours

Trip One:

- Los Angeles: customer wants to visit some **3** _____ parks with her children
- Yosemite Park: customer wants to stay in a lodge, not a **4** _____

Trip Two:

- Customer wants to see the **5** _____ on the way to Cambria
- At Santa Monica: not interested in shopping
- At San Diego, wants to spend time on the **6** _____

Questions 7-10

Complete the table below.

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

	Number of days	**Total distance**	**Price (per person)**	**Includes**
Trip One	12 days	7 _____ km	£525	• accommodation • car • one 8 _____
Trip Two	9 days	980 km	£ 9 _____	• accommodation • car • 10 _____

PART 2 — QUESTIONS

Part 2 Audio: https://ielts-listening-audio.engnovatemedia.com/11887-ielts-listening-testscambridge-ielts-10-academic-listening-1-audio-2.mp3

Questions 11-12

*Choose **TWO** letters **A-E**.*

11 **12** Which **TWO** facilities at the leisure club have recently been improved?

- **A** ☐ the gym
- **B** ☐ the tracks
- **C** ☐ the indoor pool
- **D** ☐ the outdoor pool
- **E** ☐ the sports training for children

Questions 13-20

Complete the notes below.

Write **NO MORE THEN TWO WORDS** for each answer.

Joining the leisure club

Personal Assessment

- New members should describe any **13** _____.
- The **14** _____ will be explained to you before you use the equipment.
- You will be given a six-week **15** _____.

Types of membership

- There is a compulsory £90 **16** _____ fee for members.
- Gold members are given **17** _____ to all the LP clubs.
- Premier members are given priority during **18** _____ hours.
- Premier members can bring some **19** _____ every month.

- Members should always take their **20** _____ with them.

PART 3 — QUESTIONS

Part 3 Audio: https://ielts-listening-audio.engnovatemedia.com/11886-ielts-listening-testscambridge-ielts-10-academic-listening-1-audio-3.mp3

Questions 21-25

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

Global Design Competition

21 Students entering the design competition have to

- **A** ○ produce an energy-efficient design.
- **B** ○ adapt an existing energy-saving appliance.
- **C** ○ develop a new use for current technology.

22 John chose a dishwasher because he wanted to make dishwashers

- **A** ○ more appealing.
- **B** ○ more common.
- **C** ○ more economical.

23 The stone in John's 'Rockpool' design is used

- **A** ○ for decoration.
- **B** ○ to switch it on.
- **C** ○ to stop water escaping.

24 In the holding chamber, the carbon dioxide

- **A** ○ changes back to a gas.
- **B** ○ dries the dishes.
- **C** ○ is allowed to cool.

25 At the end of the cleaning process, the carbon dioxide

- **A** ○ is released into the air.
- **B** ○ is disposed of with the waste.
- **C** ○ is collected ready to be re-used.

Questions 26-30

Complete the notes below.

*Write **ONE WORD ONLY** for each answer.*

- John needs help preparing for his **26** _____.
- The professor advises John to make a **27** _____ of his design.
- John's main problem is getting good quality **28** _____.
- The professor suggests John apply for a **29** _____.
- The professor will check the **30** _____ information in John's written report.

PART 4 — QUESTIONS

Part 4 Audio: https://ielts-listening-audio.engnovatemedia.com/11885-ielts-listening-testscambridge-ielts-10-academic-listening-1-audio-4.mp3

Questions 31-40

Complete the notes below.

*Write **ONE WORD ONLY** for each answer.*

THE SPIRIT BEAR

General facts

- It is a white bear belonging to the black bear family.
- Its colour comes from an uncommon **31** _____.
- Local people believe that it has unusual **32** _____.
- They protect the bear from **33** _____.

Habitat

- The bear's relationship with the forest is complex.
- Tree roots stop **34** _____ along salmon streams.
- The bears' feeding habits provide nutrients for forest vegetation.
- It is currently found on a small number of **35** _____.

Threats

- Habitat is being lost due to deforestation and construction of **36** _____ by logging companies.
- Unrestricted **37** _____ is affecting the salmon supply.
- The bears' existence is also threatened by their low rate of **38** _____.

Going forward

- Interested parties are working together.
- Logging companies must improve their **39** _____ of logging.
- Maintenance and **40** _____. of the spirit bears' territory is needed.

Transcripts

Part 1

TRAVEL AGENT: Good morning. World Tours. My name is Jamie. How can I help you?

ANDREA: Good morning. I want some information on self-drive tours in the USA. Could you send me a brochure?

TRAVEL AGENT: Of course. Could you I have your name please?

ANDREA: Andrea Brown.

TRAVEL AGENT: Thank you. And your address?

ANDREA: 24, Ardleigh Road.

TRAVEL AGENT: Can you spell that?

ANDREA: A-R-D-L-E-I-G-H Road.

TRAVEL AGENT: Postcode?

ANDREA: BH5 2OP

TRAVEL AGENT: Thanks. And can I have your phone number?

ANDREA: Is a mobile alright?

TRAVEL AGENT: Fine.

ANDREA: It's 07786643091.

TRAVEL AGENT: Thank you. And can I ask you where you heard about World Tours? From a friend? Or did you see an advert somewhere?

ANDREA: No, I read about you in the newspaper.

TRAVEL AGENT: OK, I'll get the brochures in the post to you but can I give you some information over the phone. What kinds of things do you want to do on your holiday?

ANDREA: I'm interested in going to California with my family. I've got two children and we want to hire a car.

TRAVEL AGENT: OK. We have a couple of self-drive tours there visiting different places of interest in California. The first one begins in Los Angeles and there's plenty of time to visit some of the theme parks there.

ANDREA: That's something on my children's list so I'd want to include that.

TRAVEL AGENT: Good. Then you drive to San Francisco. From San Francisco you can drive to Yosemite Park where you spend a couple of nights. You can choose to stay in a lodge or on the campsite.

ANDREA: I don't like the idea of staying in a tent. It'd be too hot.

TRAVEL AGENT: Right. And the tour ends in Las Vegas.

ANDREA: OK.

TRAVEL AGENT: The other trip we can arrange is slightly different. It starts in San Francisco. Then you drive south to Cambria.

ANDREA: Someone told me there's a really nice castle near Cambria. Will we go near that?

TRAVEL AGENT: Hearst Castle is on that road so you could stop there.

ANDREA: Good. I'd like to do that. Does this trip also go into the desert?

TRAVEL AGENT: No, it continues to Santa Monica where most people like to stop and do some shopping.

ANDREA: We have enough of that at home so that doesn't interest us.

TRAVEL AGENT: OK. Well you could go straight on to San Diego.

ANDREA: That's good for beaches isn't it?

TRAVEL AGENT: That's right, that's a good place to relax and your children might like to visit the zoo before flying home.

ANDREA: I don't think so. We want some time for sunbathing and swimming.

———————

ANDREA: So how many days are the trips and how much do they cost?

TRAVEL AGENT: The first one I told you about is a self-drive tour through California which lasts twelve days and covers 2,020 kilometres. The shortest journey is 206 km and the longest is 632 kilometres. The cost is £525 per person. That includes accommodation, car rental and a flight but no meals.

ANDREA: OK. And the other trip?

TRAVEL AGENT: That lasts nine days but you spend only three days on the road. You cover about 980 kilometres altogether.

ANDREA: So is that cheaper then?

TRAVEL AGENT: Yes, it's almost a hundred pounds cheaper. It's £429 per person, which is a good deal.

ANDREA: So that covers accommodation and car hire. What about flights?

TRAVEL AGENT: They aren't included. But these hotels offer dinner in the price.

ANDREA: OK. Well, thank you very much. I'll be in touch when I've had a chance to look at the brochure.

TRAVEL AGENT: I'm pleased to help. Goodbye.

ANDREA: Goodbye.

Part 2

On behalf of LP Clubs, I'd like to welcome you all here today. My name's Sandy Fisher and I'm one of the fitness managers here. Before we start our tour of the club I'll just run through some basic information about the facilities we have here, including recent improvements, and explain the types of membership available.

Our greatest asset is probably our swimming pool which at 25 metres isn't Olympic-sized, but now we've expanded it to eight lanes, it's much wider. This means there are rarely more than a couple of people at a time in each lane. Unfortunately, there isn't space for an outdoor pool here but the glass roof on the swimming pool is partly retractable, which means you can enjoy something of the open-air experience on warmer days.

Our recently refurbished fitness suite has all the latest exercise equipment including ten new running machines, and a wide range of weight-training machines. Each member is given full training in how to operate the equipment and there is always a trainer on duty to offer help and advice. Although we do have adult-only times after 6 and at certain times at weekends, children are well catered for. Older children continue to benefit from a wide range of tuition; anything from trampolining to yoga.

———————

One thing all our members appreciate about us is that we take very good care of them. This starts on day one with your personal assessment. You are asked to fill in a questionnaire giving details of any health problems. One of our personal trainers will then go through this with you.

The trainer will then take you through the safety rules for using the equipment in the fitness suite. During your next exercise session a personal trainer will work with you to make sure you understand these. It's very important to do this because we really do want to avoid having any sports injuries. There's a lot more to looking after yourself than simply lifting weights!

At the end of the personal assessment, the trainer will draw up a plan, outlining what you should try to achieve within a six-week period. This will then be reviewed at the end of the six weeks.

Now, I'll just quickly run through the types of membership we have available. All members must pay a joining fee of £90 in addition to the rates for the monthly membership fees. Gold membership entitles you to free entry at all LP Clubs. There are now LP clubs in all major cities and towns so if you travel a lot will be a great advantage. Individual gold membership costs £50 a month and joint membership for you and your partner will cost £75.

Premier membership is for professional people whose work commitments make it difficult for them to use the club during the day and so LP gives booking preferences to Premier members at peak times. This means you will find it easier to book the sessions at times that suit you. Reciprocal arrangements with other LP Clubs are available to Premier members. Premier membership is for individuals only, but you will be sent passes for guests every month. The monthly fee is £65.

You don’t have to have any special clothes or equipment when you visit the club. We provide robes and hairdryers in the changing rooms, but it’s very important to remember your photo card because you won’t be able to get in without it.

For people who aren’t working during the day then …

Part 3

JOHN: Erm … hello Professor, I’m John Wishart. I’m working on my entry for the Global Design Competition. My tutor said you might be able to help me with it.

PROFESSOR: Ah, yes, I got a copy of your drawings. Come in and tell me about it. What sort of competition is it?

JOHN: Well, it’s an international design competition and we have to come up with a new design for a typical domestic kitchen appliance.

PROFESSOR: I see, and are there any special conditions? Does it have to save energy for example?

JOHN: Actually that was the focus in last year’s competition. This year’s different. We have to adopt an innovative approach to existing technology, using it in a way that hasn’t been thought of before.

PROFESSOR: I see, that sounds tricky. And what kitchen appliance have you chosen?

JOHN: Well, they’re an everyday kitchen appliance in most Australian houses but they’re all pretty boring and almost identical to each other. I think some people will be prepared to pay a little extra for something that looks different.

PROFESSOR: That’s a nice idea. I see you’ve called your design ‘the Rockpool’; why is that?

JOHN: Basically because it looks like the rock pools you find on a beach. The top is made of glass so that you can look down into it.

PROFESSOR: And there’s a stone at the bottom. Is that just for decoration?

JOHN: Actually it does have a function. Instead of pushing a button, you turn the stone.

PROFESSOR: So it’s really just a novel way of starting the dishwasher.

JOHN: That’s right.

PROFESSOR: It’s a really nice design, but what makes it innovative?

JOHN: Well, I decided to make a dishwasher that uses carbon dioxide.

PROFESSOR: In place of water and detergent? How will you manage that?

JOHN: The idea is to pressurize the carbon dioxide so that it becomes a liquid. The fluid is then released into the dishwasher where it cleans the dishes all by itself.

PROFESSOR: Sounds like a brilliant idea! Your system will totally do away with the need for strong detergents. So what happens once the dishes are clean?

JOHN: Well, to allow them to dry, the liquid carbon dioxide and the waste materials all go to an area called the holding chamber. That's where the liquid is depressurised and so it reverts to a gas. Then the oil and grease are separated out and sent to the waste system.

PROFESSOR: It sounds like you've thought it all out very thoroughly. So, what happens to the carbon dioxide once the process is complete? Not wasted I hope.

JOHN: Actually, that's where the real savings are made. The carbon dioxide is sent back to the cylinder and can be used again and again.

PROFESSOR: What a terrific idea. Do you think it will ever be built?

JOHN: Probably not, but that's OK.

PROFESSOR: Well, I'm sure a lot of positive things will come out of your design.

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PROFESSOR: Now, you seem to have thought about everything so what exactly did you need me to help you with?

JOHN: Well, my design has made it to the final stage of the competition and, in a few months' time. I have to give a presentation, and that's the part I was hoping you could help me with.

PROFESSOR: Right, well that should be easy enough. What have you managed to do so far?

JOHN: Well, I've got detailed drawings to show how it will work and I've also written a 500-word paper on it.

PROFESSOR: I see. Well, if you want to stand a good chance of winning you really need a model of the machine.

JOHN: Yes, I thought I might but I'm having a few problems.

PROFESSOR: What is the main difficulty so far? Let me guess – is it the materials?

JOHN: Yes. I want it to look professional but everything that's top quality is also very expensive.

PROFESSOR: Look, projects like this are very important to us. They really help lift our profile. So why don't you talk to the university about a grant? I can help you fill out the application forms if you like.

JOHN: That would be a great.

PROFESSOR: You'd better show me this paper you've written as well. For a global competition such as this you need to make sure the technical details you've given are accurate and thorough.

JOHN: That would be a great help.

PROFESSOR: Is there anything else I can do?

JOHN: Well, I'm really ...

Part 4

Today we continue our series on ecology and conservation with a look at a particularly endangered member of the black bear family. One in ten black bears is actually born with a white coat, which is the result of a special gene that surfaces in a few. Local people have named it ‘the spirit bear’. And according to the legends of these communities, its snowy fur brings with it a special power. Because of this, it has always been highly regarded by them – so much that they do not speak of seeing it to anyone else. It is their way of protecting it when strangers visit the area.

The white bear’s habitat is quite interesting. The bear’s strong relationship with the old-growth rainforest is a complex one. The white bear relies on the huge centuries-old trees in the forest in many ways. For example, the old-growth trees have extremely long roots that help prevent erosion of the soil along the banks of the many fish streams. Keeping these banks intact is important because these streams are home to salmon, which are the bear’s main food source. In return, the bear’s feeding habits nurture the forest. As the bears eat the salmon, they discard the skin and bones in great amounts on the forest floor, which provide vital nutrients. These produce lush vegetation that sustains thousands of other types of life forms, from birds to insects and more.

Today, the spirit bear lives off the coast of the province of British Columbia on a few islands. There is great concern for their survival since it is estimated that less than two hundred of these white bears remain. The best way to protect them is to make every effort to preserve the delicate balance of their forest environment – in other words, their ecosystem.

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The greatest threat to the bear’s existence is the loss of its habitat. Over many years, logging companies have stripped the land by cutting down a large number of trees. In addition, they have built roads which have fractured the areas where the bear usually feeds, and many hibernation sites have also been lost. The logging of the trees along the streams has damaged the places where the bears fish. To make matters worse, the number of salmon in those streams is declining because there is no legal limit on fishing at the moment.

all these influences have a negative impact on the spirit bear’s very existence, which is made all the more fragile by the fact that reproduction among these bears has always been disappointingly low.

And so, what’s the situation going forward? Community organizations, environmental groups and the British Columbia government are now working together on the problem. The government is now requiring logging companies to adopt a better logging method, which is a positive step. However, these measures alone may not be sufficient to ensure a healthy population of the spirit bear in the future.

Other steps also need to be taken. While it is important to maintain the spirit bear’s habitat, there also needs to be more emphasis on its expansion. The move is justified as it will also create space for other bears that are losing their homes ...

Answer Key

#	Answer	Explanation
1	**Ardleigh**	24, Ardleigh Road.
2	**newspaper**	No, I read about you in the newspaper.
3	**theme**	The first one begins in Los Angeles and there's plenty of time to visit some of the theme parks there.
4	**tent**	I don't like the idea of staying in a tent. It'd be too hot.
5	**castle**	Someone told me there's a really nice castle near Cambria. Will we go near that?
6	**beach / beaches**	That's good for beaches isn't it?
7	**2020**	The first one I told you about is a self-drive tour through California which lasts twelve days and covers 2,020 kilometres.
8	**flight**	That includes accommodation, car rental and a flight but no meals.
9	**429**	Yes, it's almost a hundred pounds cheaper. It's £429 per person, which is a good deal.
10	**dinner**	They aren't included. But these hotels offer dinner in the price.
11	**A / C**	Our greatest asset is probably our swimming pool which at 25 metres isn't Olympic-sized, but now we've expanded it to eight lanes, it's much wider. Our recently refurbished fitness suite has all the latest exercise equipment including ten new running machines, and a wide range of weight-training machines.
12	**A / C**	Our greatest asset is probably our swimming pool which at 25 metres isn't Olympic-sized, but now we've expanded it to eight lanes, it's much wider. Our recently refurbished fitness suite has all the latest exercise equipment including ten new running machines, and a wide range of weight-training machines.
13	**health problems**	You are asked to fill in a questionnaire giving details of any health problems.
14	**safety rules**	The trainer will then take you through the safety rules for using the equipment in the fitness suite.
15	**plan**	At the end of the personal assessment, the trainer will draw up a plan, outlining what you should try to achieve within a six-week period.

#	Answer	Explanation
16	**joining**	All members must pay a joining fee of £90 in addition to the rates for the monthly membership fees.
17	**free entry**	Gold membership entitles you to free entry at all LP Clubs.
18	**peak**	Premier membership is for professional people whose work commitments make it difficult for them to use the club during the day and so LP gives booking preferences to Premier members at peak times.
19	**guests**	Premier membership is for individuals only, but you will be sent passes for guests every month.
20	**photo card / photo cards / photocard / photocards**	We provide robes and hairdryers in the changing rooms, but it's very important to remember your photo card because you won't be able to get in without it.
21	**C**	Well, it's an international design competition and we have to come up with a new design for a typical domestic kitchen appliance.
22	**A**	I think some people will be prepared to pay a little extra for something that looks different.
23	**B**	Instead of pushing a button, you turn the stone.
24	**A**	That's where the liquid is depressurised and so it reverts to a gas.
25	**C**	The carbon dioxide is sent back to the cylinder and can be used again and again.
26	**presentation**	Well, my design has made it to the final stage of the competition and, in a few months' time. I have to give a presentation, and that's the part I was hoping you could help me with.
27	**model**	I see. Well, if you want to stand a good chance of winning you really need a model of the machine.
28	**material / materials**	Yes. I want it to look professional but everything that's top quality is also very expensive.
29	**grant**	So why don't you talk to the university about a grant? I can help you fill out the application forms if you like.
30	**technical**	You'd better show me this paper you've written as well. For a global competition such as this you need to make sure the technical details you've given are accurate and thorough.
31	**gene**	One in ten black bears is actually born with a white coat, which is the result of a special gene that surfaces in a few.
32	**power / powers**	And according to the legends of these communities, its snowy fur brings with it a special power.

#	Answer	Explanation
33	**strangers**	It is their way of protecting it when strangers visit the area.
34	**erosion**	For example, the old-growth trees have extremely long roots that help prevent erosion of the soil along the banks of the many fish streams
35	**islands**	Today, the spirit bear lives off the coast of the province of British Columbia on a few islands.
36	**roads**	In addition, they have built roads which have fractured the areas where the bear usually feeds, and many hibernation sites have also been lost.
37	**fishing**	To make matters worse, the number of salmon in those streams is declining because there is no legal limit on fishing at the moment.
38	**reproduction**	all these influences have a negative impact on the spirit bear's very existence, which is made all the more fragile by the fact that reproduction among these bears has always been disappointingly low.
39	**method / methods**	The government is now requiring logging companies to adopt a better logging method, which is a positive step.
40	**expansion**	While it is important to maintain the spirit bear's habitat, there also needs to be more emphasis on its expansion.

Cambridge IELTS 10 Academic Listening Test 2

PART 1 — QUESTIONS

Part 1 Audio: https://ielts-listening-audio.engnovatemedia.com/11907-cambridge-ielts-10-academic-listening-2-audio-1.mp3

Questions 1-10

Complete the notes below.

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

Transport Survey

Example

Travelled to town today: by .....*bus*.....

Name: Luisa **1** _____

Address: **2** _____ White Stone Rd

Area: Bradfield

Postcode: **3** _____

Occupation: **4** _____

Reason for visit to town: to go to the **5** _____

Suggestions for improvement:

- better **6** _____
- have more footpaths
- more frequent **7** _____

Things that would encourage cycling to work:

- having **8** _____ parking places for bicycles
- being able to use a **9** _____ at work

- the opportunity to have cycling **10** _____ on busy roads

PART 2 — QUESTIONS

Part 2 Audio: https://ielts-listening-audio.engnovatemedia.com/11906-cambridge-ielts-10-academic-listening-2-audio-2.mp3

Questions 11-14

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

New city developments

11 The idea for the two new developments in the city came from

- **A** ○ local people.
- **B** ○ the City Council.
- **C** ○ the SWRDC.

12 What is unusual about Brackenside pool?

- **A** ○ its architectural style
- **B** ○ its heating system
- **C** ○ its method of water treatment

13 Local newspapers have raised worries about

- **A** ○ the late opening date.
- **B** ○ the cost of the project.
- **C** ○ the size of the facilities.

14 What decision has not yet been made about the pool?

- **A** ○ whose statue will be at the door
- **B** ○ the exact opening times
- **C** ○ who will open it

Questions 15-20

Which feature is related to each of the following areas of the world represented in the playground?

*Choose **SIX** answers from the box and write the correct letter, **A-I**, next to questions*

Features

A ancient forts

B waterways

C ice and snow

D jewels

E local animals

F mountains

G music and film

H space travel

I volcanoes

Areas of the world

15 Asia _____

16 Antarctica _____

17 South America _____

18 North America _____

19 Europe _____

20 Africa _____

PART 3 — QUESTIONS

Part 3 Audio: https://ielts-listening-audio.engnovatemedia.com/11905-cambridge-ielts-10-academic-listening-2-audio-3.mp3

Questions 21-22

*Choose **TWO** letters, **A-E**.*

21 **22** Which **TWO** hobbies was Thor Heyerdahl very interested in as a youth?

- **A** ☐ camping
- **B** ☐ climbing
- **C** ☐ collecting
- **D** ☐ hunting
- **E** ☐ reading

Questions 23-24

*Choose **TWO** letters, **A-E**.*

23 **24** Which do the speakers say are the **TWO** reasons why Heyerdahl went to live on an island?

- **A** ☐ to examine ancient carvings
- **B** ☐ to experience an isolated place
- **C** ☐ to formulate a new theory
- **D** ☐ to learn survival skills
- **E** ☐ to study the impact of an extreme environment

Questions 25-30

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

The later life of Thor Heyerdahl

25 According to Victor and Olivia, academics thought that Polynesian migration from the east was impossible due to

- **A** ○ the fact that Eastern countries were far away.
- **B** ○ the lack of materials for boat building.
- **C** ○ the direction of the winds and currents.

26 Which do the speakers agree was the main reason for Heyerdahl's raft journey?

- **A** ○ to overcome a research setback
- **B** ○ to demonstrate a personal quality
- **C** ○ to test a new theory

27 What was most important to Heyerdahl about his raft journey?

- **A** ○ the fact that he was the first person to do it
- **B** ○ the speed of crossing the Pacific
- **C** ○ the use of authentic construction methods

28 Why did Heyerdahl go to Easter Island?

- **A** ○ to build a stone statue
- **B** ○ to sail a reed boat
- **C** ○ to learn the local language

29 In Olivia's opinion, Heyerdahl's greatest influence was on

- **A** ○ theories about Polynesian origins.
- **B** ○ the development of archaeological methodology.
- **C** ○ establishing archaeology as an academic subject.

30 Which criticism do the speakers make of William Oliver's textbook?

A ○ Its style is out of date.

B ○ Its content is over-simplified.

C ○ Its methodology is flawed.

PART 4 — QUESTIONS

Part 4 Audio: https://ielts-listening-audio.engnovatemedia.com/11904-cambridge-ielts-10-academic-listening-2-audio-4.mp3

Questions 31-40

Complete the notes below.

Write **ONE WORD ONLY** for each answer.

THE FUTURE OF MANAGEMENT

Business markets

- greater **31** _____ among companies
- increase in power of large **32** _____ Companies
- rising **33** _____ in certain countries

External influences on businesses

- more discussion with **34** _____ before making business decisions
- environmental concerns which may lead to more **35** _____

Business structures

- more teams will be formed to work on a particular **36** _____
- businesses may need to offer hours that are **37** _____, or the chance to work remotely

Management styles

- increasing need for managers to provide good **38** _____
- changes influenced by **39** _____ taking senior roles

Changes in the economy

- service sector continues to be important
- increasing value of intellectual property
- more and more **40** _____ workers

Transcripts

Part 1

INTERVIEWER: Excuse me.

LUISA: Yes?

INTERVIEWER: I wonder if you could spare a few minutes to do a survey on transport. It won't take long.

LUISA: No, that's fine.

INTERVIEWER: Lovely. The survey is on behalf of the local council. They'd like to know about what transport you use any suggestions for improvement. Can I start by asking you how you travelled to town today?

LUISA: Sure. I came on the bus.

INTERVIEWER: Great. Now can I get a few details about yourself?

LUISA: OK.

INTERVIEWER: What's your name?

LUISA: It's Luisa ...

INTERVIEWER: Yes.

LUISA: Hardie.

INTERVIEWER: Can you spell that, please?

LUISA: Yes, it's H-A-R-D-I-E.

INTERVIEWER: Great. Thanks. And can I have your address?

LUISA: It's 19, White Stone Road.

INTERVIEWER: Oh, right. I know that area. It's Bradfield, isn't it?

LUISA: That's right.

INTERVIEWER: Is the postcode GT7?

LUISA: It's actually G-T-8, 2-L-C.

INTERVIEWER: Great. And could I ask what your job is? Are you a student?

LUISA: I've actually just finished my training. I'm a hairdresser.

INTERVIEWER: Oh, right. And one more question in this section. What is the reason for you coming into town today?

LUISA: Actually it's not for shopping today, which would be my normal reason, but to see the dentist.

INTERVIEWER: Right. Thanks.

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INTERVIEWER: Now in this last section I'd like you to give us some ideas about the facilities and arrangements in the city for getting to and from work, er, any suggestions you have for improvements.

LUISA: Well, something I've thought about for some time is that when I do walk and I'm doing a later shift, I think the lighting should be better.

INTERVIEWER: Yes, good point.

LUISA: And of course, I think it's a real shame they've been cutting down on the number of footpaths. They should have more of those. Then people would walk more.

INTERVIEWER: Yes, right.

LUISA: And, I don't think there are enough trains. That's why I don't use them – you have to wait so long.

INTERVIEWER: Thanks. And finally I'd like to ask your opinion on cycling. As you may know, there's a drive in the city to get more people to cycle to work.

LUISA: Right.

INTERVIEWER: But we realise that there are things which the council, but also employers, might do to help encourage workers to cycle to work.

LUISA: Yep. Well, I have thought about it and where I work there are no safe places to leave your bikes.

INTERVIEWER: OK.

LUISA: And also, I'd have to cycle uphill and on a hot day I'd arrive at work pretty sweaty so I think I'd need a shower somewhere at work.

INTERVIEWER: Right.

LUISA: And I suppose the last thing is that I wouldn't be all that confident about cycling on such busy roads. I think I'd like to see you offering training for that, you know. I'd feel a lot better about starting if that was the case.

INTERVIEWER: Well, that's very helpful. Thank you very much for your time.

LUISA: No problem. Bye.

Part 2

Good morning. I'm very pleased to have this opportunity to say a little about two exciting new developments in the city: the Brackenside Open-Air Swimming Pool and the children's Adventure Playground in Central Park. As many of you may know, the idea for these initiatives came from you, the public, in the extensive consultation exercise which the City Council conducted last year. And they have been realised using money from the SWRDC – the South West Regional Development Commission.

First of all, Brackenside Pool. As many of the older members of the audience will remember, there used to be a wonderful open-air pool on the sea front 30 years ago but it had to close when it was judged to be unsafe. For the design of this new heated pool, we were very happy to secure the talents of internationally renowned architect Ellen Wendon, who has managed to combine a charming 1930s design, which fits is so well with many of the other buildings in the area, with up-to-the-minute features such as a recycling system – the only one of its kind in the world – which enables seawater to be used in the pool.

Now, there has been quite a bit of discussion in the local press about whether there would be enough room for the number of visitors we're hoping to attract, but the design is deceptive and there have been rigorous checks about capacity. Also, just in case you were wondering, we're on schedule for a June 15th opening date and well within budget: a testimony to the excellent work of local contractors Hickman's.

We hope that as many people as possible will be there on June 15th. We have engaged award-winning actress Coral White to declare the pool open and there'll be drinks and snacks available at the pool side. There'll also be a competition for the public to decide on the sculpture we plan to have at the entrance: you will decide which famous historical figure from the city we should have.

———————

And now, moving on the Central Park Playground, which we're pleased to announce has just won the Douglas Award for safety: the news came through only last week. The unique design is based on the concept of the Global Village, with the playground being divided into sex areas showing different parts of the world – each with a representative feature. For example, there is a section on Asia, and this is represented by rides and equipment in the shape of snakes, orang-utans, tigers and so on – fauna native to the forests of the region. Moving south to the Antarctic – we couldn't run to an ice rink I'm afraid but opted instead for climbing blocks in the shape of mountains – I thought they could have had slides for the glaciers but the designers did want to avoid being too literal! Then on to South America – and here the theme is El Dorado – games replicating the search for mines full of precious stones. And then moving up to North America, here there was considerable debate – I know the contribution of cinema and jazz was considered but the designers finally opted for rockets and the international Space Station. Eastwards to Europe then, and perhaps the most traditional choice of all the areas: medieval castles and other fortifications. Then last, but not least, moving south to Africa and a whole set of wonderful mosaics and trails to represent the great rivers of this fascinating and varied continent.

Now, the opening date for our Global Playground is 10th July. And again we'd love to see you there – so make a date and come and see this magnificent, original new amenity right in the heart of the city.

Part 3

VICTOR: Right, well, for our presentation shall I start with the early life of Thor Heyerdahl?

OLIVIA: Sure. Why don't you begin with describing the type of boy he was, especially his passion for collecting things.

VICTOR: That's right, he had his own the little museum. And I think it's unusual for children to develop their own values and not join in their parents' hobbies; I'm thinking of how Heyerdahl wouldn't go hunting with his dad, for example.

OLIVIA: Yeah, he preferred to learn about nature by listening to his mother read to him. And quite early on he knew he wanted to become an explorer when he grew up. That came from his camping trips he went on in Norway I think ...

VICTOR: No, it was climbing that he spent his time on as a young man.

OLIVIA: Oh, right ... After university he married a classmate and together, they decided to experience living on a small island, to find out how harsh weather conditions shaped people's lifestyles.

VICTOR: As part of their preparation before they left home, they learnt basic survival skills like building a shelter. I guess they needed that knowledge in order to live wild in a remote location with few inhabitants, cut of by the sea, which is what they were aiming to do.

OLIVIA: An important part of your talk should be the radical theory Heyerdahl formed from examining mysterious ancient carvings that he happened to find on the island. I think you should finish with that.

VICTOR: OK.

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OLIVIA: All right, Victor, so after your part I'll talk about Thor Heyerdahl's adult life, continuing from the theory he had about Polynesian migration: Up until that time of course, academics had believed that humans first migrated to the islands in Polynesia from Asia, in the west.

VICTOR: Yes, they thought that travel from the east was impossible, because of the huge, empty stretch of ocean that lies between the islands and the nearest inhabited land.

OLIVIA: Yes, but Heyerdahl spent ages studying the cloud movements, ocean currents and wind patterns to find if it was actually possible. And another argument was that there was no tradition of large ship-building in the communities lying to the east of Polynesia. But Heyerdahl knew they made lots of coastal voyages in locally built canoes.

VICTOR: Yes, or sailing on rafts, as was shown by the long voyage that Heyerdahl did next. It was an incredibly risky journey to undertake – sometimes I wonder if he did that trip for private reasons, you know? To show others that he could have spectacular adventures. What do you think, Olivia?

OLIVIA: Well, I think it was more a matter of simply trying out his idea, to see if migration from the east was possible.

VICTOR: Yes, that's probably it. And the poor guy suffered a bit at that time because the war forced him to stop his work for some years ...

OLIVIA: Yes. When he got started again and planned his epic voyage, do you think it was important to him that he achieve it before anyone else did?

VICTOR: Um, I haven't read anywhere that that was his motivation. The most important factor seems to have been that he use only ancient techniques and local materials to build his raft.

OLIVIA: Yes. I wonder how fast it went.

VICTOR: Well, it took them 97 days from South America to the Pacific Island.

OLIVIA: Mm. And after that, Heyerdahl went to Easter Island, didn't he? We should mention the purpose of that trip. I think he sailed there in a boat made out of reeds.

VICTOR: No, that was later on in Egypt, Olivia.

OLIVIA: Oh, yes, that's right.

VICTOR: But what he wanted to do was talk to the local people about their old stone carvings and then make one himself to learn more about the process.

OLIVIA: I see. Well, what a great life. Even though many of his theories have been disproven, he certainly left a lasting impression on many disciplines, didn't he? To my mind, he was first person to establish what modern academics call practical archaeology. I mean, that they try to recreate something from the past today, like he did with his raft trip. It's unfortunate that his ideas about where Polynesians originated from have been completely discredited.

VICTOR: Yes. Right, well, I'll prepare a PowerPoint slide at the end that acknowledges our sources. I mainly used *The Life and Work of Thor Heyerdahl* by William Oliver. I thought the research methods he used were very sound, although I must say I found the overall tone somewhat old-fashioned. I think they need to do a new, revised edition.

OLIVIA: Yeah, I agree. What about the subject matter – I found it really challenging!

VICTOR: Well, it's a complex issue ...

OLIVIA: I thought the book had lots of good points. What did you think of ...

Part 4

Well, I've been talking to managers in a number of businesses, and reading surveys about the future of management. And what I'm going to present in this seminar is a few ideas about how the activity is likely to change in the next ten years. It isn't a scientific, statistical analysis – just some ideas for us to discuss.

One area I want to mention is business markets, and I'm sure a really significant development will be a major increase in competition, with companies from all round the world trying to sell similar products. Consumers will have much more choice – for instance, food products sold in Australia might be manufactured in the USA, China, Finland and dozens of other countries. At the same time, mergers and takeovers mean that governments are actually losing power to major global corporations. We can probably all think of companies that exert a great deal of influence, which may be good for consumers. A third point I want to make about markets is that in the rapidly expanding economies, such as India,

China, Brazil and Russia, demand is growing very fast. This is putting pressure on resources all over the world.

I think businesses are becoming more open to external influences. In particular, companies are consulting customers more and more before making their business decisions. Companies are finding out what they want and providing it, instead of making products and then trying to sell them, which is the model of years ago.

Another influence is that concerns about the environment will force manufacturers to extend product lifecycles, to reduce the amount of pollution and waste. And in some cases, regulation will need to be strengthened.

Many societies are much more fluid and democratic, and the structure of companies is changing to reflect that. I think we're going to see a greater emphasis within companies on teams created with a specific project in mind. And when they're completed, the teams will be disbanded and new ones formed.

More and more people see work as simply one part of their lifestyle, and not the most important one, and as the workforce is shrinking in some countries, businesses are having to compete for staff instead of being about to choose among a lot of applicants. Typical examples that will attract and retain staff are traditional ones like flexible hours and – something that has been made possible by advances in technology – remote working, with people based at their home, abroad, or almost anywhere they choose.

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Management styles will almost certainly continue to change. Senior managers will require a lot more than the efficiency that they've always needed. Above all they'll need great skills in leadership, so that their organisation can initiate and respond to change in a fast-moving world, where they face lots of competing requirements and potential conflicts.

In most of the world, the senior managers of large businesses are mainly men in their fifties and sixties. The predominant style of management will almost certainly become more consultative and collaborative, caused above all, by more women moving into senior management positions.

Many of the changes are influenced by developments in the wider economy. The traditional emphasis of business was manufacturing, and of course the service sector is very important. But we shouldn't overlook the growing financial contribution of IP, that is, intellectual property. Some books and films generate enormous sums from the sale of related DVDs, music, games, clothes, and so on.

Another point I'd like to make is that although I've been talking about companies, one trend that they have to face is the move away from people working for the same employer for years. Instead, more and more people are becoming self-employed, to gain the freedom and control over their lives that they're unlikely to get from being employed.

OK, well that's all I want to say, so let's open it up for discussion.

Answer Key

#	Answer	Explanation
1	**Hardie**	Hardie.
2	**19**	It's 19, White Stone Road.
3	**GT8 2LC / GT82LC**	It's actually G-T-8, 2-L-C.
4	**hairdresser**	I've actually just finished my training. I'm a hairdresser.
5	**dentist / dentist's**	Actually it's not for shopping today, which would be my normal reason, but to see the dentist.
6	**lighting**	Well, something I've thought about for some time is that when I do walk and I'm doing a later shift, I think the lighting should be better.
7	**trains**	And, I don't think there are enough trains. That's why I don't use them – you have to wait so long.
8	**safe**	Yep. Well, I have thought about it and where I work there are no safe places to leave your bikes.
9	**shower**	And also, I'd have to cycle uphill and on a hot day I'd arrive at work pretty sweaty so I think I'd need a shower somewhere at work.
10	**training**	And I suppose the last thing is that I wouldn't be all that confident about cycling on such busy roads. I think I'd like to see you offering training for that, you know.
11	**A**	As many of you may know, the idea for these initiatives came from you, the public, in the extensive consultation exercise which the City Council conducted last year.
12	**C**	which fits is so well with many of the other buildings in the area, with up-to-the-minute features such as a recycling system – the only one of its kind in the world – which enables seawater to be used in the pool.
13	**C**	Now, there has been quite a bit of discussion in the local press about whether there would be enough room for the number of visitors we're hoping to attract, but the design is deceptive and there have been rigorous checks about capacity.
14	**A**	There'll also be a competition for the public to decide on the sculpture we plan to have at the entrance: you will decide which famous historical figure from the city we should have.

#	Answer	Explanation
15	**E**	For example, there is a section on Asia, and this is represented by rides and equipment in the shape of snakes, orang-utans, tigers and so on – fauna native to the forests of the region
16	**F**	Moving south to the Antarctic – we couldn't run to an ice rink I'm afraid but opted instead for climbing blocks in the shape of mountains – I thought they could have had slides for the glaciers but the designers did want to avoid being too literal!
17	**D**	Then on to South America – and here the theme is El Dorado – games replicating the search for mines full of precious stones.
18	**H**	And then moving up to North America, here there was considerable debate – I know the contribution of cinema and jazz was considered but the designers finally opted for rockets and the international Space Station
19	**A**	Eastwards to Europe then, and perhaps the most traditional choice of all the areas: medieval castles and other fortifications.
20	**B**	Then last, but not least, moving south to Africa and a whole set of wonderful mosaics and trails to represent the great rivers of this fascinating and varied continent.
21	**B / C**	Sure. Why don't you begin with describing the type of boy he was, especially his passion for collecting things. No, it was climbing that he spent his time on as a young man.
22	**B / C**	Sure. Why don't you begin with describing the type of boy he was, especially his passion for collecting things. No, it was climbing that he spent his time on as a young man.
23	**B / E**	Oh, right … After university he married a classmate and together, they decided to experience living on a small island to find out how harsh weather conditions shaped people's lifestyles.
24	**B / E**	Oh, right … After university he married a classmate and together, they decided to experience living on a small island to find out how harsh weather conditions shaped people's lifestyles.
25	**A**	Yes, they thought that travel from the east was impossible, because of the huge, empty stretch of ocean that lies between the islands and the nearest inhabited land.
26	**C**	Well, I think it was more a matter of simply trying out his idea, to see if migration from the east was possible.
27	**C**	The most important factor seems to have been that he use only ancient techniques and local materials to build his raft.

#	Answer	Explanation
28	**A**	But what he wanted to do was talk to the local people about their old stone carvings and then make one himself to learn more about the process.
29	**B**	To my mind, he was first person to establish what modern academics call practical archaeology. I mean, that they try to recreate something from the past today
30	**A**	I thought the research methods he used were very sound, although I must say I found the overall tone somewhat old-fashioned. I think they need to do a new, revised edition.
31	**competition**	One area I want to mention is business markets, and I'm sure a really significant development will be a major increase in competition, with companies from all round the world trying to sell similar products
32	**global**	At the same time, mergers and takeovers mean that governments are actually losing power to major global corporations.
33	**demand**	A third point I want to make about markets is that in the rapidly expanding economies, such as India, China, Brazil and Russia, demand is growing very fast.
34	**customers**	In particular, companies are consulting customers more and more before making their business decisions.
35	**regulation**	Another influence is that concerns about the environment will force manufacturers to extend product lifecycles, to reduce the amount of pollution and waste. And in some cases, regulation will need to be strengthened.
36	**project**	I think we're going to see a greater emphasis within companies on teams created with a specific project in mind.
37	**flexible**	Typical examples that will attract and retain staff are traditional ones like flexible hours and – something that has been made possible by advances in technology – remote working, with people based at their home, abroad, or almost anywhere they choose.
38	**leadership**	Above all they'll need great skills in leadership, so that their organisation can initiate and respond to change in a fast-moving world, where they face lots of competing requirements and potential conflicts.
39	**women**	The predominant style of management will almost certainly become more consultative and collaborative, caused above all, by more women moving into senior management positions.

#	Answer	Explanation
40	**self-employed**	Instead, more and more people are becoming self-employed, to gain the freedom and control over their lives that they're unlikely to get from being employed.

Cambridge IELTS 10 Academic Listening Test 3

PART 1 — QUESTIONS

Part 1 Audio: https://ielts-listening-audio.engnovatemedia.com/11944-cambridge-ielts-10-academic-listening-3-audio-1.mp3

Questions 1-10

Complete the form below.

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

Early Learning Childcare Centre

Enrolment Form

Example

Parent or guardian: Carol .....*Smith*.....

Personal Details

Child's name: Kate

Age: **1** _____

Address: **2** _____ Road, Woodside, 4032

Phone: 3345 9865

Childcare Information

Days enrolled for: Monday and **3** _____

Start time: **4** _____ am

Childcare group: the **5** _____ group

Which meal/s are required each day? **6** _____

Medical conditions: needs **7** _____

Emergency contact: Jenny 8 _____ Phone: 3346 7523

Relationship to child: 9 _____

Fees

Will pay each 10 _____

PART 2 — QUESTIONS

Part 2 Audio: https://ielts-listening-audio.engnovatemedia.com/11943-cambridge-ielts-10-academic-listening-3-audio-2.mp3

Questions 11-12

*Choose **TWO** letters, **A-E**.*

11 **12** Which **TWO** things does Alice say about the Dolphin Conservation Trust?

- **A** ☐ Children make up most of the membership.
- **B** ☐ It's the country's largest conservation organisation.
- **C** ☐ It helps finance campaigns for changes in fishing practices.
- **D** ☐ It employs several dolphin experts full-time.
- **E** ☐ Volunteers help in various ways.

Questions 13-15

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

13 Why is Alice so pleased the Trust has won the Charity Commission award?

- **A** ○ It has brought in extra money.
- **B** ○ It made the work of the trust better known.
- **C** ○ It has attracted more members.

14 Alice says oil exploration causes problems to dolphins because of

- **A** ○ noise.
- **B** ○ oil leaks.
- **C** ○ movement of ships.

15 Alice became interested in dolphins when

- **A** ○ she saw one swimming near her home.
- **B** ○ she heard a speaker at her school.
- **C** ○ she read a book about them.

Questions 16-20

Which dolphin does Alice make each of the following comments about?

*Write the correct letter, **A**, **B**, **C** or **D**, next to questions*

Dolphins

A Moondancer

B Echo

C Kiwi

D Samson

Comments

16 It has not been seen this year. _____

17 It is photographed more than the others. _____

18 It is always very energetic. _____

19 It is the newest one in the scheme. _____

20 It has an unusual shape. _____

PART 3 — QUESTIONS

Part 3 Audio: https://ielts-listening-audio.engnovatemedia.com/11942-cambridge-ielts-10-academic-listening-3-audio-3.mp3

Questions 21-25

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

Theatre Studies Course

21 What helped Rob to prepare to play the character of a doctor?

- **A** ○ the stories his grandfather told him
- **B** ○ the times when he watched his grandfather working
- **C** ○ the way he imagined his grandfather at work

22 In the play's first scene, the boredom of village life was suggested by

- **A** ○ repetition of words and phrases.
- **B** ○ scenery painted in dull colours.
- **C** ○ long pauses within conversations.

23 What has Rob learned about himself through working in a group?

- **A** ○ He likes to have clear guidelines.
- **B** ○ He copes well with stress.
- **C** ○ He thinks he is a good leader.

24 To support the production, research material was used which described

- **A** ○ political developments.
- **B** ○ changing social attitudes.
- **C** ○ economic transformations.

25 What problem did the students overcome in the final rehearsal?

- **A** ○ one person forgetting their words
- **B** ○ an equipment failure
- **C** ○ the injury of one character

Questions 26-30

What action is needed for the following stages in doing the 'year abroad' option?

*Choose **FIVE** answers from the box and write the correct letter, **A-G**, next to questions*

Action

A be on time

B get a letter of recommendation

C plan for the final year

D make sure the institution's focus is relevant

E show ability in Theatre Studies

F make travel arrangements and bookings

G ask for help

Stages in doing the 'year abroad' option

26 in the second year of the course _____

27 when first choosing where to go _____

28 when sending in your choices _____

29 when writing your personal statement _____

30 when doing the year abroad _____

PART 4 — QUESTIONS

Part 4 Audio: https://ielts-listening-audio.engnovatemedia.com/11941-cambridge-ielts-10-academic-listening-3-audio-4.mp3

Questions 31-40

Complete the notes below.

*Write **ONE WORD ONLY** for each answer.*

'Self-regulatory focus theory' and leadership

Self-regulatory focus theory

People's focus is to approach pleasure or avoid pain

Promotion goals focus on **31** _____

Prevention goals emphasise avoiding punishment

Factors that affect people's focus

The Chronic Factor

- comes from one's **32** _____

The **33** _____ Factor

- we are more likely to focus on promotion goals when with a **34** _____
- we are more likely to focus on prevention goals with our boss

How people's focus affects them

Promotion Focus: People think about an ideal version of themselves, their **35** _____ and their gains.

Prevention Focus: People think about their 'ought' self and their obligations

Leaders

Leadership behaviour and **36** _____ affects people's focus

Transformational Leaders:

- pay special attention to the **37** _____ of their followers

- passionately communicate a clear **38** _____
- inspire promotion focus in followers

Transactional Leaders:

- create **39** _____ to make expectations clear
- emphasise the results of a mistake
- inspire prevention focus in followers

Conclusion

Promotion Focus is good for jobs requiring **40** _____

Prevention Focus is good for work such as a surgeon

Leaders' actions affect which focus people use

Transcripts

Part 1

DIRECTOR: Good morning. Welcome to the Early Learning Childcare Centre. How may I help you?

CAROL: Hi. I spoke to you last week about enrolling my daughter to next year.

DIRECTOR: Oh, yes. I'll just get some details from you. So, you're her mother?

CAROL: That's right.

DIRECTOR: And, can I have your name?

CAROL: It's Carol, Carol Smith.

DIRECTOR: And your daughter's name?

CAROL: It's Kate.

DIRECTOR: Now, we have several groups at the centre and we cater for children from three to five years old. How old is your daughter?

CAROL: She's three now but she turns four next month.

DIRECTOR: I'll put four down because that's how old she'll be when she starts.

CAROL: Fine, she's so excited about her birthday and coming to the centre.

DIRECTOR: That's good to hear. And what's your address?

CAROL: It's 46 Wombat Road, that's W-O-M-B-A-T. Woodside 4032.

DIRECTOR: And what's the phone number?

CAROL: Oh ... it's ... 3345 9865.

DIRECTOR: So, have you decided on the days you'd like to bring your daughter here?

CAROL: I'd prefer Monday and Wednesday if possible.

DIRECTOR: Mmm. I'll check, Monday's fine, but I think the centre is already full for Wednesday. Erm. Yes. Sorry. It seems to be a very popular day. We can offer you a Thursday or a Friday as well.

CAROL: Oh dear. I suppose Thursday would be all right because she has swimming on Friday.

DIRECTOR: OK, got that. Because a lot of parents work, we do offer flexible start and finish times. We are open from 7:30 in the morning until 6 o'clock at night. What time would you like your daughter to start?

CAROL: I need to get to work in the city by 9:00 so I'll drop her off at 8:30. You're pretty close to the city here so that should give me plenty of time to get there.

DIRECTOR: That's fine. Now, we also need to decide which group she'll be in. we have two different groups and they're divided up according to age. There's the green group. Which is for three- to four-year-olds. And then there's the red group which is for four- to five-year-olds.

CAROL: She's quite mature for her age and she can already write her name and read a little.

DIRECTOR: Well, I'll put her in the red group and we can always change her to the green one if there are any problems.

CAROL: That sounds fine.

DIRECTOR: OK. Let's move on to meals. We can provide breakfast, lunch and dinner. As she's finishing pretty early, she won't need dinner, will you give her breakfast before she comes?

CAROL: Yes, she'll only need lunch.

————————

DIRECTOR: Now, does she have any medical conditions we need to know about? Does she have asthma or any hearing problems for example?

CAROL: No. But she does need to wear glasses.

DIRECTOR: Oh, I'll make a note of that.

CAROL: Yes, she's pretty good about wearing them, she can't see much without them.

DIRECTOR: Right. OK. Now, I also need emergency contact details.

CAROL: So what sort of information do you need?

DIRECTOR: Just the name and number of a friend or family member we can contact in case we can't get hold of you at any time.

CAROL: OK. That'd better be my sister ... Jenny Ball. That's B-A-double L. Her phone number is 3346 7523.

DIRECTOR: Great. So she is the child's aunt?

CAROL: Yes, that's right.

DIRECTOR: I'll make a note of that as well. Now, is there anything you'd like to ask?

CAROL: What about payment? How much are the fees each term?

DIRECTOR: Well, for two days and the hours you've chosen, that will be $450 altogether.

CAROL: OK, and do I have to pay that now?

DIRECTOR: No, we send out invoices once the children start at the centre. You can choose to pay at the end of each term or we do offer a slightly discounted rate if you pay every month.

CAROL: Oh, I'll do that then. I find it easier to budget that way and I'm not used to the term dates just yet.

DIRECTOR: Good, it makes it a lot simpler for us as well. Well, that's everything. Would you like me to show you around ...?

Part 2

INTERVIEWER: Today we're pleased to have on the show Alice Bussell from the Dolphin Conservation Trust. Tell us about the Trust, Alice.

ALICE: Well, obviously its purpose is to protect dolphins in seas all around the world. It tries to raise people's awareness of the problems these marine creatures are suffering because of pollution and other threats. It started ten years ago and it's one of the fastest growing animal charities in the country – although it's still fairly small compared with the big players in animal protection. We are particularly proud of the work we do in education – last year we visited a huge number of schools in different parts of the country, going round to talk to children and young people aged from five to eighteen. In fact, about thirty-five per cent of our members are children. The charity uses its money to support campaigns – for example, for changes in fishing policy and so forth. It hopes soon to be able to employ its first full-time biologist – with dolphin expertise – to monitor populations. Of course, many people give their services on a voluntary basis and we now have volunteers working in observation, office work and other things.

I should also tell you about the award we won from the Charity Commission last year – for our work in education. Although it's not meant an enormous amount of money for us, it has made our activities even more widely publicised and understood. In the long term it may not bring in extra members but we're hoping it'll have this effect.

INTERVIEWER: Is it possible to see dolphins in UK waters?

ALICE: Yes. In several locations. And we have a big project in the east part of Scotland. This has long been a haven for dolphins because it has very little shipping. However, that may be about to change soon because oil companies want to increase exploration there. We're campaigning against this because, although there'll be little pollution from oil, exploration creates a lot of underwater noise. It means the dolphins can't rest and socialise.

This is how I became interested in dolphin conservation in the first place. I had never seen one and I hadn't been particularly interested in them at school. Then I came across this story about a family of dolphins who had to leave their home in the Moray Firth because of the oil companies and about a child who campaigned to save them. I couldn't put the book down – I was hooked.

———————

INTERVIEWER: I'm sure our listeners will want to find out what they can do to help. You mentioned the 'Adopt a Dolphin' scheme. Can you tell us about that?

ALICE: Of course! People can choose one of our dolphins to sponsor. They receive a picture of it and news updates. I'd like to tell you about four which are currently being adopted by our members: Moondancer, Echo, Kiwi and Samson. Unfortunately, Echo is being rather elusive this year and hasn't yet been sighted by our observers but we remain optimistic that he'll be out there soon. All the others have been out in force – Samson and Moondancer are often photographed together but it is Kiwi who's our real 'character' as she seems to love coming up close for the cameras and we've captured her on film hundreds of times. They all have their own personalities – Moondancer is very elegant and curves out and into the water very smoothly, whereas Samson has a lot of energy – he's always leaping out of the water with great vigour. You'd probably expect him to be the youngest – he's not quite – that's Kiwi – but Samson's the latest of our dolphins to be chosen for the scheme. Kiwi makes a lot of noise so we can often pick her out straightaway. Echo and Moondancer are noisy too, but Moondancer's easy to find because she has a particularly large fin on her back, which makes her easy to identify. So, yes, they're all very different ...

INTERVIEWER: Well, they sound a fascinating group ...

Part 3

MIA: Hi, Rob. How's the course going?

ROB: Oh, hi, Mia. Yeah, great. I can't believe the first term's nearly over.

MIA: I saw your group's performance last night at the student theatre. It was good.

ROB: Really? Yeah ... but now we have to write a report on the whole thing, an in-depth analysis. I don't know where to start. Like, I have to write about the role I played, the doctor, how I developed the character.

MIA: Well, what was your starting point?

ROB: Er ... my grandfather was a doctor before he retired, and I just based it on him.

MIA: OK, but how? Did you talk to him about it?

ROB: He must have all sorts of stories, but he never says much about his work, even now. He has a sort of authority though.

MIA: So how did you manage to capture that?

ROB: I'd ... I'd visualise what he must have been like in the past, when he was sitting in his consulting room listening to his patients.

MIA: OK, so that's what you explain in your report.

ROB: Right.

MIA: Then there's the issue of atmosphere – so in the first scene we needed to know how boring life was in the doctor's village in the 1950s, so when the curtain went up on the first scene in the waiting room, there was that long silence before anyone spoke. And then people kept saying the same thing over and over, like 'Cold, isn't it?'

ROB: Yes, and everyone wore grey and brown, and just sat in a row.

MIA: Yes, all those details of the production.

ROB: And I have to analyse how I functioned in the group – what I found out about myself. I know I was so frustrated at times, when we couldn't agree.

MIA: Yes. So did one person emerge as the leader?

ROB: Sophia did. That was OK – she helped us work out exactly what to do, for the production. And that made me feel better, I suppose.

MIA: When you understood what needed doing?

ROB: Yes. And Sophia did some research, too. That was useful in developing our approach.

MIA: Like what?

ROB: Well, she found these articles from the 1950s about how relationships between children and their parents, or between the public and people like bank managers or the police were shifting.

MIA: Interesting. And did you have any practical problems to overcome?

ROB: Well, in the final rehearsal everything was going fine until the last scene – what's where the doctor's first patient appears on stage on his own.

MIA: The one in the wheelchair?

ROB: Yes, and he had this really long speech, with the stage all dark except for one spotlight – and then that stuck somehow so it was shining on the wrong side of the stage … but anyway we got that fixed, thank goodness.

MIA: Yes, it was fine on the night.

———————–

ROB: But while you're here, Mia. I wanted to ask you about the year abroad option. Would you recommend doing that?

MIA: Yes, definitely. It's a fantastic chance to study in another country for a year.

ROB: I think I'd like to do it, but it looks very competitive – there's only a limited number of places.

MIA: Yes, so next year when you are in the second year of the course, you need to work really hard in all your theatre studies modules. Only students with good marks get places – you have to prove that you know your subject really well.

ROB: Right. So how did you choose where to go?

MIA: Well, I decided I wanted a programme that would fit in with what I wanted to do after I graduate, so I looked for a university with emphasis on acting rather than directing for example. It depends on you. Then about six months before you go, you have to email the scheme coordinator with your top three

choices. I had a friend who missed the deadline and didn't get her first choice, so you do need to get a move on at that stage. You'll find that certain places are very popular with everyone.

ROB: And don't you have to write a personal statement at that stage?

MIA: Yes.

ROB: Right. I'll get some of the final year students to give me some tips … maybe see if I can read what they wrote.

MIA: I think that's a very good idea. I don't mind showing you what I did. And while you're abroad don't make the mistake I made. I got so involved I forgot all about making arrangements for when I came back here for the final year. Make sure you stay in touch so they know your choices for the optional modules. You don't want to miss out doing your preferred specialisms.

ROB: Right.

Part 4

Today, I want to talk about self-regulatory focus theory and how the actions of leaders can affect the way followers approach different situations. Self-regulatory focus theory is a theory developed by Tori Higgins. He says that a person' focus at any given time is to either approach pleasure or avoid pain. These are two basic motivations that each and every one of us has, and they cause us to have different kinds of goals. Promotion goals in different life situations emphasise achievement. Prevention goals are oriented towards the avoidance of punishment.

In a specific situation, our thoughts might focus more on promotion goals or more on prevention goals. The theory suggests that two factors affect which goals we are focusing on. First, there is a chronic factor. This factor is connected to a person's personality and says that each person has a basic tendency to either focus more on promotion goals or focus more on prevention goals as part of his or her personality. Second, there is a situational factor which means that the context we are in can make us more likely to focus on one set of goals or the other. For example, we are more likely to be thinking about pleasure and to have promotion goals when we are spending time with a friend. In contrast, if we are working on an important project for our boss, we are more likely to try to avoid making mistakes and therefore have more prevention goals in our mind.

Research has shown that the goals we are focusing on at a given time affect the way we think. For example, when focusing on promotion goals, people consider their ideal self, their aspirations and gains. They don't think about what they can lose, so they think in a happier mode. They feel more inspired to change.

When people are focusing on prevention goals, they think about their "ought" self. What are they supposed to be? What are people expecting from them? They consider their obligations to others. As a result, they experience more anxiety and try to avoid situations where they could lose.

———————–

Now that I have talked about the two focuses and how they affect people, I want to look at the idea that the way leaders behave, or their style of leading, can affect the focus that followers adopt in a specific situation. In talking about leadership, we often mention transformational leaders and transactional

leaders. Transformational leaders, when interacting with their followers, focus on their development. In their words and actions transformational leaders highlight change. Their speech is passionate and conveys a definitive vision. All of these things can encourage followers to think about what could be. In other words, they inspire a promotion focus in their followers.

In contrast, transactional leaders focus on developing clear structures that tell their followers exactly what is expected of them. While they do explain the rewards people will get for following orders, they emphasise more how a follower will be punished or that a follower won't get rewarded if his or her behaviour doesn't change. In short, they emphasise the consequences of making a mistake. This emphasis will clearly lead followers to focus on avoiding punishment and problems. This is clearly a prevention focus.

In conclusion, it is important to understand that one focus is not necessarily better than the other one. For a designer who works in a field where a lot of innovation is needed, a promotion focus is probably better. In contrast, a prevention focus which causes people to work more cautiously and produce higher quality work might be very appropriate for a job like a surgeon, for example. The main point of the research, though, is that the actions of leaders can greatly influence whether people approach a situation with more of a promotion focus or more of a prevention focus.

Answer Key

#	Answer	Explanation
1	**4**	I'll put four down because that's how old she'll be when she starts.
2	**46 Wombat**	It's 46 Wombat Road, that's W-O-M-B-A-T. Woodside 4032.
3	**Thursday**	Oh dear. I suppose Thursday would be all right because she has swimming on Friday.
4	**8.30/8:30**	I need to get to work in the city by 9:00 so I'll drop her off at 8:30.
5	**red**	Well, I'll put her in the red group and we can always change her to the green one if there are any problems.
6	**lunch**	Yes, she'll only need lunch.
7	**glasses**	No. But she does need to wear glasses.
8	**BALL**	OK. That'd better be my sister ... Jenny Ball
9	**aunt**	Great. So she is the child's aunt?
10	**month**	You can choose to pay at the end of each term or we do offer a slightly discounted rate if you pay every month.
11	**C / E**	The charity uses its money to support campaigns – for example, for changes in fishing policy and so forth. Of course, many people give their services on a voluntary basis and we now have volunteers working in observation, office work and other things.
12	**C / E**	The charity uses its money to support campaigns – for example, for changes in fishing policy and so forth. Of course, many people give their services on a voluntary basis and we now have volunteers working in observation, office work and other things.
13	**B**	Although it's not meant an enormous amount of money for us, it has made our activities even more widely publicised and understood.
14	**A**	We're campaigning against this because, although there'll be little pollution from oil, exploration creates a lot of underwater noise.
15	**C**	Then I came across this story about a family of dolphins who had to leave their home in the Moray Firth because of the oil companies and about a child who campaigned to save them. I couldn't put the book down – I was hooked.

#	Answer	Explanation
16	**B**	Unfortunately, Echo is being rather elusive this year and hasn't yet been sighted by our observers but we remain optimistic that he'll be out there soon
17	**C**	All the others have been out in force – Samson and Moondancer are often photographed together but it is Kiwi who's our real 'character' as she seems to love coming up close for the cameras and we've captured her on film hundreds of times.
18	**D**	They all have their own personalities – Moondancer is very elegant and curves out and into the water very smoothly, whereas Samson has a lot of energy – he's always leaping out of the water with great vigour.
19	**D**	You'd probably expect him to be the youngest – he's not quite – that's Kiwi – but Samson's the latest of our dolphins to be chosen for the scheme.
20	**A**	Echo and Moondancer are noisy too, but Moondancer's easy to find because she has a particularly large fin on her back, which makes her easy to identify.
21	**C**	I'd ... I'd visualise what he must have been like in the past, when he was sitting in his consulting room listening to his patients.
22	**A**	And then people kept saying the same thing over and over, like 'Cold, isn't it?'
23	**A**	Sophia did. That was OK – she helped us work out exactly what to do, for the production. And that made me feel better, I suppose.
24	**B**	Well, she found these articles from the 1950s about how relationships between children and their parents, or between the public and people like bank managers or the police were shifting.
25	**B**	Yes, and he had this really long speech, with the stage all dark except for one spotlight – and then that stuck somehow so it was shining on the wrong side of the stage ... but anyway we got that fixed, thank goodness.
26	**E**	Yes, so next year when you are in the second year of the course, you need to work really hard in all your theatre studies modules. Only students with good marks get places – you have to prove that you know your subject really well.
27	**D**	Well, I decided I wanted a programme that would fit in with what I wanted to do after I graduate, so I looked for a university with emphasis on acting rather than directing for example. It depends on you.

#	Answer	Explanation
28	**A**	I had a friend who missed the deadline and didn't get her first choice, so you do need to get a move on at that stage.
29	**G**	Right. I'll get some of the final year students to give me some tips … maybe see if I can read what they wrote.
30	**C**	And while you're abroad don't make the mistake I made. I got so involved I forgot all about making arrangements for when I came back here for the final year. Make sure you stay in touch so they know your choices for the optional modules.
31	**achievement / achievements**	Promotion goals in different life situations emphasise achievement.
32	**personality / character**	This factor is connected to a person's personality and says that each person has a basic tendency to either focus more on promotion goals or focus more on prevention goals as part of his or her personality.
33	**Situational**	Second, there is a situational factor which means that the context we are in can make us more likely to focus on one set of goals or the other.
34	**friend**	For example, we are more likely to be thinking about pleasure and to have promotion goals when we are spending time with a friend.
35	**aspirations / ambitions**	For example, when focusing on promotion goals, people consider their ideal self, their aspirations and gains.
36	**style**	Now that I have talked about the two focuses and how they affect people, I want to look at the idea that the way leaders behave, or their style of leading, can affect the focus that followers adopt in a specific situation.
37	**development**	Transformational leaders, when interacting with their followers, focus on their development.
38	**vision**	Their speech is passionate and conveys a definitive vision.
39	**structures**	In contrast, transactional leaders focus on developing clear structures that tell their followers exactly what is expected of them.
40	**innovation / innovations**	For a designer who works in a field where a lot of innovation is needed, a promotion focus is probably better.

Cambridge IELTS 10 Academic Listening Test 4

PART 1 — QUESTIONS

Part 1 Audio: https://ielts-listening-audio.engnovatemedia.com/11975-cambridge-ielts-10-academic-listening-4-audio-1.mp3

Questions 1-6

Complete the notes below.

*Write **ONE WORD ONLY** for each answer.*

THORNDYKE'S BUILDERS
Example Customer heard about Thorndyke's from a .....*friend*.....
Name: Edith [1] _____ **Address**: Flat 4, [2] _____ Park Flats (Behind the [3] _____) **Phone number: 875934** **Best time to contact customer**: during the [4] _____ **Where to park**: opposite entrance next to the [5] _____ Needs full quote showing all the jobs and the [6] _____

Questions 7-10

Complete the table below.

*Write **ONE WORD ONLY** for each answer.*

Area	Work to be done	Notes

Kitchen	Replace the **7** _____ in the door	Fix tomorrow
	Paint wall above the **8** _____	Strip paint and plaster approximately one **9** _____ in advance
Garden	One **10** _____ needs replacing (end of garden)	

PART 2 — QUESTIONS

Part 2 Audio: https://ielts-listening-audio.engnovatemedia.com/11974-cambridge-ielts-10-academic-listening-4-audio-2.mp3

Questions 11-15

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

MANHAM PORT

11 Why did a port originally develop at Manham?

- **A** ○ It was safe from enemy attack.
- **B** ○ It was convenient for river transport.
- **C** ○ It had a good position on the sea coast.

12 What caused Manham's sudden expansion during the Industrial Revolution?

- **A** ○ the improvement in mining techniques
- **B** ○ the increase in demand for metals
- **C** ○ the discovery of tin in the area

13 Why did rocks have to be sent away from Manham to be processed?

- **A** ○ shortage of fuel
- **B** ○ poor transport systems
- **C** ○ lack of skills among local people

14 What happened when the port declined in the twentieth century?

- **A** ○ The workers went away.
- **B** ○ Traditional skills were lost.
- **C** ○ Buildings were used for new purposes.

15 What did the Manham Trust hope to do?

- **A** ○ discover the location of the original port
- **B** ○ provide jobs for the unemployed
- **C** ○ rebuild the port complex

Questions 16-20

Complete the table below.

*Write **NO MORE THAN TWO WORDS** for each answer.*

Tourist attractions in Manham

Place	Features and activities	Advice
copper mine	specially adapted miners' **16** _____ take visitors into the mountain	the mine is **17** _____ and enclosed – unsuitable for children and animals
village school	classrooms and a special exhibition of **18** _____	a **19** _____ is recommended
'The George' (old sailing ship)	the ship's wheel (was lost but has now been restored)	children shouldn't use the **20** _____

PART 3 — QUESTIONS

Part 3 Audio: https://ielts-listening-audio.engnovatemedia.com/11973-cambridge-ielts-10-academic-listening-4-audio-3.mp3

Questions 21-22

*Choose **TWO** letters, **A-E**.*

21 **22** Which **TWO** skills did Laura improve as a result of her work placement?

- **A** ☐ communication
- **B** ☐ design
- **C** ☐ IT
- **D** ☐ marketing
- **E** ☐ organisation

Questions 23-24

*Choose **TWO** letters, **A-E**.*

23 **24** Which **TWO** immediate benefits did the company get from Laura's work placement?

- **A** ☐ updates for its software
- **B** ☐ cost savings
- **C** ☐ an improved image
- **D** ☐ new clients
- **E** ☐ a growth in sales

Questions 25-30

What source of information should Tim use at each of the following stages of the work placement?

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

Sources of information

A company manager

B company's personnel department

C personal tutor

D psychology department

E mentor

F university careers officer

G internet

Stages of the work placement procedure

25 obtaining booklet _____

26 discussing options _____

27 getting updates _____

28 responding to invitation for interview _____

29 informing about outcome of interview _____

30 requesting a reference _____

PART 4 — QUESTIONS

Part 4 Audio: https://ielts-listening-audio.engnovatemedia.com/11972-cambridge-ielts-10-academic-listening-4-audio-4.mp3

Questions 31-33

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

Nanotechnology: technology on a small scale

31 The speaker says that one problem with nanotechnology is that

- **A** ○ it could threaten our way of life.
- **B** ○ it could be used to spy on people.
- **C** ○ it is misunderstood by the public.

32 According to the speaker, some scientists believe that nono-particles

- **A** ○ should be restricted to secure environments.
- **B** ○ should be used with more caution.
- **C** ○ should only be developed for essential products.

33 In the speaker's opinion, research into nanotechnology

- **A** ○ has yet to win popular support.
- **B** ○ could be seen as unethical.
- **C** ○ ought to be continued.

Questions 34-40

Complete the notes below.

*Write **ONE WORD ONLY** for each answer.*

Uses of Nanotechnology

Transport

- Nanotechnology could allow the development of stronger **34** _____
- Planes would be much lighter in weight.
- **35** _____ travel will be made available to the masses.

Technology

- Computers will be even smaller, faster, and will have a greater **36** _____
- **37** _____ Energy will become more affordable.

The Environment

- Nano-robots could rebuild the ozone layer.
- Pollutants such as **38** _____ could be removed from water
- There will be no **39** _____ from manufacturing.

Health and Medicine

- New methods of food production could eradicate famine.
- Analysis of medical **40** _____ will be speeded up.
- Life expectancy could be increased.

Transcripts

Part 1

MR THORNDYKE: Thorndyke's

EDITH: Good morning. Is that Mr Thorndyke?

MR THORNDYKE: Speaking. How can I help?

EDITH: I've got quite a few things which need painting and fixing in the flat and I wonder whether you'd be able to do the work.

MR THORNDYKE: I'm sure I'd be able to help but let me take down a few details.

EDITH: Yes, of course.

MR THORNDYKE: Well, firstly, how did you hear about us?

EDITH: It was my friend May Hampton … you did some excellent work for her a couple of years ago. Do you remember?

MR THORNDYKE: Oh, yes, that was in West Park Flats, lovely lady.

EDITH: Yes, she is.

MR THORNDYKE: And what's your name, please?

EDITH: It's Edith Pargetter.

MR THORNDYKE: Edith … can you spell your surname, please?

EDITH: It's P-A-R-G-E-double T-E-R.

MR THORNDYKE: Double T, right. And do you live in West Park Flats as well?

EDITH: No, actually it's East Park, Flat 4.

MR THORNDYKE: Oh, right, that's over the road, I seem to remember – quite difficult to get to.

EDITH: Yes, it's at the back of the library.

MR THORNDYKE: Right, I know. And what's your phone number?

EDITH: 875934 but I'm out a great deal in the afternoons and evenings.

MR THORNDYKE: So would the best time to ring you be in the morning?

EDITH: Yes.

MR THORNDYKE: Fine. I've made a note of that. Can I just ask, I'll be in a van and I know parking's rather difficult round your flats. Where would you recommend?

EDITH: Well, I always tell people in larger vehicles to park by the postbox on the other side of the road from the entrance.

MR THORNDYKE: Good, thanks.

EDITH: And will you be able to give me a full itemised quote?

MR THORNDYKE: Oh, yes, I'll list all the jobs separately with individual prices.

EDITH: That'd be a great help.

MR THORNDYKE: No problem.

———————————

MR THORNDYKE: Now, what would you like me to do?

EDITH: Firstly and most urgently is in the kitchen. With all the weather damage, the glass in the door has cracked and I'd need that fixing ...

MR THORNDYKE: I presume you mean replacing?

EDITH: Oh, yes. And as soon as possible ...

MR THORNDYKE: What I'll do is come round tomorrow morning and do that immediately.

EDITH: Thank you so much. The other things aren't so urgent but ...

MR THORNDYKE: Now, I'll make a note of everything you want doing.

EDITH: Well, in the kitchen I'd like some painting doing.

MR THORNDYKE: All the kitchen walls?

EDITH: Just the area over the cooker. It's very greasy ...

MR THORNDYKE: Right ... it does tend to get that way!

EDITH: Yes!

MR THORNDYKE: Well, if you want a proper job done what I'd need to do is strip the old paint and plaster it about a week before I paint it.

EDITH: Of course. Now, May tells me you also do work in the garden.

MR THORNDYKE: That's right.

EDITH: Well, I'd like you to replace a fence.

MR THORNDYKE: Just one?

EDITH: Yes, at the far end.

MR THORNDYKE: Fine. Shouldn't be a problem.

EDITH: And that's the lot.

MR THORNDYKE: Fine. Yeah, as I say I can come round tomorrow morning to look over things with you.

EDITH: That's great, thank you.

MR THORNDYKE: So, I'll look forward to seeing you tomorrow at ...

Part 2

Welcome to Manham Port, where a thousand years of history are brought to life. All the family can enjoy a day out at Manham: visit our copper mine, see models of the machinery it used, have your photo taken in nineteenth-century costume, experience at first hand how people lived at different stages throughout history, and especially how children studied, worked and played.

The port of Manham is located in beautiful and peaceful countryside, on a bend in the great River Avon, and developed here because it's the highest navigable point of the Avon – boats can go no higher up this river – and proved a handy place to load and unload cargo to and from the sea, which is over 23 miles away. A small port was already established here when, about 900 years ago, tin was discovered nearby, though it wasn't until the Industrial Revolution, when a tremendous need for metals of all kinds developed, that Manham expanded to become one of the busiest ports in the country. And because it was already so busy, prospectors began to look for other minerals, and by the end of the nineteenth century, lead, copper, manganese and arsenic were added to the cargos leaving Manham.

In the early days, the ores had been smelted – or processed – in the same area they were mined. But, as demand grew, the smelting process required huge factory furnaces or fires to melt the metal from the rock and there was not enough coal in the local area, so the rocks containing minerals had to be shipped long distances.

Sadly, in the twentieth century, the great port of Manham declined, and thousands of workers were forced to emigrate out of the area. The building at the port fell into disrepair, and the place became almost forgotten. But then, the Manham Trust was formed to conserve the historical resources of the area. It organised scores of local volunteers to remove undergrowth to find the original outlines of the installations. It then brought in paid professionals to match installations with maps of the original port complex and to set about reconstructing it. Today you can see the results of this ambitious programme of restoration. The intention, and we believe this will be realised before the end of the year, is to return Manham Port to the condition it reached at its peak as 'the greatest copper port in the country'.

———————

But what can you do and see on your visit today? Here are just a few highlights. We suggest you start with the visit to the copper mine. Travel on converted mining trains and journey into the depths of the mountain along seams once worked by hundreds of miners. Watch out especially for the great pumping machines which rid the mine of water. But please be warned that, like all mines, ours is very dark and closed in and we do say that children under five and also dogs should NOT be taken into the mine.

The next recommended visit is to the village school. While looking round the classrooms, take a special look at our display of games, which is one of the largest in the world. And it's recommended that you time your visit to coincide with a guided tour. This will give you the opportunity to ask lots of questions. Near the school is the beautiful old sailing ketch called 'The George'. You are welcome to board the boat and look round the cabins. Look out for the shop's wheel which was missing until only five years ago when it was dredged out of the silt by a local fisherman. We have no idea how it got there but it's been polished and proudly restored to its original place on the boat. Please take care going down the ladders if you wish to visit the lower deck – we don't recommend you allow young children to use them.

So we hope you have a memorable visit to Manham Port and will tell your friends all about us.

Part 3

TIM: Hi, Laura – could you spare a few minutes to talk about the work placement you did last summer? I'm thinking of doing one myself …

LAURA: Hi, Tim. Sure.

TIM: Didn't you do yours at an environmental services company?

LAURA: That's right … It's only a very small company and they needed someone to produce a company brochure, and I wanted to get some business experience because I'm interested in a career in occupational psychology in a business environment. It was good because I had overall responsibility for the project.

TIM: What kind of skills do you think you developed on the placement? I mean, apart from the ones you already had … Did you have to do all the artwork for the brochure, the layout and everything?

LAURA: We hired the services of a professional photographer for that. I did have to use my IT skills to a certain extent because I cut and pasted text from marketing leaflets, but that didn't involve anything I hadn't done before.

TIM: Do you think you got any better at managing your time and prioritizing things? You always used to say you had trouble with that …

LAURA: Oh, definitely. There was so much pressure to meet the project deadline. And I also got better at explaining things and asserting my opinions, because I had to have weekly consultations with the marketing manager and give him a progress report.

TIM: It sounds as if you got a lot out of it then.

LAURA: Absolutely. It was really worthwhile … But you know, the company benefited too …

TIM: Yes, they must have done. After all, if they'd used a professional advertising agency to produce their brochure instead of doing it in-house, presumably they'd have paid a lot more?

LAURA: Oh, yes. I worked it out – it would have been 250 per cent more. And I thought the end result was good, even though we did everything on site. The company has quite a powerful computer and I managed to borrow some scanning software from the university. The new brochure looks really professional; it enhances the image of the company straight away.

TIM: So in the long run it should help them to attract clients, and improve their sales figures?

LAURA: That's the idea. Yeah.

———————

TIM: Well, all in all it sounds very positive – I think I will go ahead and apply for a placement myself. How do I go about it?

LAURA: It's easy enough to do, because there's a government agency called STEP – S-T-E-P – that organises placements for students. You should start by getting their booklet with all the details – I expect you can download one from their website.

TIM: Actually, they've got copies in the psychology department – I've seen them there. I'll just go to the office and pick one up.

LAURA: Right. And then if I were you, after I'd looked at it I'd go over all the options with someone …

TIM: I suppose I should ask my tutor's advice. He knows more about me than anyone.

LAURA: One of the career officers would be better, they've got more knowledge about the jobs market than your personal tutor would have.

TIM: OK …

LAURA: And then when you know what you want you can register with STEP – you'll find their address in the booklet. And once you've registered they assign you to a mentor who looks after your application.

TIM: And then I suppose you just sit back and wait till you hear something?

LAURA: They told me at the careers office that it's best to be proactive, and get updates yourself by checking the website for new placement alerts. Your mentor is supposed to keep you informed, but you can't rely on that.

TIM: I don't suppose it's a good idea to get in touch with companies directly, is it?

LAURA: Not really … But it is the company who notifies you if they want you to go for an interview. You get a letter of invitation or an email from personnel departments.

TIM: And do I reply directly to them?

LAURA: Yes, you do. STEP only gets involved again once you've been made a job offer.

TIM: Right … So, once you've had an interview you should let your mentor know what the outcome is? I mean whether you're offered a job, and whether you've decided to accept it?

LAURA: That's right. They'll inform the careers office once a placement has been agreed, so you don't have to do that.

TIM: Is that all then?

LAURA: More or less. Only once you've accepted an offer you'll probably have to supply a reference, because the placement will be conditional on that. And that's something you should ask your own tutor

to provide. He knows about your academic ability and also about your qualities, like reliability.

TIM: Well, thanks very much for the information – I'm starting to look forward ...

Part 4

Today we're going to look at an important area of science, namely nanotechnology. So what is it? Nano means tiny, so it's science and engineering on the scale of atoms and molecules. The idea is that by controlling and rearranging atoms, you can literally create anything. However, as we'll see, the science of the small has some big implications affecting us in many ways.

There's no doubt that nanotechnology promises so much for civilisation. However, all new technologies have their teething problems. And with nanotechnology, society often gets the wrong idea about its capabilities. Numerous science-fiction books and movies have raised people's fears about nanotechnology – with scenarios such as inserting little nano-robots into your body that monitor everything you do without you realising it, or self-replicating nano-robots that eventually take over the world.

So how do we safeguard such a potentially powerful technology? Some scientists recommend that nano-particles be treated as new chemicals with separate safety tests and clear labelling. They believe that greater care should also be taken with nano-particles in laboratories and factories. Others have called for a withdrawal of new nano products such as cosmetics and a temporary halt to many kinds of nanotech research.

But as far as I'm concerned there's a need to plough ahead with the discoveries and applications of nanotechnology. I really believe that most scientists would welcome a way to guard against unethical uses of such technology. We can't go around thinking that all innovation is bad, all advancement is bad. As with the debate about any new technology, it is how you use it that's important. So let's look at some of its possible uses.

———————

Thanks to nanotechnology, there could be a major breakthrough in the field of transportation with the production of more durable metals. These could be virtually unbreakable, lighter and much more pliable leading to planes that are 50 times lighter than at present. Those same improved capabilities will dramatically reduce the cost of travelling into space making it more accessible to ordinary people and opening up to totally new holiday destination.

In terms of technology, the computer industry will be able to shrink computer parts down to minute sizes. We need nanotechnology in order to create a new generation of computers that will work even faster and will have a million times more memory but will be about the size of a sugar cube. Nanotechnology could also revolutionise the way that we generate power. The cost of solar cells will be drastically reduced so harnessing this energy will be far more economical than at present.

But nanotechnology has much wider applications than this and could have an enormous impact on our environment. For instance, tiny airborne nano-robots could be programmed to actually rebuild the ozone layer, which could lessen the impact of global warming on our planet. That's a pretty amazing thought, isn't it? On a more local scale, this new technology could help with the clean-up of environmental disasters as nanotechnology will allow us to remove oil and other contaminants from the

water far more effectively. And, if nanotechnology progresses as expected – as a sort of building block set of about 90 atoms – then you could build anything you wanted from the bottom up. In terms of production, this means that you only use what you need and so there wouldn't be any waste.

The notion that you could create anything at all has major implications for our health. It means that we'll eventually be able to replicate anything. This would have a phenomenal effect on our society. In time it could even lead to the eradication of famine through the introduction of machines that produce food to feed the hungry.

But it's in the area of medicine that nanotechnology may have its biggest impact. How we detect disease will change as tiny biosensors are developed to analyse tests in minutes rather than days. There's even speculation nano-robots could be used to slow the ageing process, lengthening life expectancy.

As you can see, I'm very excited by the implications that could be available to us in the next few decades. Just how long it'll take, I honestly don't know.

Answer Key

#	Answer	Explanation
1	**Pargetter**	It's Edith Pargetter.
2	**East**	No, actually it's East Park, Flat 4.
3	**library**	Yes, it's at the back of the library.
4	**morning / mornings**	So would the best time to ring you be in the morning?
5	**postbox**	Well, I always tell people in larger vehicles to park by the postbox on the other side of the road from the entrance.
6	**prices**	Oh, yes, I'll list all the jobs separately with individual prices.
7	**glass**	Firstly and most urgently is in the kitchen. With all the weather damage, the glass in the door has cracked and I'd need that fixing ...
8	**cooker**	Just the area over the cooker. It's very greasy ...
9	**week**	Well, if you want a proper job done what I'd need to do is strip the old paint and plaster it about a week before I paint it.
10	**fence**	Well, I'd like you to replace a fence.
11	**B**	The port of Manham is located in beautiful and peaceful countryside, on a bend in the great River Avon, and developed here because it's the highest navigable point of the Avon – boats can go no higher up this river – and proved a handy place to load and unload cargo to and from the sea, which is over 23 miles away.
12	**B**	A small port was already established here when, about 900 years ago, tin was discovered nearby, though it wasn't until the Industrial Revolution, when a tremendous need for metals of all kinds developed, that Manham expanded to become one of the busiest ports in the country.
13	**A**	But, as demand grew, the smelting process required huge factory furnaces or fires to melt the metal from the rock and there was not enough coal in the local area, so the rocks containing minerals had to be shipped long distances.
14	**A**	Sadly, in the twentieth century, the great port of Manham declined, and thousands of workers were forced to emigrate out of the area.

#	Answer	Explanation
15	**C**	It then brought in paid professionals to match installations with maps of the original port complex and to set about reconstructing it.
16	**trains**	Travel on converted mining trains and journey into the depths of the mountain along seams once worked by hundreds of miners.
17	**dark**	But please be warned that, like all mines, ours is very dark and closed in and we do say that children under five and also dogs should NOT be taken into the mine.
18	**games**	While looking round the classrooms, take a special look at our display of games, which is one of the largest in the world.
19	**guided tour**	And it's recommended that you time your visit to coincide with a guided tour.
20	**ladder / ladders**	Please take care going down the ladders if you wish to visit the lower deck – we don't recommend you allow young children to use them.
21	**A / E**	Do you think you got any better at managing your time and prioritizing things? You always used to say you had trouble with that … Oh, definitely. There was so much pressure to meet the project deadline. And I also got better at explaining things and asserting my opinions, because I had to have weekly consultations with the marketing manager and give him a progress report.
22	**A / E**	Do you think you got any better at managing your time and prioritizing things? You always used to say you had trouble with that … Oh, definitely. There was so much pressure to meet the project deadline. And I also got better at explaining things and asserting my opinions, because I had to have weekly consultations with the marketing manager and give him a progress report.
23	**B / C**	Oh, yes. I worked it out – it would have been 250 per cent more. The new brochure looks really professional; it enhances the image of the company straight away.
24	**B / C**	Oh, yes. I worked it out – it would have been 250 per cent more. The new brochure looks really professional; it enhances the image of the company straight away.
25	**D**	Actually, they've got copies in the psychology department – I've seen them there. I'll just go to the office and pick one up.
26	**F**	One of the career officers would be better, they've got more knowledge about the jobs market than your personal tutor would have.

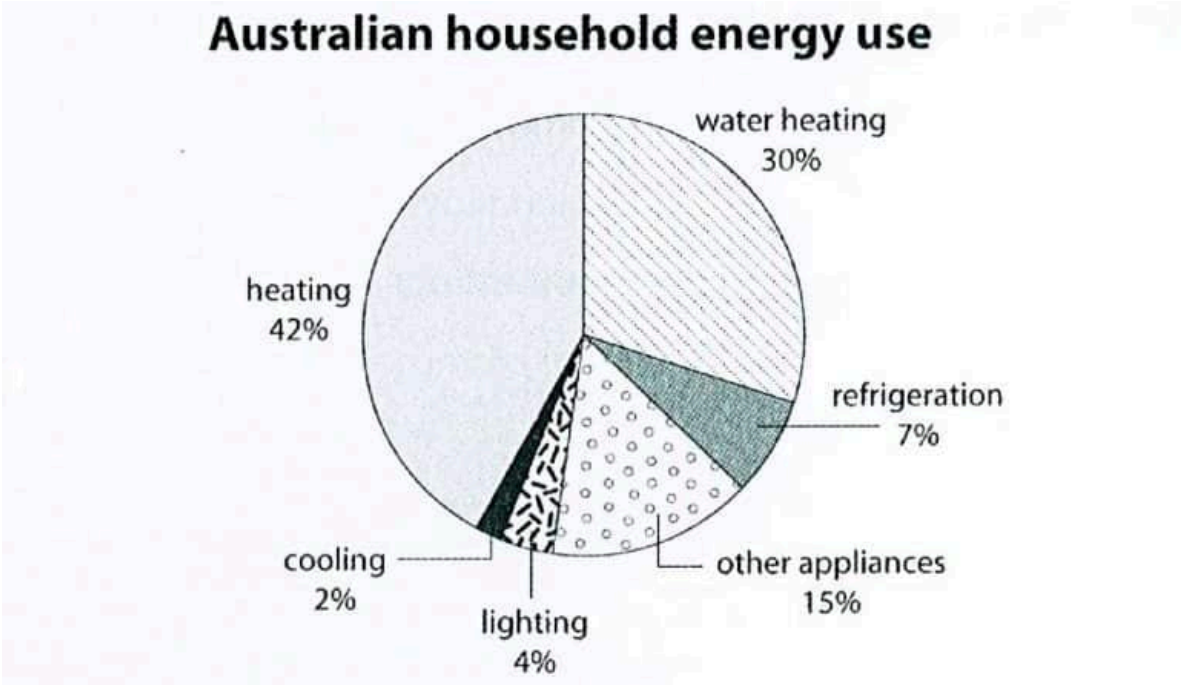
#	Answer	Explanation
27	**G**	They told me at the careers office that it's best to be proactive, and get updates yourself by checking the website for new placement alerts.
28	**B**	Not really ... But it is the company who notifies you if they want you to go for an interview. You get a letter of invitation or an email from personnel departments.
29	**E**	Right ... So, once you've had an interview you should let your mentor know what the outcome is? I mean whether you're offered a job, and whether you've decided to accept it?
30	**C**	And that's something you should ask your own tutor to provide.
31	**C**	And with nanotechnology, society often gets the wrong idea about its capabilities.
32	**B**	Some scientists recommend that nano-particles be treated as new chemicals with separate safety tests and clear labelling.
33	**C**	But as far as I'm concerned there's a need to plough ahead with the discoveries and applications of nanotechnology.
34	**metal / metals**	Thanks to nanotechnology, there could be a major breakthrough in the field of transportation with the production of more durable metals
35	**space**	Those same improved capabilities will dramatically reduce the cost of travelling into space making it more accessible to ordinary people and opening up to totally new holiday destination.
36	**memory**	We need nanotechnology in order to create a new generation of computers that will work even faster and will have a million times more memory but will be about the size of a sugar cube
37	**solar**	The cost of solar cells will be drastically reduced so harnessing this energy will be far more economical than at present.
38	**oil**	On a more local scale, this new technology could help with the clean-up of environmental disasters as nanotechnology will allow us to remove oil and other contaminants from the water far more effectively.
39	**waste**	In terms of production, this means that you only use what you need and so there wouldn't be any waste.
40	**tests**	How we detect disease will change as tiny biosensors are developed to analyse tests in minutes rather than days.

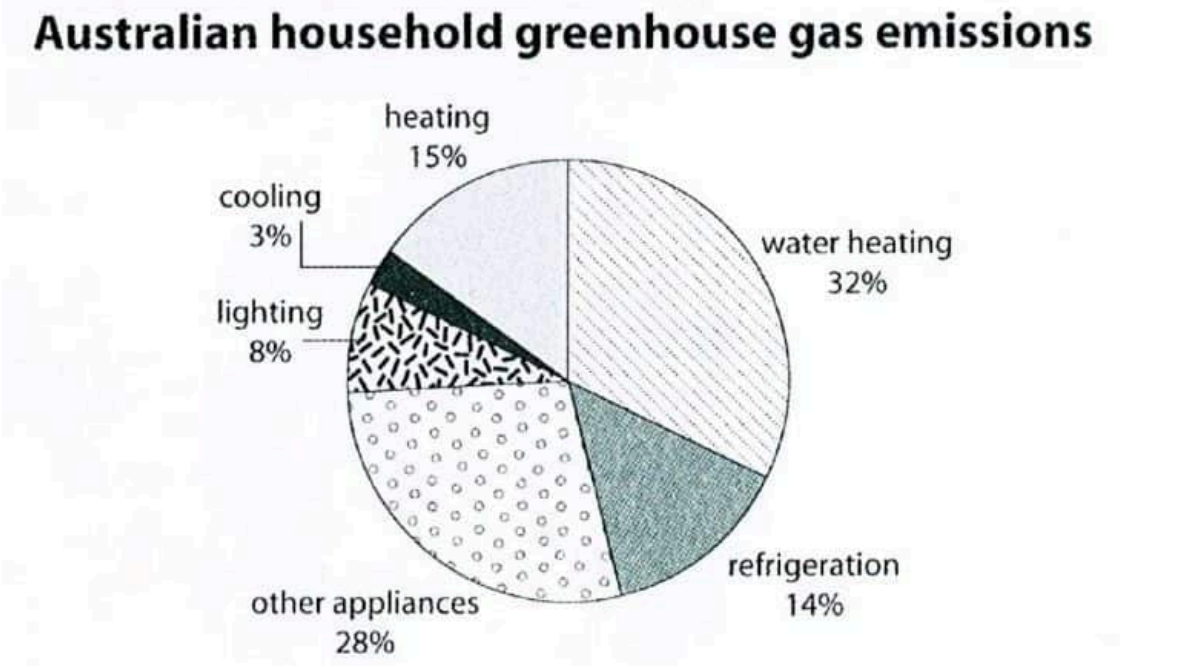
Cambridge IELTS 10 Academic Writing Test 1

Part 1

The first chart below shows how energy is used in an average Australian household. The second chart shows the greenhouse gas emissions which result from this energy use.

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





Part 2

It is important for children to learn the difference between right and wrong at an early age. Punishment is necessary to help them learn this distinction.

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

What sort of punishment should parents and teachers be allowed to use to teach good behaviour to children?

Cambridge IELTS 10 Academic Writing Test 2

Part 1

The tables below give information about sales of Fairtrade-labelled coffee and bananas in 1999 and 2004 in five European countries.

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

Sales of Fairtrade-labelled coffee and bananas (1999 & 2004)

Coffee	1999 (millions of euros)	2004 (millions of euros)
UK	1.5	20
Switzerland	3	6
Denmark	1.8	2
Belgium	1	1.7
Sweden	0.8	1

Bananas	1999 (millions of euros)	2004 (millions of euros)
UK	15	47
Switzerland	1	5.5
Belgium	0.6	4
Sweden	1.8	1
Denmark	2	0.9

* Fairtrade: a category of products for which farmers from developing countries have been paid an officially agreed fair price.

Part 2

Some people think that all university students should study whatever they like. Others believe that they should only be allowed to study subjects that will be useful in the future, such as those related to science and technology.

Discuss both these views and give your own opinion.

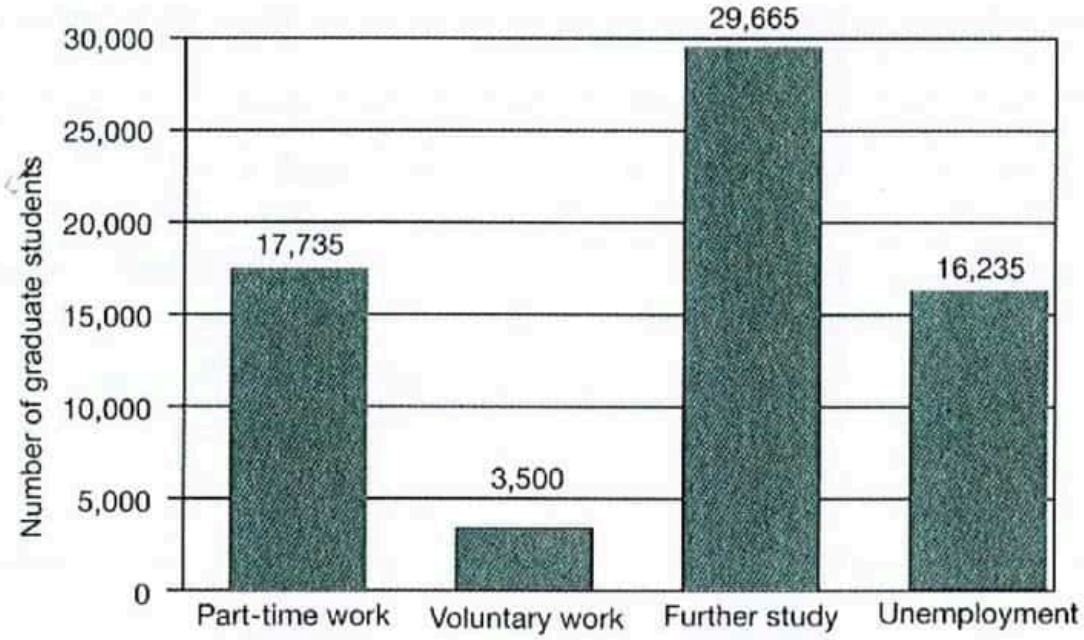
Cambridge IELTS 10 Academic Writing Test 3

Part 1

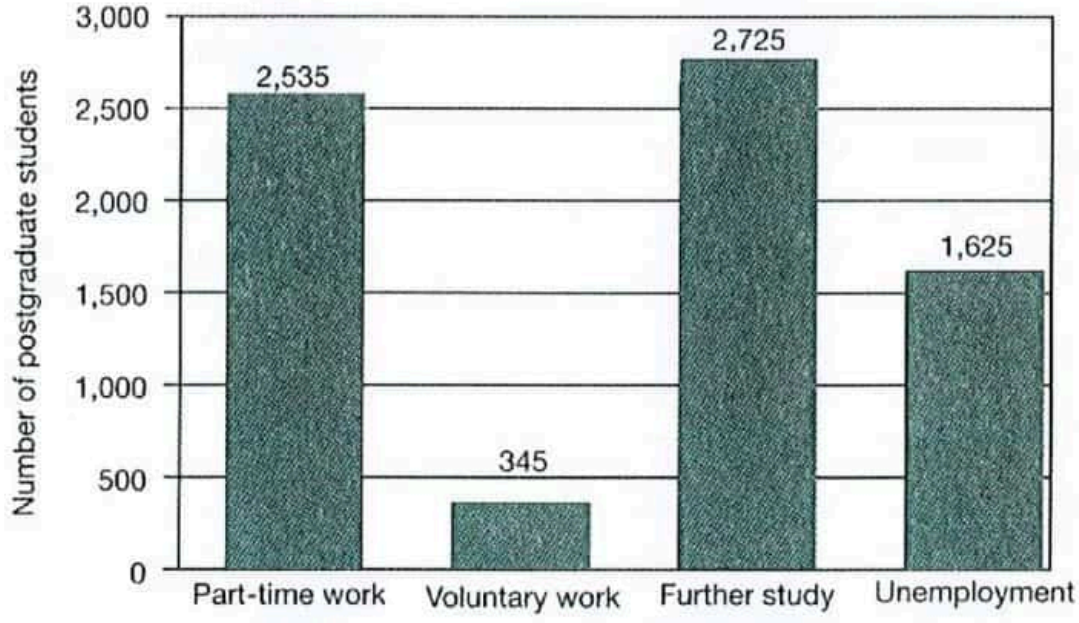
The charts below show what UK graduate and postgraduate students who did not go into full-time work did after leaving college in 2008

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

Destination of UK graduates (excluding full-time work) 2008



Destination of UK postgraduates (excluding full-time work) 2008



Part 2

Countries are becoming more and more similar because people can buy the same products anywhere in the world.

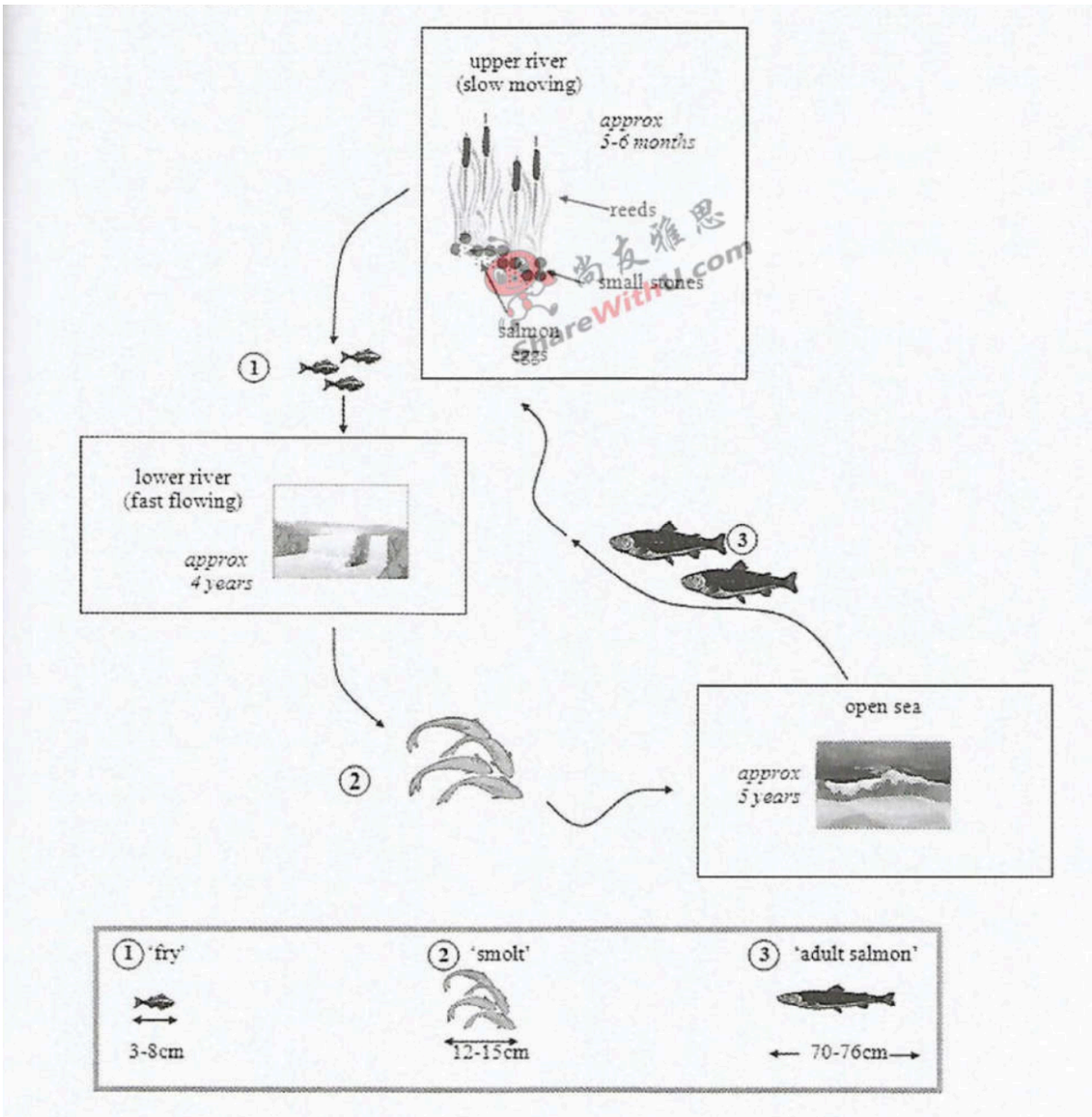
Do you think this is a positive or negative development?

Cambridge IELTS 10 Academic Writing Test 4

Part 1

The diagrams below show the life cycle of a speicies of large fish called the salmon.

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



Part 2

Many museums charge for admission while others are free.

Do you think the advantages of charging people for admission to museums outweigh the disadvantages?

Cambridge IELTS 10 Academic Speaking Test 1

Part 1

Question 1

How do you usually spend your weekends? [Why?]

Question 2

Which is your favorite part of the weekend? [Why?]

Question 3

Do you think your weekends are long enough? [Why/Why note?]

Question 4

How important do you think it is to have free time at the weekends? [Why?]

Part 2

Question 5

Describe someone you know who does something well.

You should say:

who this person is

how you know this person

what they do well

and explain why you think this person is so good at doing this.

Part 3

Question 6

What skills and abilities do people most want to have today? Why

Question 7

Which skills should children learn at school? Are there any skills which they should learn at home? What are they?

Question 8

Which skills do you think will be important in the future? Why?

Question 9

Which kinds of jobs have the highest salaries in your country? Why is this?

Question 10

Are there any other jobs that you think should have high salaries? Why do you think that?

Question 11

Some people say it would be better for society if everyone got the same salary. What do you think about that? Why?

Cambridge IELTS 10 Academic Speaking Test 2

Part 1

Question 1

What types of music do you like to listen to? [Why?]

Question 2

At what times of day do you like to listen to music? [Why?]

Question 3

Did you learn to play a musical instrument when you were a child? [Why/Why not?]

Question 4

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

Part 2

Question 5

Describe a shop near where you live that you sometimes use.

You should say:

what sorts of product or service it sells

what the shop looks like

where it is located

and explain why you use this shop.

Part 3

Question 6

What types of local business are there in your neighbourhood? Are there any restaurants, shops, or dentists for example?

Question 7

Do you think local businesses are important for a neighborhood? In what way?

Question 8

How do large shopping malls and commercial centres affect small local businesses? Why do you think that is?

Question 9

Why do some people want to start their own business?

Question 10

Are there any disadvantages to running a business? Which is the most serious?

Question 11

What are the most important qualities that a good business person needs? Why is that?

Cambridge IELTS 10 Academic Speaking Test 3

Part 1

Question 1

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

Question 2

Have you done much travelling? [Why/Why not?]

Question 3

Do you hink it's better to travel alone or with other people? [Why?]

Question 4

Where would you like to travel in the future? [Why?]

Part 2

Question 5

Describe a child that you know.

You should say:

who this child is and how often you see him or her

how old this child is

what he or she is like

and explain what you feel about this child.

Part 3

Question 6

How much time do childen spend with their parents in your country? Do you think that is enough?

Question 7

How important do you think spending time together is for the relationships between parents and children? Why?

Question 8

Have relationships between parents and children changed in recent years? Why do you think that is?

Question 9

What are the most popular free-time activities with children today?

Question 10

Do you think the free-time activities children do today are good for their height? Why is that?

Question 11

How do you think children's activities will change in the future? Will this be a positive change?

Cambridge IELTS 10 Academic Speaking Test 4

Part 1

Question 1

Did you go to secondary/high school near to where you lived? [Why/Why not?]

Question 2

What do you like about your secondary/high school? [Why?]

Question 3

Tell me about anything you didn't like at your school.

Question 4

How do you think your school could be improved? [Why/Why not?]

Part 2

Question 5

Describe something you don't have now but would really like to own in the future.

You should say:

what this thing is

how long you have wanted to own it

where you first say it

and explain why you would like to own it

Part 3

Question 6

What types of things do young people in your country most want to own today?

Why is this?

Question 7

Why do some people feel they need to own things?

Question 8

Do you think that owning lots of things makes people happy? Why?

Question 9

Do you think television and films can make people want to get new possessions?

Question 10

Why do they have this effect?

Question 11

Are there any benefits to society of people wanting to get new possessions?

Why do you think this is?

Question 12

Do you think people will consider that having lots of possessions is a sign of success in the future? Why?