Test 4

LISTENING

PART 1 *Questions 1–10*

Complete the notes below.

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

Holiday rental

Owners' names: Jack Fitzgerald and Shirley Fitzgerald

Granary Cottage

- available for week beginning **1**_____ May
- cost for the week: **2** £ _____

3 _____**Cottage**

- cost for the week: £480
- building was originally a **4** _____
- walk through doors from living room into a **5** _____
- several **6** _____ spaces at the front
- bathroom has a shower
- central heating and stove that burns **7** _____
- views of old **8** _____ from living room
- view of hilltop **9** _____ from the bedroom

Payment

- deposit: £144
- deadline for final payment: end of **10** _____

PART 2 *Questions 11–20*

Questions 11–14

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

Local council report on traffic and highways

11 A survey found people's main concern about traffic in the area was

A cuts to public transport.

B poor maintenance of roads.

C changes in the type of traffic.

12 Which change will shortly be made to the cycle path next to the river?

A It will be widened.

B It will be extended.

C It will be resurfaced.

13 Plans for a pedestrian crossing have been postponed because

A the Post Office has moved.

B the proposed location is unsafe.

C funding is not available at present.

14 On Station Road, notices have been erected

A telling cyclists not to leave their bikes outside the station ticket office.

B asking motorists to switch off engines when waiting at the level crossing.

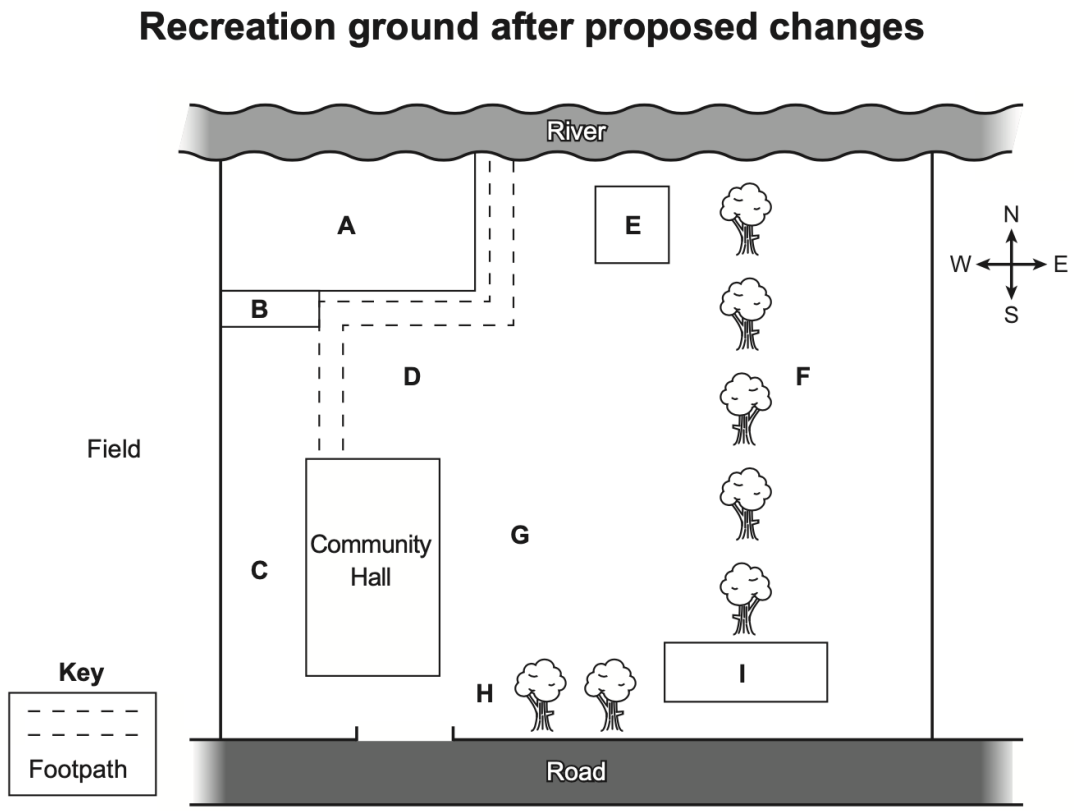
C warning pedestrians to leave enough time when crossing the railway line.

Questions 15–20

Label the map below.

*Write the correct letter, **A–I**, next to Questions 15–20.*

Recreation ground after proposed changes



15 New car park _____

16 New cricket pitch _____

17 Children's playground _____

18 Skateboard ramp _____

19 Pavilion _____

20 Notice board _____

PART 3 *Questions 21–30*

Questions 21–22

*Choose **TWO** letters, **A–E**.*

Which **TWO** benefits of city bike-sharing schemes do the students agree are the most important?

A reducing noise pollution
B reducing traffic congestion
C improving air quality
D encouraging health and fitness
E making cycling affordable

Questions 23–24

*Choose **TWO** letters, **A–E**.*

Which **TWO** things do the students think are necessary for successful bike-sharing schemes?

A Bikes should have a GPS system.
B The app should be easy to use.
C Public awareness should be raised.
D Only one scheme should be available.
E There should be a large network of cycle lanes.

Questions 25–30

What is the speakers' opinion of the bike-sharing schemes in each of the following cities?

*Choose **SIX** answers from the box and write the correct letter, **A–G**, next to Questions 25–30.*

Opinion of bike-sharing scheme
A They agree it has been disappointing.
B They think it should be cheaper.
C They are surprised it has been so successful.
D They agree that more investment is required.
E They think the system has been well designed.
F They disagree about the reasons for its success.
G They think it has expanded too quickly.

Cities

25 Amsterdam _____
26 Dublin _____
27 London _____
28 Buenos Aires _____
29 New York _____
30 Sydney _____

PART 4 *Questions 31–40*

Complete the notes below.

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

THE EXTINCTION OF THE DODO BIRD

The dodo was a large flightless bird which used to inhabit the island of Mauritius.

History

- 1507 – Portuguese ships transporting **31 _____** stopped at the island to collect food and water.
- 1638 – The Dutch established a **32 _____** on the island.
- They killed the dodo birds for their meat.
- The last one was killed in 1681.

Description

- The only record we have is written descriptions and pictures (possibly unreliable).
- A Dutch painting suggests the dodo was very **33 _____** .
- The only remaining soft tissue is a dried **34 _____** .
- Recent studies of a dodo skeleton suggest the birds were capable of rapid **35 _____** .
- It's thought they were able to use their small wings to maintain **36 _____** .
- Their **37 _____** was of average size.
- Their sense of **38 _____** enabled them to find food.

Reasons for extinction

- Hunting was probably not the main cause.
- Sailors brought dogs and monkeys.
- **39 _____** also escaped onto the island and ate the birds' eggs.
- The arrival of farming meant the **40 _____** was destroyed.

READING

READING PASSAGE 1

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

Roman tunnels

The Romans, who once controlled areas of Europe, North Africa and Asia Minor, adopted the construction techniques of other civilizations to build tunnels in their territories

The Persians, who lived in present-day Iran, were one of the first civilizations to build tunnels that provided a reliable supply of water to human settlements in dry areas. In the early first millennium BCE, they introduced the *qanat* method of tunnel construction, which consisted of placing posts over a hill in a straight line, to ensure that the tunnel kept to its route, and then digging vertical shafts down into the ground at regular intervals. Underground, workers removed the earth from between the ends of the shafts, creating a tunnel. The excavated soil was taken up to the surface using the shafts, which also provided ventilation during the work. Once the tunnel was completed, it allowed water to flow from the top of a hillside down towards a canal, which supplied water for human use. Remarkably, some *qanats* built by the Persians 2,700 years ago are still in use today.

They later passed on their knowledge to the Romans, who also used the *qanat* method to construct water-supply tunnels for agriculture. Roman *qanat* tunnels were constructed with vertical shafts dug at intervals of between 30 and 60 meters. The shafts were equipped with handholds and footholds to help those climbing in and out of them and were covered with a wooden or stone lid. To ensure that the shafts were vertical, Romans hung a plumb line from a rod placed across the top of each shaft and made sure that the weight at the end of it hung in the center of the shaft. Plumb lines were also used to measure the depth of the shaft and to determine the slope of the tunnel. The 5.6-kilometer-long Claudius tunnel, built in 41 CE to drain the Fucine Lake in central Italy, had shafts that were up to 122 meters deep, took 11 years to build and involved approximately 30,000 workers.

By the 6th century BCE, a second method of tunnel construction appeared called the *counter-excavation* method, in which the tunnel was constructed from both ends. It was used to cut through high mountains when the *qanat* method was not a practical alternative. This method required greater planning and advanced knowledge of surveying, mathematics and geometry as both ends of a tunnel had to meet correctly at the center of the mountain. Adjustments to the direction of the tunnel also had to be made whenever builders encountered geological problems or when it deviated from its set path. They constantly checked the tunnel's advancing direction, for example, by looking back at the light that penetrated through the tunnel mouth, and made corrections whenever necessary. Large deviations could happen, and they could result in one end of the tunnel not being usable. An inscription written on the side of a 428-meter tunnel, built by the Romans as part of the Saldae aqueduct system in modern-day Algeria, describes how the two teams of builders missed each other in the mountain and how the later construction of a lateral link between both corridors corrected the initial error.

The Romans dug tunnels for their roads using the counter-excavation method, whenever they encountered obstacles such as hills or mountains that were too high for roads to pass over. An example is the 37-meter-long, 6-meter-high, Furlo Pass Tunnel built in Italy in 69–79 CE. Remarkably, a modern road still uses this tunnel today. Tunnels were also built for mineral extraction. Miners would locate a mineral vein and then pursue it with shafts and tunnels underground. Traces of such tunnels used to mine gold can still be found at the Dolaucothi mines in Wales. When the sole purpose of a tunnel was mineral extraction, construction required less planning, as the tunnel route was determined by the mineral vein.

Roman tunnel projects were carefully planned and carried out. The length of time it took to construct a tunnel depended on the method being used and the type of rock being excavated. The *qanat* construction method was usually faster than the counter-excavation method as it was more straightforward. This was because the mountain could be excavated not only from the tunnel mouths but also from shafts. The type of rock could also influence construction times. When the rock was hard, the Romans employed a technique called fire quenching which consisted of heating the rock with fire, and then suddenly cooling it with cold water so that it would crack. Progress through hard rock could be very slow, and it was not uncommon for tunnels to take years, if not decades, to be built. Construction marks left on a Roman tunnel in Bologna show that the rate of advance through solid rock was 30 centimeters per

day. In contrast, the rate of advance of the Claudius tunnel can be calculated at 1.4 meters per day. Most tunnels had inscriptions showing the names of patrons who ordered construction and sometimes the name of the architect. For example, the 1.4-kilometer Çevlik tunnel in Turkey, built to divert the floodwater threatening the harbor of the ancient city of Seleuceia Pieria, had inscriptions on the entrance, still visible today, that also indicate that the tunnel was started in 69 CE and was completed in 81 CE.

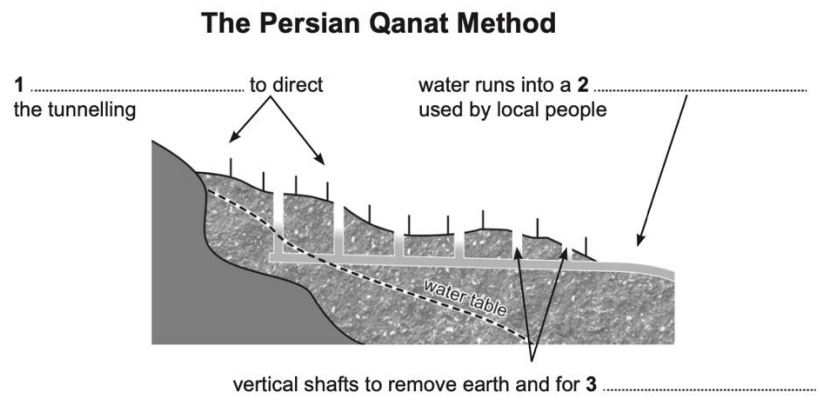
Questions 1-6

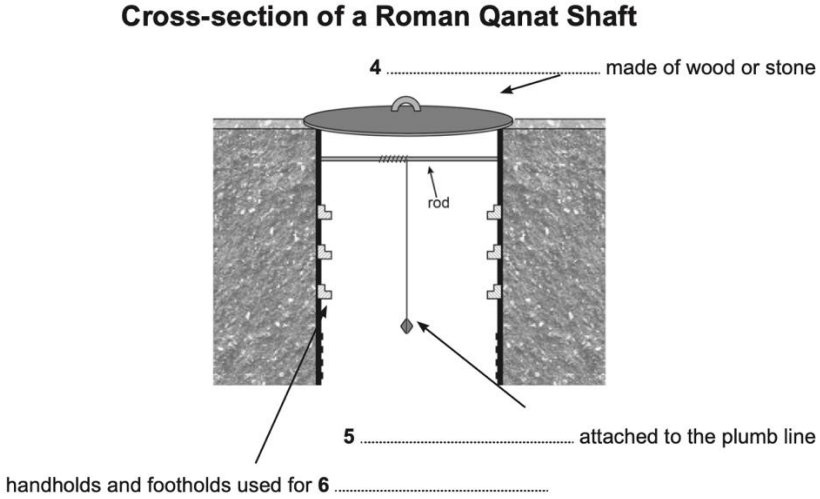
Label the diagrams below.

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

Write your answers in boxes 1–6 on your answer sheet.

The Persian Qanat Method





Questions 7–10

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

In boxes 7–10 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 counter-excavation method completely replaced the qanat method in the 6th century BCE.

8 Only experienced builders were employed to construct a tunnel using the counter-excavation method.

9 The information about a problem that occurred during the construction of the Saldae aqueduct system was found in an ancient book.

10 The mistake made by the builders of the Saldae aqueduct system was that the two parts of the tunnel failed to meet.

Questions 11–13

Answer the questions below.

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

Write your answers in boxes 11–13 on your answer sheet.

11 What type of mineral were the Dolaucothi mines in Wales built to extract?

12 In addition to the patron, whose name might be carved onto a tunnel?

13 What part of Seleuceia Pieria was the Çevlik tunnel built to protect?

READING PASSAGE 2

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

Changes in reading habits

What are the implications of the way we read today?

Look around on your next plane trip. The iPad is the new pacifier for babies and toddlers. Younger school-aged children read stories on smartphones; older kids don't read at all, but hunch over video games. Parents and other passengers read on tablets or skim a flotilla of email and news feeds. Unbeknown to most of us, an invisible, game-changing transformation links everyone in this picture: the neuronal circuit that underlies the brain's ability to read is subtly, rapidly changing and this has implications for everyone from the pre-reading toddler to the expert adult.

As work in neurosciences indicates, the acquisition of literacy necessitated a new circuit in our species' brain more than 6,000 years ago. That circuit evolved from a very simple mechanism for decoding basic information, like the number of goats in one's herd, to the present, highly elaborated reading brain. My research depicts how the present reading brain enables the development of some of our most important intellectual and affective processes: internalized knowledge, analogical reasoning, and inference; perspective-taking and empathy; critical analysis and the generation of insight. Research surfacing in many parts of the world now cautions that each of these essential 'deep reading' processes may be under threat as we move into digital-based modes of reading.

This is not a simple, binary issue of print versus digital reading and technological innovation. As MIT scholar Sherry Turkle has written, we do not err as a society when we innovate but when we ignore what we disrupt or diminish while innovating. In this hinge moment between print and digital cultures, society needs to confront what is diminishing in the expert reading

circuit, what our children and older students are not developing, and what we can do about it.

We know from research that the reading circuit is not given to human beings through a genetic blueprint like vision or language; it needs an environment to develop. Further, it will adapt to that environment's requirements – from different writing systems to the characteristics of whatever medium is used. If the dominant medium advantages processes that are fast, multi-task oriented and well-suited for large volumes of information, like the current digital medium, so will the reading circuit. As UCLA psychologist Patricia Greenfield writes, the result is that less attention and time will be allocated to slower, time-demanding deep reading processes.

Increasing reports from educators and from researchers in psychology and the humanities bear this out. English literature scholar and teacher Mark Edmundson describes how many college students actively avoid the classic literature of the 19th and 20th centuries in favour of something simpler as they no longer have the patience to read longer, denser, more difficult texts. We should be less concerned with students' 'cognitive impatience', however, than by what may underlie it: the potential inability of large numbers of students to read with a level of critical analysis sufficient to comprehend the complexity of thought and argument found in more demanding texts.

Multiple studies show that digital screen use may be causing a variety of troubling downstream effects on reading comprehension in older high school and college students. In Stavanger, Norway, psychologist Anne Mangen and her colleagues studied how high school students comprehend the same material in different mediums. Mangen's group asked subjects questions about a short story whose plot had universal student appeal; half of the students read the story on a tablet, the other half in paperback. Results indicated that students who read on print were superior in their comprehension to screen-reading peers, particularly in their ability to sequence detail and reconstruct the plot in chronological order.

Ziming Liu from San Jose State University has conducted a series of studies which indicate that the 'new norm' in reading is skimming, involving word-spotting and browsing through the text. Many readers now use a pattern when reading in which they sample the first line and then word-spot through the rest of the text. When the reading brain skims like this, it reduces time allocated to deep reading processes. In other words, we don't have time to grasp complexity, to understand another's feelings, to perceive beauty, and to create thoughts of the reader's own.

The possibility that critical analysis, empathy and other deep reading processes could become the unintended 'collateral damage' of our digital culture is not a straightforward binary issue about print versus digital reading. It is about how we all have begun to read on various mediums and how that changes not only what we read, but also the purposes for which we read. Nor is it only about the young. The subtle atrophy of critical analysis and empathy affects us all equally. It affects our ability to navigate a constant bombardment of information. It incentivizes a retreat to the most familiar stores of unchecked information, which require

and receive no analysis, leaving us susceptible to false information and irrational ideas.

There's an old rule in neuroscience that does not alter with age: use it or lose it. It is a very hopeful principle when applied to critical thought in the reading brain because it implies choice. The story of the changing reading brain is hardly finished. We possess both the science and the technology to identify and redress the changes in how we read before they become entrenched. If we work to understand exactly what we will lose, alongside the extraordinary new capacities that the digital world has brought us, there is as much reason for excitement as caution.

Questions 14–17

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

Write the correct letter in boxes 14–17 on your answer sheet.

14 What is the writer's main point in the first paragraph?

A Our use of technology is having a hidden effect on us.

B Technology can be used to help youngsters to read.

C Travellers should be encouraged to use technology on planes.

D Playing games is a more popular use of technology than reading.

15 What main point does Sherry Turkle make about innovation?

A Technological innovation has led to a reduction in print reading.

B We should pay attention to what might be lost when innovation occurs.

C We should encourage more young people to become involved in innovation.

D There is a difference between developing products and developing ideas.

16 What point is the writer making in the fourth paragraph?

A Humans have an inborn ability to read and write.

B Reading can be done using many different mediums.

C Writing systems make unexpected demands on the brain.

D Some brain circuits adjust to whatever is required of them.

17 According to Mark Edmundson, the attitude of college students

A has changed the way he teaches.

B has influenced what they select to read.

C does not worry him as much as it does others.

D does not match the views of the general public.

Questions 18–22

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

*Write the correct letter, **A–H**, in boxes 18–22 on your answer sheet.*

Studies on digital screen use

There have been many studies on digital screen use, showing some **18** _____ trends. Psychologist Anne Mangen gave high-school students a short story to read, half using digital and half using print mediums. Her team then used a question-and-answer technique to find out how **19** _____ each group's understanding of the plot was. The findings showed a clear pattern in the responses, with those who read screens finding the order of information **20**

_____ to recall.

Studies by Ziming Liu show that students are tending to read **21** _____ words and phrases in a text to save time. This approach, she says, gives the reader a superficial understanding of the **22** _____ content of material, leaving no time for thought.

A fast	**B** isolated	**C** emotional	**D** worrying
E many	**F** hard	**G** combined	**H** thorough

Questions 23–26

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

In boxes 23–26 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*

23 The medium we use to read can affect our choice of reading content.

24 Some age groups are more likely to lose their complex reading skills than others.

25 False information has become more widespread in today's digital era.

26 We still have opportunities to rectify the problems that technology is presenting.

READING PASSAGE 3

*You should spend about 20 minutes on **Questions 27–40**, which are based on Reading Passage 3 on pages 91 and 92.*

Questions 27–32

Reading Passage 3 has six sections, **A–F**.

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

*Write the correct number, **i–viii**, in boxes 27–32 on your answer sheet.*

List of Headings

i An increasing divergence of attitudes towards AI

ii Reasons why we have more faith in human judgement than in AI

iii The superiority of AI projections over those made by humans

Iv The process by which AI can help us make good decisions

v The advantages of involving users in AI processes

Vi Widespread distrust of an AI innovation

vii Encouraging openness about how AI functions

viii A surprisingly successful AI application

27 Section **A**

28 Section **B**

29 Section **C**

30 Section **D**

31 Section **E**

32 Section **F**

Attitudes towards Artificial Intelligence

A Artificial intelligence (AI) can already predict the future. Police forces are using it to map when and where crime is likely to occur. Doctors can use it to predict when a patient is most likely to have a heart attack or stroke. Researchers are even trying to give AI imagination so it can plan for unexpected consequences.

Many decisions in our lives require a good forecast, and AI is almost always better at forecasting than we are. Yet for all these technological advances, we still seem to deeply lack confidence in AI predictions. Recent cases show that people don't like relying on AI and prefer to trust human experts, even if these experts are wrong.

If we want AI to really benefit people, we need to find a way to get people to trust it. To do that, we need to understand why people are so reluctant to trust AI in the first place.

B Take the case of Watson for Oncology, one of technology giant IBM's supercomputer programs. Their attempt to promote this program to cancer doctors was a PR disaster. The AI promised to deliver top quality recommendations on the treatment of 12 cancers that accounted for 80% of the world's cases. But when doctors first interacted with Watson, they found themselves in a rather difficult situation. On the one hand, if Watson provided guidance about a treatment that coincided with their own opinions, physicians did not see much point in Watson's recommendations. The supercomputer was simply telling them what they already knew, and these recommendations did not change the actual treatment.

On the other hand, if Watson generated a recommendation that contradicted the experts' opinion, doctors would typically conclude that Watson wasn't competent. And the machine wouldn't be able to explain why its treatment was plausible because its machine-learning algorithms were simply too complex to be fully understood by humans. Consequently, this has caused even more suspicion and disbelief, leading many doctors to ignore the seemingly outlandish AI recommendations and stick to their own expertise.

C This is just one example of people's lack of confidence in AI and their reluctance to accept what AI has to offer. Trust in other people is often based on our understanding of how others think and having experience of their reliability. This helps create a psychological feeling of safety. AI, on the other hand, is still fairly new and unfamiliar to most people. Even if it can be technically explained (and

that's not always the case), AI's decision-making process is usually too difficult for most people to comprehend. And interacting with something we don't understand can cause anxiety and give us a sense that we're losing control.

Many people are also simply not familiar with many instances of AI actually working, because it often happens in the background. Instead, they are acutely aware of instances where AI goes wrong. Embarrassing AI failures receive a disproportionate amount of media attention, emphasising the message that we cannot rely on technology. Machine learning is not foolproof, in part because the humans who design it aren't.

D Feelings about AI run deep. In a recent experiment, people from a range of backgrounds were given various sci-fi films about AI to watch and then asked questions about automation in everyday life. It was found that, regardless of whether the film they watched depicted AI in a positive or negative light, simply watching a cinematic vision of our technological future polarised the participants' attitudes. Optimists became more extreme in their enthusiasm for AI and sceptics became even more guarded.

This suggests people use relevant evidence about AI in a biased manner to support their existing attitudes, a deep-rooted human tendency known as "confirmation bias". As AI is represented more and more in media and entertainment, it could lead to a society split between those who benefit from AI and those who reject it. More pertinently, refusing to accept the advantages offered by AI could place a large group of people at a serious disadvantage.

E Fortunately, we already have some ideas about how to improve trust in AI. Simply having previous experience with AI can significantly improve people's opinions about the technology, as was found in the study mentioned above. Evidence also suggests the more you use other technologies such as the internet, the more you trust them.

Another solution may be to reveal more about the algorithms which AI uses and the purposes they serve. Several high-profile social media companies and online marketplaces already release transparency reports about government requests and surveillance disclosures. A similar practice for AI could help people have a better understanding of the way algorithmic decisions are made.

F Research suggests that allowing people some control over AI decision-making could also improve trust and enable AI to learn from human experience. For example, one study showed that when people were allowed the freedom to slightly modify an algorithm, they felt more satisfied with its decisions, more likely to believe it was superior and more likely to use it in the future.

We don't need to understand the intricate inner workings of AI systems, but if people are given a degree of responsibility for how they are implemented, they will be more willing to accept AI into their lives.

Questions 33–35

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

Write the correct letter in boxes 33–35 on your answer sheet.

33 What is the writer doing in Section A?

A providing a solution to a concern

B justifying an opinion about an issue

C highlighting the existence of a problem

D explaining the reasons for a phenomenon

34 According to Section C, why might some people be reluctant to accept AI?

A They are afraid it will replace humans in decision-making jobs.

B Its complexity makes them feel that they are at a disadvantage.

C They would rather wait for the technology to be tested over a period of time.

D Misunderstandings about how it works make it seem more challenging than it is.

35 What does the writer say about the media in Section C of the text?

A It leads the public to be mistrustful of AI.

B It devotes an excessive amount of attention to AI.

C Its reports of incidents involving AI are often inaccurate.

D It gives the impression that AI failures are due to designer error.

Questions 36–40

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

In boxes 36–40 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 Subjective depictions of AI in sci-fi films make people change their opinions about automation.

37 Portrayals of AI in media and entertainment are likely to become more positive.

38 Rejection of the possibilities of AI may have a negative effect on many people's lives.

39 Familiarity with AI has very little impact on people's attitudes to the technology.

40 AI applications which users are able to modify are more likely to gain consumer approval.

IELTS Writing

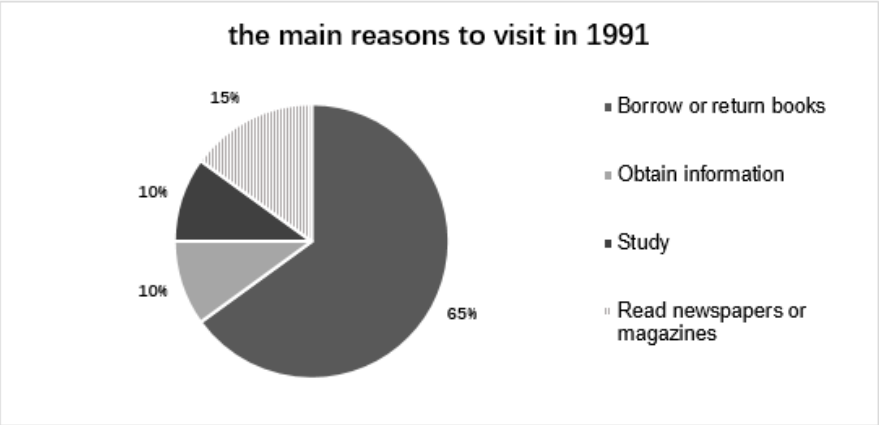
WRITING TASK 1

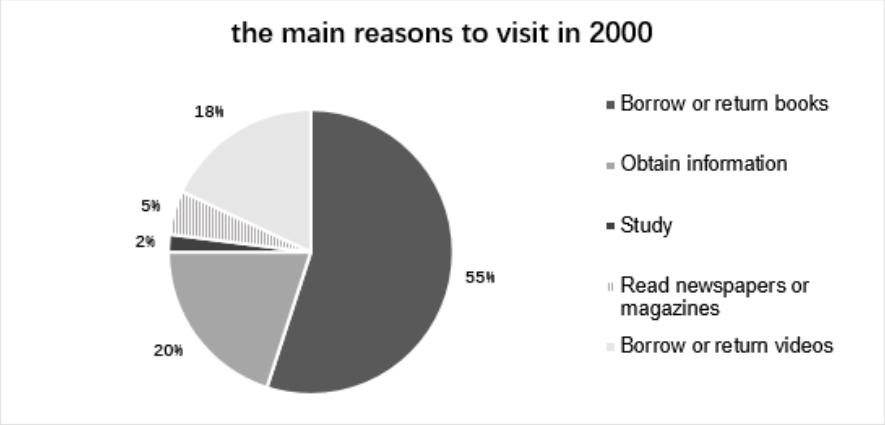
You should spend about 20 minutes on this task.

The charts below give information about why people visited public libraries in Britain in 1991 and 2000.

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

Write at least 150 words.





WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Some people believe that adults should give children freedom to make mistakes. Others think that adults should prevent children from making mistakes.

Discuss both these views and give your own opinion.

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

Write at least 250 words.

Audioscripts

TEST 4

PART 1

SHIRLEY: Hello?

TOM: Oh hello. I was hoping to speak to Jack Fitzgerald about renting a cottage.

SHIRLEY: I'm his wife, Shirley, and we own the cottages together, so I'm sure I can help you.

TOM: Great. My name's Tom. Some friends of ours rented Granary Cottage from you last year, and they thought it was great. So my wife and I are hoping to come in May for a week.

SHIRLEY: What date did you have in mind?

TOM: The week beginning the 14th, if possible.

SHIRLEY: I'll just check … I'm sorry, Tom, it's already booked that week. **It's free the week beginning the 28th** **Q1**,though, for seven nights. In fact, that's the only time you could have it in May.

TOM: Oh. Well, we could manage that, I think. We'd just need to change a couple of things. How much would it cost?

SHIRLEY: That's the beginning of high season, so it'd be **£550 for the week. Q2**

TOM: Ah. That's a bit more than we wanted to pay, I'm afraid. We've budgeted up to £500 for accommodation.

SHIRLEY: Well, we've just finished converting another building into a cottage, which we're calling **Chervil Cottage. Q3**

TOM: Sorry? What was that again?

SHIRLEY: Chervil. C-H-E-R-V for Victor I-L.

TOM: Oh, that's a herb, isn't it?

SHIRLEY: That's right. It grows fairly wild around here. You could have that for the week you want for £480.

TOM: OK. So could you tell me something about it, please?

SHIRLEY: Of course. **The building was built as a garage. Q4** It's a little smaller than Granary Cottage.

TOM: So that must sleep two people, as well?

SHIRLEY: That's right. There's a double bedroom.

TOM: Does it have a **garden**?

SHIRLEY: Yes, **you get to it from the living room through French doors**, **Q5** and we provide two deckchairs. We hope to build a patio in the near future, but I wouldn't like to guarantee it'll be finished by May.

TOM: OK.

SHIRLEY: The front door opens onto the old farmyard, **and parking isn't a problem – there's plenty of room at the front for that**. **Q6** There are some trees and potted plants there.

TOM: What about facilities in the cottage? It has standard things like a cooker and fridge, I presume.

SHIRLEY: In the kitchen area there's a fridge-freezer and we've just put in an electric cooker.

TOM: Is there a washing machine?

SHIRLEY: Yes. There's also a TV in the living room, which plays DVDs too. The bathroom is too small for a bath, so there's a shower instead. I think a lot of people prefer that nowadays, anyway.

TOM: It's more environmentally friendly, isn't it? Unless you spend half the day in it!

SHIRLEY: Exactly.

TOM: What about heating? It sometimes gets quite cool at that time of year.

SHIRLEY: There's central heating, and if you want to light a fire, **there's a stove. We can provide all the wood you need for it**. **Q7** It smells so much nicer than coal, and it makes the room very cosy – we've got one in our own house.

TOM: That sounds very pleasant. Perhaps we should come in the winter, to make the most of it!

SHIRLEY: Yes, we find we don't want to go out when we've got the fire burning. There are some attractive views from the cottage, which I haven't mentioned. There's **a famous stone bridge – it's one of the oldest Q8** in the region, and you can see it from the living room. It isn't far away. **The bedroom window looks in the opposite direction, and has a lovely view of the hills and the monument at the top. Q9**

TOM: Well, that all sounds perfect. I'd like to book it, please. Would you want a deposit?

SHIRLEY: Yes, we ask for thirty percent to secure your booking, so that'll be, um, £144.

TOM: And when would you like the rest of the money?

SHIRLEY: You're coming in May, so **the last day of March, please. Q10**

TOM: Fine.

SHIRLEY: Excellent. Could I just take your details …

PART 2

CHAIRPERSON: Right. Next on the agenda we have traffic and highways. Councillor Thornton.

COUNCILLOR THORNTON: Thank you. Well, we now have the results of the survey carried out last month about traffic and road transport in the town. People were generally satisfied with the state of the roads. There were one or two complaints about potholes which will be addressed, but **a significant number of people complained about the increasing number of heavy vehicles Q11** using our local roads to avoid traffic elsewhere. We'd expected more complaints by commuters about the reduction in the train service, but it doesn't seem to have affected people too much. The cycle path that runs alongside the river is very well used by both cyclists and pedestrians since the surface was improved last year, but overtaking can be a problem so **we're going to add a bit on the side to make it wider**. **Q12** At some stage, we'd like to extend the path so that it goes all the way through the town, but that won't be happening in the immediate future.

The plans to have a pedestrian crossing next to the Post Office have unfortunately had to be put on hold for the time being. We'd budgeted for this to be done this financial year, but then there were rumours that the Post Office was going to move, which would have meant there wasn't really a need for a

crossing. Now they've confirmed that they're staying where they are, but the Highways Department have told us that **it would be dangerous to have a pedestrian crossing where we'd originally planned it as there's a bend in the road there.** **Q13** So that'll need some more thought.

On Station Road near the station and level crossing, drivers can face quite **long waits if the level crossing's closed**, and **we've now got signs up requesting them not to leave their engines running at that time.** **Q14** This means pedestrians waiting on the pavement to cross the railway line don't have to breathe in car fumes. We've had some problems with cyclists leaving their bikes chained to the railings outside the ticket office, but the station has agreed to provide bike racks there.

CHAIRPERSON: So next on the agenda is 'Proposals for improvements to the recreation ground'. Councillor Thornton again.

COUNCILLOR THORNTON: Well, since we managed to extend the recreation ground, we've spent some time talking to local people about how it could be made a more attractive and useful space. If you have a look at the map up on the screen, you can see the river up in the north, and the Community Hall near the entrance from the road. At present, cars can park between the Community Hall and that line of trees to the east, but this is quite dangerous for pedestrians so we're suggesting **a new car park on the opposite side of the Community Hall, right next to it.** We also have a new location for the **cricket pitch.** **Q15** As we've now purchased additional space **to the east of the recreation ground, beyond the trees,** **Q16** we plan to move it away from its current location, which is rather near the road, into this new area beyond the line of trees. This means there's less danger of stray balls hitting cars or pedestrians.

We've got plans for a **children's playground** which will be **accessible by a footpath from the Community Hall and will be alongside the rive**r. **Q17** We'd originally thought of having it close to the road, but we think this will be a more attractive location.

The **skateboard ramp** is very popular with both younger and older children – we had considered moving this up towards the river, but in the end we decided to have it **in the southeast corner near the road**. **Q18** The pavilion is very well used at present by both football players and cricketers. It will stay where it is now – **to the left of the line of trees and near to the river** **Q19** – handy for both the football and cricket pitches. And finally, we'll be getting a new notice board for local information, and that will be **directly on people's right as they go from the road into the recreation ground**. **Q20**

PART 3

JAKE: Now that we've done all the research into bike-sharing schemes in cities around the world, we need to think about how we're going to organise our report.

AMY: Right. I think we should start by talking about the benefits. I mean it's great that so many cities

have introduced these schemes where anyone can pick up a bike from dozens of different locations and hire it for a few hours. It makes riding a bike very convenient for people.

JAKE: Yes, but the costs can add up and that puts people on low incomes off in some places.

AMY: I suppose so, but if it means more people in general are cycling rather than driving, then because they're increasing the amount of physical activity they do, it's good for their health.

JAKE: OK. But isn't that of less importance? I mean, **doesn't the impact of reduced emissions on air pollution have a more significant effect on** people's health? **Q21/22**

AMY: **Certainly, in some cities bike-sharing has made a big contribution to that. And also helped to cut the number of cars on the road significantly.**

JAKE: **Which is the main point. Q21/22**

AMY: **Exactly.** But I'd say it's had less of an impact on noise pollution because there are still loads of buses and lorries around.

JAKE: Right.

AMY: Shall we quickly discuss the recommendations we're going to make?

JAKE: In order to ensure bike-sharing schemes are successful?

AMY: Yes.

JAKE: OK. Well, while I think it's nice to have really state-of-the-art bikes with things like GPS, I wouldn't say they're absolutely necessary.

AMY: **But some technical things are really important – like a fully functional app – so people can make payments and book bikes easily.** Places which haven't invested in that have really struggled.

JAKE: **Good point** … **Q23/24** Some people say there shouldn't be competing companies offering separate bike-sharing schemes, but in some really big cities, competition's beneficial and anyway one company might not be able to manage the whole thing.

AMY: Right. Deciding how much to invest is a big question. Cities which have opened loads of new bike lanes at the same time as introducing bike-sharing schemes have generally been more successful – but there are examples of successful schemes where this hasn't happened … **What does matter though – is having a big publicity campaign.**

JAKE: **Definitely**. **Q23/24** If people don't know how to use the scheme or don't understand its benefits, they won't use it. People need a lot of persuasion to stop using their cars.

AMY: Shall we look at some examples now? And say what we think is good or bad about them.

JAKE: I suppose we should start with Amsterdam as this was one of the first cities to have a bike sharing scheme.

AMY: Yes. There was already a strong culture of cycling here. In a way **it's strange that there was such a demand for bike-sharing because you'd have thought most people would have used their own bikes. Q25**

JAKE: **And yet it's one of the best-used schemes** … Dublin's an interesting example of a success story.

AMY: **It must be because the public transport system's quite limited.**

JAKE: **Not really** – there's no underground, but there are trams and **a good bus network. I'd say price has a lot to do with it.** It's one of the cheapest schemes in Europe to join.

AMY: **But the buses are really slow** – anyway the weather certainly can't be a factor! **Q26**

JAKE: No – definitely not. The London scheme's been quite successful.

AMY: Yes – it's been a really good thing for the city. The bikes are popular and the whole system is

well maintained but it isn't expanding quickly enough.

JAKE: Basically, **not enough's been spent on increasing the number of cycle lanes.** Hopefully that'll change.

AMY: **Yes**. **Q27** Now what about outside Europe?

JAKE: Well bike-sharing schemes have taken off in places like Buenos Aires.

AMY: Mmm. They built a huge network of cycle lanes to support the introduction of the scheme there, didn't they? It attracted huge numbers of cyclists where previously there were hardly any.

JAKE: **An example of good planning. Q28**

AMY: **Absolutely**. New York is a good example of how not to introduce a scheme. When they launched it, **it was more than ten times the price of most other schemes.**

JAKE: **More than it costs to take a taxi. Crazy.** I think the organisers lacked vision and ambition there. **Q29**

AMY: I think so too. Sydney would be a good example to use. **I would have expected it to have grown pretty quickly here.**

JAKE: Yes**. I can't quite work out why it hasn't been an instant success Q30** like some of the others. It's a shame really.

AMY: I know. OK so now we've thought about …

PART 4

One of the most famous cases of extinction is that of a bird known as the dodo. In fact there's even a saying in English, 'as dead as the dodo', used to refer to something which no longer exists. But for many centuries the dodo was alive and well, although it could only be found in one place, the island of Mauritius in the Indian Ocean. It was a very large bird, about one metre tall, and over the centuries it had lost the ability to fly, but it survived happily under the trees that covered the island.

Then in the year 1507 the first Portuguese ships stopped at the island. The sailors were carrying **spices Q31** back to Europe, and found the island a convenient stopping place where they could stock up with food and water for the rest of the voyage, but they didn't settle on Mauritius. However, in 1638 the Dutch arrived and set up a **colony Q32** there. These first human inhabitants of the island found the dodo birds a convenient source of meat, although not everyone liked the taste.

It's hard to get an accurate description of what the dodo actually looked like. We do have some written records from sailors, and a few pictures, but we don't know how reliable these are. The best-known picture is a Dutch painting in which the bird appears to be extremely **fat**, **Q33** but this may not be accurate – an Indian painting done at the same time shows a much thinner bird.

Although attempts were made to preserve the bodies of some of the birds, no complete specimen survives. In the early 17th century four dried parts of a bird were known to exist – of these, three have disappeared, so only one example of soft tissue from the dodo survives, a dodo **head**. **Q34** Bones have also been found, but there's only one complete skeleton in existence.

This single dodo skeleton has recently been the subject of scientific research which suggests that many of the earlier beliefs about dodos may have been incorrect. For example, early accounts of the birds mention how slow and clumsy it was, but scientists now believe the bird's strong knee joints would have made it

capable of **movement Q35** which was not slow, but actually quite fast. In fact, one 17th century sailor wrote that he found the birds hard to catch. It's true that the dodo's small wings wouldn't have allowed it to leave the ground, but the scientists suggest that these were probably employed for **balance Q36** while going over uneven ground. Another group of scientists carried out analysis of the dodo's skull. They found that the reports of the lack of intelligence of the dodo were not borne out by their research, which suggested the bird's **brain Q37** was not small, but average in size. In fact, in relation to its body size, it was similar to that of the pigeon, which is known to be a highly intelligent bird. The researchers also found that the structure of the bird's skull suggested that one sense which was particularly well-developed was that of **smell**. **Q38** So the dodo may also have been particularly good at locating ripe fruit and other food in the island's thick vegetation.

So it looks as if the dodo was better able to survive and defend itself than was originally believed. Yet less than 200 years after Europeans first arrived on the island, they had become extinct. So what was the reason for this? For a long time, it was believed that the dodos were hunted to extinction, but scientists now believe the situation was more complicated than this. Another factor may have been the new species brought to the island by the sailors. These included dogs, which would have been a threat to the dodos, and also monkeys, which ate the fruit that was the main part of the dodos' diet. These were brought to the island deliberately, but the ships also brought another type of creature – **rats**, **Q39** which came to land from the ships and rapidly overran the island. These upset the ecology of the island, not just the dodos but other species too. However, they were a particular danger to the dodos because they consumed their eggs, and since each dodo only laid one at a time, this probably had a devastating effect on populations.

However, we now think that probably the main cause of the birds' extinction was not the introduction of non-native species, but the introduction of agriculture. This meant that the **forest Q40** that had once covered all the island, and that had provided a perfect home for the dodo, was cut down so that crops such as sugar could be grown. So although the dodo had survived for thousands of years, suddenly it was gone.

Listening and Reading Answer Keys

TEST 4

Listening

Part 1, Questions 1–10

1 28th
2 550
3 Chervil
4 garage
5 garden
6 parking
7 wood
8 bridge
9 monument

10 March

Part 2, Questions 11–20
11 C
12 A
13 B
14 B
15 C
16 F
17 A
18 I
19 E
20 H

Part 3, Questions 21–30
21&22 IN EITHER ORDER
B
C
23&24 IN EITHER ORDER
B
C
25 C
26 F
27 D
28 E
29 B
30 A

Part 4, Questions 31–40
31 spice(s)
32 colony / settlement
33 fat
34 head
35 movement
36 balance / balancing
37 brain
38 smell
39 rats
40 forest

Reading

Reading Passage 1,
Questions 1–13

1 posts
2 canal
3 ventilation
4 lid
5 weight
6 climbing
7 FALSE
8 NOT GIVEN
9 FALSE
10 TRUE
11 gold
12 (the) architect(’s) (name)
13 (the) harbour / harbor

Reading Passage 2,
Questions 14–26
14 A
15 B
16 D
17 B
18 D
19 H
20 F
21 B
22 C
23 YES
24 NO
25 NOT GIVEN
26 YES

Reading Passage 3,
Questions 27–40
27 iii
28 vi
29 ii
30 i
31 vii
32 v
33 C
34 B
35 A
36 NO
37 NOT GIVEN
38 YES

39 NO
40 YES

WRITING TASK 1

The pie charts compare the main reasons for which residents visited public libraries in Britain during the period from 1991 to 2000.

According to the pie charts, people who visited public libraries for borrowing and returning books occupied the largest proportion over the decade, although the percentage decreased from 65% in 1991 to 55% in 2000. The ten years also witnessed a dramatic decrease in the figure for those who went to public libraries to read newspapers and magazines, with merely 5% of residents choosing this option in 2000. Similarly, a lower percentage of people opted to study in public libraries, showing a significant drop of 8%.

By contrast, as can be seen from the pie charts, the data for residents obtaining information in public libraries almost doubled over the period, at up to 20% in 2000 in contrast to only 10% in 1991. It is worth noting that there also existed 18% of people going to public libraries in order to borrow and return videos in 2000.

Overall, people who went to public libraries for borrowing and returning books always accounted for the largest share, while higher proportions of residents visited there for the reasons of obtaining information or borrowing and returning videos.

WRITING TASK 2

There are those who opine that young people ought to be free to make mistakes, while others argue that grown-ups ought to help children avoid these. This essay will initially discuss the two ideas, followed by a presentation of my perspective, which is that children should be allowed to make mistakes.

It is justified that children making mistakes is acceptable. This is primarily because they can learn from what they do wrong. For example, they will learn from their errors whilst solving complex maths problems, teaching them to be meticulous, not only in this subject but other areas as well. They can also realise where their shortcomings lie and make every effort to address them. Another point is that they will gain the courage to do what they have a passion for in the future. If young charges are not scolded or punished by their parents when making mistakes, they will not be fearful of embarking on something new even if challenges and risks exist.

However, it is also true that there is necessity for adults to reduce the possibility of children making mistakes. The main reason is that children’s self-confidence can be maintained. If children make mistakes, they may doubt their ability, feeling demotivated and unconfident. In contrast, parents’ effort enables children to firmly believe in themselves, ultimately making progress in whatever they do. Moreover, children’s efficiency of accomplishing various tasks can be improved. Without making mistakes, children will not spend time repeating what they intend to accomplish and the amount of time they have saved can be allocated to other activities.

In conclusion, I believe that both sides of the argument are reasonable. On balance, my conviction is that children benefit from making mistakes. After all, they can understand much more than the lessons learned from mistakes and dare to achieve their goals regardless of the difficulty they may encounter. They may well, in my view, achieve something remarkable when they grow up.