

**What is Listening Part 4?**

- a lecture, talk or presentation given by one speaker, usually in front of an audience
- one or two tasks e.g. note completion, sentence completion
- 10 questions

The subject is a topic of academic interest (e.g. a scientific or historical subject).

**What does it test?**

- understanding and distinguishing between ideas: reasons, causes, effects, consequences, etc.
- following the way the ideas are organised (e.g. main ideas, specific information, attitude) and the speaker's opinion
- accurate spelling

**Task information: Sentence completion**

This task requires you to fill in the spaces in a set of sentences. It is almost identical to note completion. The sentences are in the same order as the information you hear.

For this task you have to:

- listen to a talk, once only.
- read the instructions so you know how many words you may write.
- write the exact words you hear.
- spell everything correctly.

**Vocabulary: environmental issues and collocation****1 Underline the correct word in each sentence.**

- 1 *Habitat / Area / Land loss* is the biggest threat to wildlife in the region.
- 2 The white rhino is high on the list of critically *risky / endangered / rare* species.
- 3 Leftover food accounts for a high proportion of *household / dwelling / residence* waste.
- 4 Governments are now investing in *recycled / renewable / reused* energy such as solar power.
- 5 Don't take so many flights if you want to reduce your carbon *footprint / steps / tracks*.
- 6 Vehicle *releases / productions / emissions* are largely responsible for the rise in asthma rates.
- 7 Most scientists say global *heating / warming / melting* is a consequence of human activity.
- 8 At some point, we will certainly run out of fossil *energies / powers / fuels*.

**Useful strategy: signposting**

For Part 4 lectures and talks, a speaker may sometimes use signposting language to show they are moving on to a new aspect of the topic e.g.

- 'Now let's turn to...'
- 'Moving on, let's now think about...'

The speaker may also ask a question or make a statement that

- paraphrases a subheading in the Notes.
- uses many of the same words from the subheading.



- 1 Read the subheadings 1–5 in the *Note completion* task below. Match the subheadings with the examples of signposting A–E. You do not need to fill the gaps.

### The future of the world's trees

**1 Trees and their commercial use**

- We need trees for
  - construction materials
  - the ..... industry

**2 Trees in the ecosystem**

- Trees provide a range of species with both
  - a food source
  - opportunities for .....

**3 The ways that trees can affect our general happiness**

- Researchers have proved that living near to trees
  - reduces the amount of ..... that people have
  - encourages better relations between .....

**4 The reasons why different tree species are dying out**

- Diseases are often spread because
  - the restrictions on ..... are not enough
  - some people ignore the rules about entering .....

**5 Solutions for saving the trees**

- Scientists need to share their data on .....
- Greater funding must be given to the collection of .....

#### Signposting examples

- A Well, there are a number of reasons why various species of tree are dying out.
- B So what can we do about this problem? There are a number of ways that ...
- C Let's think about the role trees play in the wider environment. Many birds and animals ...
- D Let's start with an overview of how trees are used by manufacturers.
- E Another way that trees are useful to us relates to the impact they have on our overall wellbeing, that is to say, how they influence our emotional health.

#### Useful language: cause and effect

In Part 4, the questions may test your understanding of cause and effect.

**1 Decide if the underlined phrase is followed by cause or effect.**

- 1 Plastic pollution has led to a number of marine species being threatened.
- 2 Due to a rise in air temperature, the polar caps are melting faster than ever before.
- 3 The same fields have been used to produce crops for decades. The result of this has been poor soil quality.
- 4 Since we haven't received enough funding for the project, we'll need to raise money ourselves.
- 5 Organic food sales are going up owing to the fact that people don't want food sprayed with insecticide.
- 6 Gorillas have lost much of their natural habitat, meaning that they are struggling to survive.



**Action plan for Sentence completion**

- 1 Look at the instructions and check how many words you must write in each space.
- 2 Read the questions (the sentences) carefully, identifying the locating words.
- 3 Listen and complete each space with the exact words you hear.
- 4 Before you transfer your answers to the answer sheet, check that the completed sentence makes sense.

**TIP**

The locating words may appear anywhere in a question, but you will hear them before the answer in the recording.

**TIP**

Listen out for examples of signposting that tell you when to move on to a new set of questions.

**Questions 31–36**

10 Complete the notes below.

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

## Insect Extinction in the 21<sup>st</sup> Century

**The reasons why insect populations are declining**

- In Europe, important plants are no longer found in fields or **31** .....
- In the Amazon rainforest, **32** ..... might be the cause of butterfly and beetle loss.
- Globally, pesticides are affecting the spatial skills and **33** ..... of bees.

**The consequences of declining insect populations**

- Insects are an essential part of the **34** ..... in all places apart from Antarctica.
- Crop production will fall dramatically.
- Researchers can't discover any new **35** ..... based on plants.

**The possible ways to prevent insect extinction**

- Governments must restrict the sale of pesticides.
- People must reduce their consumption of **36** .....

**Questions 37–40**

Complete the sentences below.

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

- 37 Sand from the Antioch Dunes was used to make ..... for houses in the early 1900s.
- 38 The metalmark butterfly requires one type of Antioch Dunes plant for its .....
- 39 In recent years ..... has led to the loss of wildlife in the Antioch Dunes.
- 40 The Antioch Dunes project shows how ..... does not always require much land.

**Advice**

**37** What kind of things do builders sometimes need to make for houses?

**38** Why do butterflies need plants? Think of some different reasons.

**39** You need to listen out for a cause i.e. the reason why wildlife has decreased.

**40** The auxiliary **does**, and the lack of an article (a / an), shows you that the answer must be an uncountable noun.

- 17 F
- 18 C
- 19 E
- 20 D

### LISTENING PART 3

#### Training

##### Useful strategy: identifying the locating words

- 1 1 Fleming penicillin 1928
- 2 pharmaceutical companies antibiotics chloramphenicol
- 3 jungles mountain areas
- 4 manufacturers US Europe
- 5 since the 1970s
- 6 700,000 cases annually

#### Vocabulary

- 1 1 I 2 G 3 H 4 F 5 A 6 D 7 C 8 E 9 B
- 2 1 D 2 I 3 F 4 A 5 E 6 H

##### Useful strategy: 3-option multiple-choice

- 1 1 Actually, you could be right. ✓
- 2 I doubt it. ✗
- 3 I hardly think so. ✗
- 4 Fair enough. ✓
- 5 I couldn't agree more. ✓
- 6 Precisely. ✓
- 7 I'm not sure I go along with that. ✗
- 8 That's one way of looking at it, but... ✗
- 9 You have a point there. ✓
- 10 Exactly. ✓
- 11 Come on. Surely that's not the case. ✗
- 12 Not necessarily. ✗

#### Exam Practice

##### Questions 21–26

- 21 G 22 E 23 H 24 I 25 D 26 B

##### Questions 27–30

#### 27 A

*Distraction B:* Lucy mentions that fitness-related articles *recommend* (similar to 'advise') vitamins – but a health authority is a government organisation. We are not told who the authors of the articles may be. C: Lucy certainly expresses the idea in C (the price has dropped...so many manufacturers are making supplements) but Sam rejects this as the reason for the increase in Australian sales.

#### 28 C

*Distraction A:* Lucy refers to the Food and Drug Administration agency, but she explains that they do not require proof that vitamins work. Therefore, the supplement industry has no guidelines to follow in this case. B: Lucy mentions that some vitamins are said to improve brain function, but this is the intended purpose of the vitamin, not a possible harmful side effect.

#### 29 B

*Distraction A:* Lucy refers to 'a simple cold' but she says the Danish researchers found no evidence that vitamins could prevent or treat this. C: Sam mentions 'high doses' (large amounts) but neither he or Lucy suggest that high doses are harmful.

#### 30 C

*Distraction A:* Sam puts forward the suggestion that people would stop buying vitamin supplements but Lucy rejects this idea (Hardly!) She goes on to explain why stricter regulations wouldn't make a difference to consumer's beliefs that vitamin supplements are worth taking. B: Lucy mentions 'fish oil with vitamin D' – but does not say that this product in particular should be regulated.

### LISTENING PART 4

#### Training

##### Vocabulary: environmental issues and collocation

- 1 1 Habitat
- 2 endangered
- 3 household
- 4 renewable
- 5 footprint
- 6 emissions
- 7 warming
- 8 fuels

##### Useful strategy: signposting

- 1 1 D 2 C 3 E 4 A 5 B

##### Useful language: cause and effect

- 1 1 effect 2 cause 3 effect 4 cause 5 cause
- 6 effect

#### Exam Practice

##### Questions 31–40

- 31 **gardens** The idea of 'important plants are no longer found in' is paraphrased in '...gardens ...don't always contain the kind of plant that insects need.'
- 32 **climate change** In the recording, the 'cause of' butterfly and beetle loss is changed to 'They



[=scientists] put this down to climate change'. [Both words are necessary]

*Distraction* 'fragmentation of habitat' is also mentioned, but scientists do not believe this is a cause. The phrase is also 3 words, and only two words can be written in each gap.

- 33 memory** We are told that pesticide impacts on [=affects] a bee's memory. This is further explained as 'This means that they cannot remember how to get back to their hive.'
- 34 food chain** 'An essential part of' becomes 'at the bottom of the food chain... They're [=insects are] absolutely vital' [Both words are necessary]
- 35 medicine** In the recording, the idea of research based on plants is expressed as 'scientists are now studying plants to find out whether they might be a source of medicine'.
- 36 meat** The answer can be found in 'If we cut down on [=reduced] how much meat we ate [=consumed]...'
- 37 bricks** We are told that 'they [=builders/housing developers] removed tons and tons of the sand and turned it [=the sand] into bricks'.
- 38 eggs** The speaker explains that that the metalmark butterfly lays its eggs on the buckwheat plant, and on no other.
- 39 fire** In the recording 'wildlife' is explained as 'butterflies and plants' and we are told that fire has destroyed a significant number of them [= it has led to their loss].
- 40 conservation** The speaker explains that while some projects involving conservation need a lot of land, others do not. In the case of the metalmark butterfly, it only needed the area of the dunes to survive.

## READING PASSAGE 1

### Training

- 1 b** Information about activities offered at a zoo  
**2**

### Questions 1-7

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

In boxes 1-7 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

**3**

### Sleeping over at the zoo

This overnight camping adventure is perfect for school and youth groups. Sleepover activities are aligned with National Science Standards. Each program includes:

- Live animal presentations
- Zoo craft activity
- Breakfast and beverages
- A guide who will show you the nocturnal animals and stay at the camp

Set up your Zoo tent at 'Camp Kenya'

Pricing starts at \$90 per camper (students and adults). Hot catered meals are available for an additional fee.

Adult/Child Ratio

- Minimum adult to child ratio of 1:4.
- Maximum adult to child ratio of 1:1.

- 1** TRUE  
**2** NOT GIVEN  
**3** FALSE  
**4** TRUE  
**5** NOT GIVEN  
**6** TRUE  
**7** TRUE

### Exam Practice

#### Questions 1-7

- 1 TRUE:** The first paragraphs states that The Marxland Sculpture Garden is a *former golf course*.
- 2 TRUE:** The second paragraph states *There are both permanent and temporary exhibits*.
- 3 NOT GIVEN:** Nerida Graham and *Shackle of Time* are mentioned in the second paragraph but it is not stated that Graham produced that particular sculpture.
- 4 NOT GIVEN:** In the third part (*Your visit*) the car park is mentioned but it is not stated whether it is free or not. The fees mentioned in that section relate to entry to the garden.
- 5 FALSE:** While the third part (*Your visit*) states that *We just ask that visitors don't climb on any of the exhibits*, it also says: *the Garden is a hands-on experience so don't be afraid to get up close and feel the surface of the works*
- 6 TRUE:** The *Extra Events* section states that *The festival has increased in popularity every year since it began in the early 1980s* (although it's the first time it has run over two days).