

Listening Part 3

Questions 21-22

FB.com/TheIELTSFOCUS
Zalo 0847705973

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

What **TWO** problems do the students identify with 'learning videos'?

- A Babies lose interest too quickly.
- B Babies need to explore things.
- C Babies want to be with other babies.
- D Babies' eyes may be damaged.
- E Babies should have contact with adults.

Questions 23-24

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

When discussing the 'present research', Maia is surprised that

- A ordinary people have altered their habits.
- B the findings are very detailed.
- C most babies behave the same way.
- D boys and girls like different toys.
- E the methodology has been criticised.

Questions 25-26

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

What impresses the students about the bilingual experiment in Spain?

- A the long-term effects of the lessons
- B the large number of research subjects
- C the fact that the children enjoyed themselves
- D the fact that teachers had the same training
- E the response of schools to the findings

Questions 27-30

What comment does the speaker make about each of the following events?

Write the correct letter, **A**, **B** or **C**, next to questions 16-20.

You may use any letter more than once.

Findings

- A Babies understand cause and effect.
- B Babies like physical exercise.
- C Babies like their actions to be copied.
- D Babies are excited by surprises.
- E Babies recognise basic grammar.
- F Babies like to help other people.

Research studies

- 27 Dr Pritchard's study
- 28 The three-year-olds study
- 29 Professor Michelson's study
- 30 The United States study

- 14 A** I'd recommend you take a warm coat = should wear appropriate clothing
Distraction B, visitors can wander wherever they want around the reserve; they don't have to keep to the path. C, visitors can go to the exhibition at any time over the weekend.
- 15 A** these opportunities . . . aren't too frequent = do not happen often
Distraction B, the speaker 'went last time', meaning 'last year', so it must have been held before. C, the event is only held once a year, which doesn't imply any change in timetable in future.

Questions 16–20

- 16 C** it's often really popular . . . to beat the rush = might be crowded
Distraction B, it's just a short walk from Central Station, so transport is actually quite simple.
- 17 A** The location has changed from King's Square to the waterfront.
Distraction B, the speaker refers to the buskers coming from 'across the city'. In this context this means they come from all parts of the city, and does not refer to travelling across the city. C, there's more space on the waterfront, so crowding is unlikely to be an issue.
- 18 B** The speaker warns that the roads around the college can be congested at that time on a Friday.
Distraction C, the roads may be congested, but not the event itself. C, the speaker says the hall is huge so everyone will get a seat.
- 19 B** It's hard to park in that part of the central city and the train service is suspended, therefore transport is a problem.
Distraction The venue, the old post office, is mentioned several times, but there is no reference to the location having changed.
- 20 C** The speaker says there'll be a huge turnout and to get your ticket without delay so as to avoid disappointment, i.e. all the tickets might sell out.
Distraction A, the venue is the same as last year, the Ridgway Theatre.

LISTENING PART 3

Training

Review

- Two main speakers, but they may be introduced by a third speaker.
- An aspect of academic life, such as a presentation, a project, research, etc.

- There are usually two tasks.
- Identifying key facts and ideas and how they relate to each other. Also identifying a speaker's attitudes and opinions, and recognising agreement/disagreement.

Useful strategy: identifying opinions

- 1 a opinion
b fact
- 2 a fact
b opinion
- 3 a fact
b opinion
- 4 a opinion
b fact
- 5 a fact
b opinion

Useful strategy: identifying the speaker's attitude

- A** a good time telling jokes and having fun = amused by the behaviour
Distraction The speaker says it was a 'challenge' but that her classmates kept her going.
- B** completely amazed = shocked; he also says that he hadn't expected to do well in the test.
Distraction It actually took quite a long time for him to get the results because the teacher was sick.
- B** I can't understand why . . . It doesn't make any sense to me = confused; she also says that only 24% thought vocabulary was a 'high priority' and that more people should have recognised how significant vocabulary is for learners – therefore they should have considered vocabulary 'more important'.
Distraction She was 'surprised' by the survey results, but surprised that vocabulary was a relatively low priority for these respondents.

Exam Practice

Action plan reminder

5-option multiple-choice

- Underline key words in the questions, e.g. words about opinions, attitudes and agreement/disagreement.
- Not necessarily. The words in the conversation may paraphrase the words in the questions.
- No, the options are in random order. And the two answers (A – E) can be written in either order on the answer sheet – it doesn't matter.

Questions 21–26

21/22 **B** and **E**, (in any order)

B, Maia says that babies need to investigate their own environment. ‘They should examine the objects around them and experiment . . . discover information for themselves.’

E, Daniel says that babies learn by interacting with their parents and caregivers.

Distraction A, Maia says that babies will pay attention to the videos for long periods of time. **C**, Maia says babies don’t need to play in a group – it can be alone. **D**, Daniel says that babies don’t learn effectively from screens, but not that screens do them any harm.

23/24 **B** and **C**, (in any order)

B, Maia is amazed ‘the research has produced so much specific information’. She says she hadn’t expected the results to cover ‘so many different aspects of baby behaviour’. **C**, Daniel says it isn’t some, but that ‘pretty much every baby prefers the paper to the present’. Maia had thought there would be more exceptions.

Distraction A, Daniel says we should not stop wrapping up presents. **D**, Daniel says that both males and females behave the same way. **E**, there are several references to methodology, including brain scans, but no mention of criticism.

25/26 **A** and **D**, (in any order)

A, Maia says that ‘follow-up testing showed that the classes had a long-term benefit’. Both students agree that this is impressive.

D, Maia says that all the teachers had the same training that emphasised the importance of play, and they both agree that this was important for the experiment to be valid.

Distraction B, some details about the research subjects are given but no comment is made regarding the number. **C**, Daniel asks if the children enjoyed themselves, but Maia has no information on that. **E**, at present, the response of the schools is not known.

Action plan reminder

Matching tasks

- 1 It depends. Sometimes you write the letters once only, sometimes more than once. Read the instructions and study the task carefully.

- 2 Yes, if it is the first task, you are given time at the beginning of the recording. If it is the second task, there will be a pause in the recording so you can read the questions.

- 3 Not necessarily. Listen for synonyms and paraphrases.

- 4 Yes, this helps you follow the information in the recording and find the correct answer.

Questions 27–30

27 **C** Maia mentions that parents and caregivers sometimes repeated the same movements, and concludes that babies were happiest when their behaviour was imitated.

Distraction B, there are references to movement. **D**, the babies were given toys to play with, but there is no reference to them being excited or surprised by this.

28 **F** Daniel says that the babies wanted to give assistance. If they thought someone had a problem, they wanted to help.

Distraction D, there is reference to a surprise such as a pen being dropped, but no reference to the babies being excited by this. **C**, Maia asks if the babies copied the researchers’ behaviour, but Daniel says no.

29 **A** Maia says the babies recognised the relationship between reason and result, because they knew the light would come on.

Distraction B, ‘pushing’ the buttons may suggest physical exercise but that is not the nature of this experiment. **E**, Daniel asks if he is a linguist, but is confusing him with someone else.

30 **E** The babies have some knowledge of how language is structured, and can recognise nouns and verbs, etc.

Distraction D, Maia expresses surprise at the research finding, but that doesn’t relate to the babies being surprised.

LISTENING PART 4

Training

Review

- 1 One
- 2 A topic that is suitable for an academic lecture or presentation
- 3 10
- 4 One or two

Q18 Now later this afternoon it's Stand Up For Kids. This is a stand-up comedy show aimed particularly at children aged from 5 to 10. This is being held in the hall at Swanson College at 4 p.m. today. Just bear in mind that the roads around the college can get pretty congested at that time on a Friday, so allow plenty of time to get there. But it's bound to be a great show and the hall at Swanson is huge so you shouldn't find it hard to get a seat.

Q19 Then it's Sunday Unplugged on Sunday afternoon, with a number of local bands playing at the old post office building in Morningside. There's a great range of acts this week – check online for details. Though it's the usual issue with the old post office venue – no parking at all in that part of the central city. And the train service is suspended on Sunday for repairs, so if you're taking the bus, leave early.

Q20 And on Saturday evening it's the Ignite Dance Finals. This is the final of the inter-school dance competition so I know there'll be a huge turnout. If you haven't already got your ticket I'd do so without delay to avoid disappointment. It's being held in the Ridgeway Theatre, same as last year, so there'll be a great atmosphere.

Now one other...

LISTENING PART 3



15

Training

1

1

Woman: I went to night classes to learn Mandarin Chinese once a week. It was certainly a challenge for me, but what kept me going was my class mates. Everyone had such a good time telling jokes and having fun that it really helped me learn.

2

Man: I hadn't expected to do particularly well in the test so I was completely amazed to get 82% - it was such a great feeling! Unfortunately though the teacher was sick for a few days so it was quite a long wait before we got the results.

3

Woman: I read the results of a survey about the best way to learn a second language. Only 24% of respondents answered that vocabulary was a high priority. I can't understand why more people didn't recognise how significant vocabulary is for learners. It doesn't make any sense to me.

LISTENING PART 3



16

Exam Practice

You will hear two early education students called Maia and Daniel talking about research into how babies and children learn.

Now listen carefully and answer questions 21 to 26.

Maia: So, Daniel, shall we compare a few ideas for our assignment on how babies and children learn?

Daniel: Good idea, I've started the reading. One thing I read about was these 'learning videos'.

Maia: Oh yeah, I read about learning videos. The baby watches a short film with some basic vocabulary, maths and science, and they learn as they watch – that's the idea. Certainly, babies will pay attention to videos for long periods of time.

Daniel: Yeah, but there's been research to show that babies don't learn effectively from screens. Actually, they learn by interacting with their parents and other caregivers – that's the best approach. Q21

Maia: Mmm, it's interesting. Another issue with learning videos is that babies ought to have play time.

Daniel: You mean in a group?

Maia: Not necessarily, it can be alone, actually. But what's important is that they investigate their own environment. They should examine the objects around them and experiment. So they discover information for themselves. And they don't get that sitting in front of a film. Q22

Daniel: That's a good point. Then, I also thought I'd write about the 'present research' in my assignment.

Maia: Oh yeah, I read a bit about the present research. And it's true, isn't it? When you give a baby a present or gift, some of them are more interested in the wrapping paper than the present itself.

Daniel: But it's not some of them. The research shows that pretty much every baby prefers the paper to the present, whether male or female – it's just a human characteristic. Q23

Maia: Really? I'd thought there'd be more exceptions.

Daniel: Apparently not. It seems that playing with the paper, or ribbons, or box, stimulates the baby's senses. They touch everything, climb into the box, put the ribbon into their mouths. And brain scans have shown that sight, sound, touch, smell and taste are all stimulated in this way.

Maia: It's amazing the research has produced so much specific information, just from studying presents! I hadn't expected that. The results cover so many different aspects of baby behaviour. Q24

Daniel: Yeah, exactly. But it shows us that babies learn by playing.

Maia: So we shouldn't stop wrapping up babies' presents.

Daniel: No, definitely not!

Maia: Then I also read about babies and second languages. There was a really interesting bilingual experiment in Spain. They tried teaching English to a group of 280 Spanish children in different preschools.

Daniel: So the research subjects were in different schools?

Maia: Yes, but the researchers deliberately selected teachers who all had the same education. They'd been trained to use a style that focused on play and social interaction. So because of that, the experiment was standardised across all the schools, that's really important. Q25

Daniel: Yeah, I agree, that was a great idea.

Maia: The subjects were aged between 7 months and 3 years old. And the children were given a one-hour English lesson for 18 weeks.

Daniel: Did they seem to enjoy the lessons?

Maia: I don't have any information on that. But at the end of the experiment, each child could produce an average of 74 English words or phrases.

Daniel: But did they remember them?

Maia: Well, follow up testing showed that the classes had a long-term benefit, yes. Q26

Daniel: Wow, that's remarkable, especially considering some of the children were so young.

Maia: I think so too. It really shows how babies and small children can learn through playing.

Daniel: Yeah, I wonder if other schools will try the same thing in future.

Maia: It'll be interesting to see what happens.

Now listen and answer questions 27 to 30.

Daniel: So, Maia, let's discuss some more ideas about how babies learn. What other research have you read about?

Maia: Well, I read about Dr Pritchard's study. In her experiment, babies were given toys to play with. And their caregivers sometimes repeated the same movements as the baby, and sometimes did something different. And Dr Pritchard monitored the baby's electrical brain activity. The results showed that babies were happiest when parents or caregivers imitated their behaviour.

Daniel: Maybe that could be used as a teaching tool?

Maia: Yeah, absolutely.

Daniel: Then I read about a study of 3-year-olds. This was interesting. The researchers experimented by doing things like dropping a pen or knocking something off a desk.

Maia: And did the children do the same thing?

Q28 Daniel: No, what they often did though, was pick up the pen. They wanted to give someone assistance if they could, if they thought someone else had a problem. So I think that shows how babies are more likely to learn by working with caregivers and teachers, rather than in isolation.

Maia: Then have you heard of Professor Michelson?

Daniel: Is he a linguist?

Maia: You're thinking of someone else. Professor Michelson did a study where babies had to push buttons. Some buttons switched on a light and some didn't. And after a little experimentation, the babies nearly always pushed a button that switched on a light.

Daniel: You mean, they knew the light would come on?

Q29 Maia: Professor Michelson thinks so. He believes they recognised that a certain thing would happen, as a result of a certain action. So maybe that has implications for learning.

Q30 Daniel: Interesting. I also looked at a study in the United States. This showed that babies as young as 16 months have some knowledge of how language is structured. In a simple sense, they seemed to know the function of nouns and verbs. And the researchers believe this is linked to the way they learn the meaning of new words.

Maia: Oh, really? Amazing they start so young. I'd like to read about that...

LISTENING PART 4



Exam Practice

You will hear an engineering student giving a presentation about a female engineer called Sarah Guppy.

Now listen carefully and answer questions 31 to 40.

Student: Well, hi everyone. In my presentation today I'm going to be talking about Sarah Guppy, a female engineer in Britain in the 19th century.

So, first some background. Um, so in Britain at that time, there weren't many women engineers. But the 19th century was a time of great change in Britain and women were becoming increasingly active in many

aspects of society. So one example would be Jane Harrison, who was a linguist and an expert on ancient civilisations. Jane Harrison is credited with being the first woman to be employed as an academic at a British university. And slowly women were being employed in more fields during this period. Let me just give you a few statistics to illustrate. Um, so, by the end of the 19th century, there were thousands of female musicians and actors and more than half in each group were women. When it came to the professions, the numbers were much lower. So dentists – there were 140 women, and there were 212 women who were employed as doctors at the end of the century. Q31 Q32

OK, so moving onto Sarah Guppy herself. Sarah was born in 1770 in the city of Birmingham into a family of merchants. Aged 25 she married Samuel Guppy and moved to the city of Bristol. Then in 1811, she patented her first invention. This was a method of building bridges that were so strong they could withstand even severe floods, which might otherwise have destroyed the bridge. Her idea was used by the engineer Isambard Kingdom Brunel when he built the famous Clifton Suspension bridge. Sarah was not directly involved in this project as an engineer. However, she is known to have constructed models representing the entire structure, and these were of great assistance to Brunel when he built the Clifton Suspension bridge. What's more, Sarah was involved in the project to build the Clifton Suspension bridge in another way, too. Together with her husband, Sarah was an important investor in the project, and did well out of it financially. Q33 Q34 Q35

Now listen and answer questions 36 to 40.

Student: However, Sarah's talents as an engineer and designer went beyond bridges. One of her inventions was the so-called 'barnacle buster'. This was a device that increased the speed at which ships could sail, by preventing tiny creatures like barnacles growing on them. Sarah also had an interest in railways. Now, the 19th century was a time when a huge number of railway lines were being built across Britain. Frequently, this involved digging 'cuttings', where the railway line was cut into a hill. And Sarah encouraged trees and vegetation to be planted in cuttings to reduce the problem of erosion – a technique that is still commonly used today. Q36 Q37

I'd also like to mention that some of Sarah Guppy's machines are quite amusing when we look back at them today. One that stood out for me was a machine that made tea, kept toast warm and boiled an egg all at the same time, so you could sit down for a typical British breakfast without waiting for anything. It's quite strange to look at but I guess it might have been convenient! Then there was one area where Sarah was really ahead of her time because she designed an early type of equipment that's very common today. This was a sort of gym machine that you could keep at home. And in the last 150 years or so that's an industry that has really taken off. Q38 Q39

OK, so in conclusion, what can we say about the career of Sarah Guppy? She certainly wasn't the only woman engineer in 19th century Britain. I mean, for example there was Ada Lovelace, who is sometimes described as the first computer programmer and Hertha Marks Ayrton, a mathematician and electrical engineer. But still, Sarah's contribution was highly unusual. Just by way of illustration, it's worth noting that it wasn't until 1906 – 54 years after Sarah's death – that a woman studied engineering at university and graduated as an engineer for the first time. Now one other thing... Q40