

Test 4 Key

**Listening** (approximately 40 minutes)

*Part 1*

1 B    2 A    3 B    4 A    5 C    6 B

*Part 2*

7 (some) (magazine) editors    8 wide-angle    9 lost cities    10 blue filters    11 test beds  
12 (helicopter) pilot / pilot (in a helicopter)    13 (repeated) circles    14 hero image

*Part 3*

15 D    16 A    17 B    18 C    19 B    20 A

*Part 4*

21 G    22 A    23 D    24 E    25 C    26 E    27 G    28 B    29 H    30 C

**Transcript**

*This is the Cambridge English Advanced Listening Test. Test Four.*

*I'm going to give you the instructions for this test.*

*I'll introduce each part of the test and give you time to look at the questions.*

*At the start of each piece you'll hear this sound:*

*tone*

*You'll hear each piece twice.*

*Remember, while you're listening, write your answers on the question paper. You'll have five minutes at the end of the test to copy your answers onto the separate answer sheet.*

*There'll now be a pause. Please ask any questions now, because you must not speak during the test.*

*[pause]*

*Now open your question paper and look at Part One.*

*[pause]*

**PART 1**

*You'll hear three different extracts. For questions 1–6, choose the answer (A, B, or C) which fits best according to what you hear. There are two questions for each extract.*

*Extract One*

*You hear two friends talking about their children's reading habits.*

*Now look at questions one and two.*

*[pause]*

*tone*

Woman: Your daughter likes reading, doesn't she?

Man: Yeah. She reads all sorts of books, often about things outside her personal experience – in fact, anything from historical legends to science-fiction stories, provided the characters are strong. We keep an eye on her choices, but there's never been a problem and encouraging her to go for what she wants keeps her enthusiasm going. Some of her books are beautifully illustrated, too – but, good as the pictures are, she's got such a strong imagination that she says they can actually contradict the mental images she creates herself.

Woman: I only wish my own kids were the same! They're used to seeing me with my nose in a book and I thought they'd copy my example. Perhaps they just see reading as boring, something teachers ask them to do. I guess there's so much competition now for their attention, too, and they spend so much time online.

Man: Well, there's always room for a good book, if only kids realised the fun of escaping into the world of fiction. Admittedly, literature classes can be a drag, when you're always analysing everything – no wonder that puts some kids off. I admit my own mum and dad weren't great readers, but they did encourage me from an early age – they were always buying me books.

[pause]

tone

[The recording is repeated.]

[pause]

*Extract Two*

*You hear part of an interview with a man who worked as a team leader with students doing voluntary work in the rainforest.*

*Now look at questions three and four.*

[pause]

tone

Woman: And you were a team leader on a volunteer project?

Man: Yes. I'd been looking for ways to get experience in international development as well as leadership, so when I heard about the opportunity to set up a sustainable method of processing coffee beans in the rainforest, I jumped at the chance to lead a team of multinational volunteers on a three-month project! They had no previous work experience, so it was incredibly fulfilling to witness their evolution. As they came out of their shells, they formed friendships and gained valuable life skills in the process. It may have been their first time away from home, but that didn't stop them giving pretty much everything a go.

Woman: Right.

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Man: Before, I lacked experience of leading a team, which is essential in the workplace nowadays. Like, I learned to take on responsibilities for the rota, whilst acting as mentor and ensuring that the project's goals were achieved. But all that paled in comparison to what I actually walked away with. The sheer intensity you experience when operating in a tight-knit group such as this isn't just an integral part of being a successful leader, it's personally transformational in nature. Now I feel ready for whatever the world has to throw at me.

[pause]

tone

[The recording is repeated.]

[pause]

Extract Three *You hear two students talking about fast food.*

*Now look at questions five and six.*

[pause]

tone

Woman: Hey, is that a fast-food bag you've got there?

Man: It is ... and it's quite rare for me! My housemates rely heavily on fast food though – they're watching their budgets and reckon it's a cheap deal. But when you look at the minuscule portions, it's hardly economical compared to making your own meals from scratch. They don't like to admit that's beyond them, I reckon – so they can't resist stopping by the burger bar. Lots of fast food companies are targeting kids and students, too, in their advertising, though I think my housemates would just buy the stuff anyhow.

Woman: I know what you mean. I personally eat a lot less of it now.

Man: That's good.

Woman: Well, I must admit when I'm really pressed for time, it occasionally comes in handy and I guess that applies to most people. No matter how tasty they try and make it look though, I always find it really unsatisfying and end up hungry an hour later! Fast-food companies are making an effort to include more fruit and veg on the menu now though, which is a real step forward. I wonder if they'd be more filling. I do think many people eat fast food out of habit, and when companies have to display the calorie content of everything, customers will think twice.

[pause]

tone

[The recording is repeated.]

[pause]

*That's the end of Part One.*

*Now turn to Part Two.*

[pause]



PART 2

*You'll hear an architectural photographer called Jack Gollins talking about his work immediately after receiving a professional award.*

*For questions 7–14, complete the sentences with a word or short phrase.*

*You now have 45 seconds to look at Part Two.*

[pause]

tone

Jack: My name, as you've probably gathered, is Jack Gollins, and I'd like to express my thanks for this wonderful award.

Frankly, I'm a bit of a workaholic, busy trying to satisfy my architect clients, and come up with a photograph that will put them on the map, as well as trying to satisfy my own artistic ambitions. So to be honest, it was only when I was talking to some magazine editors recently who were consulted over my nomination, that I realised what I've actually achieved so far in my field. I was genuinely taken aback by the number of projects I've done.

So, how do I actually go about shooting a building? Well, I have self-imposed rules – and some of them are quirky and particular to me. I tend to use a wide-angle lens, rather than a fish-eye lens that some photographers prefer. I show more context than many of my colleagues too, and my compositional rules break all the normal aesthetics.

I'm often asked if there are particular places, in Australia or overseas, that have had a big impact on me. The short answer is yes. I've spent quite a few years in countries like Cambodia photographing what are called lost cities. These were generally built by the leaders of the time, and I've been very influenced by the quality of the buildings there. There are practical issues working in such places – maybe if the building's half in ruins I'll work at night and only light the existing half, and leave the other half to the imagination. And in India, I've had to work with strong blue filters to separate the stone from the vivid sky. But I avoid fancy gimmicks out of a respect for historic buildings – they're intrinsically remarkable buildings which don't need any special effects. I use such trips as test beds for practising particular photographic techniques. A lot of them, like lighting buildings at night, were first tried out on my own projects – and then brought to bear on clients' modern buildings.

I guess I'm well-known now for my elevated shots. You can get in so close in a helicopter, and a few years back myself and the pilot I always use – he's awesome at the controls – worked out techniques for making the most of this. We can get amazing shots, by performing rapid, repeated circles, and be finished before local people and tourists start complaining! I've recently shot extraordinarily beautiful night-time pictures this way – which couldn't have been done ten years ago.

Now, potentially, an iconic building can bring in lots of money for everyone associated with it – so the pressure's on from clients for me to produce award-winning photos. But I'm a very harsh critic of my own work, and will keep going back to a project until I basically think I've achieved what's

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known as the hero image – the definitive shot of a building which brings in the money. And it can take a lot of visits to get it right, believe me. That's one of the reasons I'm so delighted to receive this award in recognition of my work – thank you so much.

[pause]

*Now you'll hear Part Two again.*

tone

[The recording is repeated.]

[pause]

*That's the end of Part Two.*

*Now turn to Part Three.*

[pause]

PART 3

*You'll hear part of an interview in which a science writer called Andy Hicks and a psychologist called Dr Karen Ferrigan are talking about how technology affects our brains. For questions 15–20, choose the answer (A, B, C or D) which fits best according to what you hear.*

*You now have 70 seconds to look at Part Three.*

[pause]

tone

Interviewer: Hello everyone. Today I'm talking to science writer Andy Hicks and psychologist Dr Karen Ferrigan about how technology affects our brains.

Andy: Hi.

Karen: Hello.

Interviewer: Andy, your latest book claims we shouldn't be texting, emailing, cooking and watching television all at the same time because our primitive hunter-gatherer brains are poorly suited to such high-tech multitasking.

Andy: That's one way to put it, but there's more to it. I'd argue that we think we're doing all these things simultaneously – all of us do – but in practice, the brain doesn't work that way. In terms of paying attention, what we're doing is rapidly shifting focus from one thing to the next and the next then back around to the first. All of that comes at a cost. It depletes the resources that we need for functioning effectively. Basically, it's an illusion.

Interviewer: You've written about the effect of having unread emails. Can you tell us about how that affects intelligence?

Andy: Well, there was one study that showed that the distraction of knowing you've had an email that you haven't read, while it doesn't lower your overall level of intelligence permanently, it does effectively lower it at that moment because your mind is now divided, there's a little voice inside your head asking, 'Who's that from? Is it good news? Is it something that needs sorting out right now?' All these thoughts are crowding your head, taking up the place of thoughts you would rather be directing at the task at hand.



Interviewer: So what can we deduce from this?

Andy: We see in studies done in various workplaces that people who are allowed to multitask get less done than people who work more methodically. But the interesting thing that comes out from the studies is that the multitaskers believe that they've been more productive. And you could say, well, why is it these people are so deluded? I'd say, just because you think something's so, doesn't make it so. One of the things we do know is that the brain is really good at tricking itself. I've seen this myself. I happen to think I tell brilliant jokes, but people around me say it isn't the case.

Interviewer: Karen, would you agree then that our memories aren't designed for the demands of technology, including things like remembering passwords?

Karen: Well, in terms of short-term memory, what you can hold in your consciousness is limited to three or four things. Your long-term memory, the memory you have for facts and figures, the stories that you've told about different things you've done, that's apparently unlimited. But the challenge with passwords is that they tend to be arbitrary. Different websites impose different restrictions – in some passwords you have to have special characters whereas others don't allow them, some have to have at least one number and so on. You can see the problem with trying to sort it all out. But I think we're digressing here.

Interviewer: So, let's move on. And would you say our brains are changing over time?

Karen: Of course we – and our brains – are evolving all the time, but so slowly that we can't easily measure it. It can take a great deal of time for us to respond to developments in our circumstances. Our brains could keep pace with the world of 20,000 or more years ago. There wasn't a whole lot of information coming in back then, nor much technological change. There were hundreds of thousands of years between, say, harnessing fire and developing agriculture. Now, though, your cellphone constantly updates its software and you've got to learn completely new things all the time. The result seems to be we all feel busier than we used to, less effective at work, and find it more difficult to make decisions.

Interviewer: But there are advantages that come with this information age, aren't there?

Andy: Absolutely. With the greatest respect to Karen, one of the best things actually is this unprecedented access to reliable information. Think back 20, 30 years. Say you wanted to know what the Krebs cycle was from biology; you'd either have to find somebody who knew, or go to a library and look it up. This can now be done instantly. Almost anything you'd want to know is easily available.

Karen: The problem is that in there with all that information is so much misinformation. And it's got very difficult to know which is which. Back then, you could pick up a particular magazine and everything about it screamed 'this is an unreliable source'. Now bad websites look just as good as good websites. The most important thing we can teach is information literacy: how to tell the difference.

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Interviewer: So, of all the interviews that we've had ...

[pause]

*Now you'll hear Part Three again.*

tone

[The recording is repeated.]

[pause]

*That's the end of Part Three.*

*Now turn to Part Four.*

[pause]

PART 4

*Part Four consists of two tasks.*

*You'll hear five short extracts in which people are talking about their experiences of doing volunteer work.*

*Look at Task One. For questions 21–25, choose from the list (A–H) the reason each speaker gives for doing volunteer work.*

*Now look at Task Two. For questions 26–30, choose from the list (A–H) the change each speaker identifies in themselves as a result of doing volunteer work.*

*While you listen, you must complete both tasks.*

*You now have 45 seconds to look at Part Four.*

[pause]

tone

**Speaker One:** My mate volunteered at an animal rescue centre last year and said it was brilliant. I didn't know much about animals, but I was prepared to give it a go, 'cos I was at a loose end over the summer with nothing else lined up, I reckoned this'd fit the bill. Actually, you didn't need to be an animal expert, you just had to be willing to work hard, cleaning cages and dragging bags of feed around and so on. I developed muscles I never knew I had, and though the first week was exhausting, by the end I'd toughened up. The hours were long but they flew by, 'cos it was never boring.

[pause]

**Speaker Two:** I volunteered for a local Woodland project, leading guided walks in the woods nearby. I was surprised at the variety of fellow volunteers – I've made friends with people from eighteen to eighty! I not only got to know them, but, daft as it sounds, myself as well. I've got six brothers and sisters and, much as I love them, it's hard sometimes to feel you're an individual, so doing this – away from them – has been a revelation. Leading walking groups and explaining issues about the woodland environment has been useful, too – the thought of speaking in public used to keep me awake at night, but I signed up hoping this'd be a way of conquering that feeling.

[pause]



**Speaker Three:** I joined a local charity as a media volunteer, doing proof-reading and press releases. It required an eye for detail and the ability to focus, which is where my talents lie anyway. I'd no idea where these skills could take me career-wise and hoped that volunteering would give me some ideas. I can now see myself as a self-employed PR person. I'd enjoy being my own boss – the managers at the charity could be quite temperamental. I gradually realised the way to handle such individuals was not to get upset when they let off steam, but to listen quietly before saying my bit. It meant things took longer to get through, but the strategy worked.

[pause]

**Speaker Four:** Last weekend, I volunteered on a river clean-up and persuaded my mates to join too – and they didn't let me down. There were several volunteer activities I could've done, but here I felt I'd make a tangible difference, which was what I was after – I'm someone who needs concrete results. It did me good being in a team, too. It meant negotiating who did what, which brought home the fact that not everyone was comfortable doing challenging physical stuff, like clearing the riverbed. I'd just presumed everyone'd be up for that! But several people opted to do things I'd have found boring, like removing rubbish from the riverbank – but, fair enough – that affects local wildlife.

[pause]

**Speaker Five:** When my brother mentioned a volunteer scheme for helping elderly people maintain their gardens, I jumped at it. I was already pretty knowledgeable about plants, having studied botany as a university option, but I confess I'd had no experience of actually handling a spade or cutting back trees and stuff – and here was my chance. If you'd told me last month that I'd happily spend hours focusing on weeding and digging, I wouldn't have believed you. But it's actually been riveting – time really flies by as I'm totally engrossed in the task in hand, something I'd have found impossible before. And it's incredibly satisfying to stand back afterwards and see things looking so much better thanks to my efforts!

[pause]

*Now you'll hear Part Four again.*

tone

[The recording is repeated.]

[pause]

*That's the end of Part Four.*

*There'll now be a pause of five minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I'll remind you when there's one minute left, so that you're sure to finish in time.*

[Teacher, pause the recording here for five minutes. Remind students that they have one minute left.]

*That's the end of the test. Please stop now. Your supervisor will now collect all the question papers and answer sheets.*