PAPER 4 LISTENING (approximately 40 minutes)

Part 1

You will hear people talking in eight different situations. For questions **1–8**, choose the best answer (**A**, **B** or **C**).

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1 You overhear a woman talking to her husband on a mobile phone.
What is the background to the conversation?

A The family's holiday may have to be cancelled.

B The woman wants to buy their son a computer.

C Their son has schoolwork to complete before the start of term.

2 You hear a phone-in programme on the radio.
Why has the man phoned?

A to complain about the traffic scheme

B to express his support for the traffic scheme

C to question the aims of the traffic scheme

3 On the radio, you hear a woman talking about her house.
What has she recently done?

A decided to move to another area

B solved a problem that she had

C made improvements to her house

4 You overhear two people discussing a friend.
What language does their friend usually speak at home?

A French

B English

C Italian

LIVEWORKSHEETS

5 You hear a man talking about an activity holiday he went on as a child with his family.
How did he feel during the holiday?

A bored by the climbing

B upset with his father

C disappointed with the rowing boat

6 You hear the beginning of a radio programme.
What is the programme going to be about?

A child development

B the environment

C a form of entertainment

7 You hear a man being interviewed about a new project he has set up.
What is the purpose of the project?

A to help people find accommodation in Scotland

B to tell people where to stay in Australia

C to advise people how to set up a flat agency

8 You switch on the radio in the middle of a programme.
What kind of programme is it?

A an arts review

B an interview

C a quiz show

LIVEWORKSHEETS

Part 2

You will hear an announcement about an evening's programmes on Radio Pearl. For questions **9–18**, complete the sentences.

7.30 pm 'Art Review': Student Art Exhibition

This evening's programme is taking place at the

[ ] **9** in London.

The exhibition is of work by students in the

[ ] **10** year of their art course.

At the exhibition, you can see things as different as curtains and

[ ] **11**

Some of the works of art have been made using

[ ] **12** technology.

8.00 pm Play: 'The Vanishing Lady'

In the play, a young couple on a train think they hear the sound of someone using a

[ ] **13**

A [ ] **14** tells the couple about an old lady whom he has seen.

After writing this play, the author, Porten, became a writer for

[ ] **15**

9.30 pm 'Business Scenes': Interview with Peter Field

Peter used to work for a [ ] **16**

Peter says the material he uses for his boats is a particular kind of

[ ] **17**

Peter collects [ ] **18** as a hobby.

LIVEWORKSHEETS

Part 3

You will hear five different people talking about the way they study. For questions **19–23**, choose from the list (**A–F**) which of the opinions each speaker expresses. Use the letters only once. There is one extra letter which you do not need to use.

A Music helps me concentrate when I'm studying.

Speaker 1 | | 19

B I study best in the morning when I can think clearly.

Speaker 2 | | 20

C I realise I study better when I'm outside in the open air.

Speaker 3 | | 21

D I find I can concentrate better when I study with a friend.

Speaker 4 | | 22

E It is much easier for me to study late at night.

Speaker 5 | | 23

F I prefer to study when I'm lying down.

LIVEWORKSHEETS

Part 4

You will hear a girl called Tricia Simpkins talking at a public meeting about a plan to create a nature reserve in the centre of a large city. For questions **24–30**, choose the best answer (**A**, **B** or **C**).

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24 How did Tricia once feel about the countryside?

A She preferred it to the city.

B She paid no attention to it.

C She wanted others to experience it.

25 Why did Tricia take part in a wildlife survey?

A She was required to do it.

B She preferred it to being in school.

C She was asked to do it by her neighbours.

26 What does Tricia say about the results of the survey?

A They were unsatisfactory.

B They were confusing.

C They were unexpected.

27 What does Tricia say about the problems created by trees?

A People exaggerate them.

B People ignore them.

C People accept them.

28 According to Tricia, what is wrong with the trees the council is planting?

A They are expensive to replace.

B They fail to attract wildlife.

C They are too small for the area.

LIVEWORKSHEETS

29 What used to happen in the wasteland at the end of Tricia's street?

A Dog owners used to go there.

B People used to leave rubbish there.

C Children used to play there.

30 What is Tricia's suggestion for the new nature reserve?

A to allow the planting of trees

B to protect it from visitors

C to let it go wild

LIVEWORKSHEETS

Name_____

That Phone in Your Pocket

A key concept behind cell-phone technology is the notion that space can conduct electricity. Within twenty years of the initial hypothesis and research, successful experiments led to the first telegraph. This may not seem related to cell phones today, but it was a major breakthrough in long-distance communication.

It was another fifty years before the technology expanded beyond the telegraph. In the 1920s, police cars began installing mobile radios. The government created the Federal Communication Commission (FCC) in 1934. One of their first tasks was to assign certain channels to specific uses, such as emergency and government use.

A mobile radio telephone service was developed in the mid-1940s, but heavy interference caused it to be impractical. During this same time period, the first radio car phones were built. Again, heavy interference doomed the effort to failure. By the end of the 1940s, the FCC authorized several channels to be used as Radio Common Carriers, which made it possible for corporations and private organizations to use mobile phones. These were the first link between mobile phones and telephones, instead of operating radio to radio.

Car phones became true mobile phones separate from radios. The early units were large and bulky and required an operator to make the connection between users. The next major development made use of a single channel operating at a higher frequency, eliminating the need for operators.

As early as 1970, the FCC assigned specific frequencies for cell phones. Within a year, AT&T proposed the first mobile telephone system to the FCC, based on dividing cities into "cells." Not long after, the first mobile handset was designed and demonstrated to the public. Early cell phones were bulky and expensive and not readily available to the public.

The rest, as they say, is history. The cell-phone industry has become an ever-growing empire, with the number of cell phones in use quickly approaching the number of people on the planet.

Text Questions

1. Which technology is most closely related to cell-phone development?
   a. electricity
   b. radio
   c. television
   d. computers

2. What does the word *frequency* mean as it is used in the text?
   a. something that occurs often
   b. the number of times something occurs in a given period of time
   c. a rate of repetition
   d. the number of vibrations or sound waves within a unit of time

3. Which of the following was a problem faced by early cell-phone technology?
   a. crowded channels
   b. interference
   c. size and expense
   d. all of the above

4. Which statement does <u>not</u> describe the benefits of the development of cell phones?
   a. The first telegraph was a major breakthrough in long-distance communication.
   b. The FCC assigned certain channels to specific uses, such as emergency and government use.
   c. The early units were large and bulky and required an operator to make the connection between users.
   d. By the end of the 1940s, the FCC authorized several channels to be used as Radio Common Carriers, which made it possible for corporations and private organizations to use mobile phones.

5. How do you envision cell-phone technology in the future? What features might be added?

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_____

LIVEWORKSHEETS

Name_____

Livestock Reduction

Drastic times call for drastic measures, or so it would appear. At the end of the Great Depression, the government established a stock-reduction program. Over the course of time, over 200,000 sheep, goats, and horses were killed. The government claimed the arid land of the southwest would support only six head per acre. Stock reduction was intended to increase soil conservation and reduce overgrazing.

Unfortunately, these events coincided with years of depression and economic hardship. Those who relied on livestock for their existence, such as some Native Americans, were devastated by the orders.

Each family was permitted to claim a certain number of sheep or goats. In some cases, some stock could be given to other family members who did not yet meet the quota. This spared some animals, but not all, from certain death. The remaining livestock were shot. Not surprisingly, stock reduction also contributed to the near-extinction of Churro sheep.

The stock-reduction plans changed the way people lived. Families who had previously supported themselves by raising stock now had to find other ways of bringing in income. Men were forced to find wage-paying jobs, even if it meant leaving their communities. The Native Americans, in particular, had been sheepherders for generations. They believed the sheep gave strength to the people to survive. Herds represented status in the community.

Shortly after the beginning of the program, the Navajo chairman asked the government to reconsider. His request cited "economic loss of wages and war effort." In response, the government issued special grazing permits to reduce the impact of stock reduction during the war. In theory, this would prevent taking too much stock from people who had no other source of income. The war provided a temporary way out for some, but it took time to rebuild the herds and recover economically after the war.

Text Questions

1. Which of the following was <u>not</u> an impact of the stock-reduction plan on native people in the southwest?
   a. economic loss and hardship
   b. people leaving communities to find work
   c. loss of status in the community
   d. the increase of soil conservation
2. What does the word *coincided* mean as it is used in the text?
   a. was exactly alike in shape and position
   b. occurred at the same time
   c. was equivalent in importance to other events
   d. was related to
3. How does the fourth paragraph contribute to the development of the main idea?
   a. It gives details that explain how this event took place.
   b. It describes how this historical event affected people and the way they live.
   c. It describes the interaction between people and the government.
   d. It explains what caused this event.
4. Which of the following statements is <u>not</u> a provision of the stock-reduction plan?
   a. The arid land would support only a limited number of livestock.
   b. Each family was permitted to claim a certain number of sheep or goats.
   c. They could give some stock to other family members who did not yet meet the quota.
   d. The government issued special grazing permits to reduce the impact of stock reduction during the war.
5. How might this historical event have affected people in other parts of the country?

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_____

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LIVEWORKSHEETS

TEST 35

Example:	0	*outer*	0

LIFE ON OTHER PLANETS

Humans have long been fascinated by **(0)** .... space, and have wondered if there are intelligent life-forms **(56)** .... , which we might be able to contact. **(57)** .... , we've all seen space creatures on our TV and cinema screens, but 'aliens' like these owe more to the **(58)** .... of using human **(59)** .... to play the parts than to any real form of **(60)** .... investigation.

OUT
ELSE
NATURE
CONVENIENT
ACT
SCIENCE

However, many serious space **(61)** .... are now beginning to turn their attention to the question of what alien life might **(62)** .... look like. One early result is Arnold the Alien, **(63)** .... by biologist, Dougal Dixon. This strange being, **(64)** .... humans, has its eyes, ears and limbs in groups of three instead of pairs but, despite its odd **(65)** .... , its behaviour is not very different from our own.

RESEARCH
ACTUAL
DESIGN
LIKE
APPEAR

LIVEWORKSHEETS

TEST 36

Example: | 0 | *imperfect* | 0 |

JOB INTERVIEWS

Interviews are an **(0)** .... method of choosing the best people for jobs, yet human **(56)** .... like to examine each other in this way. One of the many problems of **(57)** .... as it is commonly practised is that the forms filled in by **(58)** .... often fail to show people as they really are. This means that you can follow all the best **(59)** .... when completing your form and still find that you are **(60)** .... at the next stage – the interview. **(61)** .... , in the rare cases where interviews are automatic, a candidate with an **(62)** .... form may do surprisingly well.

PERFECT
BE
SELECT
APPLY
ADVISE
SUCCESS
SIMILAR
ADEQUATE

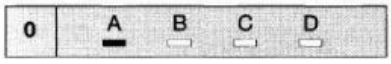
Of course, your form needs to show that you have **(63)** .... in your **(64)** .... to do the job, but don't try to turn yourself into someone else – a person you have to pretend to be at the interview. Realism and **(65)** .... are definitely the best approach.

CONFIDENT
ABLE
HONEST

LIVEWORKSHEETS

TEST 35

0 **A** sigh **B** yawn **C** cough **D** sneeze



HELEN AND MARTIN

With a thoughtful **(0)** .... , Helen turned away from the window and walked back to her favourite armchair. **(1)** .... her brother never arrive? For a brief moment, she wondered if she really cared that much.

Over the years Helen had given **(2)** .... waiting for Martin to take an interest in her. Her feelings for him had gradually **(3)** .... until now, as she sat waiting for him, she experienced no more than a sister's **(4)** .... to see what had **(5)** .... of her brother.

Almost without **(6)** .... , Martin had lost his job with a busy publishing company after spending the last eight years in New York as a key figure in the US office. Somehow the two of them hadn't **(7)** .... to keep in touch and, left alone, Helen had slowly found her **(8)** .... in her own judgement growing. **(9)** .... the wishes of her parents, she had left university halfway **(10)** .... her course and now, to the astonishment of the whole family, she was **(11)** .... a fast-growing reputation in the pages of respected art magazines and was actually earning enough to live **(12)** .... from her paintings.

Of course, she **(13)** .... no pleasure in Martin's sudden misfortune, but she couldn't **(14)** .... looking forward to her brother's arrival with **(15)** .... satisfaction at what she had achieved.

LIVEWORKSHEETS

1	**A** sight	**B** vision	**C** view	**D** look
2	**A** distance	**B** background	**C** outskirts	**D** horizon
3	**A** ordered	**B** required	**C** commanded	**D** asked
4	**A** However	**B** Although	**C** Despite	**D** Even
5	**A** commonly	**B** actually	**C** mostly	**D** normally
6	**A** at	**B** on	**C** with	**D** off
7	**A** weakness	**B** lightness	**C** tenderness	**D** softness
8	**A** decided	**B** chosen	**C** arranged	**D** considered
9	**A** definite	**B** certain	**C** particular	**D** individual
10	**A** honest	**B** simple	**C** direct	**D** plain
11	**A** to	**B** by	**C** for	**D** under
12	**A** should	**B** would	**C** ought	**D** could
13	**A** sense	**B** idea	**C** feeling	**D** impression
14	**A** take	**B** have	**C** make	**D** get
15	**A** looked	**B** visited	**C** sent	**D** called

LIVEWORKSHEETS

TEST 34

0 **A** in **B** along **C** up **D** over



A VISITOR FOR MISS DREDGER

Every summer Miss Dredger took **(0)** .... visitors at Clôs de Joi. It was a square house with a **(1)** .... across the island to the sea, with the island of Jersey on the **(2)** .... .

Miss Dredger had **(3)** .... a carriage to take her down the harbour hill. **(4)** .... it was a steep descent, she would **(5)** .... have taken it in her purposeful stride, and would even have returned **(6)** .... foot up the long slope, for Miss Dredger scorned all physical **(7)** .... .

Nevertheless, she had **(8)** .... on a carriage this **(9)** .... morning, for she had a gentleman to meet at the harbour. Both he and his luggage must be got up the harbour hill. It was **(10)** .... that the luggage could not walk up on its own and from what she knew about men, it was ten **(11)** .... one that her new lodger **(12)** .... be as helpless as his luggage.

And so, as the carriage had to go down the hill before it could come up again, Miss Dredger, with her sharp **(13)** .... of logic, decided that, in order to **(14)** .... use of this fact, it would be as well to be **(15)** .... for at Clôs de Joi.

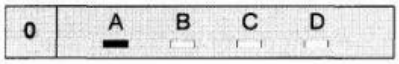
LIVEWORKSHEETS

1	**A** remarked	**B** known	**C** referred	**D** named
2	**A** performed	**B** given	**C** fulfilled	**D** displayed
3	**A** Everyone	**B** Someone	**C** Anyone	**D** No-one
4	**A** detailed	**B** plain	**C** straight	**D** precise
5	**A** right	**B** exact	**C** direct	**D** strict
6	**A** period	**B** minute	**C** part	**D** stage
7	**A** led	**B** taken	**C** drawn	**D** called
8	**A** over	**B** against	**C** through	**D** across
9	**A** despite	**B** so	**C** although	**D** otherwise
10	**A** interests	**B** needs	**C** purposes	**D** regards
11	**A** work	**B** get	**C** put	**D** stand
12	**A** connected	**B** arranged	**C** involved	**D** affected
13	**A** allow	**B** let	**C** permit	**D** admit
14	**A** limits	**B** ends	**C** frontiers	**D** borders
15	**A** come	**B** fall	**C** pull	**D** go

LIVEWORKSHEETS

TEST 33

0 **A** expect **B** count **C** claim **D** prepare



ACTION SCENES IN FILMS

Modern cinema audiences **(0)** .... to see plenty of thrilling scenes in action films. These scenes, which are **(1)** .... as stunts, are usually **(2)** .... by stuntmen who are specially trained to do dangerous things safely. **(3)** .... can crash a car, but if you're shooting a film, you have to be extremely **(4)** .... , sometimes stopping **(5)** .... in front of the camera and film crew. At an early **(6)** .... in the production, an expert stuntman is **(7)** .... in to work out the action scenes and form a team. He is the only person who can go **(8)** .... the wishes of the director, **(9)** .... he will usually only do this in the **(10)** .... of safety.

Many famous actors like to do the dangerous parts themselves, which produces better shots, since stuntmen don't have to **(11)** .... in for the actors. Actors like to become **(12)** .... in all the important aspects of the character they are playing, but without the recent progress in safety equipment, insurance companies would never **(13)** .... them take the risk. To do their own stunts, actors need to be good athletes, but they must also be sensible and know their **(14)** .... . If they were to be hurt, the film would **(15)** .... to a sudden halt.

LIVEWORKSHEETS