



ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI PADANG

ADVANCED LISTENING MODUL

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TELAH TERDAFTAR

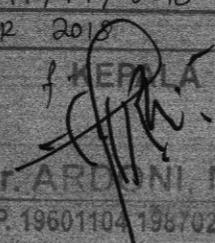
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2

MODULE FOR TEACHERS

TABLE OF CONTENT
(FOR TEACHERS ONLY)

	Page
1. Advanced listening: IELTS Listening Module (Strategies)	1
c. General Strategies	2
d. Specific Strategies	6 - 35
e. Key Answer & Transcript	36a
2. Advanced listening: IELTS Listening Module (Skills)	36
a. Skill 1	45
b. Skill 2	51
c. Skill 3	53
d. Skill 4	55
e. Skill 5	57
f. Skill 6	59
g. Skill 7	64
h. Skill 8	65
i. Skill 9	66
j. Skill 11	68
k. Skill 11	70
l. Skill 12	72
m. Skill 13	74
n. Skill 14	77
f. Key Answer & Transcript	79b

3. Advanced listening: IELTS Listening Module (Practice Exam)	79
a. Practice Exam 1	79
b. Practice Exam 2	85
c. Practice Exam 3	90
d. Practice Exam 4	96
e. Practice Exam 5	103
f. Practice Exam 6	110
g. Practice Exam 7	116
h. Practice Exam 8	122
i. Key Answer & Transcript of Practice Exam 1	84c
j. Key Answer & Transcript of Practice Exam 2	90d
k. Key Answer & Transcript of Practice Exam 3	96e
l. Key Answer & Transcript of Practice Exam 4	103f
m. Key Answer & Transcript of Practice Exam 5	110g
n. Key Answer & Transcript of Practice Exam 6	117h
o. Key Answer & Transcript of Practice Exam 7	122i
p. Key Answer & Transcript of Practice Exam 8	131j

REFERENCES	131
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2

**ADVANCED LISTENING
IELTS LISTENING MODULE :
SKILLS**

Source of IELTS Skills (Week 4 - Week 8):

Loughed, Lin. 2017. *IELTS Strategies and Tips*. New York: Barron's Educational Series, Inc.

2

ADVANCED LISTENING IELTS LISTENING MODULE : SKILLS

→ QUICK STUDY

- Overview
- Question Types
- Listening Tips
- Completing the Blanks

→ LISTENING SKILLS

- Skill 1—Making Assumptions
- Skill 2—Understanding Numbers
- Skill 3—Understanding the Alphabet
- Skill 4—Distinguishing Similar Sounds
- Skill 5—Listening for Descriptions
- Skill 6—Listening for Time
- Skill 7—Listening for Frequency
- Skill 8—Listening for Similar Meanings
- Skill 9—Listening for Emotions
- Skill 10—Listening for an Explanation
- Skill 11—Listening for Classifications
- Skill 12—Listening for Comparisons and Contrasts
- Skill 13—Listening for Negative Meaning
- Skill 14—Listening for Chronology

QUICK STUDY

OVERVIEW

There are four sections to the Listening module. There are 40 questions altogether. The audio will last approximately 30 minutes.

During the test, you will be given time to read the questions *before* you hear the audio. As you listen, you should write your answers on your question paper. Do not wait until the end. The answers in the audio follow the order of the questions. If you hesitate and think about one question, you may miss the next question. The audio keeps going.

At the end of each section, you will be given 30 seconds to check your answers. At the end of the Listening Module, you will have an additional 10 minutes to transfer your answers from your question paper to the official answer sheet. You must transfer your answers. If you don't transfer your answers, your answers will not be counted and you will not receive a listening score.

The Listening modules are the same for both the Academic and the General Training versions of IELTS.

Listening Module		
Sections	Topics	Speakers
1	General, everyday topics	Conversation between two people
2	General, everyday topics	One person
3	School or training-related topics	Conversation between two or more people
4	School or training-related topics	One person

QUESTION TYPES

There are a variety of question types on the IELTS Listening module. You will find examples of these types in this chapter.

Multiple choice

Short answer

Sentence completion

Chart completion

Flowchart completion

Graphs

Tables

Making notes

Summarizing¹

Labeling² diagrams, plans, and maps

Classification

Matching

Selecting from a list

¹BRITISH: Summarising

²BRITISH: Labelling

LISTENING TIPS

1. Learn and understand the directions by using this book and the Model Tests it contains. Use your time during the test to study the questions, not the directions.
2. Study the different types of questions. Be prepared for what the question might ask you to do. Be prepared to complete a sentence, check¹ a box, or choose a letter.
3. Take notes in your question booklet as you listen. You can circle possible answers and change your mind later when you transfer your answers to the answer sheet.
4. If you don't know an answer, guess.
5. After answering, preview the next set of questions. Make assumptions about what you think you will hear.
6. When you make assumptions, ask yourself: *Who? What? When? Where? and How?*
7. The correct answer is often repeated, but the words will not be written exactly as they are heard. The test will use paraphrases and synonyms.
8. A lot of information given in the conversations and lectures is not tested. Try to listen only for answers to the questions.
9. Don't get stuck on a question. If you didn't hear the answer, go on.
10. The answers are given in order. For example, if you hear the answer to question 10, but didn't hear the answer for question 9, you missed question 9. You will not hear the answer later. Guess the answer to question 9 and move on.
11. When you write a word in a blank, you must spell the word correctly. It doesn't matter if you use British or American spelling. It must be spelled correctly or you will get a lower score.
12. Mark your answers carefully. If you are asked to give a letter (e.g., A), don't answer with a phrase.
13. Pay attention when speakers correct themselves. The second statement is usually the one that contains the correct answer.
14. Incomplete or shortened answers (e.g., times and dates) will be marked as incorrect.
15. Remember that answers that exceed word limits (even use of *a* and *the*) will be marked as incorrect.
16. A variety of accents are used, including British, American, and Australian. Practice listening to different types of native speakers.
17. Practice² listening for a full half hour. Concentrate. Do not let your mind wander. Can you repeat main ideas and details from what you heard? Can you summarize what you heard?

¹BRITISH: tick a box

²BRITISH: practise

COMPLETING THE BLANKS

Number of Words and Spelling

Many IELTS test takers do not correctly complete the blanks. Some test takers use more than the suggested number of words, or they do not spell the answer correctly.

If you make these mistakes, you will lose points. Be careful when you complete blanks. You may know the correct answer, but if you don't spell it correctly or if you add additional words, you will get a lower score.

NUMBER OF WORDS

Complete the sentence below. Write **NO MORE THAN THREE WORDS** for each answer.

Incorrect: While on the subway, the boy lost his favorite leather wallet.

Correct: While on the subway, the boy lost his wallet.

The incorrect answer above counts as four words. Four words will count against you. You can use fewer than three words, but you cannot use more than three words.

WORD CHOICE

Complete the sentence below. Write **NO MORE THAN THREE WORDS** for each answer.

Incorrect: The ceremony will be held in in a beautiful/lovely resort hotel.

Correct: The ceremony will be held in a beautiful hotel.

The incorrect answer above counts as six words. The word *in* is repeated. Using *beautiful/lovely* counts as two words. If there are two possible words with similar meaning, choose the best word for your answer. Do not use a slash. The adjective *resort* is not necessary to the statement.

SPELLING

Complete the sentence below. Write **NO MORE THAN THREE WORDS** for each answer.

Incorrect: The scientists discovered a cancer treatment.

Correct: The scientists discovered a cancer treatment.

You must spell the words correctly. A misspelled word will count against you. You can use British or American spelling, but you must spell the word correctly.

Questions 1–10

The following statements are not completed correctly. Write the correct answer. Write **NO MORE THAN THREE WORDS** for each answer.

1 The shelves were filled with with fruits and fresh vegetables.

The shelves were filled with fruits and vegetables.

In the incorrect sentence, *with* is repeated, *fruits* is misspelled, the adjective *fresh* is not necessary to the statement, and there are five words instead of three.

2 Cynthia lives near to the train station.

Cynthia lives near

3 If you return a library book late, you must pay a fine of 25 cents¹ a day

If you return a library book late, you must

4 Their trip was spoiled² because of it was bad/terrible weather

Their trip was spoiled because of

5 The fountain is in the center of the beautiful, sunny roses garden

The fountain is in the center of the

6 Students they usually can choose/decide the topic for their essay.

Students the topic for their essay.

7 More or less ten thousand of visitors come to the museum each year.

..... visitors come to the museum each year.

8 If you don't understand the assignment, you should have to ask the professor for help.

If you don't understand the assignment, you should for help.

9 Roberto was excited about about taking a trip to Alaska

Roberto was excited about

10 Many northern song birds spend the long witer in Mexico.

Many northern song birds in Mexico.

Verb, Noun, and Pronoun Agreement

The words you write in a blank must match the rest of the sentence in tense, number, and gender. Don't use a singular verb when a plural verb is required. Don't use a singular noun when a plural noun is required. Don't use a masculine pronoun to refer to a feminine or neutral antecedent. You may know the correct answer, but if you don't use correct grammar, you will get a lower score.

VERB AGREEMENT

Incorrect: The scientists at the research hospital is looking for a cure.

Correct: The scientists at the research hospital are looking for a cure.

The incorrect answer above uses a singular verb *is*. A plural verb *are* refers to the plural subject *scientists*. The singular noun *hospital* is the object of the preposition *at*, not the subject of the sentence.

SINGULAR/PLURAL NOUN

Incorrect: They ordered five shirt.

Correct: They ordered five shirts.

The incorrect answer above uses a singular noun *shirt*. A plural noun *shirts* is needed because of the plural number *five*. (See Writing Skills, Skill 27—Plural Nouns on page 189 for more study.)

¹U.S. CURRENCY: 100 CENTS IN ONE DOLLAR

PRONOUN AGREEMENT

Incorrect: The patients have confidence in his doctors.

Correct: The patients have confidence in their doctors.

The incorrect answer above uses a singular pronoun *his*. A plural pronoun *their* refers to the plural subject *patients*. (See Writing Skills, Skill 23—Pronouns on page 183 for more study.)

Questions 1–10

The following statements are not completed correctly. Write the correct answer. Write **NO MORE THAN THREE WORDS** for each answer.

- 1 Unlike most other ducks, wood ducks build thier nest in trees.
 Unlike most other ducks, wood ducks in trees.
- 2 The new compact laptop computer is very popular among business traveler
 The new compact laptop computer is very popular among
- 3 Bananas grow in in a tropicale climates
 Bananas grow in
- 4 Fruit cost moor in the winter than in the summer.
 Fruit in the winter than in the summer.
- 5 Mrs. Smith donated his old close to charity.
 Mrs. Smith donated to charity.
- 6 Students in this class have to must take two exam this semester.¹
 Students in this class have to this semester.
- 7 The college professor bought new house
 The college professor bought
- 8 Mr. and Mrs. Rodgers took his vacations² in August this year.
 Mr. and Mrs. Rodgers in August this year.
- 9 Every house have a garden in the back.
 Every house in the back.
- 10 The female dragonfly likes to lay their eggs under water.
 The female dragonfly under water.

¹BRITISH: term

²BRITISH: holiday

Articles

When completing a blank, you must use an article—*a, an, the*—if grammar requires it. An article counts as one word, just like any other word you may put in a blank.

When referring to something in general, you can use a plural noun without an article, or you can use a singular noun with *a* or *an*. If you use a non-count noun, do not use an article when speaking in general.

- Incorrect: Child needs good nutrition to grow up healthy.
 Correct: Children need good nutrition to grow up healthy.
 Correct: A child needs good nutrition to grow up healthy.

When referring to specific people, places, or things, use *the* with a singular, plural, or non-count noun.

- Incorrect: Homework that Mrs. Smith gives in her math class is very challenging.
 Correct: The homework that Mrs. Smith gives in her math class is very challenging.

Questions 1–10

The following statements are not completed correctly. Write the correct answer. Write **NO MORE THAN THREE WORDS** for each answer.

- 1 We have to complete all assignment in this class before the end of the semester.
 We have to complete in this class before the end of the semester.
- 2 A moth usually fly at night.
 usually fly at night.
- 3 The professor showed us a butterfly. Butterfly had beautiful colors.
 The professor showed us a butterfly. had beautiful colors.
- 4 The old library building is too small, and it needs many repairs. Therefore, the City Council is talking about building the new library.
 The old library building is too small, and it needs many repairs. Therefore, the City Council is talking about building
- 5 The air pollution is a serious problem in many large cities around the world.
 is a serious problem in many large cities around the world.
- 6 Animals living near the Arctic has special adaptations for the cold climate.
 living near the Arctic has special adaptations for the cold climate.
- 7 Keep your ticket with you at all times. To get a discount at the museum gift shop, show a ticket to the gift shop clerk.
 Keep your ticket with you at all times. To get a discount at the museum gift shop, show to the gift shop clerk.

- 8 An information in this book will help you pass the course.
 in this book will help you pass the course.
- 9 The gold is a precious metal that is valued by people everywhere.
 is a precious metal that is valued by people everywhere.
- 10 Pet parrot requires a lot of care and attention.
 requires a lot of care and attention.

Gerunds, Infinitives, and Base Form Verbs

When you write a verb, you must use the correct form. The main verb of a sentence has a verb tense. Other verbs in a sentence might be in the gerund, infinitive, or base form.

**GERUNDS (VERB + ING) CAN BE USED AS THE SUBJECT OF A SENTENCE.
 GERUNDS CAN FOLLOW CERTAIN VERBS. THEY CAN ALSO FOLLOW PREPOSITIONS.**

- Incorrect: Eat sweets can cause weight gain and other health problems.
 Correct: Eating sweets can cause weight gain and other health problems.
- Incorrect: Many tourists enjoy to visit the museum.
 Correct: Many tourists enjoy visiting the museum.
- Incorrect: They are interested in learn about history.
 Correct: They are interested in learning about history.

**INFINITIVES (TO + VERB) OFTEN FOLLOW ADJECTIVES.
 INFINITIVES ALSO FOLLOW CERTAIN VERBS.**

- Incorrect: During a blizzard, it is important keeping warm.
 Correct: During a blizzard, it is important to keep warm.
- Incorrect: He expected returning to school in the autumn.
 Correct: He expected to return to school in the autumn.

BASE FORM VERBS FOLLOW MODALS.

- Incorrect: You can to find information in the university library.
 Correct: You can find information in the university library.

Questions 1–10

The following statements are not completed correctly. Write the correct answer. Write **NO MORE THAN THREE WORDS** for each answer.

- 1 We will finish read this novel before the end of the semester.
We will finish before the end of the semester.
- 2 He plans arrive in Chicago at 10:00.
He in Chicago at 10:00.
- 3 She should wait until after dinner going to the gym.
She should wait until after dinner to the gym.
- 4 All visitors must having a ticket to enter the museum.
All visitors must a ticket to enter the museum.
- 5 Pay a deposit will secure the apartment for you.
..... will secure the apartment for you!
- 6 It's easier get reservations at the hotel during the winter season.
It's easier at the hotel during the winter season.
- 7 Marvin felt nervous about gave his report in front of the class.
Marvin felt nervous about in front of the class.
- 8 You cannot missing more than three classes during the semester.
You cannot three classes during the semester.
- 9 Sarah failed the class because she was confused about fulfills the lab requirement.
Sarah failed the class because she was confused about requirement.
- 10 They hoped saw alligators during their tour of the Everglades.
They hoped during their tour of the Everglades.

LISTENING SKILLS

Skill 1—Making Assumptio

In order to understand a conversation, you should focus on the speaker and the topic. To score well on the IELTS, you should determine what you need to know.

As you listen to a conversation, you must make some assumptions about the speaker and the topic. You want to know *who*, *what*, *when*, *where*, and *why*.

Assumptions About the Speaker	Assumptions About the Topic
<i>Who</i> are they?	<i>What</i> are they talking about?
<i>What</i> is their relationship?	<i>What</i> happened?
<i>Where</i> are they?	<i>What</i> might happen?
<i>What</i> do they plan to do?	
<i>What</i> did they do?	
<i>What</i> are their feelings?	
<i>Why</i> are they talking?	

To help you make these assumptions, you should scan the questions in your Listening Test booklet quickly and ask yourself: *Who? What? When? Where?* and *Why?* By looking for the answers to these general questions, you will discover what you know and what you need to know.

During the test, you will have about 20 seconds to look over these questions. Use that time to make assumptions about the listening passage. Read the question first. Then read the exercise on "Assumptions" on page 26. Do the exercises. Finally, listen to the conversation and test your assumptions.

PRACTICE 1**Questions 1–5**

Quickly read each question. Then complete the Assumptions exercises on page 26.

Finally, listen to the conversation and test your assumptions.

Complete the form below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

Woodside Apartments¹	
Tenant Application Form	
Example	
Type of apartment requested: <u>One bedroom</u>	
Last name ² <u>1</u>	First name <u>James</u>
Address <u>1705 2</u> Street, Apt. <u>3</u>	
Phone: Home: <u>721-0584</u>	Work: <u>4</u>
Date of birth <u>5</u> <u>12</u> , 1978 ³	

Questions 6–8

Choose three letters, A–G.

What features will James get with his apartment?

- A study
- B balcony
- C garage parking space⁴
- D storage space
- E exercise club
- F fireplace
- G washing machine

Questions 9–10

Complete the sentences.

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

The apartment will be ready next **9**

James will have to pay **10** of the first month's rent as a deposit.

¹BRITISH: Flats

²BRITISH: surname

³BRITISH: day month, year; AMERICAN: month day, year

⁴BRITISH: parking place

Assumptions

Answer the questions below by making assumptions about the speaker and topic. Write **NO MORE THAN THREE WORDS** for each answer.

- Who?
- What?
- When?
- Where?
- Why?

Circle the clues in Practice 1 on page 25 that help you make these assumptions. No answers are provided in the answer key.

Assumption 1—James wants to rent a one-bedroom apartment at the Woodside Apartments.

How do we know his first name is James?

How do we know he wants to rent?

How do we know he wants a one-bedroom apartment?

How do we know the name of the building?

Assumption 2—He is a prospective tenant.

How do we know he is a prospective tenant?

Assumption 3—The apartment is not ready yet.

How do we know the apartment is not ready?

Assumption 4—He will have to pay a deposit.

How do we know there is a deposit?

Now listen to the audio and answer the questions for Practice 1 on page 25.

We don't know this:

Write the number of the question from Practice 1, questions 1–10 on page 25 next to the question you have to answer.

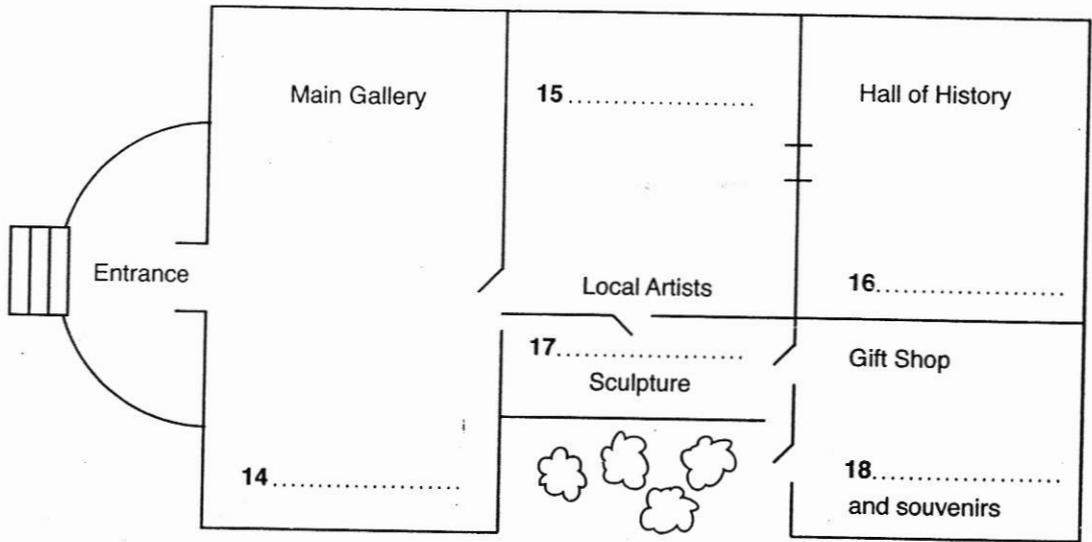
- | | |
|--|-----------------------------------|
| A. What is James's last name? | Question ¹ |
| B. What street does he live on? | Question |
| C. What is his work telephone number? | Question |
| D. What month was he born? | Question |
| E. What features will he get with his apartment? | Question |
| F. When will the apartment be ready? | Question |
| G. How much is the deposit? | Question |

Now listen to the conversation. Listen for the answers you don't know.

Questions 14–18

Fill in the missing information on the map of the museum.

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



Questions 19–20

Complete the notice below.

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

Notice to museum visitors.
 The following areas are restricted.
 Hall of History: Closed for 19 Will reopen in April.
 20 : Museum staff offices. Employees only.
 All others must have an appointment.

We know this from reading Practice 2, questions 11–20 on pages 27–28.

The Jamestown Museum of Art has varied hours of operation, but it is closed on Monday and holidays. There are four galleries. One gallery has local art. The other has sculpture. There is a gift shop. The Hall of History will reopen in April. The Museum staff offices are open only by appointment to non-staff members.

Answer these questions.

Write NO MORE THAN THREE WORDS for each answer.

- Who?
- What?
- When?
- Where?
- Why?

Circle the clues in Practice 2 on pages 27–28 that help you make these assumptions. No answers are provided in the answer key.

We don't know this:

Write the number of the question in Practice 2, questions 11–20 on pages 27–28 next to the question you have to answer.

- A. What is the admission price for adults? Question 11
- B. What is the admission price for children? Question
- C. When is there no admission fee for senior citizens? Question
- D. What kind of art is in the Hall of History? Question
- E. In which gallery is local art located? Question
- F. What kind of art is in the Main Gallery? Question
- G. In which gallery is sculpture located? Question
- H. What besides souvenirs is sold in the gift shop? Question
- I. Why is the Hall of History closed? Question
- J. Where are the staff offices located? Question

Skill 2—Understanding Numbers

Many of the questions on the IELTS Listening Module ask you to remember, identify, and/or write numbers that you hear. This is an easy skill to practice, but a difficult one to perfect.

You will hear: Flight 33 leaves from Gate 13 Concourse C3.

You will see: *Write the number you hear.*

What is the flight number? ... 33 ...

Many numbers sound alike. Here are a few easily confused numbers. Say them out loud.

3 13 30 33

4 14 40 44

6 16 60 66

Try to use the context to make a guess about what you are hearing. When you look over the questions to make assumptions about the topic, pay attention to those questions that ask for specific numbers. Listen carefully for those numbers.

Track
3

Questions 1–5

Listen for the numbers and answer the questions.

Write a number in the blank or choose the correct letter, A, B, or C.

1

Credit Card Charge Form	
Card Holder:	Roger Wilcox
Address:	13 High Street
Card Number:	—

2 How many seats are there in the new theater?

- A 200
- B 250
- C 500

3

Name	Phone
Roberts, Sherry

- 4 How much will the woman pay for the hotel room?
 A \$255
 B \$265
 C \$315

5

Lost Luggage Report	
Passenger name:	Richard Lyons.....
Flight number:

Track
4

Questions 6–15

Listen to these telephone numbers. Pay attention to the way three different speakers say the same number.

- | | |
|-------------|-------------|
| 6 703-6588 | 11 637-0550 |
| 7 744-1492 | 12 265-1811 |
| 8 202-9983 | 13 287-6216 |
| 9 671-4532 | 14 455-3021 |
| 10 824-1561 | 15 305-8480 |

Now write the numbers you hear.

- | | |
|----------|----------|
| 6 | 11 |
| 7 | 12 |
| 8 | 13 |
| 9 | 14 |
| 10 | 15 |

Skill 3—Understanding the Alphabet

Many of the questions on the IELTS Listening module ask you to remember, identify, and/or write letters of the alphabet that you hear. This is a good skill to practice for the test and for real life.

You will hear:

Speaker 1: Is your name spelled 'L-I-N or L-Y-N-N?

Speaker 2: Actually, it's Lynne with an e.

You will see: *Write the name you hear.*

What is the person's name? Lynne

Track
5

Questions 1–6

Circle the correct spelling of the name you hear.

- | | | |
|---|-------------|------------|
| 1 | Tomas | Thomas |
| 2 | Maine | Main |
| 3 | Patty | Patti |
| 4 | Roberts | Robertson |
| 5 | Springfield | Springvale |
| 6 | Nixon | Dixson |

Track
6

Questions 7–12

Complete the statements.

Write NO MORE THAN THREE WORDS AND/OR A NUMBER for the answer.

7

Order Form	
Name A	Green
Credit Card Number B	

8

Telephone Directory	
Barney's Discount Store 673-0982	
A	Theater B

¹BRITISH: spelt

9

Hotel Serenity

Albert Street (Private Bag 91031)
 Auckland 1, New Zealand
 Tel: (9) 309-6445

Reservations

Name: *Roberta A*

Room number *304*

Price **B** £

10

Royale Theater
 Ticket Order Form

Name: *Peter Park*

Address: *75 A* *Street*

City: *Riverdale*

Seat number: **B**

11

Professor: Dr.¹ **A**

Office hours: T, Th 3:00–5:00

Office number: **B**

12

Addresses

W

Name: *Wild Flower Society*

Address: **A** *State Street*

City: **B**

¹BRITISH: No period after Dr

Skill 4—Distinguishing Similar Sounds

Some words sound similar to each other, but they are different. For speakers of certain languages, some sounds are more difficult to distinguish than others.

Native Language	Difficult Sounds	Examples
Arabic	p and b	pan / ban
Russian	d and t	door / tore
Spanish	sh and ch	wish / which
Japanese	l and r	lot / rot
Thai	v and w	vet / wet
Korean	th and s	thin / sin

English vowels can be difficult to distinguish for speakers of almost any language. Here are some commonly confused English vowel sounds:

i and ee	ship / sheep
a and e	pat / pet
e and ay	debt / date
o and aw	boat / bought
a and u	bat / but

It is always a good idea to practice distinguishing similar sounds in English. This will help you choose the correct spelling of a word. Determine which sounds give you the most difficulty and look for minimal pairs drills online and in books that will help you practice them. These are exercises that focus on two similar but different sounds.

Track
7

PRACTICE 1

Read and listen to these commonly confused words. In each pair, the only difference is one sound.

bath / path	wet / wed	flow / flaw
cub / cup	thumb / some	cat / cut
lice / rice	math / mass	chit / cheat
chip / ship	din / ding	set / sat
match / mash	jam / yam	
tear / dare	west / vest	

PRACTICE 2

Listen to the sentence and circle the word you hear.

p/b

- 1 beach / peach
- 2 back / pack
- 3 stable / staple
- 4 cab / cap

l/r

- 5 lane / rain
- 6 alive / arrive
- 7 clown / crown
- 8 light / right

ch/sh

- 9 choose / shoes
- 10 cheat / sheet
- 11 ditch / dish
- 12 much / mush

t/d

- 13 tore / door
- 14 tied / dyed
- 15 bride / bright
- 16 neat / need

th/s

- 17 think / sink
- 18 thick / sick
- 19 path / pass
- 20 myth / miss

n/ng

- 21 sin / sing
- 22 sun / sung
- 23 gone / gong
- 24 thin / thing

w/v

- 25 worse / verse
- 26 wine / vine
- 27 wiper / viper
- 28 weird / veered

Vowels

- 29 let / late
- 30 set / sat
- 31 run / ran
- 32 coat / caught
- 33 seat / sit

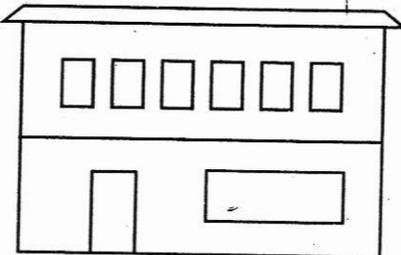
Skill 5—Listening for Descriptions

When you listen to a conversation or a lecture, you see in your mind what the speaker is discussing. If the speaker talks about a garden, you will see in your mind some plants, trees, and walkways. As the speaker continues and talks about a fountain in the garden, you will add a fountain in your mind's eye. You might think the fountain is made of cement, but the speaker describes one made of marble. You can change the image easily in your mind.

On the IELTS, you will have to listen to descriptions and match them to a drawing in your test booklet.

Questions 1–3

Look at the following houses. Write a short description of each. See the model answers on page 61.

A  1 _____

B  2 _____

C  3 _____



Question 4

Now listen to the conversation. Where does the woman live?
 Choose the correct letter, A, B, or C.

Questions 5–8

Pause audio

5 Look at the following men. Take notes of their descriptions.

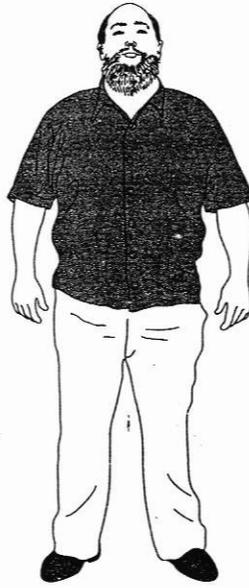
A



B



C



6 Now listen to the news bulletin.

Resume audio

Choose the letter that matches the description, A, B, or C.

7 Look at the following women. Take notes of their descriptions.

Pause audio

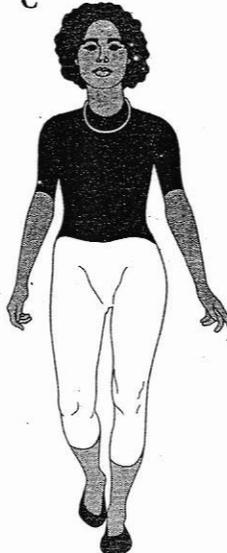
A



B



C



8 Now listen to the conversation.

Resume audio

Choose the letter that matches the description, A, B, or C.

Skill 6—Listening for Time

Listening for time is a very important skill. You must know when something happened. You must listen for a date, a day, a month, a year, or a time.

You will hear: The train was almost thirty minutes late. It didn't arrive until five o'clock.

You will see: Choose the correct letter, A, B, or C. A

A



B



C



Useful Words and Phrases for Time

10:00 A.M.	in January	1912
noon	in February	1925
5:00 P.M.	May 3	2005
midnight	November 14	2007
at 4:00	March 5 of this year	In the spring
before 6:30	April 12 of next year	in the summer
after 7:00	last December 10	in the autumn
half-past two		in the winter
quarter-past three		
quarter to four		
Sunday	on June 10th	yesterday
Monday	on the 5th of July	tomorrow
Tuesday	on August 3rd	day after tomorrow
this week	on weekday mornings	two years ago
this month	any afternoon from 1:00	a year from now
next week	during the week	
next month	every other weekend	
next year		

¹AMERICAN: fall and autumn

Time—Questions 1–6

Listen for the correct time.

Questions 1 and 2

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

1 What time does the class usually begin?

- A 2:00
- B 2:30
- C 4:00

2 What time will the final exam begin?

- A 1:45
- B 3:15
- C 4:05

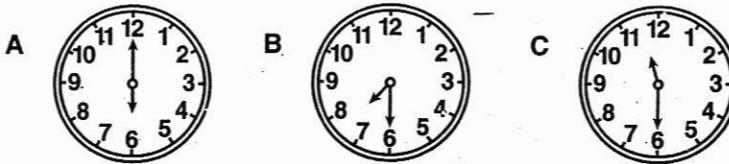
Questions 3 and 4

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

3 What time will the next train leave for Chicago?



4 What time will it arrive in Chicago?



Questions 5 and 6

Complete the schedule with the correct times.

Cindy's Schedule

Monday	
9:00	Spanish class
11:30	haircut
5	lunch with Jeannine
1:30	job interview
6	exercise class

Date—Questions 1-6

Most of the world writes the date as day/month/year (dd/mm/yy). Americans write month/day/year (mm/dd/yy).

American: May 15, 2014 April 23, 2013
International: 15 May 2014 23 April 2013

Both forms are included in these exercises.

Listen for the correct date.



Questions 1 and 2

Complete these notes with the correct date and month.

Notes
City Museum of Art
Opened: August 1, 1898
Opening celebration: 2, 1, 1898

Questions 3 and 4

Complete the form with the correct month and date.

Insurance Application	
Applicant name: Priscilla Katz	Date of birth: 3 22
Spouse: George Katz	Date of birth: July 4

Questions 5 and 6

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

- 5 Which is the most popular time to visit Silver Lake?
- A August
 - B September
 - C October
- 6 What day will the man leave for Silver Lake?
- A 7 November
 - B 11 November
 - C 17 November



Day—Questions 1-6

Listen for the correct day.

Questions 1 and 2

Complete the schedule with the correct days.

<p>Class Schedule for Jim McDonald</p> <p>English: 1 and Wednesday</p> <p>History: 2</p>
--

Questions 3 and 4

Complete each sentence with the correct day.

- There are tennis lessons at the club every 3 and Saturday.
- The steam room is closed every 4

Questions 5 and 6

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

- 5 When is the final exam?
- A Thursday
 - B Friday
 - C Saturday
- 6 When is the essay due?
- A Monday
 - B Tuesday
 - C Wednesday

Track
12

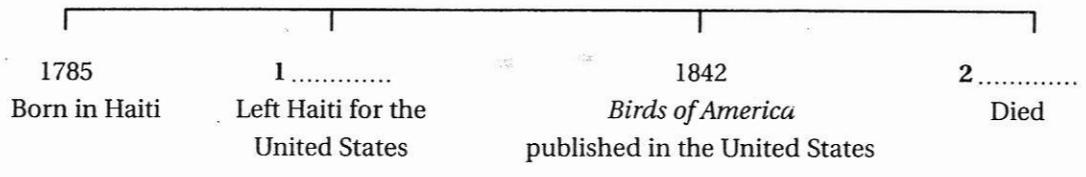
Year—Questions 1-6

Listen for the correct year.

Questions 1 and 2

Complete the timeline with the correct year.

Life of John James Audubon



Questions 3 and 4

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

- 3 When was Maria Mahoney born?
 - A 1808
 - B 1908
 - C 1928
- 4 When did she become governor?
 - A 1867
 - B 1957
 - C 1967

Questions 5 and 6

Complete the sentences with the correct years.

- 5 Library construction was begun in
- 6 The construction was finished in

Track
13

Season—Questions 1-6

Listen for the correct season.

Questions 1 and 2

Complete the table with the correct seasons.

Season	Weather
1	cool, rainy
2	hot, dry

Questions 3 and 4

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

- 3 When did Josh begin his hiking trip?
 A Late winter
 B Early spring
 C Late spring
- 4 When did he finish his trip?
 A Late summer
 B Late autumn¹
 C Early winter

Questions 5 and 6

Complete the sentences with the correct seasons.

- 5 The busiest time of year at the language school is
- 6 The least busy time of year at the language school is

Skill 7—Listening for Frequency

There are certain adverbs that tell you when something might happen. The following two groups of adverbs will help you determine the time.

You will hear: Sam works out at the gym several days a week.

You will see: Choose the correct letter, A, B, or C. B
 Sam goes to the gym
 A every day.
 B often.
 C occasionally.

Useful Adverbs of Frequency	Useful Adverbial Time Words or Phrases
always	every day, daily
usually	twice a week
often	every other week
sometimes	once a month
occasionally	every year, yearly
seldom	from time to time
hardly ever	on occasion
rarely	once in a while
never	now and then

¹AMERICAN: fall or autumn

Track
14

Questions 1–6

Listen to the conversations. Put a check¹ (✓) by the frequency of the action.

	always	often	sometimes	seldom	never
1					
2					
3					
4					
5					
6					

Track
15

Questions 7–12

Listen to the conversations. Put a check (✓) by the frequency of the action.

	daily	twice a week	once a month	every other week	from time to time
7					
8					
9					
10					
11					
12					

Skill 8—Listening for Similar Meanings

The words that you hear are not always the words that you see in your test booklet. You will have to listen for similar meanings. You could hear a synonym or you could hear a paraphrase.

You will hear: The survey participants who wrote answers to the questions are all college graduates.

You will see: *Write the answer.*

Who are the respondents? *college graduates*

¹BRITISH: tick

Questions 1–6

Look at the underlined words or phrases in the questions below. Listen to the audio. Write the synonym or paraphrase that you hear.

- 1 How many people are in the group?
- 2 How often does she correct the work?
- 3 How fast is the population increasing?
- 4 What happened to the plants in the region?
- 5 When will the apartment be ready?
- 6 What kind of work does the woman do?

Skill 9—Listening for Emotions

Can you tell if someone is excited to do something or is not looking forward to something? While listening, try to determine a speaker's emotion. How is that emotion expressed?

You will hear: Jane: I can't wait to debate the team from Oxford.
Mark: I'm more apprehensive than excited. In fact, I'm not looking forward to it at all.

You will see: Choose the correct letter, A, B, or C. A

What is Mark's attitude toward the debate?

- A He's nervous.
- B He's looking forward to it.
- C He's more excited than Jane.

Useful Words for Expressing Emotion

afraid	ecstatic	nervous
angry	embarrassed	pleased
annoyed	exhausted	proud
ashamed	frustrated	sad
bored	happy	shocked
confused	jealous	surprised
disappointed	mad	unhappy
disgusted	miserable	upset

Track
17**PRACTICE 1***Questions 1–6**Listen to the conversations and answer the questions about emotions.*

- 1 How did local residents feel about the millionaire's donation?
 - A angry
 - B surprised
 - C excited

- 2 How does the man feel about his science experiment?
 - A frustrated
 - B glad
 - C eager

- 3 How do students feel about the equipment?
 - A pleased
 - B challenged
 - C jealous

- 4 What is the man's attitude toward the contest?
 - A He's upset.
 - B He's disappointed.
 - C He's indifferent.

- 5 How did people at the school feel about the mayor's visit?
 - A They were surprised.
 - B They were bored.
 - C They were annoyed.

- 6 How does the woman feel about her research project?
 - A nervous
 - B bad
 - C happy

PRACTICE 2*Listen again. Write the word or phrase that helped you answer the question.*

- 1
- 2
- 3
- 4
- 5
- 6

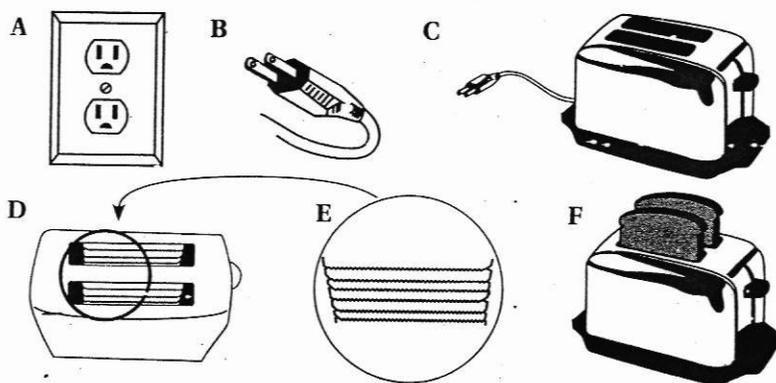
Skill 10—Listening for an Explanation

On the IELTS, a speaker may explain how something is done or made. You will have to listen and remember the steps of the process.

You will hear: How does a toaster brown your toast every morning? Like all household appliances that heat up, a toaster works by converting electrical energy into heat energy. The electrical current runs from the electrical outlet in your kitchen wall, through the toaster plug, to the toaster cord. It travels down the cord to the appliance itself. Inside the toaster are wire loops. The wires are made of a special type of metal. Electricity passes slowly through this metal, creating friction. This friction causes the wires to heat up and glow orange. When the wires have sufficiently heated, your toast pops ready to eat.

You will see: Match the letter in the diagram with one of these labels.

- 1^A Electrical socket¹
- 2 Metal loops of wires
- 3 Cord
- 4 Appliance
- 5 Your toast is ready to eat!
- 6 Plug



You will see: Complete these sentences describing the process to make toast.
Write NO MORE THAN THREE WORDS for each answer.

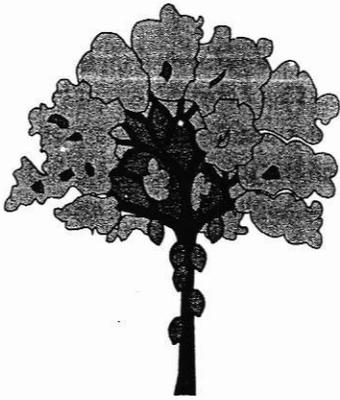
- 7 Electricity runs from
- 8 Electricity runs down
- 9 Electricity runs to
- 10 Electricity is slowed by
- 11 When resistance to metal is high, metal will get
- 12 The wires turn
- 13 The bread
- 14 You eat the

¹AMERICAN: outlet, also socket

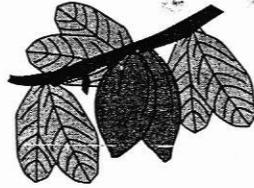
Track
18

Questions 1–12

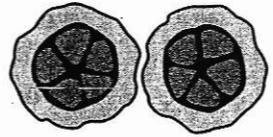
Label the diagram below based on what you hear.



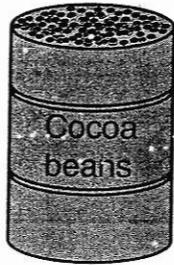
1



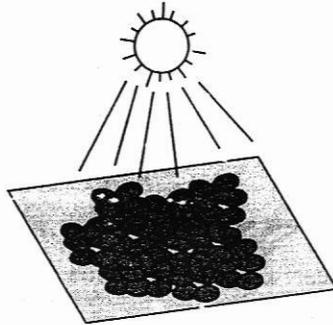
2



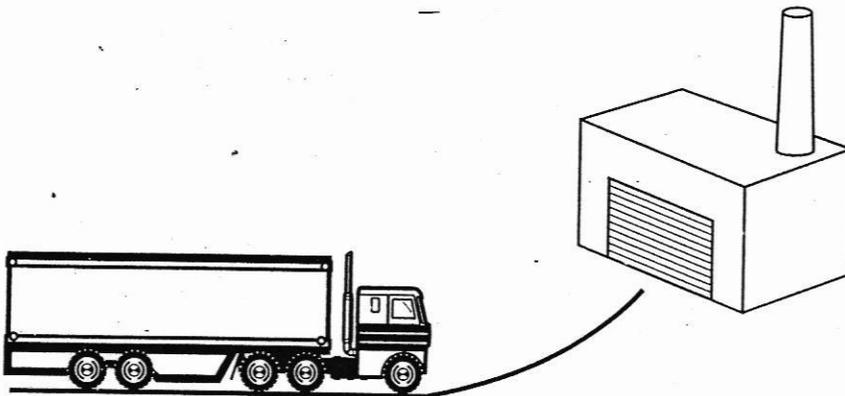
3



4



5



6

Complete the sentences.

Write NO MORE THAN THREE WORDS for each answer.

- 7 When the fruit is ripe, it
- 8 Then the seeds
- 9 The cocoa¹ beans are fermented in vats for
- 10 Then the beans in the sun.
- 11 The cocoa beans the factory.
- 12 At the factory, the cocoa beans are turned into

Skill 11—Listening for Classifications

You will have to group similar objects or ideas on the IELTS Listening section. You will have to determine how to classify objects or ideas.

Useful Classification Words and Phrases

can be divided into	types
can be categorized ⁶ as	kinds
can fit into this category	ways

You will hear: The school offers two types of courses. One during the day is designed for students who are pursuing their academic degree full time. The night courses are designed for students who work during the day and are taking specific courses for an advanced business certificate.

You will see: *When would these courses most likely be offered? Write them under the appropriate program² below.*

- | | |
|-----------------------------|---------------------------------|
| Project Management | Literature of the 21st Century |
| History of Africa | Labor ³ Negotiations |
| The Art of Negotiating | International Relations |
| Creativity in the Workplace | Introduction to Philosophy |

Course Offerings

Program 1 <i>Academic</i>	Program 2 <i>Business</i>
When?	When?
Introduction to Art	Organizational ⁴ Behavior ⁵
Basic Chemistry	Commerical Law
Beginning Spanish	Compensation and Benefits
.....
.....
.....
.....

¹Cacao refers to the tree. Cocoa is the drink. Cocoa is often used for both the tree and the beverage.

²BRITISH: programme; ³BRITISH: Labour; ⁴BRITISH: Organisational; ⁵BRITISH: Behaviour; ⁶BRITISH: categorised

Questions 1-5

Complete the classifications below based on what you hear.

1 Which of the following are offered to first-class passengers only? Choose three letters, A-E.

- A pillows and blankets
- B snacks
- C full meals
- D magazines
- E free movies

2 Complete the chart. Write ONE WORD for each answer.

Royal Theater	Deluxe Theater
War films	B films
A films	Classic films

3 Complete the chart. Write ONE WORD for each answer.

	A	B
Time to fly	Day	Night
Wing position	Folded back	Horizontal
Antennae	Thin	Feathery

4 Check the things that the woman has already done to get ready for the party.

To Do List	
A	<input type="checkbox"/> Clean house
B	<input type="checkbox"/> Cook
C	<input type="checkbox"/> Go shopping
D	<input type="checkbox"/> Plan decorations
E	<input type="checkbox"/> Mail invitations

5 Complete the chart. Write NO MORE THAN THREE WORDS for each answer.

Tree Type	Description
A	Beautiful flowers, interesting leaves
B	Tall, broad leaves
C	Cones, needles

Skill 12—Listening for Comparisons and Contrasts

Speakers often compare or contrast objects or ideas to help describe something. On the IELTS Listening section, you will have to determine what is being compared and what is being contrasted.

You will hear:

Speaker 1: I've been corresponding by letter with a French student.

Speaker 2: In English? You don't speak French, do you?

Speaker 1: No, unfortunately, but she writes English well. We have a lot in common.

Speaker 2: Like what, your age?

Speaker 1: Well, I'm actually about two years older than she is. But we do have the same first name.

Speaker 2: And you're both students.

Speaker 1: Yes, and we both are studying to be doctors, although she wants to be a pediatrician,¹ and I want to be a neurosurgeon.

Speaker 2: It seems the only similarities are your sex and your given name.

Speaker 1: Well, we both like to swim. She likes to dance, too, but you know how little I like dancing.

You will see: *Put a check (✓) to show if these items are alike or different.*

		Alike	Different
A	Nationality		✓
B	Sex	✓	
C	Age		✓
D	Given name	✓	
E	Present occupation	✓	
F	Future occupation		✓
G	Sports	✓	
H	Love of dancing		✓

Useful Words for Comparison		Useful Words for Contrast	
almost the same as	in common	although	more than
also	just as	but	nevertheless
as	like, alike	differ from	on the other hand
at the same time as	neither/nor	different from	otherwise
correspondingly	resemble	even though	still
either/or	similar to	however	unlike
in a like manner	similarly	in contrast to	while
in the same way	than	instead	yet
		less than	

¹BRITISH: paediatrician

Track
20

Questions 1–4

Complete the chart below based on what you hear.
Put a check (✓) to show if these items are alike or different.

1

Jobs	Alike	Different
A Salary		
B Schedule		
C Responsibilities		
D Location		
E Transportation		

2

Libraries	Alike	Different
A Location		
B Size		
C Parking facilities		
D Number of books		
E Services		

3

Club Memberships	Alike	Different
A Cost		
B Use of club facilities		
C Access to fitness classes		
D Locker room privileges		
E Individual fitness plan		

4

Frogs and Toads	Alike	Different
A Place for babies to live		
B Place for adults to live		
C Type of skin		
D Shape		
E Way to make sounds		

Skill 13—Listening for Negative Meaning

On the IELTS, you may have to determine whether a statement is positive or negative. Listen to the statement carefully to determine whether the sense of the statement is positive or negative.

You will hear: It was a very dense book, but it wasn't impossible to read.

You will see: Choose the correct letter, A, B, or C.

What does the woman say about the book? B

A She couldn't read it.

B She was able to read it.

C She enjoyed reading it.

A negative prefix can contradict the word it joins. This usually results in a negative meaning. For example, *unfriendly* contradicts *friendly* and has the negative meaning *not friendly*. But when a negative meaning is added to a negative word, the resulting meaning can be positive. For example, *unselfish* contradicts *selfish* and has the positive meaning *not selfish*.

You can also put a negative word before a verb or clause to change the meaning of the sentence.

Useful Negative Markers			
Before verbs/clauses	Before nouns/phrases	Negative prefixes	Positive meanings from negative prefixes
not	no	un-	undone
isn't/can't/won't/ shouldn't/couldn't/ hasn't/mustn't	nowhere	im-	impossible
rarely/only rarely	nothing	il-	illegal
hardly	at no time	in-	indefinite
scarcely	not at this time	non-	nonsense
seldom	in no case		unlimited
never	by no means		unparalleled
barely			invaluable
not since			nonrestrictive
not until			nonviolent
and neither			

Questions 1–6

Put a check (✓) next to the correct paraphrase of each sentence.

- 1 I can't wait to start the class.
..... A I'm looking forward to the class.
..... B I'm not looking forward to the class.
- 2 The teacher is not only my favorite¹ teacher, she's also my neighbor.²
..... A I like my teacher a lot.
..... B I don't like my teacher very much.
- 3 I can't say that it was a particularly comfortable hotel.
..... A The hotel was comfortable.
..... B The hotel wasn't comfortable.
- 4 We'll never find a book as interesting as this.
..... A The book is very interesting.
..... B The book isn't very interesting.
- 5 That was not an illegal action.
..... A The action was legal.
..... B The action wasn't legal.
- 6 We could scarcely understand him.
..... A It was easy to understand him.
..... B It wasn't easy to understand him.

¹BRITISH: favourite

²BRITISH: neighbour

Skill 14—Listening for Chronology

Listening for the order in which events occur is an important skill. You will need to listen to what happened first, second, and so on.

You will hear: Before you do your research, we'll have an orientation session in the library so you can become familiar with the various sources of information available there. Each student will give a presentation on his or her research topic after all the papers have been submitted. All of this will have to be completed prior to the date of the final exam.

You will see: Complete the Class Assignment Sheet, putting the assignments in the correct order. Write NO MORE THAN THREE WORDS for each answer.

Class Assignment Sheet

- 1 Orientation session
- 2 Do research
- Papers submitted
- Student Presentations
- 3 Final exam

There is more practice on Chronological Order in Writing Skills, Skill 21—Transition Words, pages 176-180 and Speaking, Skill 4—Verb Tenses, pages 246-247.

Useful Words and Phrases That Indicate Chronological Order

before	at birth, in childhood, in infancy, as an adult,
after	in adulthood, in old age
while	simultaneously, at the same time as
during	former, latter
between ____ and ____	previous
in (year)	previously
on (day)	prior to
at (time)	first, second, third, etc.
since _____	in the first place, second place
later	to begin with
earlier	next, then, subsequently
formerly	in the next place
every (number) (years, months, days)	at last
at the turn of the century (decade)	in conclusion
in the first half of the century	finally
in the 20s, 1980s, _____	

Questions 1–5

Listen to the audio and put these actions in the correct chronological order. Write 1 for the first action, 2 for the second, and so forth.

- 1 Fill out application
..... Submit application
..... Get references
..... Pay a deposit
..... Receive notification of apartment
..... Sign lease
- 2 Leopold Mozart published a book.
..... Wolfgang Mozart began to compose music.
..... Leopold began taking Wolfgang on tours of Europe.
..... Wolfgang Mozart settled in Vienna.
..... Wolfgang's mother died.
- 3 Left home
..... Had picnic
..... Made sandwiches
..... Went swimming
..... Checked into motel
- 4 Find partner
..... Choose topic
..... Get professor's approval
..... Design research
..... Start research
- 5 Walk through rose garden
..... Show tickets
..... View pond area
..... Visit greenhouse
..... Photograph butterfly garden

ANSWER EXPLANATIONS

COMPLETING THE BLANKS

Number of Words and Spelling (page 18)

2. the train station. The word *to* is unnecessary after *near*. The word *station* is misspelled. (BRITISH: mis-spelt)
3. pay a fine. The other words are unnecessary and exceed the three-word limit.
4. the weather or the bad weather. The expression *because of* must be followed by a noun, not by a clause. The words *bad/terrible* are unnecessary.
5. rose garden. The word *rose* must be singular because it serves as an adjective to describe *garden*. The words *beautiful, sunny* are not necessary and make the answer exceed the three-word limit.
6. can choose. The word *usually* is not necessary. The word *can* is always followed by the base form of the verb, not the infinitive form.
7. About ten thousand. Use *about* instead of *more or less* to stay within the three-word limit. The word *thousand* is misspelled. An exact number is not followed by *of*.
8. ask the professor. The phrase *have to* cannot correctly follow *should* or any other modal.
9. going to Alaska or traveling to Alaska. It is not necessary to repeat the word *about*. Using *going to* or *traveling to* instead of *his trip to* keeps the answer within the three-word limit. (BRITISH: travelling)
10. spend the winter. The word *long* is not necessary and makes the answer exceed the three-word limit. The word *winter* is misspelled.

Verb, Noun, and Pronoun Agreement (page 20)

1. build their nests. The word *their* is misspelled and *nests* must be plural because it refers to many nests belonging to many ducks.
2. business travelers. The word *business* is misspelled. The word *travelers* should be plural because *among* implies that there are many. (BRITISH: travellers)
3. tropical climates. It isn't necessary to repeat the word *in*. The word *a* is incorrect before a plural noun. The word *tropical* is misspelled.
4. costs more. The word *fruit* is a non-count noun and takes a singular verb. The word *more* is misspelled.
5. her old clothes. The feminine possessive adjective *her* agrees with the feminine subject *Mrs. Smith*. The word *clothes* is misspelled.
6. take two exams. The subject is *students*, so the pronoun *they* is not necessary. Don't use *must* after *have to*—they have the same meaning. The word *exams* must be plural because there are *two*.
7. a new house. The singular noun *house* must be preceded by an article.

8. took their vacation. The plural adjective *their* agrees with the plural subject. The word *vacation* is singular. (BRITISH: took their holiday)
9. has a garden. The verb *has* agrees with the singular subject *Every house*.
10. lays her eggs or lays its eggs. The words *like to* are unnecessary and make the answer exceed the three-word limit. The possessive adjective must agree with the subject *female dragonfly*—*her* because the subject is female, or *its* because the subject is an animal.

Articles (page 21)

1. all the assignments. The article *the* is required because these are specific assignments—the ones in this class. The word *assignments* is plural because *all* implies that there are more than one.
2. Moths. This sentence is a general statement, but the subject must be plural to agree with the plural verb *fly*.
3. The butterfly. *The* is required because this refers to a specific butterfly—the one the professor showed us.
4. a new library. A specific library is not referred to here, so the article *a* is used.
5. Air pollution. This is a non-count, nonspecific noun.
6. An animal. The sentence is a general statement, but the subject must be singular to agree with the singular verb *has*.
7. the ticket. *The* is required because this refers to a specific ticket—*your ticket*. Keep your ticket with you at all times. To get a discount at the museum gift shop, show *the ticket* to the gift shop clerk.
8. The information. *The* is required because this refers to the specific information *in this book*.
9. Gold. This is a non-count, nonspecific noun.
10. A pet parrot. The sentence is a general statement, but the subject must be singular to agree with the singular verb *requires*.

Gerunds, Infinitives, and Base Form Verbs (page 23)

1. reading this novel. The verb *finish* is followed by a gerund.
2. plans to arrive. The verb *plan* is followed by the infinitive.
3. to go. The verb *wait* is often followed by the infinitive.
4. have. The base form of a verb follows a modal.
5. Paying a deposit. In this case, the gerund acts as the subject of the sentence.
6. to get reservations. *Easier* is an adjective that is followed by the infinitive.
7. giving his report. *About* is a preposition followed by a gerund.
8. miss more than. *Cannot* is a modal, so it is followed by base form.

9. fulfilling the lab. *About* is a preposition followed by a gerund.
 10. to see alligators. The verb *hope* is followed by the infinitive.

LISTENING SKILLS

Skill 1—Making Assumptions (page 24)

PRACTICE 1 (PAGE 25)

1. Kingston
2. State
3. 7
4. 721-1127
5. December
6. C
7. D
8. F (Please note that answers for 6–8 can be in any order)
9. month
10. 50 percent

Assumptions

Answers may vary.

- Who? James
 What? renting an apartment
 When? not ready
 Where? Woodside Apartments
 Why? apartment deposit

- A 1
 B 2
 C 4
 D 5
 E 6–8
 F 9
 G 10

PRACTICE 2 (PAGE 27)

11. 15
12. 11
13. Tuesday
14. Modern art
15. City Gallery
16. Portraits
17. East Room
18. art reproductions
19. repairs
20. Second floor

Assumptions

Answers may vary.

- Who? visitors to museum
 What? information for visitors
 When? visiting hours
 Where? museum in Jamestown
 Why? visit museum

- A 11
 B 12
 C 13
 D 16
 E 15
 F 14
 G 17
 H 18
 I 19
 J 20

Skill 2—Understanding Numbers (page 30)

- | | | |
|---------------|-------------|-------------|
| 1. 8677532148 | 6. 7036588 | 11. 6370550 |
| 2. C | 7. 7441492 | 12. 2651811 |
| 3. 575-3174 | 8. 2029983 | 13. 2876216 |
| 4. B | 9. 6714532 | 14. 4553021 |
| 5. XY 538 | 10. 8241561 | 15. 3058480 |

Skill 3—Understanding the Alphabet (page 32)

- | | | |
|---------------|--------------|---------------|
| 1. Tomas | 7. A Miranda | 10. A String |
| 2. Maine | B 7043218 | B 15 B |
| 3. Patti | 8. A Bijou | 11. A Willard |
| 4. Roberts | B 232-5488 | B 70 |
| 5. Springvale | 9. A Janson | 12. A 1705 |
| 6. Dixson | B 335 | B Landover |

Skill 4—Distinguishing Similar Sounds (page 34)**PRACTICE 2 (PAGE 35)**

- | | | | |
|-----------|------------|-----------|-----------|
| 1. peach | 10. sheet | 19. path | 28. weird |
| 2. back | 11. dish | 20. miss | 29. let |
| 3. staple | 12. much | 21. sing | 30. set |
| 4. cab | 13. tore | 22. sun | 31. ran |
| 5. rain | 14. dyed | 23. gone | 32. coat |
| 6. arrive | 15. bright | 24. thing | 33. seat |
| 7. clown | 16. need | 25. worse | |
| 8. light | 17. sink | 26. vine | |
| 9. choose | 18. thick | 27. viper | |

Skill 5—Listening for Descriptions (page 36)

- It's a house with a flat roof. It's two floors high. On the first floor there is a large window and a door. On the second floor there is a row of windows.
- It's a small house that's only one floor high. It has a door with a window on each side of it.
- It's a single-story house for two families. It has two doors and one small window.
- B
- A He's a short man with short hair and a mustache. (BRITISH: moustache) He's neither fat nor thin.
B He's a tall, thin man. He has long hair.
C He's a fat, bald man with a beard. He's neither short nor tall.
- C
- A She's a young woman with long hair. She's very thin, and she's wearing earrings.
B She's a middle-aged woman with long gray hair. She's wearing earrings.
C She's a young woman with short, curly hair. She's wearing a necklace.
- A

Skill 6—Listening for Time (page 38)**TIME (PAGE 39)**

1. B
2. A
3. C
4. C
5. 12:15
6. 4:00

DAY (PAGE 41)

1. Monday
2. Thursday
3. Thursday
4. Friday
5. B
6. B

SEASON (PAGE 42)

1. winter
2. summer
3. C
4. B
5. fall
6. winter

DATE (PAGE 40)

1. 15
2. December
3. September
4. 7
5. C
6. A

YEAR (PAGE 42)

1. 1803
2. 1851
3. B
4. C
5. 1985¹
6. 1988

Skill 7—Listening for Frequency (page 43)

- | | | |
|--------------|-----------------|-----------------------|
| 1. sometimes | 5. often | 9. twice a week |
| 2. seldom | 6. always | 10. from time to time |
| 3. always | 7. daily | 11. once a month |
| 4. never | 8. once a month | 12. every other week |

Skill 8—Listening for Similar Meanings (page 44)

- | | | |
|-------------------|---------------|---------------|
| 1. party | 3. rate | 5. available |
| 2. checks (check) | 4. vegetation | 6. occupation |

Skill 9—Listening for Emotions (page 45)**PRACTICE 1 (PAGE 46)**

- | | | |
|------|------|------|
| 1. C | 3. B | 5. A |
| 2. A | 4. C | 6. C |

PRACTICE 2 (PAGE 46)

1. thrilled
2. can't get it, keep trying and trying
3. confused
4. It doesn't really matter.
5. unexpected, have no idea
6. pleased

Skill 10—Listening for an Explanation (page 47)

1. A
2. E
3. C
4. D
5. F
6. B
7. the electrical outlet/socket
8. the cord
9. the appliance
10. (metal) wires
11. hot
12. orange
13. turns brown/toasts/heats up
14. toast

Questions 1–12

1. cacao tree
2. cacao fruit
3. seeds/cocoa beans
4. vat for fermenting/vat
5. drying trays
6. chocolate factory
7. is harvested
8. are removed
9. about a week
10. dry/are dried
11. are shipped to/sent to
12. delicious chocolate treats/chocolate

Skill 11—Listening for Classifications (page 49)

1. Program 1: Academic
When? Daytime
History of Africa
Literature of the 21st Century
International Relations
Introduction to Philosophy

2. Program 2: Business
When? Nighttime
Project Management
The Art of Negotiating
Creativity in the Workplace
Labor Negotiations

1. A, C, E
2. (A) Horror, (B) Romantic
3. (A) Butterflies, (B) Moths
4. C, D
5. (A) Ornamental, (B) Shade, (C) Evergreen

Skill 12—Listening for Comparisons and Contrasts (page 51)

- | | | | |
|-------------|--------------|-------------|--------------------|
| 1. Jobs | 2. Libraries | 3. Club | 4. Frogs and Toads |
| A Different | A Alike | Memberships | A Alike |
| B Different | B Different | A Different | B Different |
| C Alike | C Different | B Alike | C Different |
| D Different | D Different | C Alike | D Different |
| E Alike | E Alike | D Different | E Alike |
| | | E Different | |

Skill 13—Listening for Negative Meaning (page 53)

- | | | | |
|------|------|------|-------|
| 1. A | 4. A | 7. B | 10. A |
| 2. A | 5. A | 8. A | 11. C |
| 3. B | 6. B | 9. C | 12. A |

Skill 14—Listening for Chronology (page 56)

1. 1, 3, 2, 5, 4, 6
2. 1, 2, 3, 5, 4
3. 2, 3, 1, 5, 4
4. 2, 1, 4, 3, 5
5. 2, 1, 3, 5, 4

Audioscripts

→ IELTS Listening Module

→ Model Test 1

→ Model Test 2

→ Model Test 3

→ Model Test 4

IELTS LISTENING MODULE

LISTENING SKILLS

Track
1

Skill 1—Making Assumptions (page 24)

PRACTICE 1 (PAGE 25)

Listen to the conversation between an apartment house manager and a man who wants to rent an apartment.

Questions 1–10

- W1: Good morning. How may I help you?
- M1: Yes, I was wondering, do you have any one-bedroom apartments available?
- W1: Yes we do. Were you looking for yourself?
- M1: Yes, it's for me.
- W1: Let me just get some information from you then, for our application form. May I have your name?
- M1: Yes. It's Kingston. James Kingston.
- W1: And what's your current address?
- M1: I live over on State Street. Number 1705 State Street, apartment seven.
- W1: And your phone number?
- M1: My home phone? It's 721-0584.
- W1: Work phone?
- M1: 721-1127.
- W1: Great. I need to know just one more thing. What is your date of birth?
- M1: December 12, 1978.
- W1: Thank you. Now, you're interested in a one-bedroom apartment, correct?
- M1: That's right.
- W1: Did you want just a one-bedroom, or a one-bedroom with a den? We have several of those available, and a study is really nice. Having that extra room gives you space for a small home office or you can use it as a guest room.
- M1: I don't think so. I live alone. I don't need an extra room.

- W1: Right. Then I'll put you down for a simple one bedroom. With a balcony?
- M1: No, I don't need that. I'll tell you what I do need, though, is a parking space.
- W1: We have garage parking spaces available for a low monthly fee.
- M1: Great. I really need that. Oh, and, um, something else. I need an apartment with lots of closets for storage.
- W1: We actually have storage areas in the basement. You can rent your own storage space by the month.
- M1: Hmm. That sounds like a good idea.
- W1: All right. So I'll put you down for a storage space in the basement.
- M1: Sounds good.
- W1: Are you interested in our exercise club? We have an exercise room with several pieces of equipment as well as a sauna.
- M1: Is it included in the rent?
- W1: It's available for a small extra fee.
- M1: Then I don't think so. I can always go for a walk for free.
- W1: All right then, one bedroom, no balcony. . . . I have several apartments you might like. One of them has a fireplace. Would you be interested in that?
- M1: Do I have to pay extra for it?
- W1: Actually no. That apartment is slightly smaller than our other one bedrooms, so even though it has a fireplace, the rent isn't any higher.
- M1: OK then I'll take the fireplace.
- W1: There is one drawback to that apartment. It doesn't have a washing machine. You'll have to go out to a laundromat.¹
- M1: Oh. Well, I suppose that doesn't matter. Can I see the apartment today?
- W1: Certainly. I can show it to you now. However, we're still painting it, so it won't be available until next month.
- M1: I was hoping to move next week, but . . . maybe I can wait.
- W1: And I'll need a small deposit to hold it for you, just 50 percent of the first month's rent.

Track
2

PRACTICE 2 (PAGE 27)

Questions 11–20

Now turn to Skill 1, Making Assumptions, Skill 2, Questions 11–20.

Practice 2. You will hear a recording of a tour of an art museum.

Listen carefully and answer the questions.

Female tour guide:

Good afternoon, everyone. I'm Lucy and I'll be your guide for today's two o'clock tour of the Jamestown Museum of Art. As a reminder, if you haven't purchased your ticket yet, please do so now. It's 15 dollars for adults, and for children twelve and under it costs just 11 dollars. If you're a senior, today's your lucky day because it's Tuesday. That's Senior Citizens Day, so admission is free for all people over 65. However, you'll still need to get a ticket before the tour starts.

All right now, does everyone have a ticket? Yes? Good, then, let's go. We begin our tour here in the Main Gallery. Here you can see our collection of modern art. We're quite proud of this collection, which includes some minor works by major artists, for example, you'll see over there a small Picasso. And on this wall you'll see works by some other well-known modern painters.

¹BRITISH: laundrette

Moving ahead to the next room, now we're in the City Gallery. This is the room where we feature local artists, who have painted a variety of subjects. You'll notice here some local scenes, in addition to a few portraits, and right over there you'll see some abstract works. Most of these works are modern, although we have a few older paintings in this room as well.

Straight ahead is the Hall of History. In that room we have a wonderful collection of portraits of famous figures in our city's history. The oldest paintings date back to the 17th century, and there are some quite modern paintings in there as well, including a portrait of our current governor, who was born in this city. Unfortunately, the Hall is closed right now, so we won't be able to visit it today.

Here to our right is the East Room. Isn't this a beautiful room? The view of the garden is just lovely. You'll see there are no paintings in here because this room is devoted entirely to sculpture. That large sculpture in the center is by a well-known local artist, and over here you'll see several pieces by a modern European sculptor. You can see we have quite a number of lovely pieces in this room.

Just beyond the East Room is the gift shop. You may want to visit it after you have finished looking at the galleries. You can buy reproductions of art in the museum's collections, as well as souvenirs of the city, and many other lovely things as well.

All right then, we've visited all the open galleries in the museum. If you would like to return to any area of the museum now and look at the exhibits more carefully, please do so. Remember, the Hall of History is closed for repairs, but it should be open again next month. Also, please don't go up to the second floor. There's nothing up there but offices, and the area is off limits to visitors. Thank you for coming to the museum. Don't forget to visit the gift shop on your way out.

Track
3

Skill 2—Understanding Numbers (page 30)

Questions 1–5

Question 1

- W1: Now, Mr. Wilcox, you can send us a check¹ or, if you pay now by credit card, I can process your order right away.
- M1: I'll pay by credit card.
- W1: Great. May I have your credit card number then?
- M1: It's 8 6 double 7 5 3 2 1 4 8.
- W1: 2 1 4 8. All right then, you should have your order within four business² days.

Question 2

- M1: The university is very proud of its new theater, which is equipped with a state-of-the-art light and sound system and has a much greater seating capacity than the old one. The old theater had seats for just 250 people while the new one can seat an audience of 500.

¹BRITISH: cheque

²BRITISH: working

Question 3

- W1: I'm updating my phone list. Do you know Sherry's phone number by any chance?
 M1: I know it by heart. It's 575-3174.
 W1: Great. Thanks.

Question 4

- M1: That room is only three hundred and fifteen dollars a night if you stay for three nights.
 W1: Wow! Do you have anything more, uh, economical?
 M1: Let me see . . . for next week . . . Yes, I have another room that is just two hundred and sixty-five dollars a night. For a minimum three-night stay of course.
 W1: That's still a lot of money, but I'll take it.

Question 5

- M1: Is this the lost luggage office?
 W1: Yes. How may I help you?
 M1: How can you help me? By finding my luggage that your airline lost.
 W1: All right, sir. Calm down. May I have your name and your flight number, please?
 M1: My name is Richard Lyons and my flight number is XY 5 3 8.

Track
4

Questions 6-15

6. S1: seven oh three six five double eight
 S2: seven oh three six five eight eight
 S3: seven zero three sixty-five eighty-eight
7. S1: seven double four one four nine two
 S2: seven four four one four nine two
 S3: seven forty-four fourteen ninety-two
8. S1: two oh two double nine eight three
 S2: two oh two nine nine eight three
 S3: two zero two ninety-nine eighty-three
9. S1: six seven one four five three two
 S2: six seven-one four five three two
 S3: six seventy-one forty-five thirty-two
10. S1: eight two four one five six one
 S2: eight two four one five six one
 S3: eight twenty-four fifteen sixty-one
11. S1: six three seven oh double five oh
 S2: six three seven oh five five oh
 S3: six thirty-seven zero fifty-five zero
12. S1: two six five one eight double one
 S2: two six five one eight one one
 S3: two sixty-five eighteen eleven
13. S1: two eight seven six two one six
 S2: two eight seven six two one six
 S3: two eighty-seven sixty-two sixteen

14. S1: four double five three oh two one
 S2: four five five three oh two one
 S3: four fifty-five thirty twenty-one
15. S1: three oh five eight four eight oh
 S2: three oh five eight four eight oh
 S3: three zero five eighty-four eighty

Track
5**Skill 3—Understanding the Alphabet (page 32)****Questions 1–6**

1. M1: My name is Tomas, t-o-m-a-s. I use the Spanish spelling.
 W1: Oh, without the h.
2. W1: I live at 534 Maine Avenue. That's Maine with an "e" on the end.
 M1: With an e. Not like Main Street with no e.
3. M1: Is that Patty, p-a-t-t-y?
 W1: No, with an i. P-a-t-t-i.
4. W1: Excuse me. You spelled my family name wrong. It's Roberts. The last letter is s.
 M1: Oh, I'm sorry. I thought you said Robertson.
5. M1: All right then, you live in the city of Springfield.
 W1: No, that's Springvale, v-a-l-e.
6. W1: OK, that's Mr. Nixon, n-i-x . . .
 M1: No, no, no. Dixson, d-i-x-s-o-n.

Track
6**Questions 7–12**

7. M1: If you're paying by credit card, I'll need your full name.
 W1: Sure. It's Miranda Green. That's m-i-r-a-n-d-a.
 M1: A-n-d-a. Great. And what's your credit card number?
 W1: 7-oh-4-3-2-1-8.
 M1: 2-1-8. OK, you wanted two tickets, right?
8. W1: I'm looking up the number of the Bijou Theater. How do you spell that? With a g?
 M1: No, with a j. It's B-i-j-o-u.
 W1: B-i-j . . . Found it. Write this number down for me: 2-3-2-5-4-double 8.
9. M1: Let me just get your name. That was Miss Roberta Johnson.
 W1: Not Johnson, Janson. With an a. J-a-n-s-o-n.
 M1: S-o-n. Got it. Now I can give you room 203. It's small but has a nice view. That room is only 245 pounds a night.
 W1: I'd really prefer a larger room. I don't mind paying for it.
 M1: Room 304 is the biggest we have available at the moment. It's 335 pounds a night.
 W1: That's fine. I'll take it.
10. W1: All right, Mr. Park. May I have your address?
 M1: It's 75 String Street. That's String Street S-t-r-i-n-g.
 W1: That's an unusual name for a street. Well, would you like a seat near the front or more towards the middle?
 M1: I'd like to be as close to the front as possible. Row B or C would be best.
 W1: I can give you row B. Seat number 15 B.
 M1: Fifteen B. Perfect.

11. W1: Good evening, class. Welcome to Introduction to Economics. I'm your instructor, Dr. Willard. That's W-i-double l-a-r-d. Please don't hesitate to ask for help if you need it. My office hours are Tuesday and Thursday from three to five. My office is here in this building. It's office number 70, on the first floor.
12. M1: Thank you for the opportunity to speak tonight about my passion, wildflowers. If anyone in the audience would like to know more about the subject, I recommend contacting the Wildflower Society. They're at 17-oh-five State Street in Landover. That's L-a-n-d-o-v-e-r. Landover. They issue a number of interesting publications and also host several events each year for wildflower enthusiasts.

Track
7**Skill 4—Distinguishing Similar Sounds (page 34)****PRACTICE 1 (PAGE 34)**

bath – path	match – mash	math – mass	flow – flaw
cub – cup	tear – dare	din – ding	cat – cut
lice – rice	wet – wed	jam – yam	chit – cheat
chip – ship	thumb – some	west – vest	set – sat

PRACTICE 2 (PAGE 35)

- | | |
|--|-------------------------------------|
| 1. This peach isn't ripe. | 18. This blanket is thick and warm. |
| 2. My back hurts. | 19. You can follow this path. |
| 3. Please staple these pages together. | 20. Don't miss the train. |
| 4. We took a cab. | 21. She loves to sing. |
| 5. Rain has been falling all night. | 22. The sun is bright today. |
| 6. They will arrive tonight. | 23. The food is all gone. |
| 7. The clown made us laugh. | 24. We need one more thing. |
| 8. Please turn at the light. | 25. He's feeling worse. |
| 9. You can choose either one. | 26. The vine grew up the tree. |
| 10. I need another sheet of paper. | 27. A viper bit him. |
| 11. Put the sauce in this dish. | 28. It was a weird story. |
| 12. They didn't eat much. | 29. Let me help you. |
| 13. I tore my dress on a nail. | 30. Set it on this table. |
| 14. She dyed her hair black. | 31. They ran home. |
| 15. It's a very bright color. | 32. Put on your coat. |
| 16. We need another chair. | 33. Please take a seat. |
| 17. The sink is full of water. | |

Track
8**Skill 5—Listening for Descriptions (page 36)****Questions 4–8****Question 4**

- W1: It's really easy to get here. Just take the bus to the corner of the High Street and Regent Avenue. Then it's the second house from the corner.
- M1: Second house from the corner, OK. It's not the two-story duplex with two doors, is it?
- W1: No, that's across the street. Mine's small, it's only one story. There's only one door, so knock or ring the bell. I'll be waiting for you.

Question 6

- W1: This is the noon news report for Friday, April 12. Several stores in the downtown area of Jamestown were robbed¹ early this morning. Police are on the lookout for the suspect, who is described as about 45 years of age, bald, somewhat overweight, with a beard. If you see anyone meeting this description, please contact the Jamestown police.

Question 8

- W1: May I help you?
 M1: Yes, I'm looking for a present for my girlfriend. It's her nineteenth birthday. I was thinking maybe some jewelry.
 W1: I can help you choose something that would look nice on her. What does she look like?
 M1: Well, she's very pretty. She has really long dark hair and she's very thin. She almost always wears earrings.
 W1: We have many nice earrings to choose from. Or, what about something different? Would she like a necklace?
 M1: I don't know. Maybe . . .

**Skill 6—Listening for Time (page 38)****TIME (PAGE 39)****Questions 1–6***Questions 1 and 2*

- M1: Good afternoon class. There have been a number of questions about the time for our final exam. As you know, this class regularly meets from two thirty until four Wednesday and Friday. Some of you have realized that during exam week there is a different schedule, thence the questions. Our final exam will be on Wednesday of exam week. It is scheduled to start at one forty-five and should last about an hour and a half, so you'll be out of here at around three fifteen or so.

Questions 3 and 4

- W1: Could you tell me what time the train to Chicago leaves?
 M1: The next train is at five fifteen.
 W1: Hm. That's a long wait. It's only three now. What time does it arrive in Chicago?
 M1: The trip is a little over six hours. It arrives at 11:30.

Questions 5 and 6

- W1: Hi Cindy. I wanted to see if you could meet me for lunch tomorrow.
 W2: Let's see, tomorrow's Monday. . . . I have a Spanish class in the morning. . . . Yes, I think that's a good idea.
 W1: OK. Let's meet at twelve.
 W2: Well, I have a haircut at 11:30. Better make it quarter past.
 W1: Quarter past twelve, great.
 W2: I'm so glad we're getting together. I'll be really nervous because I have a job interview in the afternoon. You can help me get ready for it.
 W1: You know what's good for nerves? Exercise.
 W2: I have my exercise class tomorrow at four. That should help.

¹BRITISH: shops in the city centre were burgled

Track
10**DATE (PAGE 40)****Questions 1-6***Questions 1 and 2*

W1: The City Museum of Art was established in the year 1898. It first opened its doors to the public on August fifteenth of that year. There was a spectacular opening celebration, but it wasn't held until later in the year, on December first, to be exact. Now the reasons for the delayed celebration are very interesting . . .

Questions 3 and 4

M1: All right, Mrs. Katz. I need just a bit more information to complete your application. May I have your date of birth?
 W1: It's twenty-second September.
 M1: Your husband's name is George, correct?
 W1: Yes, and he was born on seventh July.

Questions 5 and 6

W1: We're thinking about going to Silver Lake this year. When do you think is a good time to go?
 M1: Well, most people don't like to go in July or August because it's so hot then. September is too. I think the most popular time to go is October.
 W1: Is that when you plan to go?
 M1: Actually, no. We can't get away till November this year. We've made our reservations¹ for then, and we're leaving on the seventh.

Track
11**DAY (PAGE 41)****Questions 1-6***Questions 1 and 2*

W1: Hey, Jim. Are you going to history class?
 M1: No, I don't have history today. I have English.
 W1: It's Monday. Are you sure you don't have history today?
 M1: Yeah. I have English today and Wednesday. My history class is on Thursday.
 W1: Just one day a week for history, huh? Not bad.

Questions 3 and 4

M1: We're very glad that you are considering becoming members of the Urban Exercise Club. I'm sure you'll want to sign up for membership after you've enjoyed this afternoon here. Since today's Thursday, you could have a tennis lesson. The tennis instructor is here twice a week, Saturday as well as Thursday. You're lucky it's not Friday. You'll be able to enjoy the steam room. It'll be closed for its weekly cleaning tomorrow.

Questions 5 and 6

W1: Let me remind you of your assignments for next week. Don't forget that the final exam has been rescheduled, so it'll be on Friday instead of Thursday. And you have an essay due on Tuesday. You should have a lot to study over Saturday and Sunday. Don't forget that I have office hours on Monday afternoon, in case you have any questions.

¹BRITISH: booking

Track
12**YEAR (PAGE 42)****Questions 1–6***Questions 1 and 2*

M1: John James Audubon, the famous naturalist and painter of birds, was born on the island of Haiti in 1785. In 1803, he went to live in the United States. He was a self-taught painter and supported himself for a while by painting portraits. His famous work, *Birds of America*, was first published in England. Later, in 1842, Audubon published a version of this work in the United States. He died in 1851.

Questions 3 and 4

W1: That was a really interesting lecture on Maria Mahoney. I really admire her for being the first woman governor of our state.

M1: Yes, she was an admirable person. Let's go over our notes. I put down that she was born in 1808.

W1: Not eighteen. Nineteen. She was born in 1908.

M1: Whoops! OK, then, but I have this right. She became governor in 1967.

W1: Are you sure? Wasn't it 1957?

M1: No, 1957 is when she first decided to run for office, but she didn't win an election until 1967.

Questions 5 and 6

M1: The university began construction of the library in 1985. It was expected to take just two years, but by the end of 1987, the library was only three-quarters completed. Finally, by the summer of 1988, construction was finished and the new library opened in August of that year.

Track
13**SEASON (PAGE 42)****Questions 1–6***Questions 1 and 2*

W1: Tourists visit the region only during certain times of the year. The winters are not harsh, but it rains a lot then and the temperatures are quite cool. Spring is quite a bit less rainy than winter, and the temperatures are warmer, so many tourists like to visit then. Summers are hot and dry, so hot that most tourists stay away. They return in the autumn when the weather is still dry but not as hot.

Questions 3 and 4

W1: Wow, Josh, I can't believe you hiked the whole mountain range. When did you start your trip?

M1: Well, you can't leave too early in the spring, because it's still late winter in the mountains then. Most hikers start in the late spring, and that's what I did too.

W1: And then you hiked all summer. What's summer like in the mountains?

M1: It's not too hot and you can see a lot of wild life, especially later in the summer when the birds start to migrate.

W1: It must have been winter by the time you finished the trip.

M1: Not quite. It was late in the autumn, which is almost as cold as winter in the mountains.

Questions 5 and 6

M1: I'd like to sign up for the beginning Japanese class.

W1: I'm sorry, all our Japanese classes are full. Fall is the busiest time of year here at the language school.

M1: Hm. Well, then, maybe I'll wait until next summer to take a class.

- W1: That would be fine, but I recommend enrolling early. Summer is almost as busy as fall.
 M1: Really? Well, when is your least busy time of year?
 W1: Spring is a quieter time, but we have our lowest enrollment in the winter.

Track
14

Skill 7—Listening for Frequency (page 43)

Questions 1–6

Question 1

- M1: Do you like dancing?
 W1: Yes, but I don't go very much.
 M1: No?
 W1: Well, I go about once a month or so.

Question 2

- W1: Do you smoke?
 M1: No, I don't.
 W1: Really? Not at all?
 M1: Mmmm, maybe once or twice a year.

Question 3

- M1: Another rainy day. Does it ever stop raining here?
 W1: It's the rain forest. It rains every day.

Question 4

- W1: Mike says he's a vegetarian. What does that mean?
 M1: It means he doesn't eat meat.
 W1: No meat at all? Not even on special occasions?
 M1: Not even then.

Question 5

- M1: How's your class?
 W1: It's really hard. The professor loves giving tests.
 M1: Really? Does he give a lot of tests?
 W1: Oh, yeah. We have one or two a week.

Question 6

- W1: Do these geese spend all summer here?
 M1: Yes, and all winter, too. They don't migrate.
 W1: So you can see them here any season of the year.

Track
15

Questions 7–12

Question 7

- W1: For the first part of my research, I counted the number of shoppers who entered the store between 6 A.M. and 8 A.M.
 M1: And you did this every morning?
 W1: Yes, every morning for a week.

Question 8

- W1: Are you interested in joining the chess club?
 M1: Maybe. When does it meet?
 W1: On the last Sunday of every month.

Question 9

- W1: How often do you have your history class?
 M1: Every Tuesday and Thursday.

Question 10

- M1: Do you go to the movies much?
 W1: I go when I get the chance, but not as often as I'd like. Maybe once or twice a semester.

Question 11

- W1: How can I start managing my money better?
 M1: First, you need to make a monthly spending plan.

Question 12

- M1: While you're student teaching, I'll observe each one of you in the classroom several times.
 W1: How frequent will your visits be?
 M1: You'll get a visit from me once every two weeks.

Track
16**Skill 8—Listening for Similar Meanings (page 44)***Questions 1–6**Question 1*

- M1: How many tickets will you need?
 W1: There will be three adults and two children in our party.

Question 2

- W1: How's your French class? Do you like the instructor?
 M1: Yes, she's great, but she gives us a lot of work to do in class.
 W1: Then you have to wait weeks before you get your papers back, right?
 M1: No, she always checks our assignments on the same day we do them.

Question 3

- M1: I've heard that this area of the country is really growing.
 W1: Yes, the population is increasing at a rate of about 10,000 people a year.

Question 4

- W1: I understand that this area has suffered harsh weather conditions in recent years.
 M1: Yes, for example, last year a severe drought killed much of the vegetation in the region.
 W1: That must have had a devastating effect on agriculture.

Question 5

- M1: If I give you a check for the first month's rent right now, can I move in tomorrow?
 W1: I'm sorry, but the apartment won't be available until next week.

Question 6

- M1: Let's see . . . I got your address and phone number. Oh, I need to know your occupation.
 W1: Put computer programmer.

Skill 9—Listening for Emotions (page 45)**PRACTICE 1***Questions 1–6**Question 1*

W1: We'll begin the tour of Roselands Park with a bit about the history of the park. Local residents were thrilled when millionaire Samuel Waters announced that he would donate land for the park, including his collection of prized rose bushes. Some of his heirs, quite naturally, were a bit angry when they learned¹ that he had given away so much family property.

Question 2

W1: What's the matter with you? Yesterday you seemed really excited about your science experiment.

M1: That was yesterday. Today I just can't seem to get it to work right.

W1: Oh, don't worry about it. I'm sure it will be fine.

M1: I don't know. I keep trying and trying, but it isn't working the way I planned.

Question 3

M1: Our language lab is equipped with state-of-the-art equipment guaranteed to greatly improve your foreign language skills. Students are often confused when they first use our facilities because it seems complicated at first glance, but it's actually quite simple once you get used to it. Today I'll give you an orientation to the lab, and you'll see how easy it is to use this equipment to complete your class assignments and study for tests.

Question 4

W1: You didn't win the essay contest? Aren't you upset?

M1: Not really.

W1: I'd be really disappointed if I'd worked so hard and didn't even win second or third place.

M1: It's just a contest. It doesn't really matter.

Question 5

W1: In local news, children and teachers at Burnside Elementary School received an unexpected visit yesterday from Mayor Sharon Smith as part of her campaign to focus attention on the plight of city schools. Several school board members accompanied the Mayor. "We had no idea she was planning to visit us," said school principal² Roger Simmons. "But naturally we felt quite honored."

Question 6

M1: How is your research project going?

W1: Great. It's almost done.

M1: I'm impressed. I always get nervous when I have a big project like that to do.

W1: It's not so bad really. And I'm quite pleased with the results that I'm getting.

¹BRITISH: learnt

²BRITISH: head master

Track
18**Skill 10—Listening for an Explanation (page 47)***Questions 1–12*

Listen to the explanation of how cacao beans are processed.

- W1: The rich flavor of chocolate that almost everyone loves comes from the cacao tree, which is grown in tropical regions around the world. The farmer harvests the ripe fruit of the cacao tree, then cuts it open to remove the seeds. These seeds are the cocoa beans from which chocolate is made. The beans are fermented in a large vat for about a week. Then they are placed on trays in the sun to dry. When the cocoa beans are ready, they are shipped off to the chocolate factory. At the chocolate factory, the cocoa beans are turned into all sorts of delicious chocolate treats.

Track
19**Skill 11—Listening for Classifications (page 49)***Questions 1–5**Question 1*

- W1: It's easy to upgrade your ticket from economy class to first class. It costs just a little bit more, and it will enhance your travel experience in several ways. While we have roomy seats in both economy and first class, our first-class passengers are also offered pillows and blankets so they can nap in comfort. Snacks are served in economy class, while full meals are served to all first-class passengers. As an economy-class passenger you'll be offered the most current magazines for your entertainment, but you'll have to bring your own DVDs if you want to watch movies. In first class, we show complimentary first-run movies.

Question 2

- M1: Do you want to go to the movies tonight? There's a great film showing at the Royal Theater.
 W1: The Royal Theater? I never like the movies there. They only show violent types like horror and war movies.
 M1: So what kind of movie do you like?
 W1: Oh, romantic movies and classic movies, like the ones they show at the Deluxe Theater.

Question 3

- M1: Although butterflies and moths look very similar, they aren't exactly alike. There are several ways to tell the difference between them. The most well-known difference is that butterflies fly during the day, while moths are night fliers. Additionally, when butterflies rest, they fold their wings back. Moths at rest hold their wings in a horizontal position. The antennae are different also. Butterflies have thin antennae, and moths often have feathery antennae.

Question 4

- W1: I have so much to do to get ready for the party. I have to clean the house, cook . . .
 M1: You've bought all the food already, haven't you?
 W1: Yes, the shopping's done. And I've planned all the decorations, too.
 M1: When did you mail¹ the invitations?
 W1: Mail the invitations? Oh, no! I guess I'd better do that today.

¹BRITISH: post

Question 5

W1: Trees for landscaping your garden can be divided into three categories. Some trees we plant to add beauty to the yard. They are chosen for their beautiful flowers or interesting leaves. These are the ornamental trees. If you live in a sunny location, then you'll probably want to plant some shade trees. These are usually tall, broad-leafed trees. Finally we have the evergreens. Every garden should have at least one to provide a bit of green year round. Most evergreens are cone-bearing trees with needles instead of leaves.

Track
20**Skill 12—Listening for Comparisons and Contrasts
(page 51)***Questions 1–4*

Question 1

W1: How's your new job?
 M1: It's great. Much better than my old job.
 W1: Really? That's wonderful. You're earning more money now, aren't you?
 M1: Yeah, the salary's a lot higher, but I have to work more hours.
 W1: Too bad. I remember you had a really good schedule at your old job.
 M1: Yes, I miss that. But the job itself is pretty similar. I have the same kind of responsibilities that I had before.
 W1: That makes it easier. Are you still working in the same place?
 M1: No, now I have to go to the other side of town. But at least I can still take the bus like I did for my old job.
 W1: Well, that's convenient.

Question 2

W1: The new Riverdale Library will have its grand opening next month. The new library, which has been under construction for the past two years, stands on the same site as the old library. But there the similarity ends. The new library is much larger than the old two-story building, boasting four floors of books and two floors of offices, as well as an underground parking garage, which everyone agrees will be a great improvement over the old outside parking lot. With so much space to fill, we have greatly expanded the size of our book collection. You will continue to enjoy the same services as before. Online book renewal, free Internet access, and the Ask-a-Librarian Hotline that you enjoyed at the old library will also be available at our new facilities.

Question 3

M1: I'm interested in joining the health club, but I see you have two types of membership.
 W1: Yes, we have both full and associate memberships. The full membership costs almost twice as much as the associate, and many members feel it's worth the extra cost.
 M1: What's the difference between them?
 W1: With both types of membership you are entitled to the use of all our club facilities and you can take advantage of all our fitness classes as well. You also get use of the locker room¹ with both memberships, but full members get extra locker room privileges, such as your own locker exclusively for your use and laundry service as well. May I sign you up for a full membership today?
 M1: I'm not sure. The associate membership sounds fine to me.
 W1: Let me point out that with the full membership you also get a complimentary individualized fitness plan tailored just for you. Associate members may take advantage of this service as well, but they have to pay extra for it.
 M1: I'll have to think about it.

¹BRITISH: changing room

Question 4

M1: Toads and frogs begin their lives in similar ways. The eggs hatch in or near water, and the babies, called tadpoles, spend the first part of their lives living in the water. When they become adults, frogs continue to live in the water, while adult toads usually live on the land. When you come across one of these animals, how can you tell whether it's a toad or a frog? The easiest way is to touch its skin. Frogs have smooth skin while the skin of toads is generally rough and bumpy. Their shape is somewhat different also, with toads being plumper and broader than frogs. What is a more typical sound on a summer evening than a chorus of croaking frogs or toads? Both these animals make their croaking sound by inflating a sac in their throat.

Track
21**Skill 13—Listening for Negative Meaning (page 53)***Questions 7–12**Question 7*

M1: The flora and fauna of this region are adapted to the special climate. It hardly ever rains here, even in the winter. Most of the year, there is barely a cloud to be seen in the sky.

Question 8

W1: Your essay writing exam is coming up tomorrow, so I'd like to review some of the testing rules with you now. The good news is that you'll have an unlimited amount of time to write your essay. You won't, however, be permitted to consult a dictionary while¹ writing the exam. Neither can you take anything else into the testing room with you except a pen.

Question 9

M1: I'm in a bit of a hurry. Do you think you can fix the problem with my car today?

W1: I'm sorry, but I'm behind schedule. I won't be able to get to it until the weekend.

M1: Then I'll have to take a bus to work tomorrow.

Question 10

W1: What a restaurant! Never in my life have I tasted such delicious food.

M1: You really think so? But don't you think the service was too slow?

W1: Not a bit. I can't wait to go back there.

Question 11

M1: Botanists and other flower lovers enjoy visiting this area in the spring and summer to see the abundant variety of wildflowers. In the early spring it isn't uncommon to find violets and, later in the season, there is a profusion of wild roses as well. Many also come here seeking the wild iris, although that is more rarely seen in these parts.

Question 12

M1: I have so much homework this week. Not only do I have to write two papers, I have to read four books, too.

W1: Wow. That's a lot.

M1: Yeah, well, at least I don't have any exams to study for.

Track
22**Skill 14—Listening for Chronology (page 56)***Questions 1–5**Question 1*

W1: I'm interested in renting an apartment in this building.

M1: OK, first you'll have to fill out² an application. Then, before you submit it, you'll need to get two references.

¹BRITISH: whilst; ²BRITISH: fill in

W1: References?

M1: Yes, from former landlords or your boss or someone like that who can vouch for your responsibility. All right, so you do that, then you'll have to have some money ready for a deposit. As soon as we have an available apartment, we'll notify you, and we'll ask that you pay a deposit to hold it for you.

W1: I have to pay the deposit before signing the lease?

M1: Well, of course we'll refund it if you decide not to take the apartment, but the deposit holds it for you while you look the apartment over and decide whether or not you want it.

Question 2

M1: Today we'll take a look at the life of classical composer Wolfgang Amadeus Mozart. Mozart was born in Austria in 1756. His father, Leopold, was a well-known music teacher and published an important textbook on violin playing shortly after Wolfgang's birth. Young Wolfgang showed his genius at an early age, beginning to write his own musical compositions at the age of 5. This was one factor that led to his father's decision to take Wolfgang and his sister on performing tours around Europe, beginning in 1762. After a childhood of touring Europe, Mozart visited Vienna in 1781 and decided to settle there. He had been greatly saddened during his tour of 1777 when his mother, who was accompanying him, died while they were abroad. He looked forward to a new life in Vienna.

Question 3

W1: How'd your trip to the beach go?

M1: Fantastic. Well, mostly. Of course, we had to leave home at five in the morning.

W1: Ouch! So early.

M1: Yeah, but, then, by lunchtime we were almost there.

W1: So where'd you have lunch? At that burger place, right?

M1: No, we just had a roadside picnic to save time. We'd made our sandwiches the night before we left.

W1: You're so organized.

M1: I guess. Whatever. So anyhow, back in the car after lunch we started arguing about a place to stay. We finally agreed on the White Sands Motel.

W1: I've been there. It's all right.

M1: Yeah, well, it's a good thing we left home early because by the time we got there, there was only one room left at the motel, so we were lucky to get it. We went swimming as soon as we'd checked in.

Question 4

W1: I have to do this research project for my sociology class, and I don't know how to begin.

W2: Is that Professor Miller's class? I took it last year. It's a great class.

W1: Really? Can you help me get started?

W2: Sure, well, I mean, I guess so. Well, I'd say the most important thing is get a partner. It's much easier working with someone else.

W1: So the first thing is to get a partner?

W2: You probably should choose a research topic first, then find a classmate who's also interested in your topic. Then you need the professor's approval.

W1: Approval for what?

W2: No, wait. OK first you and your partner design your research, I mean you write up your questionnaire and decide whom you will interview and all that.

W1: Then we get the professor's approval for our research design?

W2: Yes. And then you can start your research.

Question 5

W1: Welcome to Waterside Gardens. We'll begin our tour by walking through the rose garden, just as soon as everyone has shown me his or her tickets. Following the rose garden, we'll view the pond area. We'll visit the greenhouse after everyone who so desires has had a chance to photograph the butterfly garden. It is our most picturesque area. And that's it. I hope you'll enjoy the tour.

MODEL TEST 1

Narrator: IELTS Listening. Model Test 1.

Track
23

You will hear a number of different recordings, and you will have to answer questions on what you hear. There will be time for you to read the instructions and questions, and you will have a chance to check your work. All the recordings will be played once only.

The test is in four sections. Write all your answers in the Listening Question booklet. At the end of the test you will be given ten minutes to transfer your answers to an Answer Sheet.

Now turn to Section 1.

Section 1. You will hear a conversation between Mark Winston, who wants to learn Japanese, and Kathy Green, who is a receptionist at the World Language Academy.

First, you have some time to look at Questions 1 to 3.

Example

Narrator: You will see that there is an example which has been done for you. On this occasion only, the conversation relating to this will be played first.

Kathy Green: Good morning. May I help you?

Mark Winston: Yes, I'm Mark Winston and I...

(Telephone rings)

Kathy Green: Oh, Excuse me, Mr. Winston. World Language Academy. This is Kathy Green. May I help you? (pause). No this is a private language school, not a travel agency. (pause) No problem at all. Good-bye. I'm sorry, Mr. Winston. Now, may I help YOU?

Mr. Winston: Yes, I hope you can. I'd like to sign up now for a Japanese class next week.

Narrator: The man says he'd like to "**sign up now**" which means "register today" for a language class. The number 2 has been written in the blank. You should answer the questions as you listen because you will not hear the recording a second time. Listen carefully and answer Questions 1 to 3.

Questions 1-3

Kathy Green: Good morning. May I help you?

Mark Winston: Yes, I'm Mark Winston and I...

(Telephone rings)

Kathy Green: Oh, Excuse me, Mr. Winston. World Language Academy. This is Kathy Green. May I help you? (pause). No this is a private language school, not a travel agency. (pause) No problem at all. Good-bye. I'm sorry, Mr. Winston. Now may I help YOU?

Mark Winston: Yes, I hope you can. I'd like to sign up now for a Japanese class next week.

- Kathy Green: Classes start next week, and we have lots of Japanese classes to choose from. Have you studied Japanese before?
- Mark Winston: No, I haven't. I'm a beginner. I'm planning to visit Japan next summer so I want to learn a bit of the language.
- Kathy Green: That's great. Japan is a wonderful place to visit. I spent a month in Tokyo last year, actually, and I even climbed Mount Fujiyama.
- Mark Winston: Really? That's too much activity for me. I'm just planning to visit Tokyo. I think I'll find plenty to do there.
- Kathy Green: You certainly will. All right then, let me tell you a bit about our classes. They're all taught by native speakers, and they are all specialists in their field. You can choose a Japanese for Tourists class, Japanese for Business Travelers, or Japanese for University Students. You're not studying at a university, are you?
- Mark Winston: No, I graduated a few years ago.
- Kathy Green: Well, then, the tourist class is probably best for you.
- Mark Winston: Yes, I think you're right. I just want to learn enough to order food in restaurants and go shopping and things like that. When does the Japanese for Tourists class begin?
- Kathy Green: Let's see. We have a class for beginners that starts next week. I think there are still a few spaces left. You're in luck . . . we have 15 students enrolled, and there's room for three more.
- Narrator: Before you hear the rest of the conversation, you have some time to look at Questions 4 to 10.
- Now listen and answer Questions 4 to 10.

Questions 4–10

- Mark Winston: When does that class meet?
- Kathy Green: Every Monday, Wednesday, and Thursday from 5:30 until 7:30.
- Mark Winston: That's a bit early for me. I work until 6:00. Don't you have a class that starts later in the evening?
- Kathy Green: No . . . not for beginners. Let's see . . . we have an afternoon class on Monday, Wednesday, and Thursday, from one to three. Oh, but that's an intermediate class. What about mornings? We have a beginner's class that meets five days a week, Monday through Friday, from 9 A.M. until 10 A.M. Could you do that?
- Mark Winston: No, I work all day. I only have evenings and weekends free.
- Kathy Green: The advanced class is Tuesday and Thursday from 7:30 to 9:30, but you've never studied Japanese before, have you?
- Mark Winston: No, I don't know anything about it.
- Kathy Green: Well, we have a beginner's class on Saturday from 9 in the morning until 2 in the afternoon.
- Mark Winston: Nine until two? That's a long class.
- Kathy Green: We also have private tutors. Actually, I usually recommend private tutors because they give you individualized attention. You are the only student in the class, so the tutor teaches you according to your specific needs. It really is the best way to learn a language.
- Mark Winston: It sounds great! I'd learn a lot that way, wouldn't I?
- Kathy Green: You really would. And it's very convenient. You can arrange to meet with your tutor at whatever time suits you.
- Mark Winston: Fantastic.¹ How do I sign up?

¹BRITISH: Brilliant

- Kathy Green: Well, how many hours a week do you want to study? We usually recommend three to five hours a week for a minimum of four weeks.
- Mark Winston: OK. I'll start with three hours a week.
- Kathy Green: Great. You can send us a check to cover the first week of classes, or you can pay now by credit card. Three hours of private classes comes out to 300 dollars, plus a 25-dollar registration fee.
- Mark Winston: Three hundred dollars? That's 100 dollars a class!
- Kathy Green: And it's certainly worth it. You'll be studying with a native speaker of Japanese. And all our tutors are professionally trained in the latest teaching methods. You'll be getting the best instruction money can buy.
- Mark Winston: But 100 dollars a class! That's over one thousand dollars for a month of classes. I'm sorry, but I just can't do that.
- Kathy Green: Then take the Saturday class. It's only \$300 a month. And it's small. There will be only four or five students in it.
- Mark Winston: Great. I'll take that class. Can I pay by check?
- Kathy Green: Yes. Just bring your check to the first class. See you next Saturday at 9:00.

(Audio fades as last speaker continues to speak.)

- Narrator: That is the end of Section 1. You now have half a minute to check your answers.
Now turn to Section 2.
Section 2. You will hear a guided tour of an old mansion.
First, you have some time to look at Questions 11 to 13.
As you listen to the first part of the talk, answer Questions 11 to 13.

Questions 11–13

- Barbara Wilson: Good afternoon. My name is Barbara Wilson, and I will be your guide for today's tour of Sumner Mansion. As a reminder before we begin, we ask that you not take photographs inside the building, and please turn off your cell phones during the tour. Also we request that you refrain from eating as well as drinking inside the mansion. Refreshments will be available at the end of the tour in the café next to the garden.
- Narrator: Before you hear the rest of the tour, you have some time to look at Questions 14 to 20.
Now listen and answer Questions 14 to 20.

Questions 14–20

Now, to begin. Here we are at the main entrance. You will notice the elaborate Italian frieze installed by the original owner when the mansion was built in 1810. To the left of the entrance is the main living room. This was used by the Sumner family for entertaining guests, particularly for their tea parties. They were famous for the tea parties that they gave in this room. Here on display you can see the elegant chinaware they used for their parties. There are several sets of china imported from abroad.

Let's go over to the other side now. This room to the right of the main entrance is the dining room. Of course the family meals were served here, but the most interesting thing about this room is the art. The Sumners collected a lot of art, and some of the finest pieces of their art collection are displayed in this room. On that wall opposite,

you can see a large painting of a garden. Mr. Sumner bought that on a trip to China in 1825. You will also notice several smaller pieces of Chinese art as well as some portraits of the family.

Behind the mansion are the famous Sumner gardens. Right now you can see a spectacular display of roses. The tea roses are especially nice, and there are many other varieties of roses, as well. The guided tour will not continue into the garden. You can enjoy it on your own. Don't forget to stop in at the café before you go home for some tasty hot or cold tea and pastries. You enter it through the garden, but it's just behind the living room. There is also a small display there of kitchen tools used in the original mansion kitchen, which I am sure you will enjoy viewing. If you feel disoriented after walking around the gardens, don't worry. Remember that the parking area is just beyond the café, so it's a short walk back to your car.

Also, please remember that the grounds close at five p.m. as we are still on our spring schedule. If you come back next week, the summer schedule will have started and we'll be open a full ten hours a day from ten in the morning until eight in the evening. Thank you for visiting, and come back anytime. We're open seven days a week.

Narrator: That is the end of Section 2. You now have half a minute to check your answers.

Now turn to Section 3.

Section 3. You will hear a panel discussion between the panel moderator and two panelists, Dr. Karen Akers and Dr. Fred Williams, both transportation consultants. In the first part of the discussion, they are talking about the future of public transportation.

First, you will have some time to look at Questions 21 to 26.

Now listen carefully and answer Questions 21 to 26.

Questions 21-26

Moderator: Dr. Williams and Dr. Akers, I want to thank both of you for coming today and sharing your thoughts on the future of public transportation.

(Simultaneous thanks)

Dr. Akers: Glad to be here.

Dr. Williams: Thank You.

Moderator: Let me ask you first, Dr. Williams, traffic congestion is becoming more and more of a problem, and it's spreading. We're used to traffic jams in cities, but now we find traffic problems on many major highways¹ that run between cities. What solutions do you see for the future of transportation?

Dr. Williams: Many transportation experts, myself included, are excited about the potential of high-speed trains. These trains are having a great deal of success in Japan and in several European countries, as well. They've actually been around for a while—since 1964, in fact. The first high-speed train was put into operation that year.

Moderator: What would the speed be exactly of a high-speed train? How would you define "high-speed" train?

Dr. Williams: We usually call a train high speed if it's capable of traveling at 200 kilometers an hour or faster.

Moderator: That's very fast. It would seem to open up a lot of possibilities for transportation between cities.

¹BRITISH: motorways

- Dr. Akers: Yes, that's right. Fifty years ago or more, conventional trains were the major form of transportation between cities. Of course, they weren't high-speed trains, but nobody expected that then. Those old trains provided frequent, reliable, and affordable long-distance transportation, and most people used them. Then things changed. Cars and highways were improved, so more and more people started driving cars.
- Dr. Williams: Cars are a great form of transportation. Everybody loves them because they're so convenient. But we usually use cars for local trips . . . shopping, and going to work, and things like that.
- Dr. Akers: That's true. For long-distance trips, most people nowadays rely on planes. Plane service is more frequent and affordable now than it was in the past, so planes, like cars, have become more convenient for people. Meanwhile, trains have more or less fallen by the wayside as a common means of transportation.
- Moderator: But with everybody driving cars and taking planes, we have a lot of congestion. And not just on the roads. Airports have become very crowded, too.
- Dr. Williams: Exactly. We have congestion everywhere now, so we need to look at new forms of transportation.
- Narrator: Before you hear the rest of the conversation, you have some time to look at Questions 27 to 30.
- Now listen and answer Questions 27 to 30.

Questions 27–30

- Dr. Akers: And that's where high-speed trains come in. They offer several advantages over both cars and planes. When you take everything into consideration—getting to the train station, boarding the train, and all that—a high-speed train gets you to your destination just about as quickly as a car. So speed isn't really an advantage. Cost isn't always, either. Depending on how many people are traveling with you, a train trip could be more expensive than a car trip. But, a train trip is much more relaxing than a car trip. You can read, sleep, eat, whatever, while the train carries you to your destination. And of course you're never delayed by traffic jams. To my mind, these are great advantages.
- Moderator: Yes, I can really see the advantage of the train over the car. But what about planes? Planes are much faster than cars, so that's a big plus for planes.
- Dr. Williams: Not necessarily. For trips shorter than 650 kilometers, high-speed trains can actually be faster. Checking in at the airport and going through security takes a long time. You don't have that kind of delay with a train. Also trains can carry more passengers than planes. They can also offer more frequent service. So for your medium-distance trips, they really are faster than planes.
- Narrator: That is the end of Section 3. You now have half a minute to check your answers.
- Now turn to Section 4.
- Section 4. You will hear a lecture on Albert Einstein. First you have some time to look at Questions 31 to 40.
- Now listen carefully and complete the timeline in Questions 31 to 40.

Questions 31–40

Lecturer:

Today I want to talk about the early life of a man whose name is synonymous with genius—Albert Einstein. He is well known, of course, for his work in physics, especially his theory of relativity. This is a term that everyone has heard, but few lay people, . . . and I do not mean to include you in this group, . . . but few non-physicists understand. Equally incomprehensible to most people is why Einstein the genius did so poorly at school. There are some questions, actually misconceptions about his early life, particularly about his lack of success in school that I want to clear up for you. Let's look now at some true facts about the life of this famous man.

Albert Einstein was born in Germany in 1879. As a child in school, he had a reputation as a slow learner. Now there were a couple of theories about why he could not keep pace with his classmates. He may have had some sort of learning disability; we don't know for sure. Another theory about his slow learning is that he may have suffered from a condition related to autism.

Whether it was a learning disability or not, Einstein himself believed that his slowness actually helped him develop his theory of relativity. He said that he ended up thinking about time and space at a later age than most children, at a time when his intellect was more developed. He didn't even begin to study mathematics until he was 12. There are popular rumors that he failed his math classes, but this is actually not true.

Mathematics was a later passion; his first was the violin. Like many intellectuals, Einstein had a passion for music. He started his study of the violin during elementary school and continued playing the violin for the rest of his life.

When Einstein was fifteen, his family moved to Italy. Soon after that his parents sent him to Switzerland where, in 1896, he finished high school. After graduating from high school, he enrolled in a Swiss technological institute. In 1898, he met and fell in love with a young Serbian woman, Mileva Maric. Maric was a mathematician and Einstein considered her his intellectual equal.

Einstein received a teaching diploma in 1900. The next year he became a Swiss citizen. Although he had his teaching diploma, he had a hard time finding a teaching job. In fact, he never did find one. A friend's father helped him get a job at the Swiss Patent Office. He began working there in 1902. His job involved reviewing inventors' applications for patents. When he looked over the applications, he often found faults in the applicants' drawings. He would make suggestions so they could improve their designs and better their chances for receiving a patent.

The same year Einstein began working at the patent office, he and Mileva had their first child, a daughter, although they didn't actually get married until 1903. Their son was born the following year. There is no record of whether the two children inherited their father's learning disability.

Narrator:

That is the end of Section 4. You now have half a minute to check your answers.

You will now have 10 minutes to transfer your answers to the Listening Answer Sheet. Pause CD for 10 minutes

This is almost the end of the test. You now have one more minute to check all your answers.

That is the end of the Listening section of Model Test 1.

MODEL TEST 2

Narrator: IELTS Listening. Model Test 2

Track
24

You will hear a number of different recordings, and you will have to answer questions on what you hear. There will be time for you to read the instructions and questions, and you will have a chance to check your work. All the recordings will be played once only.

The test is in four sections. Write all your answers in the Listening Question Booklet. At the end of the test you will be given ten minutes to transfer your answers to an Answer Sheet.

Now turn to Section 1.

Section 1. You will hear a conversation between an interviewer and a woman shopper.

First you have some time to look at Questions 1 to 7.

You will see that there is an example that has been done for you. On this occasion only, the conversation relating to this will be played first.

Example

M1: Excuse me, ma'am. Could I have a few minutes of your time?

W1: What do you need?

M1: First, welcome to Lougheed Mall, the largest shopping center in Vancouver. We're conducting a survey of the shoppers at this mall. We want to learn about when and how often people shop, the stores they prefer, in general, people's habits when they shop at the mall. Would you mind answering a few questions about your shopping?

Narrator: The man says he is conducting a survey of shoppers, so B has been circled. Now we shall begin. You should answer the questions as you listen because you will not hear the recording a second time. Listen carefully and answer Questions 1 to 7.

Questions 1-7

M1: Excuse me, ma'am. Could I have a few minutes of your time?

W1: What do you need?

M1: First, welcome to Lougheed (Lawheed) Mall, the largest shopping center in Vancouver. We're conducting a survey of the shoppers at this mall. We want to learn about when and how often people shop, the stores they prefer, in general, people's habits when they shop at the mall. Would you mind answering a few questions about your shopping?

W1: Not at all.

M1: Thank you. Today we're interviewing married women, that is women with husbands and children who shop for their families. So the first question is, do you fit this category?

W1: Yes, I do.

M1: Wonderful. Now, I need to know your age. Are you between the ages of 18 and twenty-five, twenty-six and . . . ?

W1: (interrupting) I'm 34.

M1: Great. OK. Now, how often do you shop here? Less than once a month, at least once a month, once a . . .

W1: I have a big family. I have to buy a lot of things. I'm here at least twice a week.

M1: Well that's just fine. You must be very familiar with the stores here.

W1: I certainly am.

M1: All right then. The next question concerns the things that you buy. What do you usually shop for here?

- W1: Just about everything. I've been in all the stores at one time or another. The clothing stores are quite nice, though, frankly, their prices are a bit high, and I like the bookstore too, but . . .
- M1: What I need to know, though, is what is the one type of thing you shop for most often? Would it be books?
- W1: Oh, no. That's only occasionally. The reason I come here so often is for food. I told you I have a large family. I buy all our food at the supermarket here.
- M1: OK. So, the next question is how much time do you usually spend at the mall?
- W1: What do you mean? Do you mean every week?
- M1: I mean, each time you come here, how long do you spend?
- W1: Oh, I'd say about an hour and a half or so. Maybe a little longer, but I'm hardly ever here for more than two hours.
- M1: Now there's one last question in this section. How do you usually come to the mall? Do you take the bus, the . . . ?
- W1: I always drive.

Narrator: Before you hear the rest of the conversation, you have some time to look at Questions 8 to 10.

Now listen and answer Questions 8 to 10.

Questions 8–10

- M1: Fine. OK, the next part of the questionnaire concerns your opinions. You say you've been in all the stores in the mall. In general, in which store would you say you've had the best shopping experience?
- W1: That's easy. The shoe store.
- M1: That's a big store, isn't it? They have a huge selection of shoes.
- W1: They do, but I consider it a good store because the employees there are so polite. They give very good service.
- M1: Now, you may have had a chance to eat at our new food court.
- W1: Yes, I have, but I don't think I'll eat there again.
- M1: Why not?
- W1: Well, the food tastes fine, but it's very expensive. It shouldn't cost so much.
- M1: I have just one last question. Do you have any suggestions for improvements to the mall?
- W1: Yes. You should add more parking spaces. I can never find a place to park. It's really annoying sometimes when . . .

(Audio fades as last speaker continues to speak.)

Narrator: That is the end of Section 1. You now have half a minute to check your answers.

Now turn to Section 2.

Section 2. You will hear a recording of a tour of a health club.

First, you have some time to look at Questions 11 to 14.

Now listen carefully and answer Questions 11 to 14.

Questions 11–14

Good afternoon. Welcome to the Riverside Health Club. The purpose of today's tour is to let you become familiar with the different activities available at the club. I hope that by the end of the tour all of you will decide to become members.

When you become a member of the health club, you will have the opportunity to participate in a wide range of fitness activities. Over here we have our indoor tennis courts. There are three of them, and if you don't know how to play, we offer tennis lessons throughout the week. Right here next to the courts is the club store. It's quite small, you see, but we have it as a convenience. So if you need snacks or drinks after exercising, you can buy them here.

OK, now this is the exercise room. It's the most well-equipped exercise facility in the city. You won't find old-fashioned weights for lifting here. We have only the most modern exercise machines. All the machines are electronic. They automatically adjust to your weight and fitness level, so you get the workout that's just right for you. The exercise room is run by Peter Jones, who's an expert in both fitness and technology, so he can help you become familiar with the machines. Once you learn how to use them, and Peter makes that easy, they're really great. I work out on them myself just about every day.

OK. In here we have the swimming pool. We offer different types and levels of swimming lessons. Also you'll notice that the pool is Olympic size, so it's well-suited for competitions. In fact, our swimming team is well-known throughout the city. As a club member, you would have the opportunity to try out for the swim team if you're interested.

Narrator: Before you hear the rest of the tour, you have some time to look at Questions 15 to 20.

Now listen and answer Questions 15 to 20.

Questions 15–20

Over there at the other end are the locker rooms where you can change from your business clothes to your swimsuit or whatever. You can look in them later if you wish. They're very comfortable. We keep them well-stocked with the basic necessities such as towels and soap. You'll have to supply your own shampoo, however. There are plenty of showers, so you'll never have to wait your turn. We also have hairdryers for you to use. For safety reasons, we ask that everyone wear rubber sandals in the changing rooms. What else? Oh, you'll have to supply your own lock, of course. That's for your security.

Before we leave the pool area, I'd like to make you aware of some of our rules. The pool is the most popular place in the club, and it's often crowded, so we have rules for everyone's comfort and safety. The most important one, if you have children, please be aware that they are not allowed in the pool area alone. Children must be accompanied by an adult at all times. Naturally, there is no running near the pool. The floor is very wet, and it would be easy to get hurt. One last thing, for sanitary reasons, we ask everyone to shower before entering the pool.

All right, I hope you've enjoyed the tour. Are there any questions?

Narrator: That is the end of Section 2. You now have half a minute to check your answers.

Now turn to Section 3.

Section 3. You will hear a professor and her students discussing class assignments.

First, you will have some time to look at Questions 21 to 26.

Now listen carefully and answer Questions 21 to 26.

Questions 21–26

- W1: In this class we focus on developing writing skills, so one of the most important things we do is practice those skills by writing essays. Today we'll go over the requirements for your essay assignments. You'll have to write one essay each week. They're not very long essays, just about 350 to 400 words apiece. Every week I'll assign a different type of essay, so I thought today we'd go over some of the important essay types. The first type of essay I'll assign will be an essay describing a process. So you'll need to choose something that you can describe step-by-step. Yes, Mr. Smith?
- M1: Is that a "how to" essay? I mean, would a topic be something like "How to fix a car?"
- W1: Well, you should be more specific. Remember, you have a limited number of words. A better example would be "How to change the oil in a car." Yes?
- W2: How about friendship as a topic? "How to make friends." Would that be a topic for a process essay?
- W1: It could be, but actually friendship is a better topic for a classification essay, which is the second type I'll assign. In a classification essay you present your idea by organizing it into categories. "Three types of friends" would be a good topic for a classification essay. The third essay type you'll write is compare and contrast. So, obviously, for your topic you'll pick two or more things to compare.
- M2: (*laughing*) Like comparing the food in the student cafeteria to the food in a real restaurant.
- W1: Why not? That could actually be quite a good topic. But it really doesn't matter which topic you choose, as long as you develop your argument well. The next essay type is argumentative, in which you'll present an opinion and prove or defend it.
- M1: I like to argue.
- W1: Then you should do quite well with an argumentative essay. When writing this type of essay, be sure to state your opinion in a clear, straightforward sentence. For example "Homework is necessary" could be a thesis statement. Yes?

Narrator: Before you hear the rest of the conversation, you have some time to look at Questions 27 to 30.

Now listen carefully and answer Questions 27 to 30.

Questions 27–30

- W2: Will you give us the topics, or do we pick our own?
- W1: I'd like you to pick your own topics. That way you can write about things that interest you. But be sure your topics are original. I want them to come out of your own heads, not out of any book on essay writing. So, any original topic is fine as long as it fits the assigned essay type. Are there any more questions? Yes?
- M2: When are the essays due?
- W1: Every Monday I'll make a new essay assignment, which you'll have to hand in to me the following Friday. Another question?
- W2: Will the essays count toward the final grade?
- W1: Of course. The essays are the most important thing we do in this class. All together your essays will count for 65 percent of your final grade. Other class work will count for 15 percent and your tests will be 20 percent of the final grade. One more thing. Please type your essays on a computer. Handwritten essays are not acceptable, and I don't want to receive any photocopied work either.

Narrator: That is the end of Section 3. You now have half a minute to check your answers.

Now turn to Section 4.

Section 4. You will hear a professor give a lecture. First you have some time to look at Questions 31 to 36.

Now listen carefully and answer Questions 31 to 36.

Questions 31–36

Good evening. I'm Professor Williams and this class is Introduction to Anthropology. This class meets every Tuesday evening from 6:45 until 8:15. Please be on time for each class session.

This evening we'll begin with a discussion of hunter-gatherer societies. This is an important topic because at one time all humans were hunter-gatherers. What are hunter-gatherer societies? They are groups of people that survive by hunting animals and gathering plants to eat. Typically in these societies the men's job is to hunt large animals while the women both gather plants and hunt smaller animals. Before twelve thousand years ago, all humans lived as hunter-gatherers. Now there are relatively few groups of people living this way, but there are some. Experts estimate that in about 50 years or so all such groups will have disappeared. Today hunter-gatherer societies still exist in the Arctic, in some desert areas, and in tropical rainforests. These are areas where other forms of food production, namely agriculture, are too difficult because of the climate.

Narrator: Before you hear the rest of the conversation, you have some time to look at Questions 37 to 40.

Now listen carefully and answer Questions 37 to 40.

Questions 37–40

In history, many hunter-gatherer societies eventually developed into farming societies. What are some of the basic differences between hunter-gatherers and farmers? The first is that hunter-gatherers tend to be nomadic. They travel from place to place. Once they have used up the food in one area, they have to move on to the next place to find more. Farmers, on the other hand, are more likely to be sedentary. They can't move often because, of course, they have to stay in one place long enough to plant their crops and harvest them.

Another difference is that hunter-gatherer societies generally have lower population densities. Farming can support much higher population densities than hunting and gathering can because farming results in a larger food supply. So you'll find smaller groups among hunter-gatherers. Another very important difference is in social structure. A characteristic of hunter-gatherer societies is that they tend not to have hierarchical social structures. They usually don't have surplus food, or surplus anything, and if they did they would have no place to keep it since they move around so often. So in a hunter-gatherer society, there is little ability to support full-time leaders. Everybody has to spend their time looking for food. These societies are more egalitarian than farming societies, where we see hierarchical social structures begin to develop.

Please bear in mind that everything I have said so far this evening is of a general nature. Next we will look at some specific examples of hunter-gatherer societies to see how these general concepts translate into reality.

Narrator: That is the end of Section 4. You now have half a minute to check your answers.

You will now have 10 minutes to transfer your answers to the Listening Answer Sheet. Pause CD for 10 minutes.

This is almost the end of the test. You now have one more minute to check all your answers.

That is the end of the Listening section of Model Test 2.

MODEL TEST 3

Narrator: IELTS Listening. Model Test 3.

Track
25

You will hear a number of different recordings, and you will have to answer questions on what you hear. There will be time for you to read the instructions and questions, and you will have a chance to check your work. All the recordings will be played once only.

The test is in four sections. Write all your answers in the Listening Question booklet. At the end of the test you will be given ten minutes to transfer your answers to an Answer Sheet.

Now turn to Section 1.

Section 1. You will hear a conversation between a lost and found agent and a woman who has lost something.

First you have some time to look at Questions 1 to 4.

You will see that there is an example which has been done for you. On this occasion only, the conversation relating to this will be played first.

Example

- W1: Is this the lost and found department?
 M1: Yes, this is Lost Property. Did you lose something on the train?
 W1: Yes, I did. I lost something very valuable, and it's very important that I get it back.
 M1: All right, calm down. We'll fill in a lost item report form. Now, when did you lose the item?
 W1: Just now. Today. A few minutes ago.
 M1: Today's Monday, OK, right.

Narrator: The item was lost today, which is Monday, so "Monday" has been written in the space. Now we shall begin. You should answer the questions as you listen because you will not hear the recording a second time. Listen carefully and answer Questions 1 to 4.

Questions 1-4

- W1: Is this the lost and found department?
 M1: Yes, this is Lost Property. Did you lose something on the train?
 W1: Yes, I did. I lost something very valuable, and it's very important that I get it back.
 M1: All right, calm down. We'll fill out a lost item report form. Now, when did you lose the item?
 W1: Just now. Today. A few minutes ago.
 M1: Today's Monday, OK, right.
 W1: Can't you hurry? Can't you send the police to look for it or something?
 M1: Now just relax. This will only take a minute. May I have your name, please?
 W1: It's Patty, that's P-A-T-T-Y, last name Brown, like the color.
 M1: Patty Brown. All right, Ms. Brown, your address?
 W1: I live at 17 High Street.
 M1: Seventy or seventeen?
 W1: SevenTEEN.
 M1: Is that a house or a flat?
 W1: Oh. It's a flat, an apartment. Number 5. And the city is Riverdale.
 M1: Just one more thing. I need a phone number.
 W1: 305-5938.
 M1: Is that home or office or . . .
 W1: It's my mobile phone. That's the best number to use because you can always reach me there.

Narrator: Before you hear the rest of the conversation, you have some time to look at Questions 5 to 10.

Now listen and answer Questions 5 to 10.

Questions 5–10

- M1: OK. I'll need a description of the lost item. What exactly did you lose?
- W1: I lost my reading glasses. But you know I bought them in Italy, they're Italian designer glasses and very expensive.
- M1: I see. And can you describe them? Are they square or round or . . .
- W1: They're round. And they have a chain attached. You know, those chains on glasses so you can hang them around your neck.
- M1: Where were you when you last had them?
- W1: I was sitting on the train reading. I had a window seat. The train was just about to enter the station. I heard the door at the other end of the car open, so I looked up from the article I was reading to see what the noise was.
- M1: So you had your glasses on then because you were reading?
- W1: Yes, that's right. It was a fascinating article in that new magazine, you know the one, I can't remember the name now but anyhow . . .
- M1: Which train were you on?
- W1: Oh, dear. I don't remember the number, but it was the train from Riverdale. I've come here to visit my aunt. I've taken a whole week off of work to make this trip. I left home at five o'clock this morning, and I'm very tired.
- M1: I'm sorry to hear that. Several trains have arrived from Riverdale this morning. What time did your train get here?
- W1: Oh, just about 30 minutes ago. At ten o'clock, I think. Yes, that's right.
- M1: So the last time you had your glasses was when you were reading on the train?
- W1: Yes, and when I got off the train, I had my handbag and my suitcase, and I checked my seat to see if I had left anything on it, but I hadn't.
- M1: And what's that in your coat pocket?
- W1: What's what? Oh . . . oh, my glasses! Oh my goodness! I can't believe they were there the whole time.

(Audio fades as last speaker continues to speak.)

Narrator: That is the end of Section 1. You now have half a minute to check your answers.

Now turn to Section 2.

Section 2. You will hear a recording of a talk about student housing.

First, you have some time to look at Questions 11 to 14.

Now listen carefully and answer Questions 11 to 14.

Questions 11–14

- M1: Good morning. Welcome to day two of Student Orientation Week. The subject of the first talk today will be off-campus housing. This is of interest to those of you who don't want to live in student housing and are not familiar with our city. I'll give you some tips about where to look for housing and how to go about it.

OK, first let's talk about where to look for an apartment. There are some places that I don't recommend. The obvious place to look, you might think, would be in the neighborhood of the university. However, that's probably not a very good idea because, unfortunately, this is one of the more expensive areas of the city to live in. The downtown area is a popular place to visit; however, that's not a good place to look for housing, either, because it's mainly a commercial area. There are very few apartments there. It's also rather far from the university. So where does that leave us? I can recommend a couple of good places to look. Many students rent apartments in the uptown neighborhoods. The prices there are quite low, and many buses go there, so it's very easy to get to the university from there. The Greenfield Park neighborhood is also popular. It's closer to the university, but not many buses run in that direction, so you'll need a car if you choose to live there.

Narrator: Before you hear the rest of the talk you have some time to look at Questions 15 to 20.
Now listen carefully and answer Questions 15 to 20.

Questions 15–20

M1: All right, so let's say you've decided on a neighborhood. Next you have to find out what apartments are available. There are a number of places where you can look for apartment ads. The best place to look is at the university's Student Center. There is a wall there devoted to apartment ads. You can also look in the university newspaper. It comes out every Friday, which gives you the weekend for apartment hunting. The local city newspaper, *The Greenfield Times*, also lists apartment for rent ads. Again, Friday and Saturday are the best days. That's when you'll find the most ads. Finally, of course, you can look on the Internet. There are several Internet sites devoted to apartment rental ads in this area.

The staff at the Student Counseling Center is always ready to help you in your apartment search. They have available city maps as well as city bus schedules to help you get around to the various neighborhoods. If you would like to find someone to share an apartment with you, the Counseling Center has a roommate matching service. Most students find that having roommates is the most economical way to rent an apartment. The Center can also provide you with a list of inexpensive furniture stores. We all know how expensive it can be to furnish an apartment, but it can also be done in a more economical way. Also you might want to consider signing up for a meal plan on campus. If you don't like to cook or are too busy, well, you still have to eat, right? If you live off campus you can still eat in the university student dining rooms. We have plans for buying meals by the week, month, or semester. The Student Counseling Center can give you all the necessary information on that.

Narrator: That is the end of Section 2. You now have half a minute to check your answers.
Now turn to Section 3.
Section 3. You will hear two students talking about their assignment.
First, you will have some time to look at Questions 21 to 25.
Now listen carefully and answer Questions 21 to 25.

Questions 21–25

M1: Have you decided what you're going to write your paper on? The one for Professor Anderson's class?
W1: The topic is transportation, right? I've been thinking about writing about bicycles as a way to solve our transportation problems.

- M1: Really? I usually think of bicycling as a sport or recreational activity.
- W1: Around here, that's what most people think. But in some parts of the world bicycles are an important form of transportation for many people. I think we have a lot to learn from them.
- M1: So, what are you going to say in your paper?
- W1: I'm not sure. Maybe you can help me figure some of it out.
- M1: Sure. OK, well, I'd say if you want to persuade people to use bicycles more often, you have to start by thinking about the advantages and disadvantages.
- W1: You're right. Let's see . . . well, I think the advantages are obvious. First, bicycling is good for your health.
- M1: Yes, that's true. And another thing is that bicycles are a lot cheaper to use than cars.
- W1: Or any other form of transportation, when you think about it. You don't have to pay a fare every time you ride your bike, like you do when you take the bus or the train.
- M1: OK, another one is that bicycles don't cause pollution like cars and buses do.
- W1: Yeah, that's a really important one. Bicycles are a clean form of transportation.
- M1: OK, so what about the other side? What are some disadvantages, some reasons why people might not want to use bicycles?
- W1: One thing I thought of is weather. Who wants to ride a bike in the rain? Or if you live where the weather is cold all winter, it would be hard to use a bicycle regularly. So bad weather would be a problem.
- M1: Bad health would be too. Some people just aren't strong enough to ride bikes very much. You have to be in good shape.
- W1: Yes, especially if you live far from your job or wherever you have to go. So that would be another problem, distance. It's difficult to ride your bike if your trip is a long distance.

Narrator: Before you hear the rest of the conversation, you have some time to look at Questions 26 to 30.

Now listen carefully and answer Questions 26 to 30.

Questions 26–30

- M1: OK, so using a bike might not work for everyone, but for a lot of people it would. How can people be encouraged to use bikes for transportation?
- W1: I think there's a lot cities can do. I think the biggest thing is making bicycle lanes on roads. It's really dangerous riding a bike where there's a lot of traffic, so special lanes just for bicycles would make things a lot safer.
- M1: That's a great idea.
- W1: Yeah, they already do that in some cities. And another thing is to make safe places for people to leave their bikes. I mean like at subway stations. A lot of people ride to the subway station and then take the subway to work. They need a safe place to lock up their bikes all day so they don't get stolen.
- M1: That seems important.
- W1: Yes, and another thing I've read about is maps. Some cities provide bicycling maps that show all the good routes. They show people how easy it is to get around by bike.
- M1: OK, but what about equipment? Don't you need a lot of special stuff to ride a bicycle?
- W1: I don't think so. For safety you should wear a helmet, and at night you should have lights or wear reflective tape so cars can see you. For comfort you need light clothes, and waterproof clothes when it rains. But that's all I can think of. Really, it's easy and inexpensive to get started riding a bike.
- M1: I think you'll write a great paper. You've already persuaded me to get a bike.

Narrator: That is the end of Section 3. You now have half a minute to check your answers.

Now turn to Section 4.

Section 4. You will hear a professor explaining an assignment to the class. First you have some time to look at Questions 31 to 40.

Now listen carefully and answer Questions 31 to 40.

Questions 31–40

W1: Good afternoon, everyone. Today we'll talk about the most important assignment you'll do in this class, which is write a research paper. I'll start by going over the process step-by-step so you'll know exactly what I expect of you. All right, let's begin at the beginning. The first step is to choose a topic. I have a list of suggested topics related to the content of this class, and I'd like you to look over it to find a topic that interests you. Then, since they are somewhat general, I'd like you to narrow your topic choice down to something more specific. You'll need to get my final approval on your topic before you begin your research.

The next thing you'll do is gather information on your topic. There are two major places to go for that. At the library you'll have reference books and other types of books available, as well as journals, magazines, and newspapers. Don't forget to look at atlases and other similar sources too. They contain a lot of useful information. Then of course there is the Internet, where you'll find online journals and newspapers, as well as online encyclopedias, and much more.

After you have gathered some information and had the chance to start thinking about your topic, the next step is to write a thesis statement. This is a critical part of the process because the bulk of the paper will be about using your information to defend your thesis statement. I will be happy to help you with this, and, actually, with any other part of your writing process if you need it.

Now then, let's say you have your thesis statement and you have your information. How do you get started writing? It can seem overwhelming with all your ideas and notes floating around. Writing an outline will help you to start getting focused. Make sure your outline includes three important things: first your introduction, where you state your thesis, then the body, which is the bulk of the paper and where you make the arguments to support your thesis, and finally the conclusion. Here you'll restate your thesis and summarize your arguments.

So now that you have your outline, you can start organizing your notes. Organize them according to the outline. As you go along you'll start seeing what information is important to emphasize, what information you may actually not want to include, what you need to find out more about, etc. So organizing your notes helps you understand your information better and start to analyze it.

The next step is to write your first draft. If you have developed a good outline and organized your notes well, then this should not be too difficult. Following your outline, present your information and analysis of it.

Then, of course, the next thing to do is revise your draft. Read it over carefully, checking to make sure that you have explained your ideas clearly and presented your information correctly. You may want to reorganize some of your information at this point, too.

Finally, you'll type your final draft on the computer. Make sure that you check it for punctuation and spelling errors before you hand it in.

OK, that's a general outline of how to go about writing a research paper. Now let's talk about the proper format for footnotes and bibliographic entries.

- Narrator: That is the end of Section 4. You now have half a minute to check your answers.
- You will now have 10 minutes to transfer your answers to the Listening Answer Sheet. Pause CD for 10 minutes.
- This is almost the end of the test. You now have one more minute to check all your answers.
- That is the end of the Listening section of Model Test 3.

MODEL TEST 4

- Narrator: IELTS Listening. Model Test 4.

Track
26

You will hear a number of different recordings, and you will have to answer questions on what you hear. There will be time for you to read the instructions and questions, and you will have a chance to check your work. All the recordings will be played once only.

The test is in four sections. Write all your answers in the Listening Question booklet. At the end of the test you will be given ten minutes to transfer your answers to an Answer Sheet.

Now turn to Section 1.

Section 1. You will hear a man buying tickets over the phone.

First you have some time to look at Questions 1 to 5.

You will see that there is an example which has been done for you. On this occasion only, the conversation relating to this will be played first.

Example

- F1: Good morning. Municipal Museum of Art. Information Desk.
M1: Yes, I'd like to find out about tickets for . . .
F1: Tickets? That's our Special Events Department. Let me transfer you.

- Narrator: The woman says she will transfer him to the Special Events Department, so C has been circled. Now we shall begin. You should answer the questions as you listen because you will not hear the recording a second time. Listen carefully and answer Questions 1 to 5.

Questions 1-5

- W1: Good morning. Municipal Museum of Art. Information Desk.
M1: Yes, I'd like to find out about tickets for . . .
W1: Tickets? That's our Special Events Department. Let me transfer you.

(telephone ringing)

- W2: Special Events.
M1: Yes, hello. I'm interested in the series you have going on now . . .
W2: Oh, you mean our lecture series on the history of art.
M1: Actually, I meant the concert series.
W2: Oh, yes, of course. It's already begun, but there's still a concert tomorrow, that's Thursday. There's also one on Saturday, and then the last one is on Sunday.
M1: The one tomorrow, is that when they'll be playing the Mozart concerto?
W2: Yes, it is.

- M1: Then I'd like two tickets for that, if they're still available.
 W2: Yes, we have some tickets left. Now, I'll need your name.
 M1: It's Steven Milford. That's M-i-l-f-o-r-d.
 W2: Since you want tickets for tomorrow there isn't time to mail in a check. You'll have to pay by credit card.
 M1: That's not a problem.
 W2: Then I'll need your credit card number.
 M1: Oh, of course. It's 1659798164.
 W2: . . . 8164. Got it. Okay, you wanted two tickets, right?
 M1: Yes.
 W2: At 16.35 apiece that comes out to a total of 32 pounds and 70 p. You can pick up your tickets at the door.

Narrator: Before you hear the rest of the conversation, you have some time to look at Questions 6 to 10.

Now listen carefully and answer Questions 6 to 10.

Questions 6–10

- M1: Fine. Um, could you tell me how to get there? We're coming by train.
 W2: Certainly. It's very easy. When you get out of the train station, you'll see the library right across the street. Just walk down to the corner . . .
 M1: Do I go right or left out of the train station?
 W2: Oh, sorry. Go right, walk down to the corner. Right there on the corner you'll see a bank and across the street on the opposite corner is the post office. There are some office buildings across the street, too. Anyhow, you just go right at the corner, pass the car park and you'll see the museum right there in the middle of the block. If you get to a hotel, you've gone too far.
 M1: So right at the corner and pass the car park but not the hotel. All right I think I've got it.
 W2: Great. Make sure you're here by 7:30.

Narrator: That is the end of Section 1. You now have half a minute to check your answers.

Now turn to Section 2.

Section 2. You will hear a recording of a radio show about tourism to Raven Island.

First, you have some time to look at Questions 11 to 17.

Now listen carefully and answer Questions 11 to 17.

Questions 11–17

- M1: Good afternoon and welcome to Travel Time. Our guest today is Sheila Farnsworth, director of Raven Tours travel agency. She'll talk to us about travel to Raven Island.
 W1: Thank you, George. Raven Island is becoming quite a popular tourist destination, and with good reason. The prices are still low, and there's so much to enjoy there. Most tourists to Raven Island usually spend their time in one of two places. Ravensburg is the major city on the island, though with a population of only 56,000, it's not large by most standards. But for those who enjoy a more urban-style vacation, Ravensburg is where they go. For those looking for a bit of peace and quiet, Blackstone Beach is a favorite destination. This town, located on the island's northern coast, has a population of just 12,000 people.

The weather on Raven Island is always nice, especially during the summer. Summer in the city of Ravensburg is warm with average temperatures reaching 26 degrees or higher, and the weather is always pleasantly sunny there during July and August. Summer at Blackstone is a

bit cooler, with average temperatures of around 23 degrees, and the weather is often windy because, of course, it's located on the coast.

Ravensburg has a lot to offer visitors. Its clubs and theaters are well-known, so if entertainment is what you're looking for, Ravensburg has the advantage there. The disadvantage to this is that, particularly during the summer theater festival, the city can become quite crowded with entertainment seekers. Blackstone Beach, on the other hand, is famous for its many fine seafood restaurants, considered to be the best on the island. So if you like seafood, that's the place to go. Unfortunately, eating seafood is the major activity in Blackstone. It's a very quiet town, which is a disadvantage if you're looking for excitement.

How can you get there? The Ravensburg airport is actually located a bit out of town. It's 25 kilometers from the city, but frequent bus service, taxis, and car rentals make it quite easy to get downtown. Travelers to Blackstone Beach also use the Ravensburg airport, which is about 75 kilometers away. There are three buses a day from the airport to Blackstone or you can rent¹ a car, of course.

Narrator: Before you hear the rest of the talk, you have some time to look at Questions 18 to 20.

Now listen carefully and answer Questions 18 to 20.

Questions 18–20

W1: Because of the low prices on Raven Island, many tourists travel there with shopping on their minds. What are some of the best bargains available on the island? Well, contrary to what one might think, native handicrafts are not a popular item. And although Raven Island has a beautiful musical tradition, there are not many CDs available of the native music, and the ones that are available are quite expensive. Some very good deals can be found, however, in the perfume shops. Raven Island Scents, a local factory, produces several fashionable perfumes, which they sell at reasonable prices. Jewelry² is also popular among tourists, and jewelry shops abound. Since fishing is the major island industry, no tourist goes home without a package of smoked fish. If you want to try fishing yourself, however, be sure to bring your own fishing gear.³ Believe it or not, it's difficult and expensive for tourists to buy it on the island.

Narrator: That is the end of Section 2. You now have half a minute to check your answers.

Now turn to Section 3.

Section 3. You will hear two students talking about a class project.

First, you will have some time to look at Questions 21 to 23.

Now listen carefully and answer Questions 21 to 23.

Questions 21–23

M1: Hi, Janet.

W1: Harry. What's up?

M1: You know that research project we have to do for Professor Farley's class? Have you started it yet?

W1: Started it? I'm almost done.

M1: Really? I'm having trouble. Do you think you could help me?

W1: You're going to need a lot of help. It's due next Thursday.

M1: I know.

W1: And it counts for 40 percent of our final semester grade.

¹BRITISH: hire

²BRITISH: jewellery

³BRITISH: tackle

- M1: I know! So I could really use your help. So, what topic did you choose?
 W1: I did my research about people's TV watching habits.
 M1: You mean which programs they watch?
 W1: Yeah, and how often they watch. It was really interesting.

Narrator: Before you hear the rest of the conversation, you have some time to look at Questions 24 to 30.

Now listen carefully and answer Questions 24 to 30.

Questions 24–30

- M1: So, how'd you get started?
 W1: Well, after I decided my topic, I went to the library and did some research. I mean, I read about other studies people had done about TV watching.
 M1: How did that help you?
 W1: Oh, it was really important. It gave me lots of ideas about what questions to ask. So after I did the library research, I chose my research method.
 M1: What did you choose?
 W1: Well, I could do either interviews or just send around a paper questionnaire. I decided to use the questionnaire because I could get information from a lot more people that way.
 M1: And then what?
 W1: I made up the questions for the questionnaire.
 M1: And who did you give it to?
 W1: Well, that's what I had to do next, choose my subjects. You have to think about if you want data from people of a certain age or certain professions and things like that. I decided to ask people like myself—university students.
 M1: So then you just went around and asked people the questions?
 W1: Well, first I had to submit my research design to Professor Farley. He had to make sure it was OK before I went ahead with the research.
 M1: Did he make you change anything?
 W1: No, he pretty much liked it the way it was. So then I had to send out the questionnaire. I just put it in all the students' mailboxes. A lot of them responded. I got a lot of results—pages and pages.
 M1: Well, what did you do with all that information?
 W1: Well, I did what Professor Farley told us to do. I made charts and graphs. That helped me figure out what all that data meant.
 M1: Charts and graphs, huh? Hmm, I'll have to look at my class notes.
 W1: Yes, you'd better. The professor outlined the whole process for us.
 M1: So then you'll just hand in those charts and graphs on Thursday?
 W1: Well, I'll have to write a report, too, of course. I mean, the professor wants to see our interpretation of the results. That's the whole point, don't you see?
 M1: Yeah, I guess. If I get started now, do you think I'll finish on time?
 W1: Maybe, if you don't have anything else to do this week.

Narrator: That is the end of Section 3. You now have half a minute to check your answers.

Now turn to Section 4.

Section 4. You will hear a professor giving a lecture on the American crow. First you have some time to look at Questions 31 to 40.

Now listen carefully and answer Questions 31 to 40.

Questions 31–40.

M1: Today I'll talk about the American crow, also known as the common crow. This bird has a bad reputation, and many people consider it to be a pest, but the American crow and many of its cousins in the corvid family are actually among the most intelligent of all the birds.

There are about 40 species in the crow family, and they can be found in most parts of the world. You'll find crows in North America, although interestingly enough, not in South America. While crows live in cold areas of the far north close to the Arctic region, there are none in Antarctica. They also like warm regions. There are several species of crows, for example, in Hawaii. And of course you'll find them in other parts of the world, Europe, Asia, and so on.

The American crow is one of the 15 species of crows found in North America and is also one of the most common. It's not a small bird, measuring 39 to 49 centimeters in length. Unlike some of its cousins—the magpie, for example, which is black and white, or the blue jay which is blue with white and black markings—the American crow is completely black, including the beak and feet. Because of their intensely dark color, some people dislike crows, or better said, fear them. Another reason people dislike crows is because they associate these birds with garbage. Crows love garbage and are often seen hanging around dumpsters behind restaurants and grocery stores. In addition to garbage left behind by humans, crows eat seeds, grains, eggs, fish, and carrion. They'll eat just about anything. One of their absolute favorite foods is corn.

Crows build large nests of sticks, usually in trees or sometimes in bushes. For safety reasons, they almost never nest on the ground. Mostly they nest alone, but in some places they have been seen nesting in colonies. The female lays from three to six eggs at a time. The eggs hatch in about 18 days. The babies stay in the nest for around a month. Generally, 35 days after hatching they have their feathers and are ready to fly.

Next we'll talk about some studies which have demonstrated the extreme intelligence of these animals.

Narrator: That is the end of Section 4. You now have half a minute to check your answers.

You will now have 10 minutes to transfer your answers to the Listening Answer Sheet. Pause CD for 10 minutes.

This is almost the end of the test. You now have one more minute to check all your answers.

That is the end of the Listening section of Model Test 4.