



ENGLISH DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
UNIVERSITAS NEGERI PADANG

# ADVANCED LISTENING MODUL

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MODULE FOR TEACHERS

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**(FOR TEACHERS ONLY)**

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**ADVANCED LISTENING  
IELTS LISTENING MODULE  
PRACTICE EXAM**

**Source of IELTS Practice Exam 1 (Week 10):**

**Exam English. 2014. *IELTS Practice Test 1.***

**[http://examenglish.com/IELTS\\_listening\\_part1.htm](http://examenglish.com/IELTS_listening_part1.htm)**

## ADVANCED LISTENING

### IELTS LISTENING

<http://www.examenglish.com>

#### Practice 1

##### Section 1

In this part of the IELTS test you listen to a dialogue and complete a form. Read the form carefully before you listen.

A new business owner enquires about courses. Listen to the conversation and complete each gap with no more than THREE words.

#### BUSINESS NATIONWIDE

##### Courses available:

Name of Course: (0) *Getting Started*  
Time: Two hours from (1) .....  
Cost: Free  
Course Content: Is starting a business right for me?  
Writing a (2) .....  
Some legal issues  
Nearest Location: Handbridge  
Next Course Date: 20th March

Name of Course: (3) .....  
Length of course: (4) .....  
Cost: (5) ..... or £20 for recently unemployed  
Course Content: Day One: Legal Issues  
Day Two: Marketing and Pricing  
Day Three: Accounting and (6) .....  
Nearest Location: Renton  
Next Course Date: 5th March or (7) .....

**CALLER'S DETAILS**

Name: (8) .....  
Address: (9) ..... , Eastleigh  
email: (10) .....

**Section 2**

In this part of the IELTS test you listen to a telephone conversation. Read the questions carefully before you listen. You should only listen to the audio once.

Susan is telephoning a travel agency. Before listening to the conversation read the enquiry form carefully. Then listen and complete each gap with no more than three words.

**Worldbridges Travel Agency Ltd. Enquiry form**

Enquiry regarding holiday in .....  
Number of people: .....  
Kind of accommodation needed:

**Requirements**

Price (£) : .....  
Location : .....  
Customer's name : .....  
Enquiry made in : .....  
When would Susan and her friends travel cheaper? .....  
How far from the beach is the accommodation offered? .....  
Who has already visited Greece? .....  
What will Susan have to do before phoning Arnold again? .....

### Section 3

In this part of the IELTS test you listen to a dialogue about foundation courses and then answer questions. Read the questions carefully before you listen.

Listen to a student talking to a college representative about foundation courses. Then answer the questions.

1. Which THREE of the following are features of foundation courses?

- A low fees
  - B full-time education
  - C work experience
  - D small class sizes
  - E an honours degree qualification
- 

2. What do students learn about in the following modules? Match the content to each module

Organisational Behaviour

**The design and structure of organisations**

.....

Managing People

**Team leadership skills, in theory and practice**

.....

Individual and Group Behaviour **Motivating people in an organisations**

.....

Financial Resources

**Preparing a budget and finding funds**

.....

Applied Psychology for the Public Services

**How social behaviour affects public service work**

.....

---

3. Complete the entry requirements below. Write no more than three words or a number for each answer.

**Entry Requirements**

GCSEs in .....  
(grade C or above).

A Levels: .....

points, including one complete A level.

**Section 4**

In this part of the IELTS test you listen to a talk about superstitions and then answer 10 questions. Read the questions carefully before you listen.

Listen to a talk about superstitions.  
00:00 / 05:17

**Questions 1-3.**

Complete the table. Write *no more than three words* in each space.

<b>The Origin of Superstitions</b>	
(1).....	Represents the people dining at Christ's last supper
(2).....	Represents taking power from Tree Gods
walking under a ladder	The ladder forms a (3)..... which represents the Holy Trinity.

**Questions 4-6**

Complete the Summary below. Write *no more than three words* in each space.

Student Mark Levin wanted to test whether a having a (4)..... walk across your path brings good or bad luck. He invited people to play a game which involved (5)..... . The cat was encouraged to walk across their path, and the players continued with their game. As a control, Mark repeated the experiment with a (6)..... . Results showed that the superstition had no effect on the game.

**7. The story of Barnett Helzberg illustrates that:**

- The success of Helzberg’s jewellery stores was due to luck
- Helzberg’s luck started with a chance meeting
- It was lucky that Helzberg recognised Warren Buffett

**8. In his newspaper experiment, Wiseman noticed that...**

- ‘Lucky’ people really are luckier than ‘unlucky’ people
- Some unlucky people are luckier than they think they are.
- There was no difference between the results of lucky people and unlucky people

**9. Wiseman concluded that lucky people...**

- Are more anxious than unlucky people
- Have more varied lives than unlucky people
- Are more fixed on their goals than lucky people

**10. Wiseman’s work shows that...**

- There is some truth in superstitions
- It is possible to learn how to be lucky
- There are no ‘lucky’ people and ‘unlucky’ people

## ADVANCED LISTENING

### IELTS LISTENING

<http://www.examenglish.com>

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A new business owner enquires about courses. Listen to the conversation and complete each gap with no more than THREE words.

00:00 / 02:47

#### BUSINESS NATIONWIDE

##### Courses available:

- Name of Course: (0) Getting Started
- Time: Two hours from (1) 6pm-8pm
- Cost: Free
- Course Content: Is starting a business right for me?  
Writing a (2) Business plan  
Some legal issues
- Nearest Location: Handbridge
- Next Course Date: 20th March
- 
- Name of Course: (3) Business Basics
- Length of course: (4) Three days
- Cost: (5) 80 or £20 for recently unemployed
- Course Content: Day One: Legal Issues  
Day Two: Marketing and Pricing  
Day Three: Accounting and (6) book keeping
- Nearest Location: Renton
- Next Course Date: 5th March or (7) 18th April

**CALLER'S DETAILS**

Name: (8)

Address: (9)  , Eastleigh

email: (10)

**Section 2**

In this part of the IELTS test you listen to a telephone conversation. Read the questions carefully before you listen. You should only listen to the audio once.

Susan is telephoning a travel agency. Before listening to the conversation read the enquiry form carefully. Then listen and complete each gap with no more than three words.

00:00 / 02:19

**Worldbridges Travel Agency Ltd. Enquiry form**

Enquiry regarding holiday in

Number of people:

Kind of accommodation needed:

Requirements

Price (£):

Location:

Customer's name:

Enquiry made in :

When would Susan and her friends travel cheaper?

How far from the beach is the accommodation offered?

Who has already visited Greece?

What will Susan have to do before phoning Arnold again?

### Section 3

In this part of the IELTS test you listen to a dialogue about foundation courses and then answer questions. Read the questions carefully before you listen.

Listen to a student talking to a college representative about foundation courses. Then answer the questions.

00:00 / 03:50

1. Which THREE of the following are features of foundation courses?

- A low fees
  - B full-time education
  - C work experience
  - D small class sizes
  - E an honours degree qualification
- 

2. What do students learn about in the following modules? Match the content to each module

Organisational Behaviour  
**The design and structure of organisations**

Managing People  
**Team leadership skills, in theory and practice**

Individual and Group Behaviour  
**Motivating people in an organisations**

Financial Resources  
**Preparing a budget and finding funds**

Applied Psychology for the Public Services  
**How social behaviour affects public service work**

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3. Complete the entry requirements below. Write no more than three words or a number for each answer.

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Listen to a talk about superstitions.  
00:00 / 05:17

## Questions 1-3.

Complete the table. Write *no more than three words* in each space.

The Origin of Superstitions	
(1) 13	Represents the people dining at Christ's last supper
(2) Touching wood	Represents taking power from Tree Gods
walking under a ladder	The ladder forms a (3) triangle which represents the Holy Trinity.

## Questions 4-6

Complete the Summary below. Write *no more than three words* in each space.

Student Mark Levin wanted to test whether having a (4) *black cat* walk across your path brings good or bad luck. He invited people to play a game which involved (5) *coin tossing*. The cat was encouraged to walk across their path, and the players continued with their game. As a control, Mark repeated the experiment with a (6) *white cat*. Results showed that the superstition had no effect on the game.

7. The story of Barnett Helzberg illustrates that:

- The success of Helzberg's jewellery stores was due to luck
- Helzberg's luck started with a chance meeting
- It was lucky that Helzberg recognised Warren Buffett

8. In his newspaper experiment, Wiseman noticed that...

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10. Wiseman's work shows that...

- There is some truth in superstitions
- It is possible to learn how to be lucky
- There are no 'lucky' people and 'unlucky' people

## Transcript Practice 1 Section 1

- Man: Hello, this is Business Nationwide, Daniel speaking, how can I help you?
- Woman: Hi there, er, I've recently started up a small business, and I noticed on your website that you run some courses for people who are starting up.
- Man: That's right, we do. We offer two courses which may be of interest to you. Our first course is called '*Getting Started*'. It's a two-hour evening course, and it runs from 6pm to 8pm. We discuss things like 'Is starting a business right for me?', writing a business plan and some of the legal issues. It runs at various locations in the area. Where are you based?
- Woman: I live in Eastleigh.
- Man: Eastleigh. So, the closest course to you would be in Handbridge, and the next one is on the 20th March.
- Woman: Uh-huh, and how much is that.
- Man: That one is free.
- Woman: Okay, well it might be worth it.
- Man: But did you say you're trading already?
- Woman: Yes, since about August.
- Man: Well, you might be better off taking our three-day course – '*Business Basics*'. It's not free I'm afraid – it's subsidised and costs £80 for the three days, unless you've been unemployed in the past six months, in which case it's just £20.
- Woman: No, that doesn't apply to me.
- Man: Well, it's well worth the money. The three days cover the essential aspects of running a business. The first day covers legal issues, such as tax, insurance, employment laws and health and safety. The second day covers marketing and pricing, and the third covers accounting and book-keeping.
- Woman: It sounds useful. Does the '*Business Basics*' course take place in Handbridge too?
- Man: Er, let me see. No, it's not available in Handbridge, I'm afraid. The nearest course to you would be in Renton. There's one on the 5th March, and another on the 18th April.
- Woman: Yes, that might be useful.
- Man: I'll send out a pack to you if you like, with some details of the courses and also some information about what you need to do to set up and who you need to register with.
- Woman: Great.
- Man: Can I take your name?
- Woman: Yes, it's Lila Park.
- Man: Lila? Is that L-A-I-L-A?
- Woman: NO, L-I-L-A.
- Man: Lila Park. And your address please?
- Woman: 39 White Lane, Eastleigh.
- Man: And have you got an email address? If so, we can send you details of any courses that are happening near you that you might be interested in.

Woman: Yes, it's lila dot park at rainbow dot com

Man: Great, well I'll have the information pack sent out to you today.

Woman: Thanks, that'd be great.

Man: My pleasure. Bye.

### Transcript Practice 1 Section 2

Assistant: Worldbridges Travel Agency...Good morning. Can I help you?

Susan : Yes, I need some information, please.

Assistant: yes?

Susan : Well, I know it's rather late for a reservation, but we are three friends..., and we'd like to travel to Greece next July...

Assistant: Let's see... Where would you like to stay?

Susan : We've been told Mykonos is one of the best islands in the Mediterranean..., would that be possible?

Assistant: Quite difficult in July..., would you like to stay at a hotel?

Susan : We'd rather make a self-catering arrangement...

Assistant: Are you thinking of a villa or an apartment?

Susan : I guess a small apartment will be cheaper...

Assistant: Provided it's not during July, yes...You know prices are lower out of season...How long would you like to stay?

Susan : About a fortnight, but it might be difficult to change dates, you know, we are three and have different times available...

Assistant: I see..., how many did you say were in the party?

Susan : There'll be three of us..., all girls, so we need a safe place near the beach. But we cannot spend more than £100 a day...

Assistant: For that price you won't have many options, I'm afraid, but let me find out... If you could arrange to make it in late June...I might have a bedsitter for £75... It could accommodate 3 single beds, and it's 5 minutes' walk from the main beach in Mykonos...

Susan : I'd love that!... What's the name of the beach, have you got it handy?

Assistant: yes, "Super Paradise"..., have you heard about it?

Susan : Yes! My parents went there on their honeymoon ...and they still keep advising people to visit it! Anyway, I need to talk it over with my friends, though. One of them works during June, she might not be able to change dates...

Assistant: Well, contact your friends, come to an agreement and give me a ring again... My name is Arnold Smith, you'll find me here any working day from 10 am to 6 pm, but not on Saturdays... Remember we only have a month left, so you need to make up your minds I'd say today or tomorrow!

Susan : I will, thank you, Arnold, you've been very kind!

Assistant: Wait ! You haven't given me your name...

Susan : Sorry..., I am Susan Perkins, from Kensington. Susan Perkins, P-E-R-K-I-N-S. I'll get back to you tomorrow without fail, Arnold, thank you again, bye!

### Transcript Practice 1 Section 4

Do you think that some people are naturally more lucky than others? Do you believe that you are significantly more or less lucky than other people? These are questions that have interested humans for centuries, and certainly, the large number of superstitions, lucky charms and talismans which have prevailed through history in civilisations across the world would suggest that humans have an almost innate belief in the power of luck. The superstitions we have today have long histories. The number 13 is considered unlucky because that was the number of people at the table at Jesus Christ's last supper. Touching wood comes from pagan rituals of imbibing the powers of tree Gods. Many people do not walk under ladders. This superstition does not come from the notion that a bucket of paint may drop on your head as you pass underneath. Rather, the shape of the ladder against the wall forms the shape of a triangle, which was thought to represent the symbol of the Holy Trinity and passing through it would break these powerful bounds and bring ill fortune.

But do these superstitions really have an effect? Many researchers have pondered this and all have found that superstitions have no effect on people's fortunes. One of these experiments was conducted by a New York high school student and superstition sceptic, Mark Levin, who decided to test the notion that a black cat walking across your path would change your luck either to the better or to the worse. To find out, he asked two people to play a simple coin tossing game. Then, a black cat was encouraged to walk across their path, and the participants played the game once more, and the results were analysed. As a control, the experiment was repeated using a white cat, to test whether the fortunes of the players was any different using a black or a white cat. Unsurprisingly, neither the white nor the black cat affected the results of the coin tossing game. Other experiments involving broken mirrors and walking under ladders have shown similar results.

But even though superstitions have no effect on our lives, some people really do seem to be luckier than others. Take Barnett Helzberg Junior for example. This man had built up a successful chain of jewellery stores, but was ready to sell up his business and retire. One day, he was walking in the street and heard a woman call 'Hello Mr Buffett!' Helzberg wondered whether the Mr Buffet in question could be the famous investor Warren Buffett. If it was, then he may well be interested in buying his company. Helzberg decided to take the chance, and approached the man. The meeting proved to be fortuitous, as about a year later, Buffett bought Helzberg's stores, and all because he happened to overhear a woman calling his name!

Professor Richard Wiseman decided to test what it was that made some people seemingly luckier than others. He invited people who considered themselves either lucky or unlucky to participate in a number of experiments. Over the years of his study, he asked his volunteers to complete diaries, take part in interviews and intelligence tests. He found that people's behaviour and approach to life are the primary cause of their level of luck in life.

In one experiment, he asked both lucky and unlucky people to count the number of pictures in a newspaper. On one page of the newspaper was written the words 'Stop counting – tell the experimenter you have seen this and win \$250'. It was found that lucky people saw this headline while unlucky people did not. Did this experiment show that some people are therefore luckier than others? Or does it show that their behaviour is different? This and other tests revealed that unlucky people tend to be

more anxious than lucky people, and this anxiety means that people are fixated on one thing and less able to notice the unexpected. Lucky people are more relaxed and open, and therefore see opportunities beyond those that they are looking for. Wiseman also noticed that lucky people have more variety and change in their lives, and this in turn increases the potential for chance opportunities in people's lives.

So is it possible to change people's luck by changing their outlook? Wiseman says yes. He created a 'luck school' in which he explained how lucky people create good fortune in their lives and gave them some exercises to do, such as breaking their everyday routines, and dealing with bad luck in a more positive way. The results were dramatic. A high number of people were happier and more satisfied in their lives. Some had found romantic partners through chance encounters, and others had had lucky breaks at work.

So overall, Wiseman's research in the field of luck has revealed that although there seems to be no truth behind superstitions, some people really are luckier than others, and this is mostly down to our thoughts and behaviour, and proves that by changing these, we can actually increase the amount of luck we experience in our lives.

**Source of IELTS Practice Exam 2 (Week 11):**

**Exam English. 2014. *IELTS Practice Test 2.***

**[http://examenglish.com/IELTS\\_listening\\_part1.htm](http://examenglish.com/IELTS_listening_part1.htm)**

**ADVANCED LISTENING****IELTS LISTENING**

<http://www.examenglish.com>

**Practice 2**

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**Section 1**

In this part of the IELTS test you listen to a radio programme and then answer 10 questions. Read the questions carefully before you listen. You should only listen to the audio once.

A radio listener is speaking to Brian, the conductor of a radio programme

**1. Sarah lives near a \_\_\_\_\_ .**

- a. tower
- dirty neighbourhood
- market

**2. She wants to \_\_\_\_\_ .**

- propose
- persuade
- complain

**3. The residents on the estate are mostly \_\_\_\_\_ .**

- children
- workmen
- retired

**4. Citizens relax in a/an \_\_\_\_\_ .**

- street market
- play centre
- open green space

5. As Sarah sees it, the council's project involves \_\_\_\_\_ .

- restoring
- re-using
- destroying

6. The Council's idea would benefit \_\_\_\_\_ .

- children
- their members
- pensioners

7. Members of the Council have \_\_\_\_\_ Sarah's requests.

- ignored
- accepted
- welcomed

8. How far is the place Sarah suggests should be used instead? Not more than.....

9. How should Sarah contact John Edwards? She should ..... at the council offices.

10. What kind of person is Mr Edwards? He's good at.....solutions.

## Section 2

In this part of the IELTS test you listen to a dialogue about property development and then answer 10 questions. Read the questions carefully before you listen.

Listen to the conversation about property development.

For questions 1-4 Complete the sentences. Write no more than three words for each answer

The process of buying a house, improving it and selling it for a profit is called (1).....

Marcus states that people make money when they (2)..... a house.

Marcus warns that people often pay too much at auctions because they get  
(3).....

He says that buyers need to (4)..... before they buy a house at an auction.

5. According to Marcus, which of the following is NOT always a good location in which to buy a house?

- A house near a good school
- A house in the smartest part of town
- A house near a bus stop or train station

6. When renovating a house, Marcus suggests that buyers:

- Imagine that they are creating their dream home
- Think about what fittings future occupants will need
- Make sure they put in a nice bathroom and kitchen

7. According to the passage, what useful information can estate agents give?

- which sellers are looking to move house quickly
- which houses sell quickly in an area
- which people want to buy a house as soon as possible

8. What sort of people advertise in newspapers?

- People who want to sell their homes quickly
- People who want to pay lower fees
- People whose homes are in a bad condition

9. How did Marcus buy his first house?

- by speaking directly to the owner
- through an estate agent
- through a newspaper ad

10. Marcus suggests contacting the land registry if you find

- an empty house
- a house which is for sale
- a rented house

### Section 3

Read the questions carefully before you listen.

Listen to a student talking to a college professor. Complete the summary and the notes.  
Write **NO MORE THAN THREE WORDS** for each answer.

1. All students at University receive a ..... where they have the information about their written work.

It includes the deadline for the submission of ..... . Submitting assignments late will ..... for the course. .

- Assignments should not be less than ..... words long.
- Preferably, students should ..... their work.
- Students without their own computers ..... one in the department.
- It's also necessary to ..... of information.

2. Which **THREE** advantages of using electronic cards are mentioned?

- parents approve of them
- they are cost-effective
- teachers benefit from their use
- they reduce student absences
- students find them practical

## Section 4

In this part of the IELTS test you listen to a talk and complete a form. Read the form carefully before you listen.

In this section you will hear a lecture on social phobic disorders. As you listen, complete the summary. Write **NO MORE THAN THREE WORDS** for each answer.

### *SYMPTOMS*

Common symptoms of phobia include trembling limbs and shortness of .

### *ONSET*

Social phobias generally originate during .....

### *FACTORS*

There are other factors which bring about phobic behaviour, such as ..... conflicts and frequent moves.

Temperamental factors include: .....

Physiological factors: the "amygdala" seems to function as a .....

Parenting and family factors: Obsessive ..... and over-protectiveness as well as limited exposure to social situations.

### *EXAMPLES*

Compulsive ..... and ..... are also examples of phobic behaviour.

"Phobics Together" is a .....

Psychiatrists and psychologists train sufferers to ..... by easing their anxiety.

## ADVANCED LISTENING

### IELTS LISTENING

#### Practice 2

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#### Section 1

In this part of the IELTS test you listen to a radio programme and then answer 10 questions. Read the questions carefully before you listen. You should only listen to the audio once.

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- tower
- dirty neighbourhood**
- market

2. She wants to \_\_\_\_\_.

- propose
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3. The residents on the estate are mostly \_\_\_\_\_.

- children
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- retired**

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- street market
- play centre
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- restoring
- re-using**
- destroying

6. The Council's idea would benefit \_\_\_\_\_.

- children**
- their members
- pensioners

7. Members of the Council have \_\_\_\_\_ Sarah's requests.

- ignored
- accepted
- welcomed

8. How far is the place Sarah suggests should be used instead? Not more than \_\_\_\_\_.

300 metres

9. How should Sarah contact John Edwards? She should **Make an appointment** \_\_\_\_\_ at the council offices.

make an appoint.

10. What kind of person is Mr Edwards? He's good at \_\_\_\_\_ solutions.

coming up with

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In this part of the IELTS test you listen to a dialogue about property development and then answer 10 questions. Read the questions carefully before you listen.

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For questions 1-4 Complete the sentences. Write no more than three words for each answer

The process of buying a house, improving it and selling it for a profit is called (1)

property developmen

Marcus states that people make money when they (2) buy a house.

Marcus warns that people often pay too much at auctions because they get (3)

*excited*

He says that buyers need to (4) *do their homework* before they buy a house at an auction.

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- A house in the smartest part of town
- A house near a bus stop or train station

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### Section 3

Read the questions carefully before you listen.

Listen to a student talking to a college professor. Complete the summary and the notes. Write **NO MORE THAN THREE WORDS** for each answer.

1. All students at University receive a Course guide where they have the information about their written work.

It includes the deadline for the submission of Tutor Marked Assignm. Submitting assignments late will affect student's grade for the course. .

- Assignments should not be less than 2000 words long.

- Preferably, students should type their work.

- Students without their own computers can use one in the department.

- It's also necessary to include all sources of information.

2. Which **THREE** advantages of using electronic cards are mentioned?

- parents approve of them
- they are cost-effective
- teachers benefit from their use
- they reduce student absences
- students find them practical

## Section 4

In this part of the IELTS test you listen to a talk and complete a form. Read the form carefully before you listen.

In this section you will hear a lecture on social phobic disorders. As you listen, complete the summary. Write **NO MORE THAN THREE WORDS** for each answer.

### ***SYMPTOMS***

Common symptoms of phobia include trembling limbs and shortness of

breath

### ***ONSET***

Social phobias generally originate during adolescent

### ***FACTORS***

There are other factors which bring about phobic behaviour, such as family conflicts and frequent moves.

Temperamental factors include: reluctance to interact ..

Physiological factors: the "amygdala" seems to function as a protective 'brake'

Parenting and family factors: Obsessive controlling and over-protectiveness as well as limited exposure to social situations.

### ***EXAMPLES***

Compulsive washing and agoraphobia are also examples of phobic behaviour.

"Phobics Together" is a self-help group

Psychiatrists and psychologists train sufferers to *reduce symptoms* by easing their anxiety.

### **Transcript Practice 2 Section 1**

Sarah: Good morning, Brian. My name is Sarah Greene.

Brian: Welcome to our programme, Sarah. What's your query today?

Sarah: Well, I've always admired your programme 'cause it allows ordinary citizens to air our views... and share them...

Brian: Thank you. So what would you like to comment on?

Sarah: I'm speaking on behalf of a group of neighbours living in a tower block in the East End of Manchester, between two busy street markets. Naturally, we suffer from traffic, noise, dirt and petrol fumes.

Brian: Is that your complaint, Sarah?

Sarah: No, Brian, not yet! I need to add that we have an open green space with shady trees behind us, and these trees provide us with a quiet, pleasant place where we enjoy our leisure hours. We are mostly pensioners and there are very few children on the estate.

Brian: So what's wrong with that, Sarah?

Sarah: Well, our local council recently proposed to make use of this site as a temporary play centre for about 100 children.

Brian: Have you done anything about it?

Sarah: Yes! We have protested against this plan in different ways. We have sent emails, letters, even spoken on the phone ...but the council have never paid attention to us. What's worse, they have already started uprooting trees and grass...

Brian: Would you say there's some kind of alternative solution to this problem?

Sarah: There's a disused school and playground within 300 metres... It could serve their purpose just as well...

**Brian:** I'd advise you to try and make a personal appointment with a member of the local council. That would give you the chance to be heard face-to-face. Why don't you contact Councillor John Edwards? I believe he's the right person to talk to. You can book an appointment at the council offices. He's used to considering everyday problems, and usually comes up with practical solutions.

**Sarah:** I'll do that, Brian, thank you very much for your advice.

## **Transcript Practice 2 Section 2**

**Presenter:** Now, every time I switch on the television, there seems to be some programme about houses. Property development, that is, buying houses, working on them to increase their value, and then selling them on again, seems like an attractive money-making opportunity to many people. But the property development is a difficult thing to get right, and in the studio today, we have Marcus Lawton who is going to tell us a bit about where a lot of people make mistakes. Marcus, is it true that making money from property development isn't as easy as it looks on TV?

**Marcus:** Absolutely. There are several reasons why people go wrong, and the first is that many people fail to realise that in property development, you make your money when you *buy* a house, not when you *sell* it. If you spend too much money on a house, you will never make a profit out of it. So you really need to learn how to haggle over the asking price. Every pound you can knock off is money in your pocket.

**Presenter:** Is buying a house at an auction a good idea?

**Marcus:** Oh, it is. It's a great way to pick up a bargain. But it's easy to get too excited about making a purchase, and you can end up paying more than a house is worth. It's important to give yourself a limit and stick to it. It's also tempting at auctions to buy a house that you know nothing about, and that's a real mistake too. You need to really do your homework before you make such a big purchase.

PAUSE

**Presenter:** What sort of things do you need to find out?

**Marcus:** All sorts. One important thing is the location. Property is always sought after if it's near a good school, and has nice green areas nearby. People often assume that the best property to invest in is one that's in the nicest, smartest part of town. But you'll pay over the odds for a house there, and your profit margins won't be any bigger. Things like access to public transport and shops and services are actually far more important. You've also really got to consider how much the cost of refurbishing the

place is going to be and how much you will realistically get for the property once you're ready to sell it. Don't go overboard when doing the place up. Many people fall into the trap of trying to recreate their dream home. But you need to consider who is likely to want to live there in the future, and what sort of decor and fitting they will need. A professional couple may want a nice finish, but if you plan to let it out to students, for example, there's no point spending a fortune on a nice kitchen or bathroom.

**Presenter:** So, how can you ensure that you're getting a bargain?

**Marcus:** Look for the right seller. An estate agent will be able to tell you about anyone who needs a quick sale and will be prepared to sell for less. People might be moving abroad, or getting a divorce, and those are the types of people who are more likely to accept a lower offer.

Don't just rely on agencies either, look at ads in the newspaper. People often advertise there if they want to keep their fees low. You can do a deal directly with them, and you won't have to go through an estate agent. And keep an eye open as you're driving around. If you see an old, run down house that looks as if it has potential, just knock on the door and ask if the owner has considered selling. That's how I bought my first house. It might seem a bit daunting, just going up to the door like that, but what's the worst that can happen? They can only say no. If you come across a house that doesn't look lived in, you can always contact the land registry and find out who owns it. They may be prepared to sell it, but they just aren't actively looking for buyers.

### **Transcript Practice 2 Section 3**

**Mr Robb:** Have you received the information sent to course participants, Joanna?

**Student:** about what, Mr Robb?

**Mr Robb:** The written work required for evaluation purposes

**Student:** I'm afraid I haven't

**Mr Robb:** Well..., you have the deadline for the submission of these Tutor Marked Assignments or TMA's, as we call them, in your course guide, which was posted to all students in advance.

**Student:** I remember I got some information on dates, but I might have to hand in my work a week later... , my parents are coming to London for a few days and I intended to join them...

**Mr Robb:** I am very sorry to have to tell you that it's absolutely imperative to meet requirements at University, Joanna. You should know that if you submit your assignments late they won't be marked, and this will affect your grade for the course...

Student: I didn't know about that..., it's my first year... So I 'd better stay and study, no choice!

Mr Robb: No choice, Joanna... Now, as to the work itself, you should bear in mind some considerations regarding word length, for example...

Student: I know it should be 2000 words long...

Mr Robb: That's right, but length doesn't necessarily indicate quality. Besides, it's also important to write legibly, so typed work is preferred...

Student: I'm afraid I don't have a computer at home, what can I do?

Mr Robb: You can use one of the computers in the department.

Student: OK thanks, and should I include a bibliography?

Mr Robb: Definitely, Joanna. Do include all the sources you have drawn your information from, and acknowledge quotations.

Student: One more question, Mr Robb ... I've heard about students' electronic identification cards in Europe..., what are they?

Mr Robb: Well ... , in some Universities students use a personal electronic identification card to record their entrance and exit to the school campus, as well as their entrance to each class.

Student: wow, that sounds interesting! How does it work?

Mr Robb: The information is electronically transmitted to a central station where it is available within seconds or minutes... The system stores the time the students use their cards as they enter and leave school or the classroom

Student: I guess it will please some parents who are always worrying about their kids, even when they are at College...

Mr Robb: Yes, parents responded very positively to the introduction of this card in some places... , mainly because they can learn about their child's daily activities at school, not to mention the added security and discipline that tracking systems provide. After all, as a society, we use cards for everything these days.

Student: I suppose teachers can also benefit..., no more time devoted to roll-calls...

Mr Robb: Exactly, Joanna! They will no longer be responsible for their students' attendance..., so they can spend their time and energy on teaching...

Student: and what is done with all the data collected?

Mr Robb: That depends on the school district. It may reduce truancy and it may increase student success in meaningful ways. In all European school districts where the system has been employed, it has been part of a broader, more comprehensive effort to address student attendance, truancy, performance and behaviour issues.

Student: I've only been here for a week and I've learnt so much ... there are so many differences between life here and in my country I sometimes feel at a loss...

Mr Robb: Do call me whenever you need me, it's better to learn about some issues in advance before making mistakes you might regret...

Student: Thank you very much, Mr Robb. You've been very helpful

#### **Transcript Practice 2 Section 4**

Welcome to this information board. This is a national charity community aimed at helping people who suffer from severe anxiety and social phobic disorders.

We all know that feelings of anxiety are a part of our everyday life. Most of us feel uneasy about snakes, or mice. But for phobics it's not just a question of disliking something: their fear has grown into such a distress that it affects their normal behaviour. They may have serious symptoms of pain, dizziness and nausea; feel they are short of breath or have shaking limbs. This fear may be triggered by the mere sight of animals, people or things, like insects, dentists or utensils.

Freud was the first to attempt a systematic description of the development of phobic behaviour.

The onset of social phobias generally takes place during adolescence when social awareness and interaction are evolving. Cultural influences also play a role, as well as genetic factors. In fact, parents of social phobics are more likely to develop major depression. Family difficulties, conflicts, frequent family moves, physical and sexual abuse in childhood are all factors generating phobias.

Socio-cultural variations in social phobia are beginning to emerge and receive more attention. Findings suggest that there are similarities in the expression of social phobia across cultures.

Phobic conditions are frequently manifested by a reluctance to interact, usually from childhood.

Recent studies have proved that there are physiological factors such as conditioned fear responses produced by a disorder in the neural circuitry centred on the 'amygdala'. The amygdala may function as a protective 'brake' during evaluation of a potential threat,

and it has been suggested that social anxiety may involve a de-regulation or hyperactivity of the amygdala evaluative process.

Family studies have shown high rates of social phobia in offspring, or other close relatives of sufferers of social phobia. This suggests that social phobia is somehow familial and possibly specific in its transmission.

There are also parenting and family environmental factors. Obsessive controlling and over-protectiveness can play a role in causing phobic conditions while, parental modelling or avoidant responses and restricted exposure to social situations have an effect on the development of social phobic "parent/child" reinforcement of each other's anxiety.

Compulsive washing is a phobia-like condition and so is agoraphobia, the fear of being in public places where there are many other people.

Treatments are complicated and phobics get limited help from the medical establishment. However, there are self-help groups, like "Phobics Together", in which sufferers learn to ease their anxiety and thus reduce symptoms by sharing experiences following special training programmes implemented by psychiatrists and psychologists working together.

If you would like to discuss any kind of phobic condition you can find details of local events and confidential counselling via the website at [www.phobicstogether.org](http://www.phobicstogether.org).

**Source of IELTS Practice Exam 3 (Week 12):**

**Jakeman, Vanessa; McDowell, Clare. 2003. *IELTS Practice Test Plus*.  
New York: Pearson Longman. pp.30-35.**

# TEST 1

## Listening module (30 minutes + transfer time)

### SECTION 1

#### Questions 1–10

#### Tip Strip

- Note how many different types of questions there are. In this case, there are four: multiple choice, note completion, selecting from a list and short answer.
- Look at the instructions for each set of questions.

- Read the questions; try to predict the context of the conversation.
- Look at the questions again to see exactly what information you must listen out for.
- Underline any key words in the main part of the questions with options. Then look at the options and make sure you understand how they differ from each other.

#### Questions 1–3

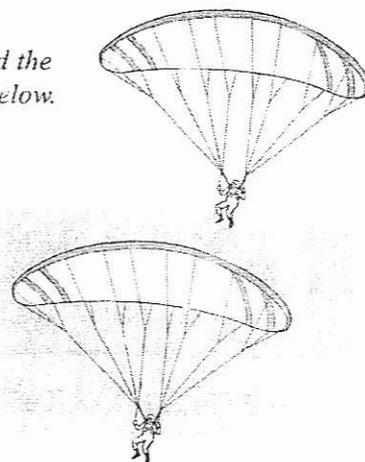
Listen to the telephone conversation between a student and the owner of a paragliding school and answer the questions below.

Circle the correct letters A–D.

#### Example

Which course does the man suggest?

- A 2 day      C 5 day  
B 4 day      D 6 day



- 1 How much is the beginner's course?  
A \$190  
B \$320  
C \$330  
D \$430
- 2 What does the club insurance cover?  
A injury to yourself  
B injury to your equipment  
C damage to other people's property  
D loss of personal belongings
- 3 How do the girls want to travel?  
A public transport  
B private bus  
C car  
D bicycle

Questions 4-7

Complete the form below.

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

**TELEPHONE MEMO**

Name: Maria Gentle

Address: C/o Mr & Mrs 4 .....

5 ..... Newcastle

Fax no: 0249 6 .....

Type of Card : 7 .....

**Tip Strip**

Questions 8 & 9: You must get both parts of the question right to get your mark. The correct answer may not be the actual words which you hear on the tape. Option E in Question 8 is an example of this. Be on the lookout for paraphrasing of this type.

*Question 8*

Circle **TWO** letters A-G.

Which **TWO** of the following items must people take with them?

- |               |                           |              |
|---------------|---------------------------|--------------|
| A sandals     | D shirt with long sleeves | G sunglasses |
| B old clothes | E soft drinks             |              |
| C pullover    | F hat                     |              |

*Question 9*

Circle **TWO** letters A-G.

Which **TWO** accommodation options mentioned are near the paragliding school?

- |                |                     |               |
|----------------|---------------------|---------------|
| A camping      | D backpackers' inn  | G cheap hotel |
| B youth hostel | E caravan park      |               |
| C family       | F bed and breakfast |               |

**Tip Strip**

Question 10 is a different type of question. Make sure you are listening out for the answer.

*Question 10*

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

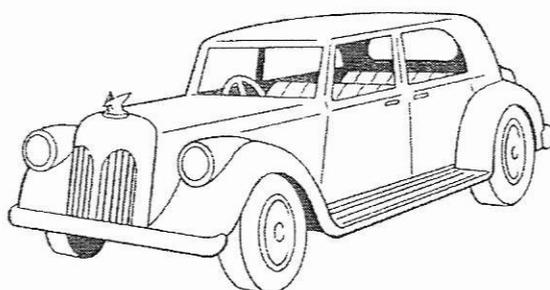
Which weekend do the girls decide to go?

.....

## Questions 11–20

Complete the notes below.

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



## GOODWOOD CAR SHOW

Type of car: Duesenberg J-type

Number made: 11 .....

Type of body: 12 .....

Engines contained capsules of mercury to ensure a 13 ..... trip.

Top speed: 14 ..... per hour.

Sold as a 15 ..... and .....

Main attraction: 16 .....

Type of car: Leyat Helica

Number built: 17 .....

Car looks like a 18 ..... without 19 .....

Steering used the 20 .....

### Tip Strip

- Section 2 is always a talk by one speaker. Look at the questions and the title of the task. Try to guess the context from the language and the picture.
  - Note that all the questions here are note completion format. Turn the notes into questions in your head, e.g. Number made – How many were made? Do this for all the questions before you listen.
  - Decide what type of information is missing (noun, number, adjective?).
  - The questions follow the order of the text.
  - There are two parts to this listening. This will help to orientate you.
- Question 15: You must get both words to get your mark.

**Tip Strip**

- Section 3 can have between 2 and 4 people speaking. The voices will sound quite different.
- The questions follow the order of the text.
- Note how many different types of questions there are. In this case there are four: note completion, charts and diagrams, multiple choice and completing a chart.

- Look through the questions to get an idea of the topic.
- Look carefully at the graphs. Reading the questions and underlining key words will help you make sense of the graphs. e.g. Question 24: 'relative popularity ... cinemas'. Each column in the bar chart represents how popular each cinema is in relation to the other. Look at C: Which is the most popular cinema in this graph? Which is the least popular?

*Questions 21–22*

Complete the notes below.

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

**Research details:**

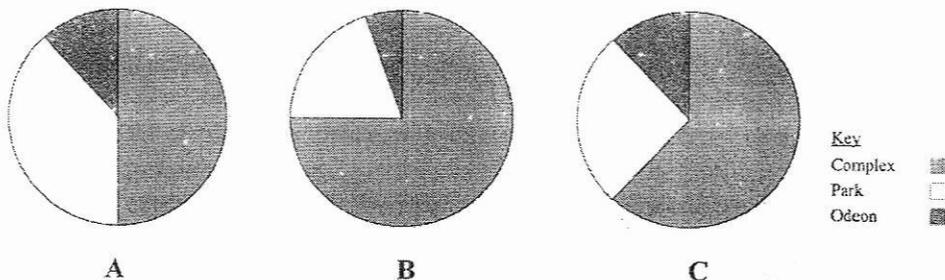
Title of project: 21 .....

Focus of project: entertainment away from 22 .....

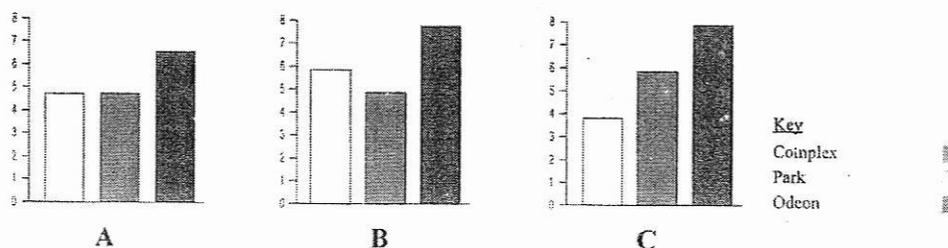
*Questions 23–26*

Circle the correct letters A–C.

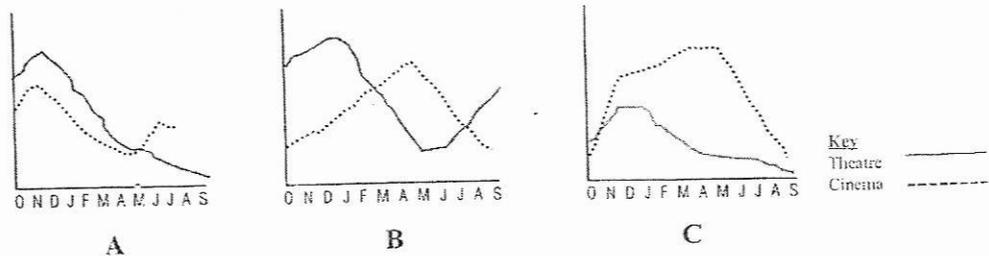
- 23 Which chart shows the percentage of cinema seats provided by the different cinema houses?



- 24 Which graph shows the relative popularity of different cinemas?



- 25 What did Rosie and Mike realise about the two theatres?
- A The prices were very similar.  
 B They were equally popular.  
 C They offered the same facilities.
- 26 Which graph shows comparative attendance for cinema and theatre?



Questions 27–30

Complete the chart about the different music clubs below.

Write **NO MORE THAN TWO WORDS** or use **ONE** of the symbols for each answer.

**X** poor      **✓** OK      **✓✓** excellent

**Tip Strip**

Questions 27–30. In the middle column of the grid, you must listen for a word which means a type of music. In the right column you have to choose from three options which are already given in the box above. Make sure you use the correct symbol.

Club	Type of music	Quality of venue
The Blues Club	Blues	27 .....
The Sansue	28 .....	✓✓
Pier Hotel	Folk	29 .....
Baldrock Café	Rock	30 .....

## Questions 31–40

## Questions 31–32

Complete the notes using **NO MORE THAN THREE WORDS** for each answer.

Main focus of lecture: the impact of 31 ..... on the occurrence of dust storms.

Two main types of impact:

- A) break up ground surface, e.g. off-road vehicle use
- B) remove protective plants, e.g. 32 ..... and .....

## Questions 33–36

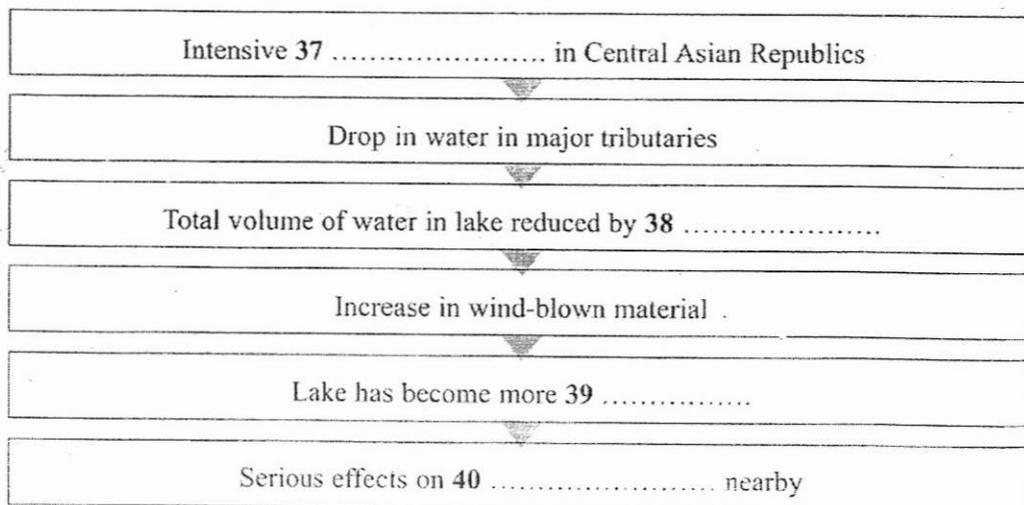
Complete the table using **NO MORE THAN THREE WORDS** for each answer.

Name of area	Details
USA 'dust bowl'	Caused by mismanagement of farmland Decade renamed the 33 .....
West Africa	Steady rise in dust storms over 20-year period
Arizona	Worst dust clouds arise from 34 ..... Dust deposits are hazardous to 35 .....
Sahara	Increased wind erosion has occurred along with long-term 36 .....

## Questions 37–40

Complete the flow chart using **NO MORE THAN THREE WORDS** for each answer.

## Drying-up of Aral Sea



## Tip Strip

• Look at the questions and decide how many different types of question there are.

• Information presented in a table will have a common thread. Look at the table for Questions 33–36 and decide what information makes up this common thread. In this case there are 4 places mentioned.

These place names will act as a reference for you while you listen and prevent you from getting lost.

• Note the heading at the top of the flow chart. Check that you know what kind of words are missing from the flow chart before you listen.

Questions 31 & 32 are note-completion questions. What kind of words are you looking for?

Question 32: Remember you must get both parts of the question to get your mark.

Questions 37–40: This is a flow chart. It visually represents a progression of inter-related events.

**Exercise 7**

The Australian government collects tax in a number of different ways. Firstly money is collected at source from everyone in Australia who has a job. Income tax, as this is known, can be as high as 48% for some people. Secondly, the government gains money by imposing a tax on all goods purchased or services received so that every time money changes hands a tax of 10% is paid. The term services includes anything from getting a haircut to having our house painted. Another way that the government gets money is by charging an additional tax on luxuries such as wine, tobacco or perfume. In addition to this tax on luxuries, there is a special tax on fuel which brings in a large amount of revenue for the government. Tax on petrol is also aimed at reducing the number of cars on the roads by discouraging motorists from using their cars.

**Exercise 8**

This graph shows how, over a ten-year period, money was spent on different products in Asia, Europe and the United States. The products cited in the graph are computers, radios and telephones.

Dear Sir/Madam,

I am writing to ask if you have found a bag which, I believe, I left on the train when I travelled to Dover. When I arrived home I realised that my bag was missing and so I am assuming that I left it on the train. Would you mind checking in your lost property office. It's a small, black bag with a handle on the top. Inside there are some personal possessions and my certificate which I received from the English course I attended.

**SPEAKING**

**Exercise 2**

But first I'll have to pass several general Chemistry exams. ✓  
I am really looking forward to studying in this country. X  
My mother is a chemical engineer and so I've always been interested in the field. ✓  
I expect that life at university will be very different from life at school. X  
I'm interested in working as an industrial chemist. ✓  
I'm hoping to win a scholarship. X

**Exercise 3**

- the person's appearance ✓
- their home
- reasons why you liked them ✓
- the name of the person ✓
- their hobbies ✓
- your relationship to the person ✓

**Exercise 4**

- a 2 in my opinion
- 3 I'm convinced
- 4 I don't believe ... I suppose
- 5 Personally, I believe
- 6 One of the best things about

**Test 1**

**Section 1**

- 1 C
- 2 C
- 3 D
- 4 McDonald/Macdonald/MacDonald
- 5 Post Office Box/PO Box 676
- 6 775431
- 7 credit card/visa
- 8 D, F (any order)
- 9 A, F (any order)
- 10 after (the) exams

**Section 2**

- 11 473
- 12 (open) 2/two(-)seater
- 13 smooth
- 14 180 kilometres
- 15 frame (and) engine
- 16 instrument panel/instruments/stop-watch
- 17 30
- 18 light aircraft/plane
- 19 wings
- 20 rear wheels

**Section 3**

- 21 Out and About
- 22 (the) university/campus
- 23 B
- 24 C
- 25 B
- 26 A
- 27 X
- 28 South American
- 29 ✓
- 30 ✓✓

**Section 4**

- 31 human activity/activities
- 32 farming and drainage
- 33 Dirty Thirties/30s
- 34 dry thunderstorms
- 35 machine operators
- 36 drought
- 37 irrigation
- 38 two-thirds
- 39 salty/saline/toxic
- 40 crops/plants/agriculture

## Extract 7

page 11, Ex 6a

**Man:** Welcome to Portsmouth naval dockyard! We are standing next to what remains of King Henry VIII's ill-fated flagship, the *Mary Rose*. As you may know, the ship sank in July 1545 just off the coast of England not far from here. The king himself apparently watched in horror from the shore, as the sea entered her gun ports, she tipped over and sank to the bottom where she lay for more than 400 years ... that's four centuries ... buried in the mud. In 1971 the wreck was re-discovered but it wasn't until 1982 that the ship was raised. Since then a massive research programme has taken place to unravel the mystery of why she sank. One of the scientists is a tree-ring specialist and he's been studying the preserved timbers of the ship and they now believe, after analysing the timbers, they have uncovered a vital clue as to why the ship sank.

## Extract 8

page 11, Ex 6b

**Mother:** Did the school give you a list of what you'll need for the camping trip?  
**Daughter:** Yes, they did. I've got it here somewhere.  
**Mother:** OK ... read it out then.  
**Daughter:** Two pairs of old sports shoes ... one woollen pullover.  
**Mother:** Okay, you've got that!  
**Daughter:** One sleeping bag. One foam mattress. No blow-up mattresses allowed as they don't fit in the tent.  
**Mother:** Right.  
**Daughter:** Six pairs of socks.  
**Mother:** Six!  
**Daughter:** Yes.  
**Mother:** And gloves too?  
**Daughter:** No. Gloves aren't on the list.  
**Mother:** And what about a torch for finding your way around in the dark?  
**Daughter:** Yes, flashlight is mentioned and spare batteries too.

## Extract 9

page 11, Ex 8

**Student:** The new Education building on campus is known as an 'intelligent building'. That means that the lifts are supposed to know if you are waiting for them and the lights should go off automatically if there's no one in the rooms. But in fact, the lights often go off in the middle of lectures and you have to get up and wave your arms around to turn them on again. And in the summer the air conditioning is so cold you often need to wear a coat. I don't think that's very intelligent, do you?

## Extract 10

page 11, Ex 8

**Reporter:** Over the past 150 years, bicycles have undergone an enormous number of changes. In fact, the bicycle is now a 'mature' product; so much so that any dramatic advances are no longer likely. However, there are still exciting times ahead for the bike. Concerns about pollution, health and traffic congestion, as well as fashion and new construction materials are highlighting the role of the bicycle in our everyday lives and for many people, especially over short distances of less than 8 kilometres, using a bike can often be much faster than driving a car.

## IELTS Practice Tests

## Test 1 SECTION 1

pages 30-31

**Man:** Hello 'Paragliders' Paradise'. How can I help you?  
**Maria:** Oh hi. I'm interested in doing a course in paragliding.  
**Man:** Which course are you interested in?  
**Maria:** Well, I'm not sure. What's available?  
**Man:** Well ... we've got the introductory course which lasts for two days.  
**Maria:** OK.  
**Man:** Or there's the 4-day beginners' course which is what most people do first. I'd tend to recommend that one. And there's also the elementary pilot course which takes five to six days depending on conditions.  
**Maria:** We might try the beginner's course. What sort of prices are we looking at?  
**Man:** The introductory is \$190; the beginner's course, which is what you'd probably be looking at, is \$320 – no, sorry 330 – it's just gone up – and the pilot course is \$430.  
**Maria:** Right.  
**Man:** And you also have to become a member of our club so that you're insured. That'll cost you \$12 a day. Everyone has to take out insurance, you see.  
**Maria:** Does that cover me if I break a leg?  
**Man:** No, I'm afraid not – it's only 3rd party and covers you against damage to other people or their belongings, but not theft or injury. You would need to take out your own personal accident insurance.  
**Maria:** I see! And what's the best way to get to your place? By public transport or could we come by bike?  
We're pretty keen cyclists.  
**Man:** It's difficult by public transport although there is a bus from Newcastle; most people get here by car, though, 'cos we're a little off the beaten track. But you could ride here OK. I'll send you a map. Just let me take down a few details. What's your name?  
**Maria:** Maria Gentle.  
**Man:** And your address, Maria?  
**Maria:** Well, I'm a student staying with a family in Newcastle.  
**Man:** So it's care of ...  
**Maria:** Care of Mr and Mrs. McDonald.  
**Man:** Like the hamburgers!  
**Maria:** Yes, exactly.  
**Man:** McDonald ...  
**Maria:** The post office box address is probably best. It's PO Box 676, Newcastle.  
**Man:** Is there a fax number there, because I could fax you the information?  
**Maria:** Yes, actually, there is. It's 0249 that's for Newcastle and then double seven five four three one.  
**Man:** OK. Now if you decide to do one of our courses, you'll need to book in advance and to pay when you book. How would you be paying?  
**Maria:** By credit card, if that's OK. Do you take Visa?  
**Man:** Yes, fine. We take all major cards, including Visa.

a: OK then. Thanks very much.  
 a: Hi, Pauline.  
 ine: Hi, Maria! What's that you're reading?  
 ia: Just some information from a paragliding school – looks really good fun. Do you fancy a go at paragliding?  
 ine: Sure! Do you have to buy lots of equipment and ...?  
 ia: Not really. The school provides the equipment but I have to take a few things along.  
 ine: Such as?  
 ia: Well it says here. Clothes: wear stout boots, so no slippers or sandals I suppose, and clothes suitable for an entire day in the hills, preferably a long-sleeved t-shirt. It says probably in case you land in the stinging nettles! It also says we should bring a packed lunch. We do not recommend soft drinks or flasks of coffee. Water is really the best thing to drink. We'd also need to bring suntan cream and something to protect your head from the sun!  
 ine: OK that sounds reasonable. And where would we ...?  
 ia: Well look! They seem to operate a campsite too, because it says here that it's only \$10 a day to pitch a tent. That'd be fine, wouldn't it? And that way we'd save quite a bit because even a cheap hotel would cost money.  
 ine: Um...or perhaps we could stay in a bed-and-breakfast nearby. It gives a couple of names here we could choose. I think I might prefer that. Hotels and youth hostels would all be miles away from the farm and I don't fancy a long drive home.  
 ia: No, I agree. But let's take a tent and pray for good weather.  
 ine: OK – let's do it. What about next weekend?  
 ia: No, I can't – I'm going on a geography field trip.  
 ine: ....and then it's the weekend before the exams when I really need to study.  
 ia: OK, then. Let's make it the one after the exams.  
 ine: Fine – we'll need a break by then. Can you ring me ...

## Test 1 SECTION 2 page 32

**Announcer:** The Goodwood Museum is currently celebrating some of the most extravagant types of car design in its festival of speed. Here's our reporter Vincent Brown, who's on site, to tell us about some of the cars on display.

**Reporter:** Well, here I am, standing in front of one of the most prestigious cars ever built, the Duesenberg, a fantastically expensive, luxurious car built in the early part of the 20th century and bearing all the glamorous qualities of the jazz age. How many were there? Well, only 473 Duesenberg J-types were ever built and the model here is one of the rarest. Each had a short 125-inch chassis or frame-work and the body was always in the form of an open two-seater. The technology behind the car's 6.9-litre engine was extraordinary. It featured capsules of mercury in

the engines to absorb vibration and provide an incredibly smooth ride. In fact, these cars offered unparalleled performance ... in an age when 160 kilometres per hour was considered very fast, the Duesenberg promised a top speed of 180 kilometres per hour and could do 140 kilometres per hour in second gear.

Duesenberg, who designed the car, sold it as a frame and engine ... this was typical of the age again and many prestige manufacturers such as Rolls-Royce did exactly the same. Owners able to afford the hefty \$9,000 price tag for the basic car would then commission a coachwork company to build a body tailored to their own individual requirements.

The Duesenberg's great attraction for the driver, was its instrument panel which offered all the usual features but also several others including a stop-watch. It was the Duesenberg's technology that lay behind its success as a racing car and they dominated the American racing scene in the 1920s winning the Indianapolis Grand Prix in 1924, '25 and '27.

On to another celebrity, the 1922 Leyat Helica. Only 30 of these French propellor cars were built and the model here at Goodwood, which was the fourth to be made, is thought to be the only surviving example still capable of running. The brains behind this car was Marcel Leyat who was an aviation pioneer first and foremost, and the influence of flying is quite apparent in the car. The Leyat very strongly resembles a light aircraft with its front propellor but in this case it's minus any wings of course! It's quite odd to think that this car was whirring through France, just as the Duesenberg was blasting down roads at 160 kilometres per hour across the Atlantic. The Leyats were used regularly in France in the 1920s and were even produced in saloon and van form, as well as two-seater. The Leyat matched its propellor drive with its equally bizarre steering which used the rear rather than the front wheels! But despite looking rather frail, it was a tough machine. In fact, when troops tried to steal it during the Second World War, the car's baffling design was clearly beyond the would-be thieves and it ended up being driven into a tree, breaking the propellor.  
 And now for the Firebird ...

## Test 1 SECTION 3

pages 33–34

**Tutor:** Good morning everyone. Well I think we can start straightaway by getting Rosie and Mike to do their presentation. Would you like to start, Rosie?

**Rosie:** Yes, well, um, we've done a survey on local entertainment. Basically, we tried to find out how students feel about the entertainment in the town and how much they use it.

**Mike:** Yes, so we've called our project 'Out and About' ...

**Tutor:** Yes, that's a good title! 'Out and About'.

**Rosie:** We wanted to find out how well students use the entertainment facilities in town ... whether they get to see the latest plays, films ... that kind of thing.

**Tutor:** Now, we have our own facilities on campus of course ...

**Rosie:** Yes, we deliberately omitted those as we really wanted to examine outside entertainment in the town as opposed to on the university campus.

**Mike:** Actually there were a lot of areas to choose from but in the end we limited ourselves to looking at three general categories: cinema, theatre and music.

**Tutor:** Right.

**Rosie:** OK. Well, first of all cinema. In the town, there are three main places where you can see films. There's the new multi-screen cinema complex, the old Park cinema, and a late-night Odeon.

**Mike:** So if you look at this chart ... in terms of audience size, the multi-screen complex accounts for 75% of all cinema seats, the Park Cinema, accounts for 20% of seats and the late-night Odeon has just 5% of seats.

**Rosie:** As you probably know, the complex and the Park show all the latest films, while the late-night cinema tends to show cult films. So, when we interviewed the students, we thought the complex would be the most popular choice of cinema ... but surprisingly it was the late-night Odeon.

**Mike:** Yeah, and most students said that if they wanted to see a new film, they waited for it to show at the Park because the complex is more expensive and further out of town so you have to pay more to get there as well.

**Tutor:** Yes, and that adds to the cost, of course, and detracts from the popularity, evidently.

**Rosie:** Well, next, we looked at theatres. The results here were interesting because, as you know, there's a theatre on campus, which is popular. But there's also the Stage Theatre in town, which is very old and architecturally quite beautiful. And there's the large, modern theatre, the Ashtop, that has recently been built.

**Tutor:** So you just looked at the two theatres in town?

**Mike:** Yes. But the thing about the theatres is that there's a whole variety of seat prices. Also, the types of performance vary ... so students tend to buy seats at both and like using both for different reasons and if they want cheap seats at the Ashtop, they can just sit further from the front.

**Rosie:** What we did find that was very interesting is that there are periods during the year when students seem to go to the theatre and periods when they go to the cinema and we really think that's to do with budget. If you look at this graph, you can see that there's a peak around November/December when they go to the theatre more and then a period in April/May when neither is particularly popular and then theatre viewing seems to trail off virtually while the cinema becomes quite popular in June/July.

**Tutor:** Mmm. I think you're probably right about your conclusions ...

**Mike:** Well, lastly we looked at music. And this time we were really investigating the sort of small music clubs that offer things like folk or specialise in local bands.

**Tutor:** So not musicals as such ...

**Mike:** That's right.

**Rosie:** We looked at three small music venues and we examined the quality of the entertainment and venue and

gave a ranking for these: a cross meaning that the quality was poor, a tick meaning it was OK and two ticks for excellent. First of all, The Blues Club, which obviously specialises in blues music. This was a pretty small place and the seating was minimal so we didn't give that a very good rating.

**Mike:** No! We don't recommend that one really.

**Rosie:** Then The Sansue which plays a lot of South American music was a big place, very lively, good performers so two ticks for that one. The Pier Hotel is a folk venue ... a good place for local and up-and-coming folk artists to play. Not the best of venues as it's in a basement and a bit dark but the quality of the entertainment was reasonable and the lighting was very warm so we felt it deserved an average rating. Finally, there's the Baldrock Café which features big rock bands and is pretty popular with students and we enjoyed ourselves there as well, so top marks for that one.

**Tutor:** And then did you get any information from the students as to which of the clubs they preferred?

## Test 1 SECTION 4

page 35

**Lecturer:** In the last lecture, we looked at the adverse effects of desert dust on global climate. Today we're going to examine more closely what causes dust storms and what other effects they can have. As you know, dust storms have always been a feature of desert climates, but what we want to focus on today is the extent to which human activity is causing them. And it is this trend that I want to look at, because it has wide-ranging implications. So – what are these human activities? Well, there are two main types that affect the wind erosion process, and thus the frequency of dust storms. There are activities that break up naturally wind-resistant surfaces such as off-road vehicle use and construction and there are those that remove protective vegetation cover from soils, for example, mainly farming and drainage. In many cases the two effects occur simultaneously which adds to the problem.

Let's look at some real examples and see what I'm talking about. Perhaps the best-known example of agricultural impact on desert dust is the creation of the USA's 'dust bowl' in the 1930s. The dramatic rise in the number of dust storms during the latter part of that decade was the result of farmers mismanaging their land. In fact, choking dust storms became so commonplace that the decade became known as the 'Dirty Thirties'.

Researchers observed a similar, but more prolonged, increase in dustiness in West Africa between the 1960s and the 1980s when the frequency of the storms rose to 80 a year and the dust was so thick that visibility was reduced to 1,000 metres. This was a hazard to pilots and road users. In places like Arizona, the most dangerous dust clouds are those generated by dry thunderstorms. Here, this type of storm is so common that the problem inspired officials to develop an alert system to warn people of oncoming thunderstorms. When this dust is deposited it causes all

of problems for machine operators. It can penetrate the smallest nooks and crannies and play havoc with the things operate because most of the dust is made up of z which is very hard.

her example – the concentration of dust originating the Sahara has risen steadily since the mid-1960s. ncrease in wind erosion has coincided with a nged drought, which has gripped the Sahara's ernal fringe. Drought is commonly associated with an ase in dust-raising activity but it's actually caused by ainfall which results in vegetation dying off. of the foremost examples of modern human-induced onmental degradation is the drying up of the Aral Sea ntral Asia. Its ecological demise dates from the 1950s n intensive irrigation began in the then Central Asian blics of the USSR. This produced a dramatic decline in olume of water entering the sea from its two major ariaries. In 1960, the Aral Sea was the fourth-largest in the world, but since that time it has lost two-thirds e volume, its surface area has halved and its water level dropped by more than 216 metres. A knock-on effect is ecological disaster has been the release of significant sources of wind-blown material, as the water level has ped.

the problems don't stop there. The salinity of the lake ncreased so that it is now virtually the same as sea r. This means that the material that is blown from the bed of the Aral Sea is highly saline. Scientists believe it versely affecting crops around the sea because salts are to plants.

shows that dust storms have numerous consequences nd their effects on climate, both for the workings of onmental systems and for people living in drylands ...

## st 2 SECTION 1

pages 52–53

**Man:** Good morning! University Language Centre. How I help you?

**W:** I'm interested in doing a language course. I did idarin last year and now I'd like to do Japanese. Can give me some information about what courses are ble at your centre and when they start. That sort of g?

**Man:** Yes, certainly. Well, we actually offer a number of ses in Japanese at different levels. Are you looking for time or part time?

**W:** Oh! I couldn't manage full time as I work every day evenings would be fine and certainly preferable to kends.

**Man:** Well, we don't offer courses at the weekend ay, but let me run through your options. We have a week intensive course three hours three nights a week – 's our crash course! Or an eight month course two nts a week

**W:** I think the crash course would suit me best as I'll be ing for Japan in six months time.

**Man:** Are you a beginner?

**Man:** Not a complete beginner, no!

**Woman:** Well ... we offer the courses at three levels, beginners, lower intermediate and upper intermediate, though we don't always run them all. It depends very much on demand.

**Man:** I'd probably be at the lower intermediate level – as I did some Japanese at school but that was ages ago.

**Woman:** Right, well the next Level Two course begins on Monday 12th September – there are still some places on that one – otherwise you'd have to wait until January or March.

**Man:** No – I'd prefer the next course.

**Woman:** Right! Can I get some details from you then so I can send you some information?

**Man:** Sure!

**Woman:** What's your name? Family name first.

**Man:** Hagerty. Richard.

**Woman:** H A G A R T Y?

**Man:** No, H A G E R T Y

**Woman:** Oh, OK! And your address, Richard?

**Man:** Well perhaps you could email it to me.

**Woman:** Right. What's your email address?

**Man:** It's ricky45 – that's one word R I C K Y 4 5, at hotmail dot com.

**Woman:** And I just need some other information for our statistics. This helps us offer the best possible courses and draw up a profile of our students.

**Man:** Fine!

**Woman:** What's your date of birth?

**Man:** I was born on 29th February 1980.

**Woman:** ... 1980! So you're a leap year baby! That's unusual.

**Man:** Yes – it is!

**Woman:** ... and just one or two other questions for our market research, if you don't mind.

**Man:** No, that's fine.

**Woman:** What are your main reasons for studying Japanese? Business, travel or general interest.

**Man:** My company's sending me to Japan for two years.

**Woman:** Alright – I'll put down 'Business'. And do you have any specific needs? Will there be an emphasis on written language? For instance, will you need to know how to write business letters, that sort of thing?

**Man:** No. But I will need to be able to communicate with people on a day-to-day basis.

**Woman:** OK so I'll put down 'conversation'.

**Man:** Yes, because I already know something about the writing system at an elementary level and I don't anticipate having to read too much.

**Woman:** You said you'd studied some Japanese. Where did you study?

**Man:** Three years at school. Then I gave it up so I've forgotten a fair bit. You know how it is with languages if you don't have the chance to use them.

**Woman:** Yes, but I'm sure it will all come back to you once you get going again. Now once we receive your enrolment form we'll ...

**Source of IELTS Practice Exam 4 (Week 13):**

**Loughed, Lin. 2016. *IELTS Practice Exam*. New York: Barron's Educational Series, Inc. pp.**

# ACADEMIC MODULE TEST 4

Candidate Name \_\_\_\_\_

## International English Language Testing System

### LISTENING

Time: Approx. 30 minutes

#### INSTRUCTIONS TO CANDIDATES

Do not open this booklet until you are told to do so.

Write your name in the space at the top of this page.

You should answer all questions.

All the recordings will be played ONCE only.

**Write all your answers on the Question Paper.**

**At the end of the test, you will be given ten minutes to transfer your answers to an Answer Sheet.**

Do not remove this booklet from the examination room.

#### INFORMATION FOR CANDIDATES

There are 40 questions on this question paper.

The test is divided as follows:

Section 1	Questions 1-10
Section 2	Questions 11-20
Section 3	Questions 21-30
Section 4	Questions 31-40

**SECTION 1***Questions 1–10***TIP**

If you do not have access to the MP3 files on the enclosed disk, please refer to the audioscripts starting on page 421 when prompted to listen to an audio passage.

Complete the form below.

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

<i>Example</i>	ClearPoint Telephone Company
	Customer Order Form
Order taken by:	Ms. Jones.....
Name:	Harold 1.....
Address:	2..... Fulton Avenue, apartment 12
Type of service:	3.....
Employer:	Wrightsville Medical Group
Occupation:	4.....
Work phone:	5.....
Time at current job:	6.....
Special services:	7..... 8.....
Installation scheduled for:	Day 9.....
	Time of day 10.....

**SECTION 2***Questions 11–14*

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

11 The fair will take place at the

- A fairgrounds.
- B park.
- C school.

12 The fair will begin on Friday

- A morning.
- B afternoon.
- C evening.

13 The fair will begin with a

- A parade.
- B dance performance.
- C speech by the mayor.

14 There will be free admission on

- A Friday.
- B Saturday.
- C Sunday.

*Questions 15–20*

Complete the chart<sup>1</sup> below.

Write **NO MORE THAN ONE WORD** for each answer.

Day/Time	Event
Saturday afternoon	15 ..... show
Saturday evening	16 ..... by the lake
Sunday afternoon	17 ..... contest
Sunday evening	18 ..... food
	19 ..... for children
	20 ..... for sale

<sup>1</sup>British: table

**SECTION 3***Questions 21–23*

Complete the information below.

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

**How to get academic credit for work experience**

First, read the 21 ..... Find courses that match your work experience. Then write 22 ..... of your work experience. Submit that together with a letter from your 23 ..... to the university admissions office.

*Questions 24–28*

Where can the student go to get the information and items listed below?

- A Student Services Center
- B university website
- C library

Write the correct letter, **A**, **B**, or **C**, next to **Questions 24–28**.

- 24 course catalog<sup>1</sup> .....
- 25 admissions form .....
- 26 admissions requirements .....
- 27 information about professors .....
- 28 parking pass .....

<sup>1</sup>British: catalogue

Questions 29 and 30

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

- 29 What are full-time students eligible for?
- A Discounted books
  - B The work-study program<sup>1</sup>
  - C A free bus pass
- 30 How can a student get financial assistance?
- A Speak with a counselor<sup>2</sup>
  - B Apply to the admissions office
  - C Make arrangements with a bank

Track  
17

**SECTION 4**

Questions 31–35

Complete the chart with information about the black bear.  
Write **NO MORE THAN TWO WORDS** for each answer.

Range	Lives in 31 ..... of North America
Diet	Ninety percent of diet consists of 32 ..... Also eats 33 ..... and .....
Cubs	Baby bear cubs are born during the 34 .....
Life span	Black bears live for about 35 ..... in the wild.

<sup>1</sup>British: programme  
<sup>2</sup>British: counsellor

Questions 36–40

Which characteristics fit black bears and which fit grizzly bears?

Write **A** if it is a characteristic of black bears. Write **B** if it is a characteristic of grizzly bears.

- 36 Has a patch of light fur on its chest .....
- 37 Weighs 225 kilos .....
- 38 Has a shoulder hump .....
- 39 Has pointed ears .....
- 40 Has shorter claws .....

**Take ten minutes to transfer your answers onto the Answer Sheet**

# ANSWER SHEET

## Academic Module

### Practice Test 4

#### IELTS Listening Answer Sheet

1		<input type="checkbox"/> 1 <input type="checkbox"/>
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3		<input type="checkbox"/> 3 <input type="checkbox"/>
4		<input type="checkbox"/> 4 <input type="checkbox"/>
5		<input type="checkbox"/> 5 <input type="checkbox"/>
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38		<input type="checkbox"/> 38 <input type="checkbox"/>
39		<input type="checkbox"/> 39 <input type="checkbox"/>
40		<input type="checkbox"/> 40 <input type="checkbox"/>
Listening Total		

ACADEMIC MODULE TEST 4

## ANSWER EXPLANATIONS

## ACADEMIC MODULE—PRACTICE TEST 4

## Listening

1. *Kramer*. The man spells his name.
2. 58. The man gives his address, "That would be number 58 Fulton Avenue, apartment 12."
3. *residential*. The woman asks, "Then the type of phone service you want is residential, not business?" Then the man confirms that it is for his home.
4. *office manager*. The woman asks about the man's occupation, and the man says, "I'm the office manager."
5. 637-555-9014. The man gives his work phone number, and the woman repeats the last part of it.
6. *nine years*. The man thinks about it then says that he has been at his current job for nine years.
7. *long distance*. The speakers discuss the special services offered. The woman says, "Then I'll put you down for long-distance service."
8. *Internet*. The speakers discuss voicemail and Internet, and the man says, "Please put me down for Internet as well as phone service."
9. *Friday*. The woman suggests Friday, and the man says, "That would be fine."
10. *morning*. The man says, "Morning would be best."
11. **(B)** The woman says, "So we've moved the fair to City Park." Choice (A) is where the fair has been held in the past. Choice (C) is near the fairgrounds.
12. **(C)** The man mentions Friday morning, but the woman says, "it won't begin until that evening. . . ." Choice (A) is when the man thinks the fair will begin. Choice (B) is not mentioned.
13. **(B)** The woman says, "this year our opening event will be a special dance performance. . . ." Choice (A) is what the traditional opening event has been. Choice (C) mentions the mayor, who will participate in the dance performance, but a speech is not mentioned.
14. **(A)** The woman says, "The opening event on Friday. . . doesn't cost anything to attend. . . ." Choices (B) and (C) are incorrect because the woman mentions admission fees for those days.
15. *clown*. The woman says, "There are a number of events especially for children, including a clown show on Saturday afternoon."
16. *concert*. The woman says, "On Saturday evening we've got an event that can be enjoyed by the whole family—a concert by the lake."
17. *singing*. The woman says, "There will be a singing contest in the afternoon."
18. *international*. The woman says, "international food will be served."
19. *games*. The woman says, "There will also be special games for children at different locations around the fair."

20. *crafts*. The woman says, "We have a large area set aside where there will be crafts for sale."
21. *university catalog*. The advisor explains, "First, you'll need to read the university catalog to see if any of the course descriptions match your specific job experience."
22. *a summary*. The advisor explains, "You would write a summary of your work experience, relating it to specific courses we offer."
23. *work supervisor*. The advisor explains, "Submit that to the admissions office with a letter from your work supervisor confirming your experience."
24. **(B)** While discussing the course catalog, the advisor says, "Just go to the university website and you'll find it there."
25. **(B)** The advisor says, "Well, first you'll need to fill out an admissions form and submit it. That's on the website, as well."
26. **(C)** The advisor says that the requirements will be explained at a special session next Wednesday and later tells the student that this will be held in the meeting room in the basement of the library.
27. **(C)** The advisor explains that at the session that will be held in the library the student will have the chance to meet professors and learn more about them.
28. **(A)** When the student asks where to get a parking pass, the advisor says, "You have to get it in person from the Student Services Center."
29. **(B)** After the student says that he wants to be a full-time student, the advisor says, "Then you'll qualify for the work-study program." Choice (A) is confused with the advisor saying that the student can apply for assistance to help pay for books, but a discount is not mentioned. Choice (C) is what the advisor says is not available.
30. **(A)** While discussing financial assistance, the advisor says, "You'll need to make an appointment with a counselor." Choice (B) is what the student thinks. Choice (C) is plausible but is not mentioned.
31. *forested areas*. The speaker says, "The black bear, or *Ursus americanus*, has a wide range, inhabiting forested areas of North America."
32. *plant foods*. The speaker says, "plant foods make up 90 percent of the bear's diet."
33. *insects/fish*. The speaker says, "The rest of its meals consist of animal foods such as insects and fish."
34. *winter*. The speaker says, "but bear cubs aren't born until the following winter."
35. *twenty-five years*. The speaker says, "Wild black bears can live as long as twenty-five years."
36. **(A)** The speaker says, "Many black bears, however, have a patch of fur on their chests that's lighter in color than the rest of their fur."
37. **(B)** The speaker says, "grizzly bears are usually heavier, with an average weight of 225 kilos."
38. **(B)** The speaker explains that grizzly bears spend time digging so "The large muscles they need for this give them a distinct shoulder hump."
39. **(A)** The speaker says, "Black bears, on the other hand, have a straighter profile and longer, more pointed ears."

40. **(A)** In paragraph 3, the speaker says, "Black bears have shorter claws, which are better suited for climbing trees."

## Reading

### PASSAGE 1

1. **(B)** Paragraph 1: "Labrador and London lie at about the same latitude . . . two places, equidistant from the Arctic Circle . . ." Choice (A) contradicts the information given in the paragraph. Choice (C) is confused with the mention of the abundance of palm trees on England's southern shores, but wildlife and Labrador are not mentioned.
2. **(C)** Paragraph 2: "the Gulf Stream warms the atmosphere, and the prevailing westerly winds bring the warmed air to all of northwestern Europe, making the area suitable for intense agriculture." Choices (A) and (B) are related to the discussion but are not given as reasons.
3. **(A)** Paragraph 3: "After the Gulf Stream reaches southeast Greenland and western Iceland, . . . the colder, denser water then sinks." Choices (B) and (C) are related to the discussion but are not given as reasons.
4. **(B)** Paragraph 4: "This flow of ocean currents has been extremely important in regulating the temperature of the globe and in making life possible." Choices (A) and (C) are plausible but are not given as conditions that make life possible.
5. **(A)** Paragraph 5: "there used to be as many as seven chimneys . . . in the last several years, only one remained, and then, in 2007, that one disappeared." Choices (B) and (C) were true prior to 2007.
6. **(A)** Paragraph 6: "At that time, the Gulf Stream had slowed to about half its usual rate." Choice (B) contradicts facts in the paragraph. Choice (C) was true during a previous ice age.
7. **(C)** Paragraph 7: "Core samples also show that the changes in temperature have been abrupt, not gradual." Choices (A) and (B) are plausible but not mentioned.
8. **(J)** Paragraph 5: "In recent winters, glacial melt has released record amounts of fresh water into the oceans."
9. **(A)** Paragraph 5: "As the North Atlantic waters, including fresh water from rivers as well as the increased amount of glacial melt, mix with the Gulf Stream, the salt water is diluted."
10. **(D)** Paragraph 5: "Since fresh water is not as dense as salt water, it does not sink, and the mechanism for forming the chimneys is impaired."
11. **(F)** Paragraph 5: "As the chimneys have disappeared, the Gulf Stream has slowed."
12. **(E)** Paragraph 5: "Without a strong Gulf Stream, the slow, cold water of the lower part of the conveyor belt fails to rise . . ."
13. **(I)** Paragraph 5: "which reduces the circulation of nutrients for marine life."

### PASSAGE 2

14. *False.* According to paragraph 1, the cacao tree produces 6,000 flowers but only about twenty pods.

niece, her sister Anna, and Anna's two sons in Boston. Her mother was no longer living by this time. Alcott was still writing novels for girls, including two sequels to *Little Women: Little Men* and *Jo's Boys*. The latter was published in 1886.

Louisa Alcott had suffered poor health ever since she contracted typhoid fever while working as a war nurse. She died in March of 1888 at the age of 55. She was buried in Concord, Massachusetts.

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

You will now have ten minutes to transfer your answers to the listening answer sheet.

## PRACTICE TEST 4

**Narrator:** You will hear a number of different recordings, and you will have to answer questions on what you will 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.

Track  
14

The test is in four sections. Write all of your answers on the test pages. 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 [on page 138].

Section 1. You will hear a man arranging to get a telephone connection. First you have some time to look at Questions 1 to 4 [on page 138].

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

**Woman:** This is the ClearPoint Telephone Company customer service office. My name is Ms. Jones. How may I help you?

**Man:** Yes. I'm moving, and I'd like to arrange to have a phone line installed.

**Narrator:** The woman answers the phone, "This is the ClearPoint Telephone Company customer service office," so the words "Telephone Company" have been written at the top of the form. 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 to 4

**Woman:** This is the ClearPoint Telephone Company customer service office. My name is Ms. Jones. How may I help you?

**Man:** Yes. I'm moving, and I'd like to arrange to have a phone line installed.

- Woman: Of course. Let me get some information from you first. May I have your name, please?
- Man: It's Kramer. Harold Kramer.
- Woman: And would you spell your last name for me, please?
- Man: K-R-A-M-E-R.
- Woman: M-E-R. Got it. OK, could I have the address where you'd like to have the telephone connected?
- Man: That would be number 58 Fulton Avenue, apartment 12.
- Woman: Is that a business or a residence?
- Man: A residence. It's my new home address.
- Woman: Then the type of phone service you want is residential, not business?
- Man: Yes, yes. It's for my home.
- Woman: All right. Fine. Now let me get your employment information. Who is your current employer?
- Man: I work at the Wrightsville Medical Group.
- Woman: Then your occupation is doctor?
- Man: No, I work for the doctors. I'm the office manager.
- Narrator: Before you hear the rest of the conversation, you have some time to look at Questions 5 to 10 [on page 138].
- Now listen and answer Questions 5 to 10.

### Questions 5 to 10

- Woman: OK. And could I have your work phone number?
- Man: It's 637-555-9014.
- Woman: 9014. Great. Just one more thing, I need to know how long you've been at your current job.
- Man: I've been working there for quite a while now, let me see, eight, no, nine, that's right, nine years.
- Woman: OK, good. You've been there long enough, so I don't need to ask about any other work history. Now, in addition to our basic phone service, we have several special services available.
- Man: Could you explain them to me?
- Woman: Most customers opt for unlimited long-distance service. It really saves you money if you make a lot of long-distance calls.
- Man: That sounds like a good idea.
- Woman: Then I'll put you down for long-distance service. Another popular service is voicemail. Voicemail takes all your messages electronically, and all it takes is one simple phone call to retrieve them.
- Man: Hmm, voicemail. No, I don't think so. I have an answering machine to take my messages. It's old, but it still works fine.
- Woman: We also provide Internet service if you're interested in that.
- Man: I am. Please put me down for Internet as well as phone service.
- Woman: Right. OK, I think we're almost finished. I just need to schedule a time for the technician to go to your apartment and do the installation. Let me see . . . What about next Tuesday? Would that work for you?

- Man: No, not Tuesday. I'll be at a conference all day. Wednesday would work, though.
- Woman: I'm afraid I won't have any technicians in your area on Wednesday. I could send someone on Friday.
- Man: That would be fine.
- Woman: What time of day works best for you? Morning or afternoon?
- Man: Morning would be best.
- Woman: All right then. It's on the schedule. Do you have any questions?
- Man: No, I don't think so.
- Woman: Thank you for calling ClearPoint.
- Narrator: That is the end of Section 1. You now have half a minute to check your answers.

Now turn to Section 2 [on page 139].

Track  
15

Section 2. You will hear a radio interview about an upcoming fair.

First, you have some time to look at Questions 11 to 14 [on page 139].

As you listen to the first part of the talk, answer Questions 11 to 14.

#### Questions 11 to 14

- Man: Good afternoon, and welcome to City Hour, the radio show that brings you all the latest information about events in and around our city. Today we have with us Cynthia Smith, who is heading up this year's City Fair. Cynthia, would you start by giving us some of the basic information about the fair? Where will it take place this year?
- Woman: I'm glad you asked that question, because I know most people will be expecting the fair to be at the fairgrounds as usual, but we've had to change the location this year due to some construction work. You know, they're building the new high school in that neighborhood, and they've been using the fairgrounds as a place to store construction materials. So we've moved the fair to City Park, which I think is a wonderful location.
- Man: Yes, that will be a great place for the fair. I understand that the fair begins on Friday morning with a special opening event.
- Woman: Actually, it won't begin until that evening, but you're right about the special event. Traditionally, we've begun with a parade, but this year our opening event will be a special dance performance, and the most exciting part is that the mayor will be one of the dancers.
- Man: The mayor is a woman of many talents. Cynthia, could you tell our listeners about the price of admission? What will it cost to attend the fair?
- Woman: We're trying to keep the price down as much as possible. A three-day pass is just \$25. Or you can buy a Saturday- or Sunday-only pass for \$15. The opening event on Friday, the dance performance, doesn't cost anything to attend, and we're hoping a lot of people will come watch that.

Narrator: Before you hear the rest of the talk, you have some time to look at Questions 15 to 20 [on page 139].

Now listen and answer Questions 15 to 20.

### Questions 15 to 20

- Man: Could you tell us about some of the events planned for Saturday and Sunday, the main days of the fair?
- Woman: We have a lot of exciting things planned. There are a number of events especially for children, including a clown show on Saturday afternoon. On Saturday evening, we've got an event that can be enjoyed by the whole family—a concert by the lake.
- Man: I'm sure that will be a popular event. Is there anything special planned for Sunday?
- Woman: Yes, a really fun event, and we hope a lot of people will participate. There will be a singing contest in the afternoon. It's open to everyone, at no charge. It doesn't matter whether you're an experienced singer or not. If you've always dreamed of singing on stage, this is your chance.
- Man: That sounds like a lot of fun.
- Woman: I think it will be. I'd also like your listeners to know that besides the special events I've mentioned, there will be things taking place all weekend. For example, at the food court, international food will be served. You'll be able to sample dishes from all around the world. There will also be special games for children at different locations around the fair.
- Man: Will there be things people can buy, souvenirs, anything like that?
- Woman: We have a large area set aside where there will be crafts for sale. This will be an opportunity to buy many lovely handmade things, and to get to know some of our local artists and craftspeople, as well.
- Man: It sounds like there will be a lot of fun for everyone at this year's fair. Thank you for sharing the information with us, Cynthia.
- Woman: Thank you for inviting me.
- Narrator: That is the end of Section 2. You now have half a minute to check your answers.

Now turn to Section 3 [on page 140].

Section 3. You will hear a conversation between a prospective student and a university advisor about applying to enter the university.

First, you have some time to look at Questions 21 to 23 [on page 140].

As you listen to the first part of the conversation, answer Questions 21 to 23.

### Questions 21 to 23

- Student: I'm interested in entering your Business Administration program, and I'd like some information on how to apply. I'm a little concerned because I've been out of school for a number of years.

- Advisor: That could actually work to your advantage. It's possible to get academic credit for work experience, if that experience is related to courses in our program.
- Student: I've been working in business for several years. How would I get academic credit for that?
- Advisor: First, you'll need to read the university catalog to see if any of the course descriptions match your specific job experience. For example, if you've worked in accounting, you may be able to get credit for an accounting course.
- Student: So then what would I do?
- Advisor: You would write a summary of your work experience, relating it to specific courses we offer. Submit that to the Admissions Office with a letter from your work supervisor confirming your experience.
- Narrator: Before you hear the rest of the conversation, you have some time to look at Questions 24 to 30 [on pages 140 and 141].
- Now listen and answer Questions 24 to 30.

### Questions 24 to 30

- Student: Would I submit those things at the same time that I apply for admission?
- Advisor: That would be the best idea. Have you looked at our course catalog yet?
- Student: No, not yet. I guess I should do that soon.
- Advisor: Just go to the university website and you'll find it there.
- Student: OK. Can you tell me how the admissions process works?
- Advisor: Well, first you'll need to fill out an admissions form and submit it. That's on the website, as well. Of course, you'll need to make sure you meet all the admissions requirements.
- Student: How can I know what those are?
- Advisor: The best way to understand them is to come to a special session we're having for prospective students next Wednesday evening. We'll explain the process then and go over the requirements and answer any questions you may have.
- Student: That sounds great. I'd like to attend.
- Advisor: Good. It's at 7:00. Just go to the meeting room in the basement of the library. You know where that is, right?
- Student: Next to the Student Services Center?
- Advisor: Yes, that's it. It'll be a really informative session because it'll also give you a chance to meet several of the professors and get more information about them. By the way, did you come by car today?
- Student: No, bus. But I'll probably drive on Wednesday.
- Advisor: You'll need to get a parking pass, then.
- Student: How do I do that? Can I download one from the website?
- Advisor: No, you have to get it in person from the Student Services Center. Just tell them you're here for the meeting at the library. Now, do you think you'd be interested in applying for a part-time job through the university work-study program?

- Student: I'm considering that. How can I find out what kinds of jobs are offered?  
 Advisor: You can access the job listings from the computers in the library. Are you planning to study full time or part time?  
 Student: I want to be a full-time student.  
 Advisor: Good. Then you'll qualify for the work-study program. Part-time students aren't eligible.  
 Student: As a full-time student, would I be eligible for a free bus pass?  
 Advisor: No, unfortunately, we don't have those available for any of our students. However, you can apply for financial assistance to help pay for your books or for your tuition.  
 Student: I'd like to look into that. Do I apply for that at the Admissions Office?  
 Advisor: No, that's through us. You'll need to make an appointment with a counselor.  
 Narrator: That is the end of Section 3. You now have half a minute to check your answers.

Now turn to Section 4 [on page 141].

Section 4. You will hear a lecture about the black bear.

First, you have some time to look at Questions 31 to 35 [on page 141].

Now listen carefully and answer Questions 31 to 35.

Track  
17

### Questions 31 to 35

- Lecturer: The black bear, or *Ursus americanus*, has a wide range, inhabiting forested areas of North America, including Canada, the United States, and parts of northern Mexico. Black bears are omnivores, getting their nutrition from a wide variety of plants and animals. The particular foods any one bear eats depends on what's available in the area where that bear lives, as well as on the season of the year. Generally speaking, plant foods make up 90 percent of the bear's diet. The rest of its meals consist of animal foods such as insects and fish.

Bears have a relatively long gestation period. Mating takes place in the spring or early summer, but bear cubs aren't born until the following winter. Usually, two cubs are born at a time, although some litters may have as many as five cubs. Bear cubs are dependent on their mother and may stay with her for close to two years. Wild black bears can live as long as 25 years. They've lived for as long as 30 years or more in captivity.

- Narrator: Before you hear the rest of the talk, you have some time to look at Questions 36 to 40 [on page 142].

Now listen carefully and answer Questions 36 to 40.

**Questions 36 to 40**

**Lecturer:** Much of the black bear's range coincides with the range of its close cousin, the grizzly bear. Although these bears are somewhat similar in appearance and habits, it isn't difficult to tell the difference between them. Color isn't necessarily a distinguishing characteristic, as both species of bears occur in a range of colors from almost blonde to dark brown or black. Many black bears, however, have a patch of fur on their chests that's lighter in color than the rest of their fur. Grizzly bears don't have this patch. Size isn't always a distinguishing feature either, although grizzly bears are usually heavier, with an average weight of 225 kilos. Black bears average 140 kilos in weight. Grizzly bears spend time digging in the ground for roots and tubers that make up part of their diet. The large muscles they need for this give them a distinct shoulder hump. This hump is absent in black bears, which don't do the same kind of digging. The shape of the face and ears is also different in each species of bear. Grizzly bears have a depression between the eyes and nose and short, round ears. Black bears, on the other hand, have a straighter profile and longer, more pointed ears. Grizzly bears are known for their fearsome long, sharp claws. Black bears have shorter claws, which are better suited for climbing trees.

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

You will now have ten minutes to transfer your answers to the listening answer sheet.

**PRACTICE TEST 5**

**Narrator:** You will hear a number of different recordings, and you will have to answer questions on what you will 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.

Track  
18

The test is in four sections. Write all of your answers on the test pages. 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 [on page 180].

Section 1. You will hear a woman booking a bicycle tour over the phone.

First, you have some time to look at Questions 1 to 4 [on page 180].

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**

**Man:** Global Bicycle Tours. May I help you?

**Woman:** Yes, thank you. I'd like to sign up for a bicycle tour.

**Source of IELTS Practice Exam 5 (Week 14):**

**Cambridge English Language Assessment. 2017. *Cambridge IELTS 10: Cambridge Official Preparation Material*. Test 3. Cambridge: Cambridge University Press. (Online) <http://www.ielts.org>. pp. 57-63.**

# Test 3

## LISTENING

### SECTION 1 Questions 1–10

Complete the form below.

Write **ONE WORD AND/OR A NUMBER** for each answer.

#### Early Learning Childcare Centre Enrolment Form

*Example*

Parent or guardian: Carol ..... Smith .....

#### Personal Details

Child's name: Kate

Age: 1 .....

Address: 2 ..... Road, Woodside, 4032

Phone: 3345 9865

#### Childcare Information

Days enrolled for: Monday and 3 .....

Start time: 4 ..... am

Childcare group: the 5 ..... group

Which meal/s are required each day? 6 .....

Medical conditions: needs 7 .....

Emergency contact: Jenny 8 ..... Phone: 3346 7523

Relationship to child: 9 .....

#### Fees

Will pay each 10 .....

**SECTION 2** Questions 11–20

Questions 11 and 12

Choose **TWO** letters, **A–E**.Which **TWO** things does Alice say about the Dolphin Conservation Trust?

- A** Children make up most of the membership.
- B** It's the country's largest conservation organisation.
- C** It helps finance campaigns for changes in fishing practices.
- D** It employs several dolphin experts full-time.
- E** Volunteers help in various ways.

Questions 13–15

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

13 Why is Alice so pleased the Trust has won the Charity Commission award?

- A** It has brought in extra money.
- B** It made the work of the trust better known.
- C** It has attracted more members.

14 Alice says oil exploration causes problems to dolphins because of

- A** noise.
- B** oil leaks.
- C** movement of ships.

15 Alice became interested in dolphins when

- A** she saw one swimming near her home.
- B** she heard a speaker at her school.
- C** she read a book about them.

Questions 16–20

Which dolphin does Alice make each of the following comments about?

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

Dolphins	
<b>A</b>	Moondancer
<b>B</b>	Echo
<b>C</b>	Kiwi
<b>D</b>	Samson

**Comments**

- 16 It has not been seen this year. ....
- 17 It is photographed more than the others. ....
- 18 It is always very energetic. ....
- 19 It is the newest one in the scheme. ....
- 20 It has an unusual shape. ....

**SECTION 3 Questions 21–30***Questions 21–25*

Choose the correct letter, A, B or C.

**Theatre Studies Course**

- 21 What helped Rob to prepare to play the character of a doctor?
- A the stories his grandfather told him
  - B the times when he watched his grandfather working
  - C the way he imagined his grandfather at work
- 22 In the play's first scene, the boredom of village life was suggested by
- A repetition of words and phrases.
  - B scenery painted in dull colours.
  - C long pauses within conversations.
- 23 What has Rob learned about himself through working in a group?
- A He likes to have clear guidelines.
  - B He copes well with stress.
  - C He thinks he is a good leader.
- 24 To support the production, research material was used which described
- A political developments.
  - B changing social attitudes.
  - C economic transformations.
- 25 What problem did the students overcome in the final rehearsal?
- A one person forgetting their words
  - B an equipment failure
  - C the injury of one character

## Questions 26–30

What action is needed for the following stages in doing the 'year abroad' option?

Choose **FIVE** answers from the box and write the correct letter, **A–G**, next to questions 26–30.

**Action**

- A** be on time
- B** get a letter of recommendation
- C** plan for the final year
- D** make sure the institution's focus is relevant
- E** show ability in Theatre Studies
- F** make travel arrangements and bookings
- G** ask for help

**Stages in doing the 'year abroad' option**

- 26** in the second year of the course .....
- 27** when first choosing where to go .....
- 28** when sending in your choices .....
- 29** when writing your personal statement .....
- 30** when doing the year abroad .....

**SECTION 4      Questions 31–40**

Complete the notes below.

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

## 'Self-regulatory focus theory' and leadership

### Self-regulatory focus theory

People's focus is to approach pleasure or avoid pain

Promotion goals focus on **31** .....

Prevention goals emphasise avoiding punishment

### Factors that affect people's focus

The Chronic Factor

- comes from one's **32** .....

The **33** ..... Factor

- we are more likely to focus on promotion goals when with a **34** .....
- we are more likely to focus on prevention goals with our boss

### How people's focus affects them

Promotion Focus: People think about an ideal version of themselves, their **35** ..... and their gains.

Prevention Focus: People think about their 'ought' self and their obligations

## Leaders

Leadership behaviour and 36 ..... affects people's focus

### *Transformational Leaders:*

- pay special attention to the 37 ..... of their followers
- passionately communicate a clear 38 .....
- inspire promotion focus in followers

### *Transactional Leaders:*

- create 39 ..... to make expectations clear
- emphasise the results of a mistake
- inspire prevention focus in followers

## Conclusion

Promotion Focus is good for jobs requiring 40 .....

Prevention Focus is good for work such as a surgeon

Leaders' actions affect which focus people use

**TEST 3**

**LISTENING**

**Section 1, Questions 1–10**

- 4
- 46 Wombat
- Thursday
- 8.30
- red
- lunch
- glasses
- BALL
- aunt
- month

**Section 3, Questions 21–30**

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

**Section 2, Questions 11–20**

**11&12 -IN EITHER ORDER**

- C
- E
- B
- A
- C
- B
- C
- D
- D
- A

**Section 4, Questions 31–40**

- 31 achievement / achievements
- 32 personality / character
- 33 Situational
- 34 friend
- 35 aspirations / ambitions
- 36 style
- 37 development
- 38 vision
- 39 structures
- 40 innovation / innovations

**How do you score...**

0–11	12–27	28–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

## TEST 3

### SECTION 1

- DIRECTOR: Good morning. Welcome to the Early Learning Childcare Centre. How may I help you?
- CAROL: Hi. I spoke to you last week about enrolling my daughter for next year.
- DIRECTOR: Oh, yes. I'll just get some details from you. So, you're her mother?
- CAROL: That's right.
- DIRECTOR: And, can I have your name?
- CAROL: It's Carol, Carol Smith. Example
- DIRECTOR: And your daughter's name?
- CAROL: It's Kate.
- DIRECTOR: Now, we have several groups at the centre and we cater for children from three to five years old. How old is your daughter?
- CAROL: She's three now but she turns four next month.
- DIRECTOR: I'll put four down because that's how old she'll be when she starts. Q1
- CAROL: Fine, she's so excited about her birthday and coming to the centre.
- DIRECTOR: That's good to hear. And what's your address?
- CAROL: It's 46 Wombat Road, that's W-O-M-B-A-T. Woodside 4032. Q2
- DIRECTOR: And what's the phone number?
- CAROL: Oh ... it's ... 3345 9865.
- DIRECTOR: So, have you decided on the days you'd like to bring your daughter here?
- CAROL: I'd prefer Monday and Wednesday if possible.
- DIRECTOR: Mmm. I'll check, Monday's fine, but I think the centre is already full for Wednesday. Erm. Yes. Sorry. It seems to be a very popular day. We can offer you a Thursday or a Friday as well.
- CAROL: Oh dear. I suppose Thursday would be all right because she has swimming on Friday. Q3
- DIRECTOR: OK, got that. Because a lot of parents work, we do offer flexible start and finish times. We are open from 7:30 in the morning until 6 o'clock at night. What time would you like your daughter to start?
- CAROL: I need to get to work in the city by 9:00 so I'll drop her off at 8:30. You're pretty close to the city here so that should give me plenty of time to get there. Q4
- DIRECTOR: That's fine. Now, we also need to decide which group she'll be in. We have two different groups and they're divided up according to age. There's the green group, which is for three- to four-year-olds. And then there's the red group which is for four- to five-year-olds.
- CAROL: She's quite mature for her age and she can already write her name and read a little.
- DIRECTOR: Well, I'll put her in the red group and we can always change her to the green one if there are any problems. Q5
- CAROL: That sounds fine.
- DIRECTOR: OK. Let's move on to meals. We can provide breakfast, lunch and dinner. As she's finishing pretty early, she won't need dinner, will you give her breakfast before she comes?
- CAROL: Yes, she'll only need lunch. Q6

- RECTOR: Now, does she have any medical conditions we need to know about?  
Does she have asthma or any hearing problems for example?
- ROL: No. But she does need to wear glasses. Q7
- RECTOR: Oh, I'll make a note of that.
- ROL: Yes, she's pretty good about wearing them, she can't see much without them.
- RECTOR: Right. OK. Now, I also need emergency contact details.
- ROL: So what sort of information do you need?
- RECTOR: Just the name and number of a friend or family member we can contact in case we can't get hold of you at any time.
- ROL: OK. That'd better be my sister ... Jenny Ball. That's B-A-double L. Her phone number is 3346 7523. Q8
- RECTOR: Great. So she is the child's aunt? Q9
- ROL: Yes, that's right.
- RECTOR: I'll make a note of that as well. Now, is there anything you'd like to ask?
- ROL: What about payment? How much are the fees each term?
- RECTOR: Well, for two days and the hours you've chosen, that will be \$450 altogether.
- ROL: OK, and do I have to pay that now?
- RECTOR: No, we send out invoices once the children start at the centre. You can choose to pay at the end of each term or we do offer a slightly discounted rate if you pay every month.
- ROL: Oh, I'll do that then. I find it easier to budget that way and I'm not used to the term dates just yet. Q10
- RECTOR: Good, it makes it a lot simpler for us as well. Well, that's everything. Would you like me to show you around ...?

## SECTION 2

- INTERVIEWER: Today we're pleased to have on the show Alice Bussell from the Dolphin Conservation Trust. Tell us about the Trust, Alice.
- Alice: Well, obviously its purpose is to protect dolphins in seas all around the world. It tries to raise people's awareness of the problems these marine creatures are suffering because of pollution and other threats. It started ten years ago and it's one of the fastest growing animal charities in the country – although it's still fairly small compared with the big players in animal protection. We are particularly proud of the work we do in education – last year we visited a huge number of schools in different parts of the country, going round to talk to children and young people aged from five to eighteen. In fact, about thirty-five per cent of our members are children. The charity uses its money to support campaigns – for example, for changes in fishing policy and so forth. It hopes soon to be able to employ its first full-time biologist – with dolphin expertise – to monitor populations. Of course, many people give their services on a voluntary basis and we now have volunteers working in observation, office work and other things. Q11 & 12
- I should also tell you about the award we won from the Charity Commission last year – for our work in education. Although it's not meant an enormous amount of money for us, it has made our activities even more widely publicised and understood. In the long term it may not bring in extra members but we're hoping it'll have this effect. Q13

INTERVIEWER: Is it possible to see dolphins in UK waters?  
 ALICE: Yes. In several locations. And we have a big project in the east part of Scotland. This has long been a haven for dolphins because it has very little shipping. However, that may be about to change soon because oil companies want to increase exploration there. We're campaigning against this because, although there'll be little pollution from oil, exploration creates a lot of underwater noise. It means the dolphins can't rest and socialise. Q14  
 This is how I became interested in dolphin conservation in the first place. I had never seen one and I hadn't been particularly interested in them at school. Then I came across this story about a family of dolphins who had to leave their home in the Moray Firth because of the oil companies and about a child who campaigned to save them. I couldn't put the book down – I was hooked. Q15

INTERVIEWER: I'm sure our listeners will want to find out what they can do to help. You mentioned the 'Adopt a Dolphin' scheme. Can you tell us about that?  
 ALICE: Of course! People can choose one of our dolphins to sponsor. They receive a picture of it and news updates. I'd like to tell you about four which are currently being adopted by our members: Moondancer, Echo, Kiwi and Samson. Unfortunately, Echo is being rather elusive this year and hasn't yet been sighted by our observers but we remain optimistic that he'll be out there soon. All the others have been out in force – Samson and Moondancer are often photographed together but it is Kiwi who's our real 'character' as she seems to love coming up close for the cameras and we've captured her on film hundreds of times. They all have their own personalities – Moondancer is very elegant and curves out and into the water very smoothly, whereas Samson has a lot of energy – he's always leaping out of the water with great vigour. You'd probably expect him to be the youngest – he's not quite – that's Kiwi – but Samson's the latest of our dolphins to be chosen for the scheme. Kiwi makes a lot of noise so we can often pick her out straightaway. Echo and Moondancer are noisy too, but Moondancer's easy to find because she has a particularly large fin on her back, which makes her easy to identify. So, yes, they're all very different... Q16  
 Q17  
 Q18  
 Q19  
 Q20  
 INTERVIEWER: Well, they sound a fascinating group ...

### SECTION 3

MIA: Hi, Rob. How's the course going?  
 ROB: Oh, hi, Mia. Yeah, great. I can't believe the first term's nearly over.  
 MIA: I saw your group's performance last night at the student theatre. It was good.  
 ROB: Really? Yeah ... but now we have to write a report on the whole thing, an in-depth analysis. I don't know where to start. Like, I have to write about the role I played, the doctor, how I developed the character.  
 MIA: Well, what was your starting point?  
 ROB: Er ... my grandfather was a doctor before he retired, and I just based it on him.

- MIA: OK, but how? Did you talk to him about it?  
 ROB: He must have all sorts of stories, but he never says much about his work, even now. He has a sort of authority though.  
 MIA: So how did you manage to capture that?  
 ROB: I'd ... I'd visualise what he must have been like in the past, when he was sitting in his consulting room listening to his patients. Q21  
 MIA: OK, so that's what you explain in your report.  
 ROB: Right.  
 MIA: Then there's the issue of atmosphere – so in the first scene we needed to know how boring life was in the doctor's village in the 1950s, so when the curtain went up on the first scene in the waiting room, there was that long silence before anyone spoke. And then people kept saying the same thing over and over, like 'Cold, isn't it?' Q22  
 ROB: Yes, and everyone wore grey and brown, and just sat in a row.  
 MIA: Yes, all those details of the production.  
 ROB: And I have to analyse how I functioned in the group – what I found out about myself. I know I was so frustrated at times, when we couldn't agree.  
 MIA: Yes. So did one person emerge as the leader?  
 ROB: Sophia did. That was OK – she helped us work out exactly what to do, for the production. And that made me feel better, I suppose. Q23  
 MIA: When you understood what needed doing?  
 ROB: Yes. And Sophia did some research, too. That was useful in developing our approach.  
 MIA: Like what?  
 ROB: Well, she found these articles from the 1950s about how relationships between children and their parents, or between the public and people like bank managers or the police were shifting. Q24  
 MIA: Interesting. And did you have any practical problems to overcome?  
 ROB: Well, in the final rehearsal everything was going fine until the last scene – that's where the doctor's first patient appears on stage on his own.  
 MIA: The one in the wheelchair?  
 ROB: Yes, and he had this really long speech, with the stage all dark except for one spotlight – and then that stuck somehow so it was shining on the wrong side of the stage ... but anyway we got that fixed, thank goodness. Q25  
 MIA: Yes, it was fine on the night.

- MIA: But while you're here, Mia, I wanted to ask you about the year abroad option. Would you recommend doing that?  
 ROB: Yes, definitely. It's a fantastic chance to study in another country for a year.  
 MIA: I think I'd like to do it, but it looks very competitive – there's only a limited number of places.  
 ROB: Yes, so next year when you are in the second year of the course, you need to work really hard in all your theatre studies modules. Only students with good marks get places – you have to prove that you know your subject really well. Q26  
 MIA: Right. So how did you choose where to go?  
 ROB: Well, I decided I wanted a programme that would fit in with what I wanted to do after I graduate, so I looked for a university with emphasis on acting rather than directing for example. It depends on you. Then about six months before you go, you have to email the scheme coordinator with Q27

your top three choices. I had a friend who missed the deadline and didn't get her first choice, so you do need to get a move on at that stage. You'll find that certain places are very popular with everyone. Q28

ROB: And don't you have to write a personal statement at that stage?

MIA: Yes.

ROB: Right. I'll get some of the final year students to give me some tips ... Q29  
maybe see if I can read what they wrote.

MIA: I think that's a very good idea. I don't mind showing you what I did. And while you're abroad don't make the mistake I made. I got so involved I forgot all about making arrangements for when I came back here for the final year. Make sure you stay in touch so they know your choices for the optional modules. You don't want to miss out doing your preferred specialisms. Q30

ROB: Right.

## SECTION 4

Today, I want to talk about self-regulatory focus theory and how the actions of leaders can affect the way followers approach different situations. Self-regulatory focus theory is a theory developed by Tori Higgins. He says that a person's focus at any given time is to either approach pleasure or avoid pain. These are two basic motivations that each and every one of us has, and they cause us to have different kinds of goals. Promotion goals in different life situations emphasise achievement. Prevention goals are oriented towards the avoidance of punishment. Q31

In a specific situation, our thoughts might focus more on promotion goals or more on prevention goals. The theory suggests that two factors affect which goals we are focusing on. First, there is a chronic factor. This factor is connected to a person's personality and says that each person has a basic tendency to either focus more on promotion goals or focus more on prevention goals as part of his or her personality. Q32

Second, there is a situational factor which means that the context we are in can make us more likely to focus on one set of goals or the other. For example, we are more likely to be thinking about pleasure and to have promotion goals when we are spending time with a friend. Q33

In contrast, if we are working on an important project for our boss, we are more likely to try to avoid making mistakes and therefore have more prevention goals in our mind. Q34

Research has shown that the goals we are focusing on at a given time affect the way we think. For example, when focusing on promotion goals, people consider their ideal self, their aspirations and gains. They don't think about what they can lose, so they think in a happier mode. They feel more inspired to change. Q35

When people are focusing on prevention goals, they think about their "ought" self. What are they supposed to be? What are people expecting from them? They consider their obligations to others. As a result, they experience more anxiety and try to avoid situations where they could lose.

Now that I have talked about the two focuses and how they affect people, I want to look at the idea that the way leaders behave, or their style of leading, can affect the focus that followers adopt in a specific situation. Q36

In talking about leadership, we often mention transformational leaders and transactional leaders. Transformational leaders, when interacting with their followers, focus on their development. In their words and actions Q37

transformational leaders highlight change. Their speech is passionate and conveys a definitive vision. All of these things can encourage followers to think about what could be. In other words, they inspire a promotion focus in their followers. Q38

In contrast, transactional leaders focus on developing clear structures that tell their followers exactly what is expected of them. While they do explain the rewards people will get for following orders, they emphasise more how a follower will be punished or that a follower won't get rewarded if his or her behaviour doesn't change. In short, they emphasise the consequences of making a mistake. This emphasis will clearly lead followers to focus on avoiding punishment and problems. This is clearly a prevention focus. Q39

In conclusion, it is important to understand that one focus is not necessarily better than the other one. For a designer who works in a field where a lot of innovation is needed, a promotion focus is probably better. In contrast, a prevention focus which causes people to work more cautiously and produce higher quality work might be very appropriate for a job like a surgeon, for example. The main point of the research, though, is that the actions of leaders can greatly influence whether people approach a situation with more of a promotion focus or more of a prevention focus. Q40

## TEST 4

### SECTION 1

- R THORNDYKE: Thorndyke's.  
 EDITH: Good morning. Is that Mr Thorndyke?  
 R THORNDYKE: Speaking. How can I help?  
 EDITH: I've got quite a few things which need painting and fixing in the flat and I wonder whether you'd be able to do the work.  
 R THORNDYKE: I'm sure I'd be able to help but let me take down a few details.  
 EDITH: Yes, of course.  
 R THORNDYKE: Well, firstly, how did you hear about us?  
 EDITH: It was my friend May Hampton ... you did some excellent work for her a couple of years ago. Do you remember? *Example*  
 R THORNDYKE: Oh, yes, that was in West Park Flats, lovely lady.  
 EDITH: Yes, she is.  
 R THORNDYKE: And what's your name, please?  
 EDITH: It's Edith Pargetter. Q1  
 R THORNDYKE: Edith ... can you spell your surname, please?  
 EDITH: It's P-A-R-G-E-double T-E-R.  
 R THORNDYKE: Double T, right. And do you live in West Park Flats as well?  
 EDITH: No, actually it's East Park, Flat 4. Q2  
 R THORNDYKE: Oh, right, that's over the road, I seem to remember – quite difficult to get to.  
 EDITH: Yes, it's at the back of the library. Q3  
 R THORNDYKE: Right, I know. And what's your phone number?  
 EDITH: 875934 but I'm out a great deal in the afternoons and evenings.  
 R THORNDYKE: So would the best time to ring you be in the morning?  
 EDITH: Yes. Q4

**Source of IELTS Practice Exam 6 (Week 15):**

**Cambridge English Language Assessment. 2017. *Cambridge IELTS 12: Cambridge Official Preparation Material*. Test 5. Cambridge: Cambridge University Press. (Online) <http://www.ielts.org>. pp. 10-15**

# Test 5

## LISTENING

### SECTION 1 Questions 1–10

Complete the notes below.

Write **ONE WORD AND/OR A NUMBER** for each answer.

#### FAMILY EXCURSIONS

##### Cruise on a lake

###### Example

- Travel on an old ..... *steamship* .....

- Can take photos of the 1 ..... that surround the lake

##### Farm visit

- Children can help feed the sheep
- Visit can include a 40-minute ride on a 2 .....
- Visitors can walk in the farm's 3 ..... by the lake
- 4 ..... is available at extra cost

##### Cycling trips

- Cyclists explore the Back Road
- A 5 ..... is provided
- Only suitable for cyclists who have some 6 .....
- Bikes can be hired from 7 ..... (near the Cruise Ship Terminal)

- Cyclists need:
  - a repair kit
  - food and drink
  - a 8 ..... (can be hired)
- There are no 9 ..... or accommodation in the area

**Cost**

- Total cost for whole family of cruise and farm visit: 10 \$ .....

**SECTION 2**      **Questions 11–20**

*Questions 11–14*

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

**Talk to new kitchen assistants**

- 11 According to the manager, what do most people like about the job of kitchen assistant?
- A the variety of work
  - B the friendly atmosphere
  - C the opportunities for promotion
- 12 The manager is concerned about some of the new staff's
- A jewellery.
  - B hair styles.
  - C shoes.
- 13 The manager says that the day is likely to be busy for kitchen staff because
- A it is a public holiday.
  - B the head chef is absent.
  - C the restaurant is almost fully booked.
- 14 Only kitchen staff who are 18 or older are allowed to use
- A the waste disposal unit.
  - B the electric mixer.
  - C the meat slicer.

*Questions 15 and 16*

Choose **TWO** letters, **A–E**.

According to the manager, which **TWO** things can make the job of kitchen assistant stressful?

- A They have to follow orders immediately.
- B The kitchen gets very hot.
- C They may not be able to take a break.
- D They have to do overtime.
- E The work is physically demanding.

## Questions 17–20

What is the responsibility of each of the following restaurant staff?

Choose **FOUR** answers from the box and write the correct letter, **A–F**, next to Questions 17–20.

**Responsibilities**

- A training courses
- B food stocks
- C first aid
- D breakages
- E staff discounts
- F timetables

**Restaurant staff**

- 17 Joy Parkins .....
- 18 David Field .....
- 19 Dexter Wills .....
- 20 Mike Smith .....

**SECTION 3      Questions 21–30**

Questions 21–23

Choose the correct letter, A, B or C.

**Paper on Public Libraries**

- 21 What will be the main topic of Trudie and Stewart's paper?
- A how public library services are organised in different countries
  - B how changes in society are reflected in public libraries
  - C how the funding of public libraries has changed
- 22 They agree that one disadvantage of free digitalised books is that
- A they may take a long time to read.
  - B they can be difficult to read.
  - C they are generally old.
- 23 Stewart expects that in the future libraries will
- A maintain their traditional function.
  - B become centres for local communities.
  - C no longer contain any books.

Questions 24–30

Complete the notes below.

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

**Study of local library: possible questions**

- whether it has a 24 ..... of its own
- its policy regarding noise of various kinds
- how it's affected by laws regarding all aspects of 25 .....
- how the design needs to take the 26 ..... of customers into account
- what 27 ..... is required in case of accidents
- why a famous person's 28 ..... is located in the library
- whether it has a 29 ..... of local organisations
- how it's different from a library in a 30 .....

## SECTION 4 Questions 31–40

Complete the notes below.

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

### Four business values

Many business values can result in 31 .....

Senior managers need to understand and deal with the potential 32 ..... that may result.

#### Collaboration

During a training course, the speaker was in a team that had to build a 33 .....

Other teams experienced 34 ..... from trying to collaborate.

The speaker's team won because they reduced collaboration.

Sales of a 35 ..... were poor because of collaboration.

#### Industriousness

Hard work may be a bad use of various company 36 .....

The word 'lazy' in this context refers to people who avoid doing tasks that are 37 .....

#### Creativity

An advertising campaign for a 38 ..... was memorable but failed to boost sales.

Creativity should be used as a response to a particular 39 .....

#### Excellence

According to one study, on average, pioneers had a 40 ..... that was far higher than that of followers.

Companies that always aim at excellence may miss opportunities.

# Listening and Reading Answer Keys

## TEST 5

### LISTENING

#### Section 1, Questions 1–10

- 1 mountains
- 2 horse
- 3 garden(s)
- 4 lunch
- 5 map
- 6 experience
- 7 Ratchesons
- 8 helmet
- 9 shops
- 10 267

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#### Section 2, Questions 11–20

- 11 A
- 12 A
- 13 C
- 14 C
- 15&16 *IN EITHER ORDER*
- A
- E
- 17 F
- 18 C
- 19 D
- 20 B

#### Section 3, Questions 21–30

- 21 B
- 22 C
- 23 C
- 24 budget
- 25 employment
- 26 safety
- 27 insurance
- 28 diary
- 29 database
- 30 museum

#### Section 4, Questions 31–40

- 31 damage
- 32 side effects
- 33 bridge
- 34 confusion
- 35 smartphone
- 36 resources
- 37 unnecessary/not necessary
- 38 chocolate bar
- 39 problem
- 40 market share

#### If you score ...

0–15	16–24	25–40
you are unlikely to get an acceptable score under examination conditions and we recommend that you spend a lot of time improving your English before you take IELTS.	you may get an acceptable score under examination conditions but we recommend that you think about having more practice or lessons before you take IELTS.	you are likely to get an acceptable score under examination conditions but remember that different institutions will find different scores acceptable.

# Audioscripts

## TEST 5

### SECTION 1

- TC EMPLOYEE: Hi. Can I help you?
- VISITOR: I'd like to find out if you have any excursions suitable for families.
- TC EMPLOYEE: Sure. How about taking your family for a cruise? We have a steamship that takes passengers out several times a day – it's over 100 years old. *Example*
- VISITOR: That sounds interesting. How long is the trip?
- TC EMPLOYEE: About an hour and a half. And don't forget to take pictures of the mountains. *Q1*
- VISITOR: They're all around you when you're on the boat and they look fantastic.
- TC EMPLOYEE: OK. And I assume there's a café or something on board?
- VISITOR: Sure. How old are your children?
- TC EMPLOYEE: Er, my daughter's fifteen and my son's seven.
- VISITOR: Right. Well there are various things you can do once you've crossed the lake, to make a day of it. One thing that's very popular is a visit to the Country Farm. You're met off the boat by the farmer and he'll take you to the holding pens, where the sheep are kept. Children love feeding them!
- TC EMPLOYEE: My son would love that. He really likes animals.
- VISITOR: Well, there's also a 40-minute trek round the farm on a horse, if he wants. *Q2*
- TC EMPLOYEE: Do you think he'd manage it? He hasn't done that before.
- VISITOR: Sure. It's suitable for complete beginners.
- TC EMPLOYEE: Ah, good.
- VISITOR: And again, visitors are welcome to explore the farm on their own, as long as they take care to close gates and so on. There are some very beautiful gardens along the side of the lake which also belong to the farm – they'll be just at their best now. You could easily spend an hour or two there. *Q3*
- TC EMPLOYEE: OK. Well that all sounds good. And can we get lunch there? *Q4*
- VISITOR: You can, and it's very good, though it's not included in the basic cost. You pay when you get there.
- TC EMPLOYEE: Right.
- 
- VISITOR: So is there anything else to do over on that side of the lake?
- TC EMPLOYEE: Well, what you can do is take a bike over on the ship and then go on a cycling trip. There's a trail there called the Back Road – you could easily spend three or four hours exploring it, and the scenery's wonderful. They'll give you a map when you get your ticket for the cruise – there's no extra charge. *Q5*
- VISITOR: What's the trail like in terms of difficulty?
- TC EMPLOYEE: Quite challenging in places. It wouldn't be suitable for your seven-year-old. It needs someone who's got a bit more experience. *Q6*
- VISITOR: Hmm. Well, my daughter loves cycling and so do I, so maybe the two of us could go, and my wife and son could stay on the farm. That might work out quite well. But we don't have bikes here... is there somewhere we could rent them?
- TC EMPLOYEE: Yes, there's a place here in the city. It's called Ratchesons. *Q7*
- VISITOR: I'll just make a note of that – er, how do you spell it?

- TC EMPLOYEE: R-A-T-C-H-E-S-O-N-S. It's just by the cruise ship terminal.  
 VISITOR: OK.  
 TC EMPLOYEE: You'd also need to pick up a repair kit for the bike from there to take along with you, and you'd need to take along a snack and some water – it'd be best to get those in the city.  
 VISITOR: Fine. That shouldn't be a problem. And I assume I can rent a helmet from the bike place? Q8  
 TC EMPLOYEE: Sure, you should definitely get that. It's a great ride, but you want to be well prepared because it's very remote – you won't see any shops round there, or anywhere to stay, so you need to get back in time for the last boat. Q9  
 VISITOR: Yeah. So what sort of prices are we looking at here?  
 TC EMPLOYEE: Let's see, that'd be one adult and one child for the cruise with farm tour, that's \$117, and an adult and a child for the cruise only so that's \$214 dollars altogether. Oh, wait a minute, how old did you say your daughter was?  
 VISITOR: Fifteen.  
 TC EMPLOYEE: Then I'm afraid it's \$267 because she has to pay the adult fare, which is \$75 instead of the child fare which is \$22 – sorry about that. Q10  
 VISITOR: That's OK. Er, so how do ...

## SECTION 2

Good morning everyone. My name's Joy Parkins and I'm the restaurant manager. And I understand that none of you've had any previous experience as kitchen assistants? Well, you might be feeling a bit nervous now, but most of our kitchen assistants say they enjoy the work. OK, they might get shouted at sometimes, but it's nothing personal, and they're pleased that they have so many different things to do, which means they never get bored. And I'll tell you straightaway that if you do well, we might think about moving you up and giving you some more responsibility. Q11

Right, well, you've all shown up on time, which is an excellent start. Now I'm glad to see none of you have unsuitable footwear, so that's good – you need to be careful as the floors can get very wet and slippery. Those of you with long hair have got it well out of the way, but some of you'll need to remove your rings and bracelets – just put them somewhere safe for today, and remember to leave them at home tomorrow, as they can be a safety hazard. Q12

Now it's going to be a busy day for you all today – we don't have any tables free for this evening, and only a few for lunch. Fortunately we've got our Head Chef back – he was away on holiday all last week which meant the other chefs had extra work. Now, I'll tell you a bit more about the job in a minute but first, some general regulations. For all of you, whatever your age, there's some equipment you mustn't use until you've been properly trained, like the waste disposal system for example, for health and safety reasons. Then I think there are two of you here who are under 18 – that's Emma and Jake, isn't it? Right, so for you two, the meat slicer is out of bounds. And of course none of you are allowed to use the electric mixer until you've been shown how it works. Q13 Q14

Now you may have heard that this can be a stressful job, and I have to say that can be true. You'll be working an eight-hour day for the first week, though you'll have the chance to do overtime after that as well if you want to. But however long the hours are, you'll get a break in the middle. What you will find is that you're on your feet all day long, lifting and carrying, so if you're not fit now you soon will be! You'll find you don't have much chance to take it easy – when someone tells you to do something you need to do it straightaway – but at least we do have a very efficient air conditioning system compared with some kitchens. Q15 & Q16

Now let me tell you about some of the people you need to know. So as I said, I'm Joy Parkins Q17  
and I decide who does what during the day and how long they work for. I'll be trying to get  
 you to work with as many different people in the kitchen as possible, so that you learn while  
 you're on the job. One person whose name you must remember is David Field. If you injure Q18  
yourself at all, even if it's really minor, you must report to him and he'll make sure the incident  
is recorded and you get the appropriate treatment. He's trained to give basic treatment to  
 staff himself, or he'll send you off somewhere else if necessary. Then there's Dexter Wills – Q19  
he's the person you need to see if you smash a plate or something like that. Don't just leave  
 it and hope no one will notice – it's really important to get things noted and replaced or there  
 could be problems later. And finally, there's Mike Smith. He's the member of staff who takes Q20  
care of all the stores of perishables, so if you notice we're getting low in flour or sugar or  
something, make sure you let him know so he can put in an order.

OK, now the next thing ...

### SECTION 3

- TRUDIE: OK, Stewart. We need to start planning our paper on public libraries. Have you thought of an angle yet?
- STEWART: Well, there's so much we could look into. How libraries have changed over the centuries, for instance, or how different countries organise them. What do you think, Trudie?
- TRUDIE: Maybe we should concentrate on this country, and try and relate the changes in Q21  
libraries to external developments, like the fact that far more people can read than  
a century ago, and that the local population may speak lots of different languages.
- STEWART: We could include something about changes in the source of funding, too.
- TRUDIE: Yes, but remember we're only supposed to write a short paper, so it's probably best if we don't go into funding in any detail.
- STEWART: Right. Well, shall we just brainstorm a few ideas, to get started?
- TRUDIE: OK. We obviously need to look at the impact of new technology, particularly the internet. Now that lots of books have been digitalised, people can access them from their own computers at home.
- STEWART: And if everyone did that, libraries would be obsolete.
- TRUDIE: Yes.
- STEWART: But the digitalised books that are available online for free are mostly out of Q22  
copyright, aren't they? And copyright in this country lasts for 70 years after the  
author dies. So you won't find the latest best-seller or up-to-date information.
- TRUDIE: That's an important point. Anyway, I find it hard to concentrate when I'm reading a  
long text on a screen. I'd much rather read a physical book. And it takes longer to  
read on a screen.
- STEWART: Oh, I prefer it. I suppose it's just a personal preference.
- TRUDIE: Mm. I expect that libraries will go on evolving in the next few years. Some have already become centres where community activities take place, like local clubs meeting there. I think that'll become even more common.
- STEWART: I'd like to think so, and that they'll still be serving their traditional function, but I'm not so sure. There are financial implications, after all. What I'm afraid will happen is Q23  
that books and magazines will all disappear, and there'll just be rows and rows of  
computers. They won't look anything like the libraries we're used to.
- TRUDIE: Well, we'll see.

- TRUDIE: I've just had an idea. Why don't we make an in-depth study of our local public library as background to our paper?
- STEWART: Yes, that'd be interesting, and raise all sorts of issues. Let's make a list of possible things we could ask about, then work out some sort of structure. For instance, um, we could interview some of the staff, and find out whether the library has its own budget, or if that's controlled by the local council. Q24
- TRUDIE: And what their policies are. I know they don't allow food, but I'd love to find out what types of noise they ban – there always seems to be a lot of talking, but never music. I don't know if that's a policy or it just happens.
- STEWART: Ah, I've often wondered. Then there are things like how the library is affected by employment laws. I suppose there are rules about working hours, facilities for staff, and so on. Q25
- TRUDIE: Right. Then there are other issues relating to the design of the building and how customers use it. Like what measures does the library take to ensure their safety? Q26 They'd need floor coverings that aren't slippery, and emergency exits, for instance. Oh, and another thing – there's the question of the kind of insurance the library needs to have, in case anyone gets injured. Q27
- STEWART: Yes, that's something else to find out. You know something I've often wondered?
- TRUDIE: What's that?
- STEWART: Well, you know they've got an archive of local newspapers going back years? Well, next to it they've got the diary of a well-known politician from the late 19th century. Q28 I wonder why it's there. Do you know what his connection was with this area?
- TRUDIE: No idea. Let's add it to our list of things to find out. Oh, I've just thought – you know people might ask in the library about local organisations, like sports clubs? Well, I wonder if they keep a database, or whether they just look online. Q29
- STEWART: Right. I quite fancy finding out what the differences are between a library that's open to the public and one that's part of a museum, for example – they must be very different. Q30
- TRUDIE: Mmm. Then something else I'd like to know is ...

## SECTION 4

In public discussion of business, we take certain values for granted. Today I'm going to talk about four of them: collaboration, hard work, creativity and excellence. Most people would say they're all 'good things'. I'm going to suggest that's an over-simple view.

The trouble with these values is that they're theoretical concepts, removed from the reality of day-to-day business. Pursue values by all means, but be prepared for what may happen as a result. They can actually cause damage, which is not at all the intention. Q31

Business leaders generally try to do the right thing. But all too often the right thing backfires, if those leaders adopt values without understanding and managing the side effects that arise. Q32 The values can easily get in the way of what's actually intended.

OK. So the first value I'm going to discuss is collaboration. Er, let me give you an example. On a management training course I once attended, we were put into groups and had to construct a bridge across a stream, Q33 using building blocks that we were given. The rule was that everyone in the team had to move at least one building block during the construction. This was intended to encourage teamwork.

But it was really a job best done by one person. The other teams tried to collaborate on building the structure, and descended into confusion, with everyone getting in each other's way. Our team leader solved the challenge brilliantly. She simply asked everyone in the team to move a piece a few centimetres, to comply with the rule, and then let the person in the team with an aptitude for puzzles like this build it alone. We finished before any other team. My point is that the task wasn't really suited to teamworking, so why make it one? Q34

Teamwork can also lead to inconsistency – a common cause of poor sales. In the case of a smartphone that a certain company launched, one director wanted to target the business market, and another demanded it was aimed at consumers. The company wanted both directors to be involved, so gave the product a consumer-friendly name, but marketed it to companies. The result was that it met the needs of neither group. It would have been better to let one director or the other have his way, not both. Q35

Now industriousness, or hard work. It's easy to mock people who say they work hard: after all, a hamster running around in a wheel is working hard – and getting nowhere. Of course hard work is valuable, but only when properly targeted. Otherwise it wastes the resources that companies value most – time and energy. And that's bad for the organisation. Q36

There's a management model that groups people according to four criteria: clever, hard-working, stupid and lazy. Here 'lazy' means having a rational determination not to carry out unnecessary tasks. It doesn't mean trying to avoid work altogether. Most people display two of these characteristics, and the most valuable people are those who are both clever and lazy: they possess intellectual clarity, and they don't rush into making decisions. They come up with solutions to save the time and energy spent by the stupid and hard-working group. Instead of throwing more man-hours at a problem, the clever and lazy group looks for a more effective solution. Q37

Next we come to creativity. This often works well – creating an attention-grabbing TV commercial, for example, might lead to increased sales. But it isn't *always* a good thing. Some advertising campaigns are remembered for their creativity, without having any effect on sales. This happened a few years ago with the launch of a chocolate bar: subsequent research showed that plenty of consumers remembered the adverts, but had no idea what was being advertised. The trouble is that the creator derives pleasure from coming up with the idea, and wrongly assumes the audience for the campaign will share that feeling. Q38

A company that brings out thousands of new products may *seem* more creative than a company that only has a few, but it may be *too* creative, and make smaller profits. Creativity needs to be targeted, to solve a problem that the company has identified. Just coming up with more and more novel products isn't necessarily a good thing. Q39

And finally, excellence. We all know companies that claim they 'strive for excellence', but it takes a long time to achieve excellence. In business, being *first* with a product is more profitable than having the *best* product. A major study of company performance compared pioneers – that is, companies bringing out the *first* version of a particular product – with followers, the companies that copied and improved on that product. The study found that the pioneers commanded an average market share of 29 percent, while the followers achieved less than half that, only 13 percent – even though their product might have been better. Q40

Insisting on excellence in everything we do is time-consuming, wastes energy and leads to losing out on opportunities. Sometimes, second-rate work is more worthwhile than excellence. 'Make sure it's excellent' *sounds* like a good approach to business, but the 'just-get-started' approach is likely to be more successful.

**Source of IELTS Practice Exam 7 (Week 16):**

**IELTS Buddy. 2018. *Online IELTS Preparation*. Practice Test 2.  
<http://www.ieltsbuddy.com/ielts-listening-test.html> .**

## Advanced Listening

### IELTS BUDDY

#### Practice Test 2

### SECTION 1

#### Question 1-6

Hotel Information	
<i>Example answer</i>	
Name of accommodation:	(0) <i>Carlton Hotel</i>
Length of stay:	3 nights
Ages of children:	(1) .....
Rooms available:	Two en-suites at £270
Price inclusive of:	(2) .....
Payment method:	credit card
Name:	Michael (3) .....
Date of birth:	(4) .....1968
Address:	273, Stanton Court, London.
Post code:	(5) .....
Telephone:	08773 (6) .....

*Now pause the recording. You have 30 seconds to look at questions 7-10.*

#### Questions 7-10

Transport Options			
Mode of Transport	Cost	Arrangements	Travel time to town
Taxi	Approximately (7) £ .....	Pick up from the hotel	10 minutes
Bus	£2 per person	Walk down Oak Tree (8) .....	15 minutes
Walking	-----	Walk through (9) .....	(10) .....

**SECTION 2**

11. The company expanded in

- A  2000
- B  2007
- C  2014

12. The number of permanent staff is

- A  75
- B  90
- C  150

13. Most volunteers join the program

- A  in Winter
- B  in July
- C  when it is best for them

14. Time Abroad receives all its income from

- A  partner organisations  
 B  volunteers  
 C  the government

Volunteering Opportunity	Activity	Benefits
English Teaching	Helping with English (15) .....	Significantly improve the (16) ..... of many children and adults
Agriculture and Farming	Promoting sustainable and (17) ..... farming	- Promote (18) ..... farming methods - educate local communities
Veterinary Medicine	- Helping the vet with (19) ..... - Joining the vet on home visits	- Amazing insights into the country - See a lot of fascinating animals - Gain a greater ((20) ..... of the difficulties in the country

SECTION 3

Questions 21 - 23

Choose the correct letter A, B or C.

21 How long did Louise work at a radio station?

- A  2 years  
 B  4 years  
 C  6 years

22 Why does Louise want to do a Masters?

- A  To get a promotion in her current job
- B  To go into TV
- C  Employers like post-graduate qualifications

23 How long will it take to do the Masters part-time rather than the modular route?

- A  18 months
- B  3 years
- C  4 years

**Questions 24 and 25**

Choose **TWO** letters A-F.

Which **two** things **must** Louise have to join the course?

- A  A bachelor's degree
- B  Work experience
- C  Either a bachelor's degree or work experience
- D  Research experience
- E  A completed thesis
- F  Motivation

**Questions 26-30**

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

**Fees and Funding**

The fees are (26) .....per year to do the course part-time. The university has a (27) .....it can use to fund the most suitable students. You must have a (28) .....in place before you can get any funding. The details on funding can be found on the (29) ..... That will also have information on eligibility, help available, and (30) .....

**SECTION 4**

**Questions 31 – 35**

Complete the sentences below

Write **ONE WORD ONLY** for each answer

31. Indian Railways is owned and .....by the government of India.
32. There are more than .....million people working for Indian Railways
33. The .....of the railways from 1857 occurred under Robert Maitland Brereton.
34. The joining of the East Indian Railway with the Great Indian Peninsula Railway led to a network of .....kilometres.
35. The route from Bombay to Calcutta, opened in 1870, was an .....for the book *Around the World in 80 days*.

### Questions 36-40

Complete the table below

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

Period	Situation
1875 - 1899	The network radiated inward from (36) V, Madras, and Calcutta
1900 - 1906	It was not long before various independent kingdoms had their own (37) .....
1907 - 1919	When the war finished the railways were suffering from (38) and .....
1920 - 1938	Between 1920 and 1929, the railways had a (39) .....of around £687 million
1939 - 1946	The rolling stock that was moved to the Middle East included locomotives and (40) .....

**IELTS BUDDY Practice TEST 2 (SECTION 1)**

**<http://www.ieltsbuddy.com/ielts-listening-test-part-1-practice.html>**

*Question 1-6*

<b>Hotel Information</b>	
<i>Example answer</i>	
Name of accommodation:	(0) <i>Carlton Hotel</i>
Length of stay:	3 nights
Ages of children:	(1) <input type="text" value="9 and 12"/>
Rooms available:	Two en-suites at £270
Price inclusive of:	(2) <input type="text" value="tax"/>
Payment method:	credit card
Name:	Michael (3) <input type="text" value="fernsby"/>
Date of birth:	(4) <input type="text" value="october 15th"/> 1968
Address:	273, Stanton Court, London.
Post code:	(5) <input type="text" value="w c2d, 5jh"/>
Telephone:	08773 (6) <input type="text" value="879456"/>

*Now pause the recording. You have 30 seconds to look at questions 7-10.*

*Questions 7-10*

<b>Transport Options</b>			
Mode of Transport	Cost	Arrangements	Travel time to town
Taxi	Approximately (7) £ <input type="text" value="15 pounds"/>	Pick up from the hotel	10 minutes
Bus		Walk down Oak Tree (8) <input type="text" value="avaneue"/>	15 minutes

	£2 per person		
Walking	-----	Walk through (9) <input type="text" value="the nice park"/>	(10) <input type="text" value="30 minutes"/>

## SECTION 2

<http://www.ieltsbuddy.com/ielts-listening-test-part-2-practice.html>

11 The company expanded in

A  2000

B  2007

C  2014

12 The number of permanent staff is

A  75

B  90

C  150

13 Most volunteers join the program

A  in Winter

B  in July

C  when it is best for them

14 Time Abroad receives all its income from

A  partner organisations

B  volunteers

C  the government

Volunteering Opportunity	Activity	Benefits
English Teaching	Helping with English (15) <input type="text" value="conversation"/>	Significantly improve the (16) <input type="text" value="learning experience"/> of many children and adults
Agriculture and Farming	Promoting sustainable and (17) <input type="text" value="responsible"/> farming	- Promote (18) <input type="text" value="organic"/> farming methods - educate local communities
Veterinary Medicine	- Helping the vet with (19) <input type="text" value="sick animals"/> - Joining the vet on home visits	- Amazing insights into the country - See a lot of fascinating animals - Gain a greater ((20) <input type="text" value="understanding"/> of the difficulties in the country

### SECTION 3

<http://www.ieltsbuddy.com/ielts-listening-test-part-3-practice.html>

#### Questions 21 - 23

Choose the correct letter A, B or C.

21 How long did Louise work at a radio station?

A  2 years

B  4 years

C  6 years

22 Why does Louise want to do a Masters?

A  To get a promotion in her current job

B  To go into TV

C  Employers like post-graduate qualifications

23 How long will it take to do the Masters part-time rather than the modular route?

A  18 months

B  3 years

C  4 years

### Questions 24 and 25

Choose **TWO** letters A-F.

Which **two** things **must** Louise have to join the course?

A  A bachelor's degree

B  Work experience

C  Either a bachelor's degree or work experience

D  Research experience

E  A completed thesis

F  Motivation

### Questions 26-30

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

**Fees and Funding**

The fees are (26)  per year to do the course part-time. The university has a (27)  it can use to fund the most suitable students. You must have a (28)  in place before you can get any funding. The details on funding can be found on the (29) . That will also have information on eligibility, help available, and (30) .

### SECTION 4

<http://www.ieltsbuddy.com/ielts-listening-test-part-4-practice.html>

### Questions 31 – 35

Complete the sentences below

Write **ONE WORD ONLY** for each answer

31. Indian Railways is owned and  by the government of India.
32. There are more than  million people working for Indian Railways
33. The  of the railways from 1857 occurred under Robert Maitland Brereton.
34. The joining of the East Indian Railway with the Great Indian Peninsula Railway led to a network of  kilometres.
35. The route from Bombay to Calcutta, opened in 1870, was an  for the book *Around the World in 80 days*.

### Questions 36-40

Complete the table below

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

Period	Situation
1875 - 1899	The network radiated inward from (36) <input type="text" value="Bombay"/> , Madras, and Calcutta
1900 - 1906	It was not long before various independent kingdoms had their own (37) <input type="text"/>
1907 - 1919	When the war finished the railways were suffering from (38) <input type="text" value="rail(way) systems"/> and <input type="text" value="disrepair / collapse (IN)"/>
1920 - 1938	Between 1920 and 1929, the railways had a (39) <input type="text" value="capital value"/> of around £687 million
1939 - 1946	The rolling stock that was moved to the Middle East included locomotives and (40) <input type="text" value="coaches"/>

**Source of IELTS Practice Exam 8 (Week 16):**

**IELTS Buddy. 2018. *Online IELTS Preparation. Practice Test 3.***  
**<http://www.ieltsbuddy.com/ielts-listening-test.html>** .

**Advanced Listening**

**IELTS BUDDY**

**Practice 3**

**SECTION 1**

**Questions 1 - 5**

**Customer Details:**

They will be coming to London on (1) .....

He's going with his sister and his (2) .....

**Tour Details:**

Bus Tour

The cost is (3) £ .....for adults and (4) £ .....for children

Tours start at 7am and finish at (5) .....

### Questions 6-8

Choose *TWO* letters A-G.

6-8. Which **three** places does the tourist decide he's likely to see?

- A  Buckingham Palace
- B  Big Ben
- C  Harrods
- D  Houses of Parliament
- E  Hyde Park
- F  St Paul's Cathedral
- G  London Eye

### Questions 9-10

Choose the correct letter A, B or C.

9. How will the tourist buy the tickets?

- A  By phone
- B  Online
- C  On the bus

10. How long before he leaves should he buy his tickets?

- A  1 week
- B  6 weeks
- C  3 months

## SECTION 2

### Questions 11-12

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

11. Each day, pandas need to eat:

- A  Very little nutrition
- B  12-38 kg of bamboo
- C  330 pounds of bamboo

12. If pandas are cared for away from the wild, they can live for approximately:

- A  6 months
- B  14-20 years
- C  30 years

### Questions 13-14

Choose *TWO* letters *A-E*.

Select two things that are endangering pandas:

- A  Public awareness
- B  Ecotourism
- C  Poaching
- D  Other wildlife
- E  Building of roads and railroads

**Questions 15-16**

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

15. What proportion of the panda population in China is protected by reserves?  
.....

16. What did the WWF create which encouraged people to support pandas?  
.....

**Questions 17 - 20**

Write **NO MORE THAN ONE WORD AND / OR A NUMBER**.

**Reasons that pandas may not be worth saving:**

They are extremely (17) .....to look after

They have a diet that is not (18) .....

They get sick easily and are hard to breed

**Reasons that pandas should not be allowed to die out:**

They are in danger because (19) ..... are damaging the forests

We should protect their homes because other animals live there

The number of pandas in the wild is (20) ..... so they will not become extinct

### SECTION 3

#### Questions 21 - 22

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

21 What is the problem that the students are having with the project? .

- A  The readings are too difficult
- B  The readings are not interesting
- C  The project is taking too long

22 When can extensions be granted?

- A  Problems with planning
- B  Illness or accidents
- C  Scheduling issues

**Questions 23-27**

*What main problem do the students suggest each company has. Match the company to the problem. The first has been done for you.*

Choose your answers from the box and write the letters **A–G** next to questions 23–27.

- A** knowledge about their customers
- B** long-term gain
- C** competition
- D** customer satisfaction
- E** employees
- F** external factors-

Example  
E. Stacks Stationary

- 23. .... Princeton Windows
- 24. .... MK Cars
- 25. .... Lakeside Golf
- 26. .... Bryson's Meats
- 27. .... Mojo's Music Shop

**Questions 28-30**

Which opinion does each person express about Mojo's Music?

*Choose your answers from the box and write the letters A-F next to questions 28-30.*

- |   |
|---|
| <p><b>A</b> It has good managers</p> <p><b>B</b> It has been operating for too long</p> <p><b>C</b> There aren't enough music shops</p> <p><b>D</b> It needs more innovative marketing</p> <p><b>E</b> It will close down in the end</p> <p><b>F</b> It has a good long-term future</p> |
|---|

28. .... Sarah  
29. .... John  
30. .... Neil

## SECTION 4

### *Questions 31-40*

*Complete the notes below*

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

#### **Behaviour of Dolphins**

- almost 40 species of dolphin
- found (31) .....
- usually in shallower seas
- carnivores

#### **SOCIALISING**

- very sociable and live in pods
- super-pods may have more than (32) .....dolphins
- have strong social bonds
- help other animals - Moko helped a whale and calf escape from (33) .....
- have been known to assist swimmers

#### **CULTURE**

- discovered in May 2005 that young bottle nose dolphins learn to (34) .....
- dolphins pass knowledge from mothers to daughters, whereas primates pass to (35) .....

## AGGRESSION

- dolphins may be aggressive towards each other
- Like humans, this is due to disagreements over (36) .....and competition for females
- Infanticide sometimes occurs and the killing of porpoises

## FOOD

- dolphins have a variety of feeding methods, some of which are (37) .....to one population
- Methods include:
  - herding
  - coralling
  - (38) .....or strand feeding
  - whacking fish with their flukes

## PLAYING

- have a variety of playful activities
- common behaviour with an object or small animal include:
  - carrying it along
  - passing it along
  - (39) .....away from another dolphin
  - throwing it out the water
- may harass other animals
- playful behaviour may include other (40) .....such as humans

**Advanced Listening****IELTS BUDDY****Practice 3**

<http://www.ieltsbuddy.com/ielts-listening-practice-test-online.html>

**SECTION 1****Questions 1 - 5**

<p><b>Customer Details:</b></p> <p>They will be coming to London on (1) <input type="text" value="10 July"/></p> <p>He's going with his sister and his (2) <input type="text" value="parents"/></p> <p><b>Tour Details:</b></p> <p>Bus Tour</p> <p>The cost is (3) £ <input type="text" value="29"/> for adults and (4) £ <input type="text" value="14"/> for children</p> <p>Tours start at 7am and finish at (5) <input type="text" value="64"/></p>
--

**Questions 6-8**

Choose *TWO* letters *A-G*.

6-8. Which **three** places does the tourist decide he's likely to see?

- A  Buckingham Palace
- B  Big Ben
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9. How will the tourist buy the tickets?

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- B  6 weeks
- C  3 months

**SECTION 2**

**<http://www.ieltsbuddy.com/ielts-listening-practice-part-two.html>**

**Questions 11-12**

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

11. Each day, pandas need to eat:

- A  Very little nutrition
- B  12-38 kg of bamboo
- C  330 pounds of bamboo

12. If pandas are cared for away from the wild, they can live for approximately:

- A  6 months
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- C  30 years

**Questions 13-14**

*Choose TWO letters A-E.*

Select two things that are endangering pandas:

- A  Public awareness
- B  Ecotourism
- C  Poaching
- D  Other wildlife
- E  Building of roads and railroads

### Questions 15-16

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

15. What proportion of the panda population in China is protected by reserves?

61%

16. What did the WWF create which encouraged people to support pandas?

a logo

### Questions 17 - 20

Write **NO MORE THAN ONE WORD AND / OR A NUMBER**.

#### Reasons that pandas may not be worth saving:

They are extremely (17) expensive to look after

They have a diet that is not (18) very nutritious

They get sick easily and are hard to breed

#### Reasons that pandas should not be allowed to die out:

They are in danger because (19) humans are damaging the forests

We should protect their homes because other animals live there

The number of pandas in the wild is (20) increasing so they will not become extinct

**SECTION 3****Questions 21 - 22**

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

21 What is the problem that the students are having with the project?

- A  The readings are too difficult
- B  The readings are not interesting
- C  The project is taking too long

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- A  Problems with planning
- B  Illness or accidents
- C  Scheduling issues

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Choose your answers from the box and write the letters **A–G** next to questions 23–27.

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<b>B</b> long-term gain
<b>C</b> competition
<b>D</b> customer satisfaction
<b>E</b> employees
<b>F</b> external factors

Example
---------

E. Stacks Stationary
----------------------

23. 

B
---

 Princeton Windows

24. 

A
---

 MK Cars

25. 

D
---

 Lakeside Golf

26. 

F
---

 Bryson's Meats

27. 

C
---

 Mojo's Music Shop

**Questions 28-30**

Which opinion does each person express about Mojo's Music?

Choose your answers from the box and write the letters A-F next to questions 28-30.

- A It has good managers
- B It has been operating for too long
- C There aren't enough music shops
- D It needs more innovative marketing
- E It will close down in the end
- F It has a good long-term future

28.  Sarah

29.  John

30.  Neil

## SECTION 4

### Questions 31-40

Complete the notes below

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

#### Behaviour of Dolphins

- almost 40 species of dolphin
- found (31) worldwide
- usually in shallower seas
- carnivores

#### SOCIALISING

- very sociable and live in pods
- super-pods may have more than (32) 1000 dolphins
- have strong social bonds
- help other animals - Moko helped a whale and calf escape from (33) shallow water
- have been known to assist swimmers

#### CULTURE

- discovered in May 2005 that young bottlenose dolphins learn to (34) use tools
- dolphins pass knowledge from mothers to daughters, whereas primates pass to (35) both sexes

## AGGRESSION

- dolphins may be aggressive towards each other
- Like humans, this is due to disagreements over (36) companions and competition for females
- Infanticide sometimes occurs and the killing of porpoises

## FOOD

- dolphins have a variety of feeding methods, some of which are (37) exclusive to one population
- Methods include:
  - herding
  - coralling
  - (38) beach or strand feeding
  - whacking fish with their flukes

## PLAYING

- have a variety of playful activities
- common behaviour with an object or small animal include:
  - carrying it along
  - passing it along
  - (39) taking it away from another dolphin
  - throwing it out the water
- may harass other animals
- playful behaviour may include other (40) species such as humans

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