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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

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.

The Origin of Superstitions	
(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

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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.

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

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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

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.

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...

- 'Lucky' people really are luckier than 'unlucky' people
- Some unlucky people are luckier than they think they are.
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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

ADVANCED LISTENING**IELTS LISTENING**

<http://www.examenglish.com>

Practice 2

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

Section 1

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- tower
- dirty neighbourhood**
- market

2. She wants to _____.

- propose
- persuade
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- children
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- 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 _____.

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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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.

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
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- which people want to buy a house as soon as possible

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- through an estate agent
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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 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.

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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.

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

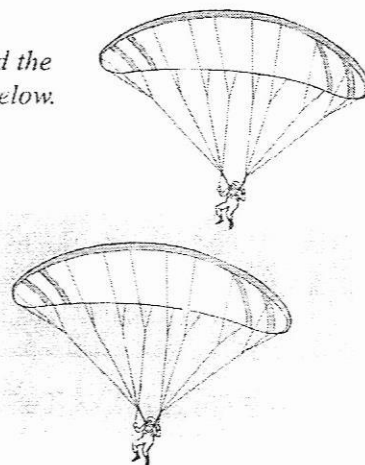
Listen to the telephone conversation between a student and the owner of a paragliding school and answer the questions below.

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.

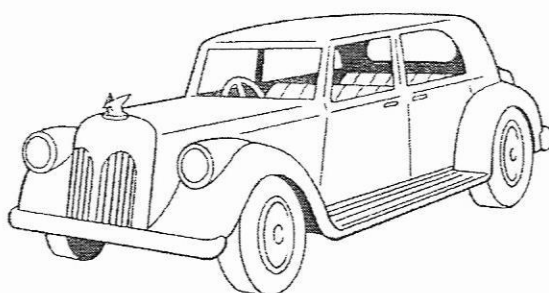
Which weekend do the girls decide to go?

.....

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:

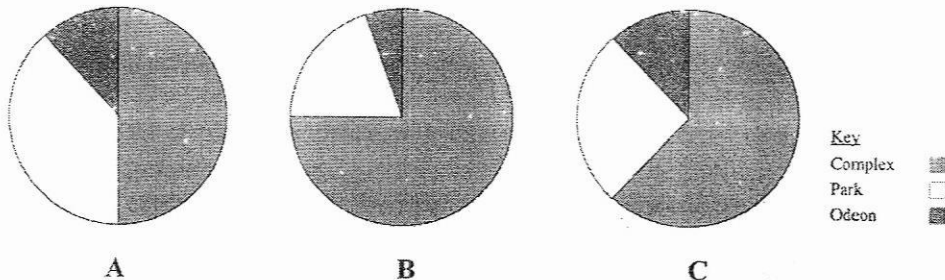
Title of project: 21

Focus of project: entertainment away from 22

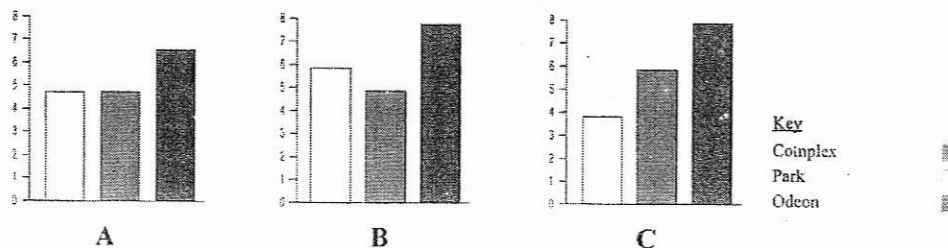
Questions 23–26

Circle the correct letters A–C.

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



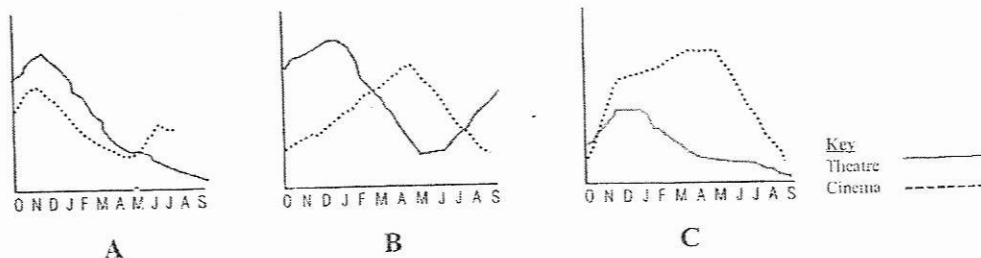
- 24 Which graph shows the relative popularity of different cinemas?



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.

✗ 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

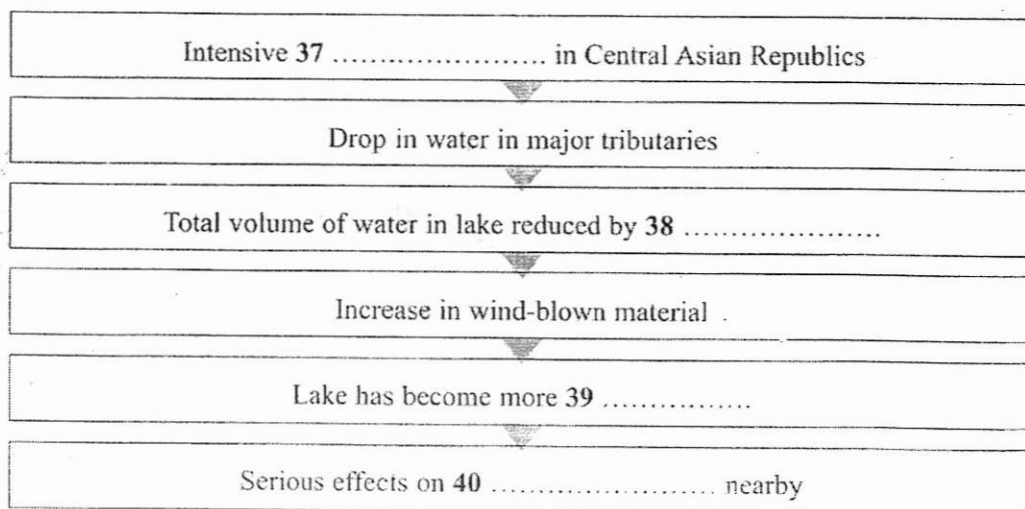
Complete the table using **NO MORE THAN THREE WORDS** for each answer.

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?
Man: We're pretty keen cyclists.
Maria: 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 historically 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 nern 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 chart¹ 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

¹British: 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 catalog¹
- 25 admissions form
- 26 admissions requirements
- 27 information about professors
- 28 parking pass

¹British: 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 program¹
 - C A free bus pass
- 30 How can a student get financial assistance?
- A Speak with a counselor²
 - 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.

¹British: programme
²British: 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"/>
2		<input type="checkbox"/> 2 <input type="checkbox"/>
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
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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.