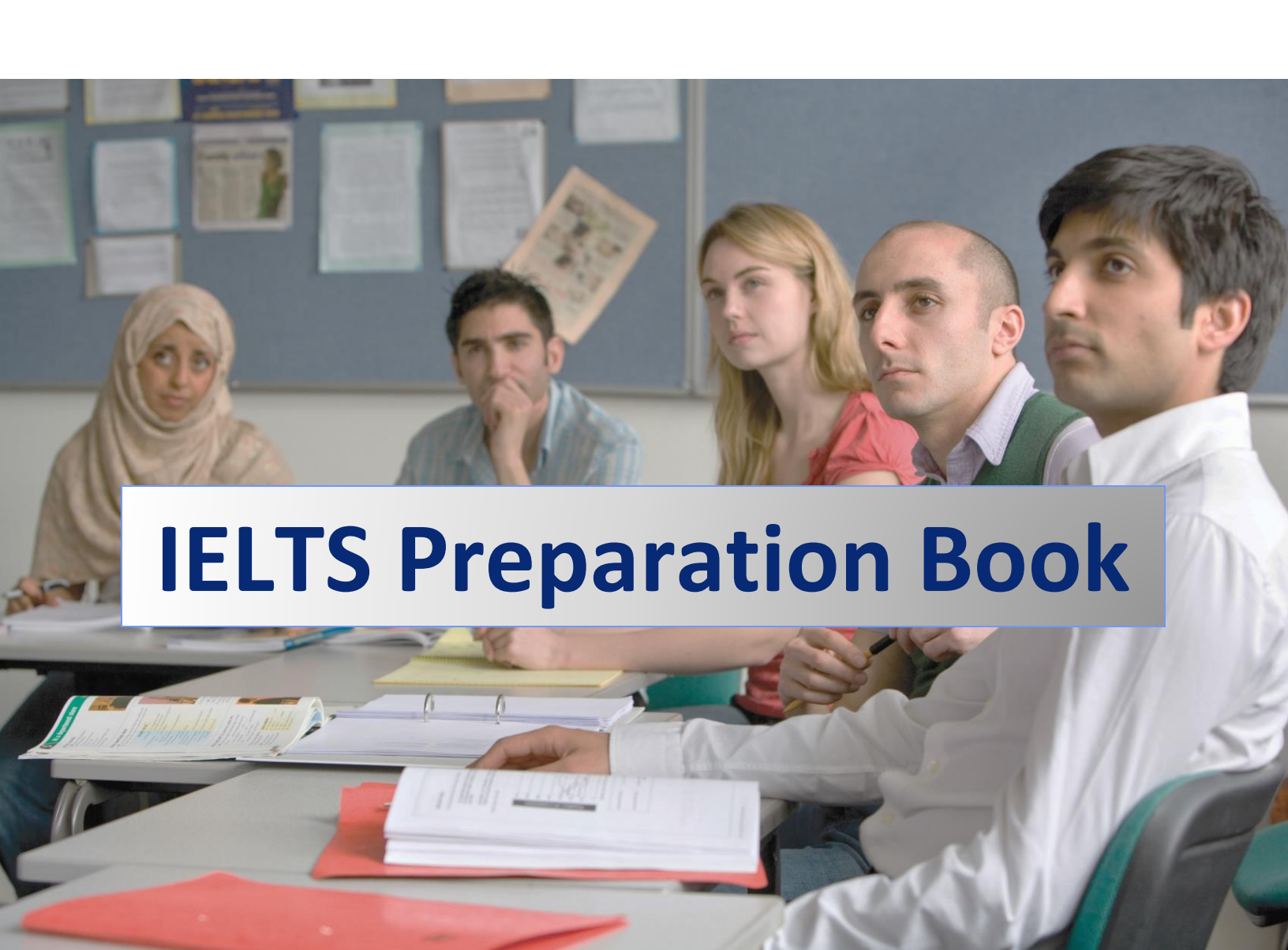


A photograph of five students sitting at desks in a classroom. From left to right: a woman wearing a beige hijab, a man with dark hair resting his chin on his hand, a woman with blonde hair, a man with a shaved head wearing a green vest, and a man with dark hair. They are all looking towards the left side of the frame. In the foreground, there are several open books and papers on the desks, including a red folder. A semi-transparent grey box with a blue border is overlaid on the middle of the image, containing the title text.

IELTS Preparation Book

Listening Module

IELTS Test Venue (NZ300) & Registration Centre

Level 1, 357 Great North Road
Henderson, Auckland
New Zealand
Tel: 6499742943
<https://www.futureedenglish.co.nz/>



Course Outline

Lesson A.4 – Listening (1st Class) p. 01

- Listening to names, numbers and places: listening to details
- Predicting answers
- Practice listening test

Lesson B.5 – Listening (2nd Class) p. 24

- Practice listening test
- Analysis of an interview with a candidate (Dai Fen)

Lesson C.4 – Listening (3rd Class) p. 38

- Listening to Sections 2,3 & 4
- Practice listening test

Lesson D.5 – Listening (4th Class) p. 66

- Listening to numbers and names (listening to details)
- Listening practice – Sections 1 & 2
- Listening practice test (full test)

Lesson A.4 – Listening (1st Class)

Overview of the listening module

Duration and format

The Listening Module takes around 30 minutes. There are 40 questions in four sections.

The Listening Module is recorded on a CD and is played **ONCE** only.

During the test, time is given for candidates to read the questions and write down and check their answers. Answers are written on the Question Paper as candidates listen. When the recording ends, candidates have 10 minutes to transfer their answers to an Answer Sheet.

Task types

The first two sections are concerned with social needs. There is a conversation between two speakers and then a monologue. For example – a conversation about travel arrangements or decisions on a night out, and a speech about student services on a University campus or arrangements for meals during a conference.

The final two sections are concerned with situations related more closely to educational or training contexts. There is a conversation between up to four people and then a further monologue. For example - a conversation between a tutor and a student about an assignment or between three students planning a research project, and a lecture or talk of general academic interest.

A range of English accents and dialects are used in the recordings which reflects the international usage of IELTS.

A variety of questions are used, chosen from the following types:

- multiple choice
- short-answer questions
- notes/summary/diagram/flow-chart/table completion
- sentence completion
- Classification
- labeling a diagram which has numbered parts
- matching

Marking and Assessment

One mark is awarded for each correct answer in the 40 item test.

A confidential band score conversion table is produced for each version of the Listening Module, which translates scores out of 40 into the IELTS 9-band scale. Scores are reported as a whole band or a half band. Care should be taken when writing answers on the Answer Sheet as poor spelling and grammar are penalised.

About the different sections of the Listening Test

Section 1

- It is a conversation, generally between two speakers.
- It is usually divided into two parts.
- First, you are given a little time [on more than 30 seconds] to look at the questions for Section 1.
- Then, you will hear an example.
- After the example, you will hear the correct answer.
- You will then have a little more time [about 20-30 seconds] to look at the questions for the first part of Section 1.

Section 2

- It is a monologue; that is, there is only one speaker.
- It is often in two parts.
- You are given time to look at the questions.
- You will not hear a spoken example, but there may be a written example in a shaded box in the booklet.
- The topic is one of general interest to any member of the community.

Section 3

- It is a conversation between two or more speakers.
- It is usually in two parts.
- You are given time to look at the questions.
- There is no example on the cassette tape.
- The topic is often related to student life.

Section 4

- It is a monologue.
- It is usually not divided into parts, although there may be short pauses.
- There is often a written example in the question booklet, but there is not a separate spoken example.
- The questions to this section are often in the form of notes or a summary to be completed. However, there is sometimes a mixture of question types, as in Listening test section 3 in this book.
- It is usually a short talk or lecture similar to what you might hear at the beginning of a course, but you do not need specialist knowledge to understand the ideas presented.

Listening Test Tips and Strategies

- You will need a soft pencil to fill your candidate number and other information and to answer the questions. Do not use a pen on your answer sheet.
- If you don't know the answer, guess. No points are taken off for wrong answers.
- Identify the context. Try and predict the answers before you hear the tape. The test is much easier if you have some idea of what you are listening for before you listen.
 - study all diagrams and questions quickly
 - highlight/underline keywords in questions
- Study the choices available as answers.
 - eliminate unlikely answers
 - predict possible answers
- Check form of answer required. Make sure you follow the instructions. You may not receive marks for answers written incorrectly onto the answer sheet.
- Always look at two or more questions at all times.
- Write answers as you listen.
- Don't try to listen to every word. Listen specifically for the answers to the questions.
- If you don't hear the answer to a question, go on to the next. It is only one mark lost.
- Often there is a large amount of dialogue between questions. So don't worry if you listen for a long time without hearing anything that helps you answer a question.
- The words in the answer choices are often synonyms of the words you hear.



Exercise 1: Names, numbers and places

This exercise will give you practice in listening to numbers, letters and place names and writing them while you are listening. Listen and write your answers as you hear them.

1. Could you spell your last name please? _____	11. Do you have your membership number handy? _____
2. What's your student number? _____	12. What's the flight number? _____
3. Do you have a fax number? _____	13. What time does it leave? _____
4. What's the registration number of your car? _____	14. Do you know her medical card number? _____
5. When do I have to return these books? _____	15. When are your exams? _____
6. What's the number of the bus? _____	16. Can I have your passport number? _____
7. What time should we be there? _____	17. I'll need your account number for that. _____
8. Where are they going? _____	18. What is the number of the part for the washing machine? _____
9. Could you spell that for me please? _____	19. How old did you say he was? _____
10. How long before that will be ready? _____	20. What percentage of men would you say actually help with housework? _____

Answers to listening to names, numbers and places

1. Could you spell your last name please?

Yes, certainly. It's G-R-E-A-V-E-S.

2. What's your student number?

J304W-M-B.

3. Do you have a fax number?

It's 02 173926.

4. And what's the registration number of your car?

B-V9258J-G.

5. When do I have to return these books?

By 15 July.

6. What's the number of the bus?

Seventy.

The number 17?

Seventy.

7. What time should we be there?

Not too early. About 9:00.

8. Where are they going?

To Budapest.

Was that Bucharest?

No, Budapest.

9. Could you spell that for me please?

V-E-X-A-T-I-O-U-S.

10. How long before that will be ready?

It usually takes a couple of weeks, so I'd say the 30th.

11. Do you have your membership number handy? Yeah. J 23 IA.

12. What's the flight number?

QF518.

13. What time does it leave?

14:00 hours.

14. Do you know her medical card number?

P-N 9 6 K-J.

15. When are your exams?

On the 16th and the 19th.

16. Can I have your passport number?

9 1 2 00 8 C-Y.

17. I'll need your account number for that.

Fine. It's 300674-4115-18.

18. Can I help you madam?

I need a new spindle for a washing machine.

Do you know the part number?

Yeah, it's A 7 5 U-T 9 0.

19. How old did you say he was?

Eighty.

Only 18?

No, eighty.

20. What percentage of men would you say actually help with housework?

Oh about 15 per cent.

Did you say 50?

No, fifteen.



Exercise 2: Predict Answers - Section 3 1

The main strategies are:

- Analysing the questions
- Familiarising yourself with the form of the answers
- Predicting possible answers
- Eliminating unlikely answers
- Preparing yourself to distinguish voices

Now look at the questions for Section 3 of this test and analyse the questions.

Complete the table. Use **NO MORE THAN THREE WORDS** for each answer. (Note: X means information not given.)

	Reading	Essays	Lectures	Seminars
Lisa	too interesting	handwriting word limit	(23)	(25)
Sasha	(20)	(22)	(24)	(26)
Olaf	(21)	plagiarism	X	(27)

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

28. Who are Lisa, Olaf and Sasha?

- A. Lisa is a lecturer. Olaf and Sasha are students.
- B. They are all first year international students.
- C. Olaf and Sasha are international students. Lisa is their tutor.
- D. Lisa is a local student. Olaf and Sasha are international students.

29. What does Lisa think of Sasha's last seminar paper?

- A. It was like a lecture.
- B. It was professional.
- C. It was rather boring.
- D. She couldn't believe it.



Test Tips

- Don't worry if you hear a lot of extra information between questions.
- The information you need to answer a question is often repeated.
- The words in the answer choices are often synonyms of the words you hear

¹ Sahanaya, W., Lindeck, J. .2002, IELTS Preparation and Practice, Listening & Speaking, OUP


Exercise 3: Predict Answers - Section 4 2

The main strategies are:

- Reading the notes or summary quickly
- Predicting possible answers
- Taking notes as you listen

Now look at the questions for Section 4 of this test and analyse the questions.

Complete the following lecture summary. Write **NO MORE THAN THREE WORDS** for each answer.

South-East Asian Traditions	
Example	Answer
Course Coordinator	Paul Stange
• Course materials two textbooks—Osborne and Legge (30) (31) can get textbooks from (32) and other materials from Paul Stange after this lecture. Two of the readings difficult, but Bender (33)Smail Both very important because help develop (34) • Course structure Main course focus is on (35)of South-East Asia. Influences from (36)and (37) These influences have been both (38) and social. The emphasis is on (39) between past influences and present cultural patterns. • Relation to other courses Later courses focus more on political and economic aspects of modern period. This course serves as (40) to later courses.	

Answers – listening test

Section 3:

Question 20-29

- 20. too much
- 21. new words
- 22. getting own ideas
- 23. too many / too early / not enough time
- 24. boring / not interesting
- 25. interesting / get(s) (most) benefit(s) / new information
- 26. give / giving presentations / reading seminar papers
- 27. people argue / disagree
- 28. D
- 29. B

Section 4:

Question 30-35

- 30. study guide
- 31. course reader
- 32. university book shop
- 33. more difficult than / more challenging than
- 34. understanding / understanding of cultures / cross-cultural sensitivity
- 35. cultural history

Question 36-40

- 36. India / Indian
- 37. China / Chinese
- 38. cultural / religious / trade / trading
- 39. links / connections
- 40. background / basis / base



6.3 Listening: Practice and Analysis

You are now going to listen to an IELTS Listening test. You may use the Listening Answer Sheet to copy your answers after the listening.

IELTS PRACTICE TEST3

LISTENING

TIME ALLOWED: 30 minutes

NUMBER OF QUESTIONS: 40

Instructions

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

There will be time for you to read the instructions and questions and you will have a chance to check your work.

*All the recordings will be played **ONCE** only.*

The test is in four sections. Write your answers in the Listening question booklet.

At the end of the test you will be given ten minutes to transfer your answers to an answer sheet.

Now turn to Section 1 on the next page

SECTION 1

Question 1-10

Questions 1-3

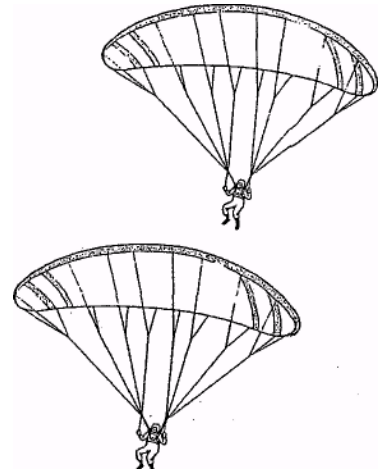
Listen to the telephone conversation between a student and the owner of a paragliding school and answer the questions below.

Circle the correct letters A-D.

Example

Which course does the man suggest?

- A 2 day
☒ B 4 day
C 5 day
D 6 day



1. How much is the beginner's course?
 - A. \$190
 - B. \$320
 - C. \$330
 - D. \$430

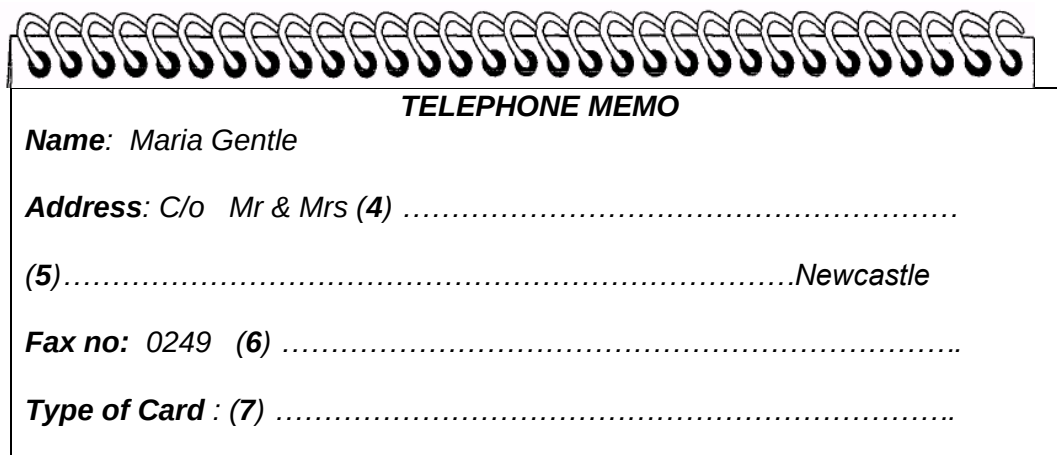
2. What does the club insurance cover?
 - A. injury to yourself
 - B. injury to your equipment
 - C. damage to other people's property
 - D. loss of personal belongings

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)

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. backpacker's inn | G. cheap hotel |
| B. youth hostel | E. caravan park | |
| C. family | F. bed and breakfast | |

Question 10

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

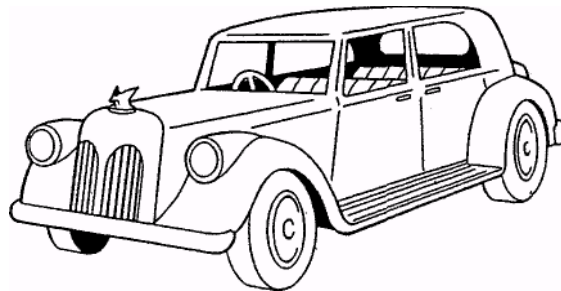
Which weekend do the girls decide to go? _____

SECTION 2

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** _____

SECTION 3

Questions 21-30

Questions 21- 22

Complete the notes below.

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

Research details:

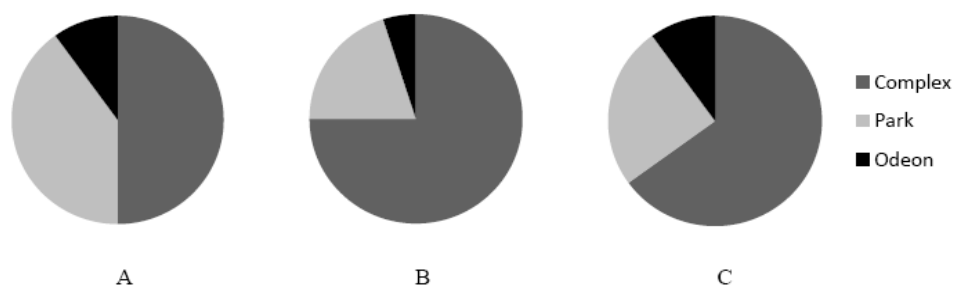
Title of project: **21**

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

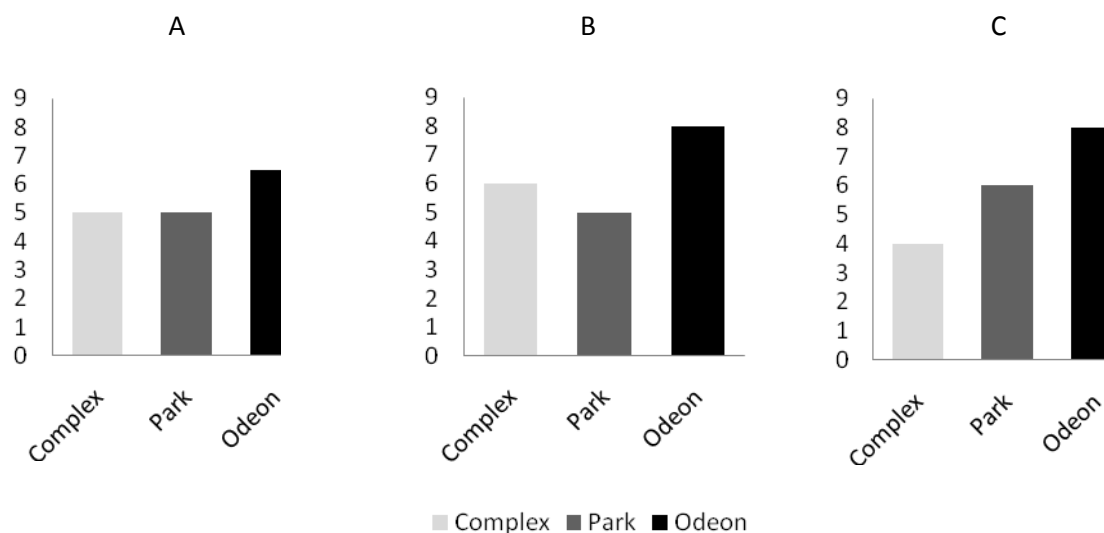
Questions 23-26

Circle the correct letters **A-C**.

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



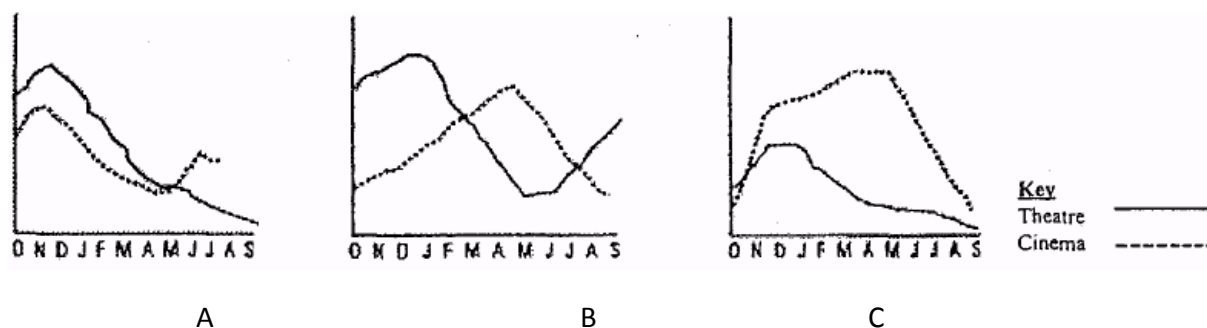
24. Which graph shows the relative popularity of different cinemas?



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

Club	Type of music	Quality of venue
The Blues Club	Blues	27 _____
The Sansue	28 _____	✓✓
Pier Hotel	Folk	29 _____
Baldrock Cafe	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 _____

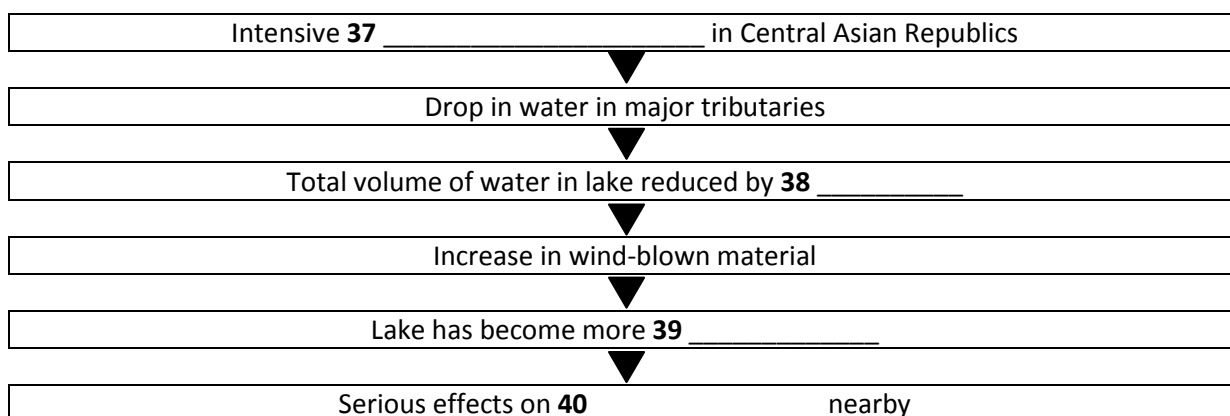
Questions 33-36

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



UNIVERSITY of CAMBRIDGE
ESOL Examinations

IELTS Listening and Reading Answer Sheet

Centre number:

Pencil must be used to complete this sheet.

Please write your **full name** in CAPITAL letters on the line below:

Then write your six digit Candidate number in the boxes and shade the number in the grid on the right.

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

Test date (shade ONE box for the day, ONE box for the month and ONE box for the year):

Day: 01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

Month: 01 02 03 04 05 06 07 08 09 10 11 12 **Year** (last 2 digits): 09 10 11 12 13 14 15 16 17 18

Listening		Listening		Listening		Listening		Listening		Listening	
		Marker use only				Marker use only					
1		✓ 1 x	21		✓ 21 x						
2		✓ 2 x	22		✓ 22 x						
3		✓ 3 x	23		✓ 23 x						
4		✓ 4 x	24		✓ 24 x						
5		✓ 5 x	25		✓ 25 x						
6		✓ 6 x	26		✓ 26 x						
7		✓ 7 x	27		✓ 27 x						
8		✓ 8 x	28		✓ 28 x						
9		✓ 9 x	29		✓ 29 x						
10		✓ 10 x	30		✓ 30 x						
11		✓ 11 x	31		✓ 31 x						
12		✓ 12 x	32		✓ 32 x						
13		✓ 13 x	33		✓ 33 x						
14		✓ 14 x	34		✓ 34 x						
15		✓ 15 x	35		✓ 35 x						
16		✓ 16 x	36		✓ 36 x						
17		✓ 17 x	37		✓ 37 x						
18		✓ 18 x	38		✓ 38 x						
19		✓ 19 x	39		✓ 39 x						
20		✓ 20 x	40		✓ 40 x						

Marker 2
Initials

Marker 1
Initials

Band
Score

Listening
Total

IELTS L-R v4.0

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PRINT LIMITED 0121 520 5100

DP650/394

Answers – listening test

Section 1: Para gliders

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: Cars

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: Local Entertainment

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: Desert Dust

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

Transcript – SECTIONS 1 - 4

SECTION 1:

Man: Hello 'Paragliders' Paradise'. How can I help you?

Maria: Oh hi. I'm interested in doing a course in paragliding.

Man: Which course are you interested in?

Maria: Well, I'm not sure. What's available?

Man: Well ... we've got the introductory course which lasts for two days.

Maria: OK.

Man: Or there's the 4-day beginners' course which is what most people do first. I'd tend to recommend that one. And there's also the elementary pilot course which takes five to six days depending on conditions.

Maria: We might try the beginner's course. What sort of prices are we looking at?

Man: The introductory is \$190; the beginner's course, which is what you'd probably be looking at, is \$320 – no sorry 330 - it's just gone up - and the pilot course is \$430.

Maria: Right.

Man: And you also have to become a member of our club so that you're insured. That'll cost you \$12 a day. Everyone has to take out insurance, you see.

Maria: Does that cover me if I break a leg?

Man: No, I'm afraid not - it's only 3rd party and covers you against damage to other people or their belongings but not theft or injury. You would need to take out your own personal accident insurance.

Maria: I see! And what's the best way to get to your place? By public transport or could we come by bike? We're pretty keen cyclists.

Man: It's difficult by public transport although there is a bus from Newcastle; most people get here by car, though, 'cos we're a little off the beaten track. But you could ride here OK. I'll send you a map. Just let me take down a few details. What's your name?

Maria: Maria Gentle.

Man: And your address, Maria?

Maria: Well, I'm a student staying with a family in Newcastle.

Man: So it's care of ...

Maria: Care of Mr and Mrs. McDonald.

Man: Like the hamburgers!

Maria: Yes, exactly.

Man: McDonald ...

Maria: The post office box address is probably best. It's PO Box 676. Newcastle.

Man: Is there a fax number there, because I could fax you the information?

Maria: Yes, actually, there is. it's 0249 that's for Newcastle and then double seven five four three one.

Man: OK, Now if you decide to do one of our courses, you'll need to book in advance and to pay when you book. How would you be paying?

Maria: By credit card, if that's OK. Do you take Visa?

Man: Yes, fine.

Maria: Well it says here. Clothes: wear stout boots, so no sneakers or sandals I suppose,

We take all major cards, including Visa.

Maria: OK then. Thanks very much.

Maria: Hi, Pauline.

Pauline: Hi, Maria! What's that you're reading?

Maria: Just some information from a paragliding school - it looks really good fun. Do you fancy a go at paragliding?

Pauline: Sure! Do you have to buy lots of equipment and stuff?

Maria: Not really. The school provides the equipment but we'd have to take a few things along.

Pauline: Such as? and clothes suitable for an active day in the hills, preferably a long sleeved t-shirt. That's 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 lotion and something to protect your head from the sun!

Pauline: OK that sounds reasonable. And where would we stay?

Maria: Well look! They seem to operate a campsite too, because it says here that it's only \$10 a day to pitch a tent

Pauline: That'd be fine, wouldn't it? And that way we'd save quite a bit because even a cheap hotel would cost money.

Um..or perhaps we could stay in a bed-and-breakfast nearby?

Maria: No, I agree. But let's take a tent and pray for good weather.

. It gives a couple of names here we could ring. I think I might prefer that. Hotels and youth hostels would all be miles away from the farm and I don't fancy a caravan.

Pauline: OK- let's do it. What about next weekend?

Maria: No, I can't - I'm going on a geography field trip.

Pauline:and then it's the weekend before the exams and I really need to study.

Maria: OK, then. Let's make it the one after the exams

Pauline: Fine - well need a break by then. Can you ring and ...

SECTION 2

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 Freed, who's on site, to tell us about some of the cars on display.

Reporter: Well, here I am, standing in front of one of the most prestigious cars ever built, the Duesenberg, a fantastically expensive, luxurious car built in the early part of the 20th century and bearing all the glamorous qualities of the jazz age. How many were there? Well, only 473 Duesenberg J-types were ever built and the model here is one of the rarest. Each had a short 125-inch chassis or framework 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 propeller cars were built and the mode 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 propeller 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 propeller 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

SECTION 3

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, urn, 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 dubs 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 Cafe 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?

.

SECTION 4

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

Another example - the concentration of dust originating from the Sahara has risen steadily since the mid-1960s. This increase in wind erosion has coincided with a prolonged drought, which has gripped the Sahara's southern fringe. Drought is commonly associated with an increase in dust-raising activity but it's actually caused by low rainfall which results in vegetation dying off.

One of the foremost examples of modern human-induced environmental degradation is the drying up of the Aral Sea in Central Asia. Its ecological demise dates from the 1950s when intensive irrigation began in the then Central Asian republics of the USSR. This produced a dramatic decline in the volume of water entering the sea from its two major tributaries. In 1960, the Aral Sea was the fourth-largest lake in the world, but since that time it has lost two-thirds of its volume, its surface area has halved and its water level has dropped by more than 216 metres. A knock-on effect of this ecological disaster has been the release of significant new sources of wind-blown material, as the water level has dropped. And the problems don't stop there. The salinity of the lake has increased so that it is now virtually the same as sea water. This means that the material that is blown from the dry bed of the Aral Sea is highly saline. Scientists believe it is adversely affecting crops around the sea because salts are toxic to plants. This shows that dust storms have numerous consequences beyond their effects on climate, both for the workings of environmental systems and for people living in drylands ...

(2nd Class)

Lesson B.5 – Listening



IELTS Practice Listening Test – all sections

You are now going to listen to a complete IELTS listening test. You may use the Listening Answer Sheet to copy your answers to, after the listening

IELTS PRACTICE TEST⁴

LISTENING

TIME ALLOWED: 30 minutes

NUMBER OF QUESTIONS: 40

Instructions

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

There will be time for you to read the instructions and questions and you will have a chance to check your work.

*All the recordings will be played **ONCE** only.*

The test is in four sections. Write your answers in the Listening question booklet.

At the end of the test you will be given ten minutes to transfer your answers to an answer sheet.

Now turn to Section 1 on the next page.

⁴ Sue O'Connell (2002) *Focus on IELTS*, Longman

SECTION 1 Questions 1-10

Questions 1-3

Circle the correct letters A-D.

Example

Which country is Anna planning to visit?

- A Mexico
- B Mongolia
- ☒ C Morocco

1. How long is Anna's trip?
 - A. ten days
 - B. two weeks
 - C. seventeen days
2. What aspect of the climate does Sam think Anna needs to prepare for?
 - A. the daytime heat
 - B. the cold nights
 - C. the possibility of rain
3. What part of the trip does Sam recommend particularly highly?
 - A. walking in the mountains
 - B. visiting the local markets
 - C. camel trekking in the desert

Questions 4-10

Complete the notes below.

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

	<u>What to take on trip</u>
Clothing	comfortable, loose clothes
	(4) _____
	sun hat
	(5) _____
Other	(6) _____
	personal (7) _____
	sun cream
	(8) _____
	(9) _____
	(10) _____

SECTION 2 Questions 11-20

Questions 11-13

List **THREE** groups of people who are at risk from RSI.

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

computer operators

11. _____

12. _____

13. _____

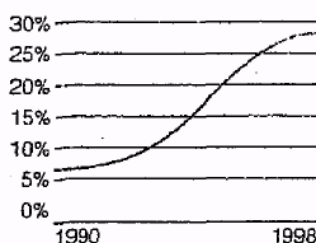
Question 14

14. How many people in the UK are believed to suffer from RSI? _____

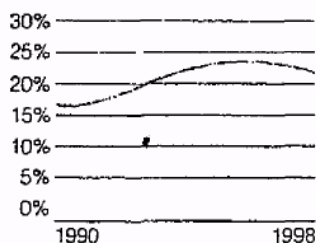
Questions 15-17

Circle the correct letters A-C.

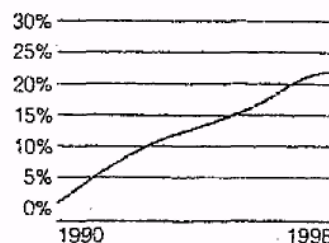
15. Which graph shows the rise in disability claims relating to RSI?



A



B



C

16. According to the speaker, RSI can develop when

- A. muscles are used for too long.
- B. muscles are not used.
- C. muscles are stretched.

17. How often is it advisable to get up from your computer and move around?

- A. every ten minutes.
- B. every half hour.
- C. every hour.

Questions 18-20

Complete the diagram. Write **NO MORE THAN THREE WORDS** for your answer.



SECTION 3 Questions 21-30

Questions 21-24

Circle **FOUR** letters **A-G**.

Which **FOUR** of the following does Jeremy predict for 2020?

- A. Unemployment figures will rise.
- B. Many more people will work from home.
- C. The paperless office will arrive.
- D. There will be an increase in temporary workers.
- E. Sixty per cent of companies will change completely.
- F. Most workers will be over 50.
- G. There will be a shortage of young workers.

Questions 25-27

Circle **THREE** letters **A-G**.

Which **THREE** benefits does Caroline gain by flexible working?

- A. more time for childcare
- B. a feeling of independence
- C. more time for leisure activities
- D. higher earnings
- E. less distraction
- F. no commuting
- G. more interesting work

Questions 28-30

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

According to Caroline, one disadvantage of flexible working is that she sometimes feels

(28) _____ Jeremy predicts that, in future, the main reason to go to the office will

be to (29) _____ In his view, a

(30) _____ will make it possible to work anywhere.

SECTION 4 Questions 31-40

Questions 31-33

Complete the following table.

Use **NO MORE THAN THREE WORDS** or **A NUMBER** for each answer.

EARLY BRIDGES			
Bridge type	Material (s) used	First examples date from	Region
Arch	stone or brick	31 _____ BC	the Middle East
Suspension	32 _____ and _____	AD 550	33 _____
	iron	1826	Wales (UK)

Questions 34-37

Complete the notes on the time line below.

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

The construction of the Clifton Suspension Bridge	
1831	Design for bridge chosen by 34 _____ Work begun, but soon halted by political events.
1836	Work resumed.
1843	Work stopped when 35 _____
1851	Ironwork sold to pay 36 _____
1860	Second-hand 37 _____ became available.
1862	Work resumed.
1864	Bridge completed.

Questions 38-40

Complete the table.

Use **NO MORE THAN THREE WORDS** or **A NUMBER** for each answer.

BRIDGE PROPOSALS			
Between	Distance	Main difficulty	Effect
Alaska and Siberia	80km	38 _____	Construction time limited
Europe and Africa	28km	39 _____	New type of bridge structure required
Sicily and mainland Italy	40 _____ km	Funding	



UNIVERSITY of CAMBRIDGE
ESOL Examinations

IELTS Listening and Reading Answer Sheet

Centre number:

Pencil must be used to complete this sheet.

Please write your **full name** in CAPITAL letters on the line below:

Then write your six digit Candidate number in the boxes and shade the number in the grid on the right.



0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

Test date (shade ONE box for the day, ONE box for the month and ONE box for the year):

Day: 01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

Month: 01 02 03 04 05 06 07 08 09 10 11 12 **Year** (last 2 digits): 09 10 11 12 13 14 15 16 17 18

Listening		Listening		Listening		Listening		Listening		Listening	
		Marker use only				Marker use only					
1		✓ 1 ✗	21			✓ 21 ✗					
2		✓ 2 ✗	22			✓ 22 ✗					
3		✓ 3 ✗	23			✓ 23 ✗					
4		✓ 4 ✗	24			✓ 24 ✗					
5		✓ 5 ✗	25			✓ 25 ✗					
6		✓ 6 ✗	26			✓ 26 ✗					
7		✓ 7 ✗	27			✓ 27 ✗					
8		✓ 8 ✗	28			✓ 28 ✗					
9		✓ 9 ✗	29			✓ 29 ✗					
10		✓ 10 ✗	30			✓ 30 ✗					
11		✓ 11 ✗	31			✓ 31 ✗					
12		✓ 12 ✗	32			✓ 32 ✗					
13		✓ 13 ✗	33			✓ 33 ✗					
14		✓ 14 ✗	34			✓ 34 ✗					
15		✓ 15 ✗	35			✓ 35 ✗					
16		✓ 16 ✗	36			✓ 36 ✗					
17		✓ 17 ✗	37			✓ 37 ✗					
18		✓ 18 ✗	38			✓ 38 ✗					
19		✓ 19 ✗	39			✓ 39 ✗					
20		✓ 20 ✗	40			✓ 40 ✗					

Marker 2
Initials

Marker 1
Initials

Band
Score

Listening
Total

IELTS L-R v4.0

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Answers SECTIONS 1, 2, 3, 4

- | | | |
|-----------------------------|---|----------------|
| 1. A | 25. C | } In any order |
| 2. B | 26. E | |
| 3. C | 27. F | |
| 4. walking shoes | 28. isolated | |
| 5. warm jacket | 29. meet other people / have meetings | |
| 6. (a) sleeping bag | 30. (laptop) computer | |
| 7. (a) first-aid kit | 31. 3200 | |
| 8. (a) (small) torch | 32. rope; wood | |
| 9. camera | 33. China | |
| 10. film | 34. competition | |
| 11. factory workers | 35. money ran out/finished | |
| 12. shop assistants/workers | 36. (back) (the) creditors (creditors is an acceptable misspelling) | |
| 13. musicians | 37. chains | |
| 14. 500,000 | 38. extreme cold / (very/extremely) cold location | |
| 15. C | 39. depth of water / (very) deep water | |
| 16. B | 40. 2.5 | |
| 17. B | | |
| 18. no pressure | | |
| 19. straight | | |
| 20. (the) brightness | | |
| 21. B | | } In any order |
| 22. C | | |
| 23. D | | |
| 24. G | | |

Transcript – SECTIONS 1, 2, 3, 4

Section 1 <i>S - Sam; A - Anna</i> S Redland 254319. A Hi, Sam. Anna here, Have you got a second? I need some advice. S Sure. What can I do for you? A Well, I've put my name down for a college trip to Morocco and I know you've been there a few times ... S Yeah, great place. Which part are you going to? A We've got a couple of days in Marrakesh, then we drive over the High Atlas mountains and head for the desert. S Fabulous. When are you going? A The second week of November. Till the 17th - <u>ten days in all</u>. What d'you think the weather'll be like? S November... Well, it should have cooled down by then, fortunately. It can be incredibly hot in summer. Yeah, it should be very pleasant, around twenty degrees centigrade during the day, I should think. And there's not much likelihood of rain then. But make sure you take something warm to <u>wear — because the temperature can drop a lot at night, down to five degrees or even lower</u>. A Really? Oh, that's worth knowing. S But it's a wonderful time of year to go. There could be snow on the mountains by then. If so, the views'll be fantastic. A Do you think we'll get to meet the people? S Yes, if you stop in a village or go to a local market, the people are usually very friendly. A Great. Now, I also wanted to ask you ... <u>we've got the chance of doing this camel trek in the Sahara</u>, but I'm not so sure about it... S What? Are you crazy? <u>It'll be the experience of a lifetime!</u> Think of it... riding through the desert, sleeping under the stars! A But it's the riding bit I'm worried about. I mean, it's a long way to fall off. S Where's your spirit of adventure? I'm telling you, you have to do it.	Q. 1 Q. 2 Q. 3
---	-------------------------------------

A OK, OK, you've made your point!	
A Now, I need your advice on what to take with me	
S All right, well, it sounds as if there's going to be a lot of travelling, so think comfortable. Loose trousers, old T-shirts. Don't take anything new you haven't worn in yet. And that applies especially to shoes. Have you got some <u>walking shoes</u>?	Q.4
A Yes.	
S Good, you're bound to do a fair bit of walking. And a sun hat is absolutely essential, of course. But if I were you, <u>I'd take a warm jacket as well</u>. As I said, it gets pretty cold at night, especially in the desert.	Q.5
A Right.	
S <u>The other thing you'll need for the night in the desert is a sleeping bag.</u>	Q.6
A Yes, you don't know anyone who could lend me one, do you?	
S You can borrow mine if you like.	
A That would be great. Thanks.	
S Now, you're going with a group, right?	
A Yeah, ten of us and an experienced leader,	
S Good, well, there'll be medical supplies for the group, but <u>you should also take a small personal first-aid kit</u> with any special medication you need, plus painkillers, antiseptic cream, etc,	Q.7
A Right.	
S What else? Don't forget sun cream, obviously. And <u>I'd also take a small torch</u>, if you can. The electricity can be a bit unreliable in some places, and there won't be any in the desert! So a torch can come in handy. Those are the main things.	Q.8
A You haven't mentioned a water bottle.	
S Oh, I wouldn't bother if I were you. I've never had any problem finding drinking water in Morocco. It would just take up space and be an unnecessary expense. But one thing I nearly forgot - <u>make sure you take a camera</u>.	Q.9
A I'd better check that mine's in working order.	
S Yes, you'd kick yourself if anything went wrong with it. <u>And it's best to take all the film you need with you as well. It's not that easy to come by</u> outside the big towns.	
A. Right. Well, that's not such a long list. You've been a big help Sam. Thanks a million.	Q.10
S. No worries. Have a great time.	

Section 2*T - Tutor, S = Sarah Matthews*

T OK, well, thanks everyone for coming. Our speaker today is Sarah Matthews. Sarah's a physiotherapist and she's going to give us some advice about healthy computing. Over to you, Sarah.

S Thanks, Simon. Now, I imagine that anyone who works on a computer fairly regularly has the odd backache or neck ache from time to time. Well, you shouldn't ignore symptoms like that, they can lead to more serious problems.

There's a condition which has been in the news a lot recently, called Repetitive Strain Injury or RSI. It's usually associated with computer operators, but actually it can affect anyone who spends a lot of time working in one fixed position. Factory workers are an obvious example, because there's very little scope for movement when you're working on a production line. And shop assistants can also suffer from RSI, especially if their work involves repetitive tasks like filling shelves or operating the till. But there's another group you may not think of immediately, and that's musicians. They're also at risk because of the repetitive movements they make.

It's not that easy to be precise about the number of people who are suffering from RSI, but a recent study suggested that around 500,000 workers in the UK are affected. And of course that means not only discomfort for the employees concerned, but also lost production for their employers.

And, of course, there's a cost to the economy as well. I'm not sure what the figure would be, but I do know that the number of disability claims relating to RSI has gone up dramatically in recent years. Back in 1990, the percentage of total disability claims was just 1.7 per cent, but by 1998, this had gone up to 22.5 per cent. So almost a quarter! And it's a trend that looks set to continue.

So what causes RSI? Well, what happens when you stay in one position for any length of time is that you're only using part of your body. That means that certain muscles and ligaments aren't moved or stretched. As a result, they tighten up, and this leads to problems. It's a very painful condition and it can take months of rest to recover from it.

And is there any way of avoiding these problems? Well, first of all, try not to spend too long on any one task. If you've got a lot of typing to do, try to take a mini-break every ten minutes or so. Just look away from the computer and move your shoulders, arms and wrists. Then every half hour, you should take a longer break away from your desk. Go and have a cup of coffee, make a phone call or just stretch your legs for a few moments.

Q.11

Q.12

Q.13

Q.14

Q.15

Q.16

Q.17

Other things to think about: well, first and foremost you need a chair that provides proper support for your lower back. If it's adjusted to the right height, your feet should rest comfortably on the floor and <u>there should be no pressure on the underside of your thighs.</u>	Q.18
The desk or table you work at needs to be the right height too. When you're using the keyboard, your forearms should be roughly horizontal, and <u>your wrists should be straight.</u> Avoid bending them up or down. And to minimise stretching, have the keyboard immediately in front of you, and any documents you need within easy reach.	Q.19
Lastly, take good care of your eyes. Don't have the computer monitor near a window or lamp, because this can cause reflections. Make sure the screen isn't too bright or too dark. <u>Use the control on the monitor to adjust the brightness to a comfortable level.</u> And remember to keep the screen clean!	Q.20
If you do think you're developing a problem, stop doing whatever it is that causes pain. Go and see a doctor straightaway, because early treatment is the key to success.	
Well, that's all there's time for. I hope what I've said has been useful. And I wish you all healthy computing!	
Section 3 <i>P = Presenter; J = Jeremy Sandford; C = Caroline Clark</i>	
P Hello. With me in the studio to discuss the future of work, I have Jeremy Sandford, who's an economist...	
J Hello.	
P ... and Caroline Clark, who's one of a new breed of home-workers.	
C Hi.	
P Now, a report published last week says we can all look forward to working much shorter hours in future. Forgive me for sounding sceptical, but haven't we heard all this before? Jeremy ...	
J Well, it's true the labour market is still pretty traditional at this point in time, but in ten or twenty years, we'll definitely see some massive changes.	
P Such as? Can you give us some examples?	
J Well, <u>by 2020 there will be a lot more people on temporary contracts.</u> We estimate that the number of temporary workers will rise by twenty to 25 per cent. The idea of a job for life is already a thing of the past, of course, and people are going to have to become even more flexible. We also believe there will be fewer people working in traditional office surroundings, and that <u>around 50 per cent of workers will be working from home in some way.</u>	Q.21
	Q.22

P Like Caroline here?	
J That's right.	
P But how do you know these changes are on the horizon?	
J Well, we did a survey of 200 companies, and 60 per cent said they thought there would be significant organisational changes in the next ten years. If that many companies are expecting change, I think we have to take the idea very seriously.	
P Right.	
J And also a lot comes down to statistics. We know, for example, that <u>there won't be enough young workers by 2020</u>. That's because of the falling birth rate in Europe. At the same time; with better health care, better nutrition and so on, people are living much longer. That means that more than half the adult population of Europe will be over 50 before long. So obviously that'll create a gap in the labour market.	Q.23
P Well, I suppose that could mean more opportunities for oldies like us, Jeremy! But what about the workplace of the future? <u>Are we really going to see the so-called paperless office?</u>	Q.24
J <u>Yes, I think we are.</u> Filing cabinets full of documents will be a thing of the past. What we'll have instead is electronic screens which have all the characteristics of paper.	
P Caroline, you're shaking your head ...	
C Personally, I don't see the paperless office happening. Not until we start changing habits in schools.	
P OK. Let's turn to you now, Caroline. You work a three-day week, is that right?	
C Yes.	
P And what made you decide to leave a full-time job and work from home?	
C Well, basically I felt <u>I wanted the time to do other things, apart from work. I wanted the chance to enjoy a few leisure activities, for example.</u> And I think a lot of other workers feel the same as me these days. Single mothers, for example, who want more time for childcare.	Q.25
P Mmm.	
C And also <u>I used to spend two hours a day travelling to and from the office by bus. And commuting is quite stressful,</u> obviously, especially when the bus is late or there's some big hold-up. So <u>avoiding that is another big advantage.</u> And I also feel I can be more productive at home, because <u>you don't get so many distractions.</u> In the office, the phone's ringing all the time, and there are visitors and meetings.	Q.27
	Q.26

P And is there anything you miss about your old job in the office?	
C Yes, <u>you do feel a bit isolated sometimes</u>. In a funny way, I miss the coffee break and the chance to chat to colleagues.	Q.26
P So workers of the future may end up missing the office, Jeremy?	
J Well, I think the office will still exist, not so much for processing information, as it is now, <u>but mainly so you can meet other people</u>. There will always be times when a face-to-face meeting is better than a telephone conversation or an e-mail. And it's also important to make the point that flexible working doesn't necessarily mean working from home. <u>You'll be able to work anywhere you choose, really, so long as you have your laptop computer</u> and somewhere to plug it in.	Q.29
P So it's definitely not the end of work as we know it?	Q.30
J No.	
P Well, on that reassuring note, my thanks to Jeremy and Caroline. Next week, we'll be discussing the future of the motor car ...	
Section 4 This is the first of a series of lectures on historic engineering structures. Today, we're looking at the Clifton Suspension Bridge in Bristol, which we hope to visit later this term, and I'd like to begin with a brief word about the bridge's history and about bridge building in general Now, people have been building bridges since prehistoric times. Over the centuries, bridge design has evolved using a variety of engineering techniques, but the objective has always been the same: to get to the other side. One of the most basic types of bridge is the arch, and <u>there's evidence from the Middle East that people knew how to construct arches using stone or brick as early as 3200 BC</u>. The stone arch had the advantage of being quite simple to build, and it remained the main type of bridge design from Roman times until the early 1700s. Another type of bridge with a long history is the suspension bridge, where the road is suspended from cables hanging between towers. <u>The first suspension bridges were simple affairs, made of rope and wood, and the earliest recorded examples were constructed around 550 AD in China</u>. But rope has limited strength, and it only became possible to build longer bridges when iron became available. The first major iron suspension bridge in Europe, completed in 1826, was the Menai Strait Bridge in Wales.	

The story of the Clifton Suspension Bridge in Bristol began just three years later, in 1829. At that time, the city authorities wanted to build a bridge over the River Avon. <u>In order to choose the best design, they organised a competition</u>, and the winner, announced in 1831, was an engineer by the name of Isambard Kingdom Brunel. Work began the same year, but was almost immediately interrupted when serious riots broke out in the city. As a result, investors lost confidence, and work stopped until 1836. The two supporting piers had been completed by 1843, <u>but unfortunately, at this point the money ran out, and work on the bridge came to a halt</u> for a second time. Then, in <u>1851, all the iron work for the bridge was sold off in order to pay back the creditors</u>, and the project seemed to have reached an end.	Q.34 Q.35 Q.36
However, in 1860 there was a stroke of luck when a suspension bridge in London was demolished. That bridge had chains which were almost the same as the ones designed for Clifton, and <u>these chains were available to buy</u>. Events moved quickly after that. Money was raised, and work went ahead again in 1862. The bridge was finally completed amid great celebration two years later, in 1864.	Q.37
We'll be examining some of the design features in more detail in the second half of this talk. But just as a footnote to this section, it's worth looking ahead to the future, and a couple of proposals for 'super bridges' linking not river banks or even countries; but continents.	
One of these is for a bridge between Alaska and Siberia, which would be six lanes wide and 80 kilometres long. The water of the Bering Sea beneath is only about 50 metres deep, <u>but the biggest challenge is the extreme cold of the location</u>. This would restrict construction to five months a year and also close the road during winter.	Q.38
<u>There's a different obstacle facing a second proposal</u>, a bridge linking Europe and Africa across the Straits of Gibraltar, <u>and that's the depth of water</u>. Although it's only 28 kilometres across, the water is as deep as 1,500 metres in places. In such deep water, a bridge may not be able to support its own weight, so engineers are considering using bridge structures which have never been attempted before.	Q.39
A third seaway that engineers hope to cross in the near future is the Straits of Messina, between the island of Sicily and mainland Italy. Unlike the other two proposals, the Messina Bridge only involves one national government, and the <u>distance is relatively short at two and a half kilometres</u>, so there's a good chance it will be built. In this case, it's just a matter of who will provide the cash! OK, let's take a break at this point and then...	Q.40

(3rd Class)

Lesson C.4 – Listening



Practice Listening Test – Sections 2-4

You are now going to practice sections 2-4 of a sample listening test. Remember to use your time efficiently.

SECTION 2 Questions 10-19⁵

Questions 10– 12

Listen to the directions and match the places in questions 10-12 to the appropriate letters A-G on the map.

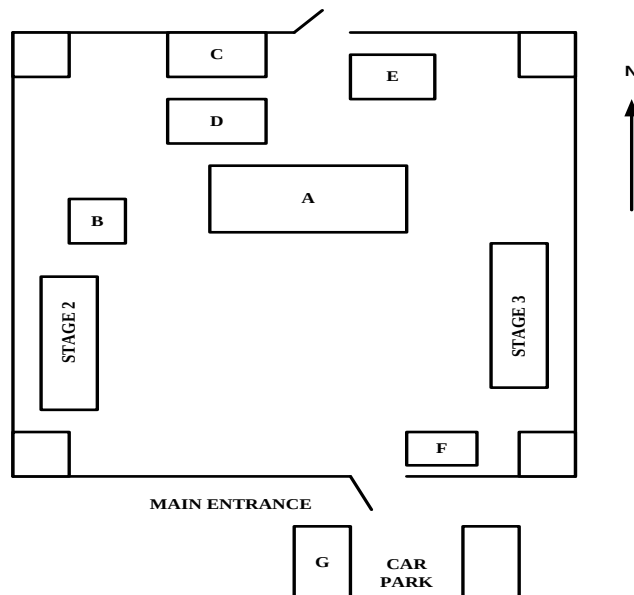
Example
main stage

Answer
A

10. first aid post

11. public telephones

12. security post



⁵ Adapted from: Sahanaya, W., Lindeck, J. .2002, IELTS Preparation and Practice, Listening & Speaking. OUP

Questions 13-14

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

13. If you want to be readmitted to the stadium, you must _____

14. There won't be a festival next year, if there are _____

Questions 15-19

Complete the table with information about the festival program. Write **NO MORE THAN THREE WORDS OR NUMBERS** for each answer.

Name	Type of act	Stage	Time
Brazilian Drum Band	drum band	Example: ___3___	7.00
Claude and Jacques	mime artists	3	8.00
Great Grapefruit	(15) _____	2	7.00
Crossed Wires	jazz fusion	1	(16) _____
Tom Cobble	comedian	1	10.30
Flying Barito Brothers	acrobats	(17) _____	9.00
Winston Smiles	reggae singer	3	(18) _____
Great Mysteron	magic and illusion	2	9.30
Blue Grass Ben	(19) _____	2	12.00
The Proffets	music group	1	12.00

SECTION 3 Questions 20-29

Questions 20-22

Circle the correct answer A-D

20. What does Frank have to do next?
- A. get the results of the survey back
 - B. draw the results of the survey
 - C. make some conclusions
 - D. collect more information
21. What is Theresa's market research project on?
- A. violence on television
 - B. transportation in the city
 - C. the history of transportation
 - D. bureaucracy in the city
22. What did the results of Frank's survey show?
- A. everyone thinks there is too much violence on TV
 - B. most people think there is too much violence on TV
 - C. there is no real agreement on the amount of violence
 - D. there is a problem with the survey

Questions 23-25

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

Summary

Children might see the heroes of violent films as (23) _____ so most people think that violent programs should only be shown after 10.00 p.m. However, there is a (24) _____ who feel that violent films should be banned. Although news broadcasts are violent, people felt they shouldn't be banned as they are (25) _____.

Questions 26-29

Write the answer using **NO MORE THAN THREE WORDS OR NUMBERS**.

26. How many questionnaires did Frank get back? _____
27. Theresa says Frank's survey doesn't represent _____
28. Where is Theresa going to interview her respondents? _____
29. The best type of questions are _____

SECTION 4 Questions 30-40

Questions 30-35

Complete the notes. Write **NO MORE THAN ONE NUMBER OR THREE WORDS** for each answer.

Quality Control
<i>Example</i> Quality control is more than an inspection of the finished product
<i>Finished product inspection</i> The main disadvantage of finished product inspection is that it cannot make (30) _____
<i>Quality control as a continuous process</i> Manufacturers usually consider quality control to be an ongoing process. The advantages are: (31) _____ (32) _____ It is easier to detect faults on components.
<i>Raw material inspection</i> There is no point in processing defective raw materials. Eighty-seven per cent of large firms and (33) _____ of small firms have a standard raw material inspection procedure. It is also useful to inspect incoming components.
<i>What are we testing for?</i> Although the testing for an expensive car and a child's toy is very different in both cases the main priority is (34) _____ Function testing answers the question: Does the product do what it's supposed to?
<i>Formal defects investigation</i> Usually used by high-tech industries.
<i>Environmental impact report</i> Testing must assess the impact of both the product itself and (35) _____

Questions 36-38

Circle the correct letter A-C for each question.

36. _____ of companies have standards in line with the Standards Association of Australia.

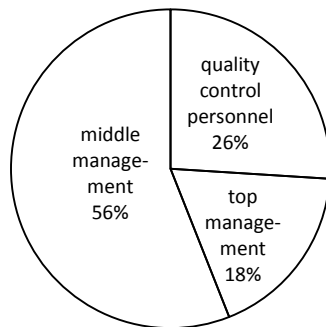
A. 87% , B. 80% C.65%

36. _____ of companies have quality control regulations which apply international standards.

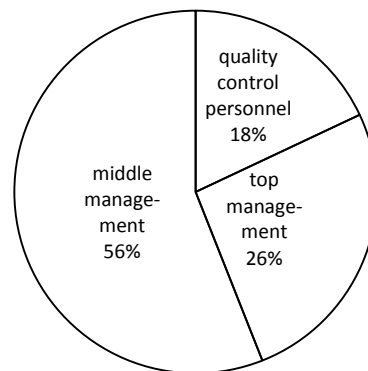
A. 22% , B. 23% , C. 65%

37. Which of the following pie charts best represents the level of the people responsible for quality control?

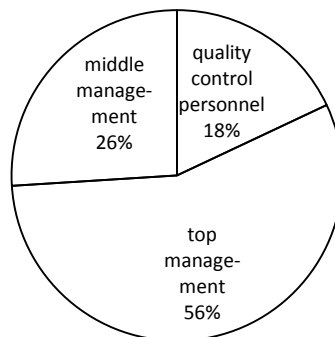
A



B



C



Questions 39-40

Name **TWO** of the effects of releasing low quality products

Circle **TWO** letters **A-E**.

- A. danger of lawsuits
 - B. loss of customer goodwill
 - C. wasted production time
 - D. compensation costs
 - E. bankruptcy
-



Check the answers, transcript and explanation after listening.



UNIVERSITY of CAMBRIDGE
ESOL Examinations

IELTS Listening and Reading Answer Sheet

Centre number:

Pencil must be used to complete this sheet.

Please write your **full name** in CAPITAL letters on the line below:

Then write your six digit Candidate number in the boxes and shade the number in the grid on the right.



0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

Test date (shade ONE box for the day, ONE box for the month and ONE box for the year):

Day: 01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

Month: 01 02 03 04 05 06 07 08 09 10 11 12 **Year** (last 2 digits): 09 10 11 12 13 14 15 16 17 18

Listening		Listening		Listening		Listening		Listening		Listening	
		Marker use only				Marker use only					
1		✓ 1 x		21		✓ 21 x					
2		✓ 2 x		22		✓ 22 x					
3		✓ 3 x		23		✓ 23 x					
4		✓ 4 x		24		✓ 24 x					
5		✓ 5 x		25		✓ 25 x					
6		✓ 6 x		26		✓ 26 x					
7		✓ 7 x		27		✓ 27 x					
8		✓ 8 x		28		✓ 28 x					
9		✓ 9 x		29		✓ 29 x					
10		✓ 10 x		30		✓ 30 x					
11		✓ 11 x		31		✓ 31 x					
12		✓ 12 x		32		✓ 32 x					
13		✓ 13 x		33		✓ 33 x					
14		✓ 14 x		34		✓ 34 x					
15		✓ 15 x		35		✓ 35 x					
16		✓ 16 x		36		✓ 36 x					
17		✓ 17 x		37		✓ 37 x					
18		✓ 18 x		38		✓ 38 x					
19		✓ 19 x		39		✓ 39 x					
20		✓ 20 x		40		✓ 40 x					

Marker 2
Initials

Marker 1
Initials

Band
Score

Listening
Total

IELTS L-R v4.0

denote
Print Limited 0121 520 5100

DP650/394



Answers – Sections 2, 3 and 4

10. D	26.70 / seventy
11.E	27.public opinion
12.B	28.the shopping mall
13.keep your ticket	29.short specific questions
14.complaints	30.bad work good
15.modern ballet	31.(it) cuts wastage
16.9.00 / nine o'clock	32.(it) saves time
17.3 / three	33.62%
18.11.15 / eleven fifteen /	34.safety
19.Country / western music	35.the manufacturing process
20.C	36.C
21.B	37.B
22.B	38.A
23.role models	39.B
24.significant minority	40.D
25.real	In any order

Check the transcript.



Transcript – SECTIONS 2, 3, 4

Turn to Section 2 on page 3 of your question booklet, [pause] Section 2. You will hear a presenter giving information about the site of an art and music festival. Look at questions 10 to 14 and the map.

20 seconds

As you listen write the appropriate letter from the map next to the facilities stated in questions 10 to 12 and write down the answers for questions 13 and 14.

Good Afternoon, I'd just like to make a few announcements before the first performances begin at this year's Hetherington Art and Music Festival.

Firstly, a short guide to some of the more important places on the site. There are three stages. Stage 1 is the main stage and is where I am speaking from now. Stages 2 and 3 are opposite each other to the left and right of the main stage. The first aid post is located directly behind me and to the north-east of the main stage. The organiser's office is next to the rear entrance and this is where lost children can be reunited with their parents. In front of this office you will find ten public telephones. These telephones can only be used to telephone out; they will not receive incoming calls. Toilets are to be found in all four corners of the stadium site. If you lose anything you should make a report at the security post next to stage 2. Remember to visit the souvenir stalls in the car park in front of the main entrance to the stadium.

If you want to leave the stadium for any reason, please remember to keep your ticket with you, as you will not be readmitted without it. While on this subject, to make exit and re-entry simpler, could everyone leaving the site use the main entrance at the other side of the car park leading to Gladstone Road. This is to allow performers easy access to the site through the rear gate behind the main stage. Most importantly, when leaving the area of the stadium try to keep as quiet as possible so as not to disturb our neighbours. We have already been warned that we will not be given permission to hold the festival next year if there are complaints from local residents.

Now the presenter goes on to explain the evening's schedule. Look at the entertainment program and questions 15 to 19.

20 seconds

Answer questions 15 to 19 to complete the table.

Now that I've got the official announcements out of the way, I'd like to tell

Q. 10

Q. 11

Q. 12

Q. 13

Q. 14

you about tonight's program. The Brazilian Drum Band will be appearing on stage 3 at 7.00. This is the first time that they have performed outside South America, so their show is not to be missed. This will be followed by Claude and Jacques, the French mime artists, at around 8.00. During the performance Claude and Jacques will be introducing special guests from the fields of music and dance. Meanwhile, on stage 2, there is a <u>modern ballet from Great Grapefruit Incorporated</u>, illustrating women's role in world peace. This will begin at 7.00 and last for roughly 2 hours. <u>Stage 1 begins at 9.00 with the jazz fusion band, Crossed Wires</u>, whose performance tonight is the last date on their world tour. Stage 1 continues with a regular guest at these festivals, comedian Tom Cobble. His show begins at 10.30.	Q. 15
After Claude and Jacques at 9.00 <u>on stage 3, there will be a performance by the Flying Barito Brothers</u> who are acrobats with the Albanian State Circus. The Flying Barito Brothers' fire-eating trapeze act is unique. No other performer has managed to equal their grand finale. <u>From 11.15 we are happy to present Winston Smiles and the Kingston Beat</u> who will be playing authentic Jamaican reggae until the end of the official program at 1.30.	Q. 16
Over on stage 2, the Great Myseron will be presenting his show of magic illusion and mystery at 9.30. During the show he will be chained and thrown into a sealed aquarium from which he will try to escape. If everything goes to plan the act will finish at 11.30 and the stage will be ready for the <u>country and western music of Blue Grass Ben and the Cattlemen at 12.00</u>. This act will be the last on stage 2 tonight.	Q. 17
After Tom Cobble on stage 1, we have tonight's main attraction The Proffets, who will be performing in public tonight for the first time since they broke up 5 years ago. The news is that they are back and they will be presenting a show including both old favourites and songs from their new album, which is to be released in September. They are expected on stage at midnight. After the official program has ended there will be a number of side shows taking place around the site.	Q. 18
<i>That is the end of Section 2. You will now have half a minute to check your answers</i> 30 seconds <i>Turn to Section 3 on page 5 of your question booklet, [pause] Section 3. You will hear two students discussing a survey they have to write as an assignment. Look at questions 20-25.</i> 30 seconds <i>Now listen and complete questions 20 to 25,</i>	Q. 19

Theresa: How is your market research project going, Frank? Frank: Very well actually, Theresa. I have just got the results of the survey back and so now I have got to <u>draw some conclusions</u> from the information I've collected. Theresa: That's good. I'm still writing my questionnaire. In fact I'm starting to panic as the project deadline is in two weeks and I don't seem to be making any progress at all. Frank: What is your topic? Theresa: Forms of <u>transportation in the city</u>. What about you? Frank: I've been finding out people's attitudes to the amount of <u>violence on television</u> Theresa: That's interesting. What do your results show? Frank: Well, as I said I haven't finished writing my conclusions yet, but it seems <u>most people think there is a problem</u>. Unfortunately, there is no real agreement on the action that needs to be taken. Nearly everyone surveyed said that there was too much violence on TV. A lot of people complained that American police serials and Chinese Kung Fu films were particularly violent. The main objection seems to be that although a lot of people get shot, stabbed, decapitated and so on, the films never show the consequences of this violence. Although people die and get horribly injured, nobody seems to suffer or live with the injuries. Any children watching might take the heroes of these programs as <u>role models</u> and copy their behaviour. Theresa: So what did most people suggest should be done? Frank: A lot of people are concerned about how these films affect children. They are particularly worried that children will try to behave like the stars. The survey shows that violent programs should only be broadcast after 10.00 p.m. when most children are already in bed. There is also a <u>significant minority</u> of people who feel that violent films should be banned altogether. Theresa: How did people feel about the violence on news broadcasts? Frank: Most of the responses I have looked at have felt that violence on news broadcasts is more acceptable as it's real. Although it is unpleasant, it is important to keep in touch with <u>reality</u>. Still, many people thought that it would be better to restrict violent scenes to late evening. <i>Frank and Theresa discuss the methods they are using to conduct their surveys. Look at questions 26 to 29.</i> 30 seconds <i>Listen and complete questions 26 to 29.</i> Theresa: Your survey sounds very good. How many people filled it in? Frank: I gave out 120 copies and I got <u>70 back</u>. Theresa: That's a very high rate of return. Who did you give your questionnaires to? Frank: I gave a copy to every student in my hall of residence and a few to friends from other colleges. Theresa: Don't you think that this will influence your results?	Q. 20 Q. 21 Q. 22 Q. 23 Q. 24 Q. 25 Q. 26
--	--

Frank: How do you mean? Theresa: The people in your hall of residence will all be about the same age. They are all students, most of them studying similar subjects and from similar backgrounds. Therefore it is likely that they will have similar opinions. Your results represent student opinion <u>not public opinion</u>. Frank: So how are you going to do your research? Theresa: I'm going to <u>interview my respondents in the shopping mall</u>. What I'll do is ask people if they have five minutes to spare to answer a few questions. If they agree I will ask them some multiple choice questions and tick off their answers on my sheet. That way I can select people of all ages and attitudes, so my sample should be reasonably representative. Frank: Isn't it very difficult to ask meaningful questions using multiple choice? Theresa: Yes, it is. I suppose your survey has the advantage of more detailed information. However, in most cases people won't bother to give answers that require too much effort on their part. The secret to writing a <u>successful survey is to write simple multiple choice questions that target the information you are looking for</u>. Therefore, it is better to write a <u>lot of short specific questions than longer general ones</u>. Frank: So that's why it is taking you so long to write. Theresa: Yeah, but I hope I will be ready to start interviewing at the weekend. <i>That is the end of Section 3. You now have half a minute to check your answers.</i> 30 seconds <i>Now turn to Section 4 on page 7 of your question booklet, [pause] Section 4. You will hear a lecturer giving a lecture on quality control. Read a summary of the lecture made by a student and look at questions 30-35.</i> 30 seconds <i>Now listen to the lecture and answer questions 30-35.</i> Good morning ladies and gentleman. Today's topic in our series of lectures on the stages of the production process is quality control. Some people believe that an effective quality control system amounts to an inspection of the finished product. This morning I intend to prove to you why those people are mistaken. The main drawback with a finished product inspection is that it is 'an after the act' operation. No amount of inspection <u>can make bad work good</u>. For this reason most large-scale manufacturers consider quality control to be an ongoing process. The advantages of this are considerable. <u>It cuts wastage, it</u>	Q. 27 Q. 28 Q. 29 Q. 30 Q. 31
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<u>saves time</u>, as no hours are lost on work done on already defective items, and perhaps most importantly it is easier to detect a fault, when the product is still at the component stage.	Q. 32
So when should quality control begin? Well, usually with the raw materials. If the materials are of sub-standard quality there is no point in processing them. More to the point, sub-standard materials can be returned to the company at no cost to the manufacturer. Although these benefits seem obvious, you might be surprised to know that only 87 per cent of larger firms and <u>62 per cent of small firms</u> have a standard raw material inspection procedure. For the same reasons it is a good idea to test components brought in from another company.	Q. 33
In many manufacturing processes it is useful to carry out some form of quality control on products while they are still being manufactured. It is often easier to check individual components before assembly takes place. Equally, it may be valuable to test components by their function. I suppose the bottom line is that every product and every company has its own requirements and the quality control program should be arranged accordingly.	
The next question that needs to be asked is ‘what are we testing for?’ Again this depends on the product. An expensive car has different requirements from a cheap plastic toy. However, in both cases the <u>most vital testing is for safety</u>.	Q. 34
An increasingly common reason for testing these days is environmental impact. As the public becomes more and more concerned about green issues, it is becoming more and more important to measure a product’s effect on the environment. <u>This testing must assess the impact of both the product itself and the manufacturing process.</u>	Q. 35
<i>Questions 36 to 40. Before the final part of the lecture look at questions 36 to 40. 30 seconds</i>	
Answer questions 36 to 40 according to the information given in the lecture. This brings me to my next point—standards. Of course standards imposed vary greatly from country to country and industry to industry. However, 87 per cent of all companies in Australia do have written quality controls set out; 80 per cent of these are developed within the firm. These standards are nearly always based on guidelines set out by one of the major control boards. <u>Sixty-five per cent of these companies have adopted standards in line with SAA</u> (Standards Association of Australia), while a further 22 per cent use standards set up by individual trade or industry associations. <u>Only 23 per cent of firms have a set of standards which adhere to international requirements.</u> This 23 per cent represents some of Australia’s major	Q. 36 Q. 37

exporters. So, who is responsible for quality control? Well again there is no one answer. Companies place different levels of importance on quality control. A recent survey tried to find out who usually takes charge of the quality control function. It was discovered that <u>18 per cent of top management were directly responsible, while 56 per cent of middle management and 26 per cent of quality control personnel oversaw this function within their company.</u> It seems that most manufacturing industries see quality control as a middle management task. The final thing I want to do this morning is to consider the effect of releasing undetected low-quality items. The manufacturer stands to lose a great deal: • <u>through direct loss of custom</u> • through possible further loss of custom and goodwill when 'word gets around that the quality standard is unreliable'. • through the cost of dealing with and <u>compensating the customer who has complained</u> • through the need to maintain higher replacement stocks and a large repair force. In conclusion, quality control is a vital part of the manufacturing process, helping to ensure that Australian products remain competitive in the market place. <i>That is the end of the Listening test. You will now have half a minute to check your answers.</i>	Q. 38 Q. 39 Q. 40
---	--



Practice Listening Test – all sections

You are now going to listen to a complete IELTS listening test. You may use the Listening Answer Sheet to copy your answers across after the listening.



At the end of the test, your teacher will discuss the answers and the transcript.

IELTS PRACTICE TEST⁶

LISTENING

TIME ALLOWED: 30 minutes

NUMBER OF QUESTIONS: 40

Instructions

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

There will be time for you to read the instructions and questions and you will have a chance to check your work.

*All the recordings will be played **ONCE** only.*

The test is in four sections. Write your answers in the Listening question booklet.

At the end of the test you will be given ten minutes to transfer your answers to an answer sheet.

Now turn to Section 1 on the next page

⁶ Adapted from Cambridge IELTS 2 (2000), Cambridge University Press

Listening Test

SECTION 1 Questions 1-10

Questions 1 and 2

Complete the notes below.

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

MIC HOUSE AGENCY — REPAIRS	
<i>Example</i>	<i>Answer</i>
Name:	Paul SMILEY
Address:	Apartment 2, (1) _____ Newton
Length of lease:	one year
Date moved in: (2)	_____

Questions 3-9

Complete the table below.

Write **A** if the repair will be done immediately.
B if the repair will be done during the following week.
C if the repair will be done in two or more weeks.

Item	Problem	When to be done
washing machine	leaking	Example: A
cooker	(3)	(4) _____
windows	(5) _____	B
(6) _____	flickers	(7) _____
(8) _____	torn	(9) _____

Question 10

Write **NO MORE THAN THREE WORDS** or **A NUMBER** for each answer.

Workman to call between (10) _____ and _____.

SECTION 2 Questions 11-20**Questions 11 and 12**

Circle the correct letters A-C.

11. At Rainforest Lodge there aren't any ...
A. telephones or TVs.
B. newspapers or TVs.
C. telephones or newspapers.
12. The guests are told to...
A. carry their luggage to the cabin.
B. go straight to the restaurant.
C. wait an hour for dinner.

Questions 13-15

Complete the table below.

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

TOUR NAME	DETAILS
Orchid and Fungi	walking tour
Four- Wheel-Drive	tour to the (13) _____
Fishing	to catch lunch
Crocodile Cruise	departs at (14) _____ daily
(15) _____	departs at sundown

Questions 16-20

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

What THREE items of clothing does the speaker recommend for the rainforest?

16. _____
17. _____
18. _____

Which TWO things in the rainforest does the speaker give a warning about?

19. _____

20. _____

SECTION 3 Questions 21-30

Questions 21-25

Circle the correct letters A-C.

21. These sessions with a counsellor are ...
- A. compulsory for all students.
 - B. available to any students.
 - C. for science students only.
22. The counsellor says that new students have to ...
- A. spend more time on the college premises.
 - B. get used to working independently.
 - C. work harder than they did at school.
23. John complains that the resource centre...
- A. has limited opening hours.
 - B. has too few resources.
 - C. gets too crowded.
24. The counsellor suggests to John that...
- A. most other students can cope.
 - B. he needs to study all the time.
 - C. he should be able to fit in some leisure activities.
25. Before being able to help John the counsellor needs to ...
- A. talk with some of his lecturers.
 - B. consult his tutor.
 - C. get more information from him.

Questions 26-30

Complete the notes below.

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

WRITING

- Pay careful attention to the question
- Leave time to (26)_____

LISTENING

- Try to (27)_____lectures
- Check notes with (28)_____

READING

- Choose topics of (29)_____
- Buy a good (30)_____

SECTION 4 Questions 31-40

Questions 31-35

Circle the correct letters A-C.

31. John was first interested in the subject because of something ...

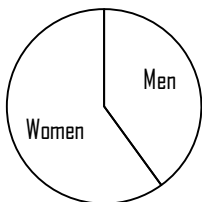
- A. he had witnessed.
- B. he had read about.
- C. he had experienced.

32. The main research method was ...

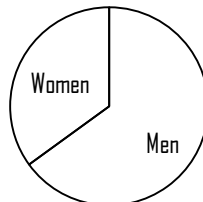
- A. interviews.
- B. questionnaires.
- C. observation.

33. Which pie chart shows the proportion of men and women respondents?

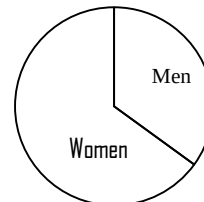
A



B



C



34. How many respondents were there?

- A. 50-100
- B. 100-150
- C. 150-200

35. The most common type of road rage incident involved ...

- A. damage to property.
- B. personal violence.
- C. verbal abuse.

Questions 36-40

Which group gave the following advice?

Tick Column A if it was mainly women.

Tick Column B if it was mainly men.

Tick Column C if it was both men and women.

	A	B	C
<i>Example</i>	✓		
Don't stop to ask directions.			
(36) Avoid eye contact with other drivers.			
(37) Inform someone of your likely arrival time.			
(38) Ensure car keys are ready when you return to the car.			
(39) Leave plenty of space when parking.			
(40) Keep all doors locked.			



Answers – Sections 1, 2, 3 and 4

1. 16 Rose Lane	21.B
2. 27 th) June <i>or acceptable alternatives</i>	22.B
3. door broken // broken door	23.A
4. C	24.C
5. no locks (on them) // need locks	25.C
6. bathroom light	26.check (over) (your) work/errors // revise (work)
7. A	27.record
8. kitchen curtains	28.(a) friend ACCEPT freind
9. B	29.general interest NOT interest
10.1 (pm) (and) 5 (pm)	30.dictionary
11.B	31.B
12.C	32.A
13.waterfall(s) // water fall(s) // water-fall(s)	33.A
14.eleven // 11.00 //11 (am)	34.B
15.Spotlight (tour)	35.C
16.walking boots	36.B
17.long trousers	37.A
18.socks	38.C
19.(venomous/poisonous) snakes	39.B
20.(certain) plants	40.C

Check the transcript.



Transcript – Sections 1, 2, 3 and 4

Agent: Good morning. MIC House Agency. Paul: Good morning. I'm ringing about the problems I've been having with my apartment. Agent: Yes, of course. If I can just take a few details first. . . What's your name? Paul: Paul Smiley. Agent: How do you spell that? Paul: S-M-I-L-E-Y.	
Repeat	
Agent: OK, and what's the address? Paul: Apartment 2, <u>16 Rose Lane</u>. Agent: Rose Lane . . . and that's in . . . ? Paul: In Newton.	Q. 1
Agent: Oh yes, I know the property. Could I just ask how long is the lease? Paul: It's for one year. Agent: And you moved in . . . ? Paul: Last week, on <u>27th June</u>.	Q. 2
Agent: Fine, thank you. Agent: And what are the problems that you've been having? Paul: Well, no one thing is really dangerous or anything, but you know, it's just been building up. Agent: Yes, of course. Paul: Well the first thing is the washing machine. It's been leaking a little and it's beginning to get worse. Because we have a small child, <u>we really need to get that done straight away</u>.	example
Agent: OK ... that's a washing machine for immediate repair. Paul: And then there's a niggling problem with the cooker . . . Agent: Ah ha... Paul: <u>The door's broken</u>.	Q. 3
Agent: Right. Paul: It's nothing serious and it can be used, but if <u>you can send someone over in the next couple of weeks or so</u> that'd be great.	Q. 4
Agent: Fine, I've got that. Paul: Then we are worried about all the windows.	

Agent: Are they broken?	
Paul: No, <u>but there are no locks on them</u> . . . and you know with the insurance these days...	Q. 5
Agent: And when would you like those done?	
Paul: Oh, that's not really urgent . . . but you never know when there's going to be a break-in.	
Agent: No, we'll get those done for you next week, don't worry.	
Paul: And then there's the <u>bathroom light</u> . . . <u>it's getting quite annoying.</u>	Q. 6
<u>It flickers quite badly</u> and it's giving me headaches. <u>I'd really like to get that replaced right away.</u>	Q. 7
Agent: That's no problem.	
Paul: And then the last thing on the list is the kitchen curtains. <u>They're torn.</u>	Q. 8
Agent: Oh, right. We do have quite a few spare ones in stock and <u>can get those to you in the next week</u> , if that's alright with you?	Q. 9
Paul: Yes, that'd be fine.	
Agent: Anything else?	
Paul: No, that's all.	
Agent: OK, fine. What we'll do is get someone over to you this afternoon, if you're in.	
Paul: Well, I'm going to be out for a short time.	
Agent: Well you tell us your preferred times.	
Paul: Well <u>the best time is about 1.00.</u>	Q. 10
Agent: I'll have to check that with him. And if he can't make it then, what would be your second preference?	
Paul: <u>Any time up to 5 pm</u> would be fine.	Q. 10
Agent: OK, I've made a note of that.	
Paul: Great, well thanks very much for your help.	
Agent: That's fine. Thank you for calling.	
Paul: Goodbye.	
Agent: Goodbye.	
SECTION 2	
Great. Well, hi, everyone! My name's Jody and I'm one of the four recreation officers here at Rainforest Lodge. My job is to make sure that you all have a great stay here with us and go away feeling relaxed and refreshed. As you can see, we're literally in the middle of nowhere at the Lodge. <u>There are no newspapers or TVs</u> and there's only one phone and that's in the office. The	Q. 11

Lodge is a complete 'get away from it all' experience: a place to unwind and appreciate the world without a lot of interruptions and distractions.	
From your cabin balcony you'll find that you can't see anyone else and the only noise you should hear is the birds. When the luggage comes, one of the guys will take it across to your cabin for you and make sure you know the way back here to the main centre for dinner in the restaurant. <u>Dinner will be served in about an hour or so.</u>	Q. 12
All the times of each day's activities are printed on the blue sheet you should have got in the information guides that were handed out on the coach. Each Explorer trip has a different focus, so it doesn't matter how many you do or on what day, because there's always something new to discover in the rainforest.	
Tomorrow I think we've still got places on the Orchid and Fungi Tour. This is on foot and takes you to different parts of the rainforest. Or, if you'd prefer, there's the <u>Four-Wheel-Drive tour</u> to the waterfalls, or the fishing trip where I promise you we'll catch some lunch, and last but not least, the famous <u>Crocodile Cruise that leaves at 11 am</u> each day. (Just in time for the crocodile's lunch!) Plenty to choose from here at Rainforest Lodge or just sit on your balcony, relax and unwind and enjoy the views. In the evenings there is the Spotlight Tour, one of my favourites. <u>The Spotlight Tour leaves at sundown</u> and lets you catch a glimpse of some more of the rainforest's wildlife as it comes out at dusk to feed. That's a great trip and if you can, I'd really try to make sure you do it during your stay.	Q. 13
	Q. 14
	Q. 15
You've chosen to visit the rainforest in March, which is just at the end of the wet season, so you'll soon notice how well the waterfalls are running and also how damp the ground is. Things can tend to get a bit slippery, too, so <u>if you didn't bring any walking boots I'd advise you to hire some</u> from the office. <u>You'll also be much better off in long trousers</u> rather than shorts because they will give your legs more protection, <u>and socks are a good idea too.</u>	Q. 16
	Q. 17
	Q. 18
There's no need to be nervous of the rainforest provided that you treat it with respect and common sense. Most of the animals and wildlife are gentle and harmless. <u>There are some venomous snakes to beware of</u> , but really they're much more frightened of you than you are of them. The other thing is <u>that certain plants can cause irritation</u> if you touch them with bare skin.	Q. 19
	Q. 20

Well, that's about all for the time being. The guys are here to take you and your luggage to the cabins. . .

SECTION 3

Counsellor: Hello, John, What can I do for you?

John: Well, I heard about these counseling sessions from a friend doing a science course and I was really interested. I think they should be compulsory really.

Counsellor: Well to be quite honest, John, I think they would be useful for everybody but well, everybody has their own way of going about things. I prefer people just to drop in when they can.

Q. 21

John: Yes.

Counsellor: I find that talking to students about the requirements of a course helps to clarify what needs to be done. I mean the biggest difference between college and school is that new college students really have to do a lot of work on their own, and it's sometimes useful to get advice on how to take control of your time and work effectively.

Q. 22

John: Yes. I mean, it seems like a very light workload until assignment time comes and then I seem to be working all night sometimes. I'm not the only one. It's ridiculous. The resource centre is very good but it closes so early. It's in the library and so you'd think you could use it more. It's a real problem for me.

Q. 23

Counsellor: Well, you're certainly not the only person in that position, as I'm sure you've found. It really comes down to using every available hour in a systematic way. If you do this with a plan, then you'll find that you still have time for yourself and your hobbies as well.

Q. 24

John: Yeah. I've heard from Thomas that you made him a sort of plan like this, and he's going away for the weekend with all his work handed in, whereas I haven't even started.

Counsellor: <u>I need to find out a few more things about you first.</u> I'll give you this form to fill in about your lectures and things before you leave. Counsellor: Now, what are your main problems? John: Well, what most concerns me is I'm still not doing very well in my assignments. Counsellor: Well, I know that you plan your writing carefully, but this can come to nothing if the assignment doesn't answer the question. That really is the key. You must read the question carefully and give it a great deal of thought before you even start planning or writing your first draft. <u>It's also vital to check your work for errors.</u> Everybody makes them, and they can influence the person marking the work. <u>So, always take time at the end to check what you have written.</u> John: As far as listening is concerned, I find it hard to keep up sometimes in lectures, especially two-hour ones. I sometimes just seem to go off into a dream. Counsellor: It's a good idea to find out from your lecturers <u>if they mind you recording the lectures.</u> You only need one of those small cassette recorders. The quality is pretty good and a second listening can really clarify things. Something else you can do is <u>check your notes with a friend</u> after the lecture. John: Yes. That's a good idea. Thanks. It's hard to do all that all the time though, especially when there's so much reading to do. Counsellor: Yes. It's important, though, not to confine yourself to reading on your subject. <u>You should also read things of general interest</u> that appeal to you. You know, novels, newspapers, that kind of thing. <u>Do you have a good dictionary?</u> John: Not really. I've never bothered with one. Counsellor: Mmmm it would <u>probably be a good idea to get one.</u> Dictionaries are not expensive and they can help a lot. Also you can underline or highlight new words and ...	Q. 25 Q. 26 Q. 27 Q. 28 Q. 29 Q. 30
--	---

SECTION 4

Tutor Well, good afternoon. In today's session John Upton will be sharing some of the findings of his research project from last term. John . . .

John: Thanks. Well, first of all, a little bit about the background to the project. Our title, as you can see, is pretty straightforward: 'car safety'. But these days there's a lot more to it than the usual injunctions about drinking and driving or speeding.

I had been interested and horrified by several newspaper reports on what people call 'road rage'. For example the famous incident of a man getting out of his car in a car park and hitting the driver of a van who had overtaken him earlier. It seemed to me that there were almost as many serious problems when cars were parked . . . i.e. were stationary ... as when they were travelling at 90 miles an hour. So I decided to make this the focus of the project.

Q. 31

For our research we depended mainly on talking to individuals, asking them questions rather than using written questionnaires. We stopped people at a selected garage on the motorway over a two-day period, and asked them questions about what they'd observed or experienced themselves. Our respondents were both men and women, but the women were just slightly in the majority. We were pleased by the public's willingness to stop and chat to us... in the end we talked to a total of 135 drivers over those two days.

Q. 32

Q. 33

Q. 34

So what were our findings? Well, as you can see, 93% of respondents had had some kind of problem. A surprisingly large percentage - 24% had had their car damaged in some way, but the main type of incident was being shouted at - 79% had experienced that. 15% had experienced violence on their own persons . . . they'd actually been hit by someone. The police tended only to be informed when there was physical violence involved.

Q. 35

So what strategies had people developed to ensure their own safety? Let's have a look at the figures here. Well, first of all, it was quite striking that there were often distinct answers from the men and women. It was mainly women, for example, who said one shouldn't ever stop to find out how to get somewhere. Whereas it was men who said you should try to avoid looking directly at other drivers. Both men and ... oh sorry no ... it was women who said you had to tell someone when you were due to get to a particular

example

Q. 36

Q. 37

<u>destination.</u> Then, I had thought that it would be mainly men, <u>but both sexes made the point that it's much safer to get keys out well in advance</u> as you go towards your car. <u>Men</u> were very aware that muggers or whatever might be concealed behind the car. <u>They also made the point that you should leave plenty of room when you park your car</u> so you can make a quick getaway if you need to. Finally, <u>locking doors at all times</u> ... men didn't think it was quite as important as women, <u>but both gave it a high safety rating.</u>	Q. 38 Q. 39 Q. 40
When we asked them what they thought the best improvements had been in the last five years in helping with road rage problems ...	

(4th Class)**Lesson D.5 – Listening****Listening to Numbers and Names**

In this activity, you will practice listening to numbers and names. Use pen and paper to write them down.

You will hear:

- Six prices
- Six telephone numbers
- Six dates
- Six names

PRICES	TELEPHONE NUMBERS	DATES	NAMES
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.
6.	6.	6.	6.

Answers to Listening: Numbers and Names

PRICES	TELEPHONE NUMBERS	DATES	NAMES
1. \$1500	1. 88997452	1. 13 June	1. Campbell
2. (pound) 99.90	2. 3402811012	2. 1965	2. George
3. \$2500	3. 4656578	3. April 20	3. Irene
4. \$19.33	4. 0298912733	4. 1998	4. Marco
5. \$30.13	5. 132132	5. Wednesday	5. Hennessy
6. 25p	6. 008135421	6. September 1	6. Adelaide

Listening Practice – Sections 1 and 2

You are now going to listen to 2 segments of an IELTS listening test – Part1 and Part 2. You may use the Listening Answer Sheet to copy your answers after the listening.

IELTS PRACTICE TEST⁷

LISTENING

TIME ALLOWED: 15 minutes

NUMBER OF QUESTIONS: 20

Instructions

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

There will be time for you to read the instructions and questions and you will have a chance to check your work.

*All the recordings will be played **ONCE** only.*

The test is in four sections. Write your answers in the Listening question booklet.

At the end of the test you will be given ten minutes to transfer your answers to an answer sheet.

Now turn to Section 1 on the next page.



Your Teacher will discuss the answers at the end of the listening activity.

⁷ CAMBRIDGE IELTS 6

SECTION 1 Questions 1-10

Questions 1-4

Complete the notes below.

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

Notes on sports club

<i>Example</i>	<i>Answer</i>
Name of club:	<u>Kingswell</u>
Facilities available:	Golf 1 _____ 2 _____
Classes available:	• Kick-boxing • 3 _____
Additional facility:	4 _____ (restaurant opening soon)

Questions 5-8

Complete the table below.

Write NO MORE THAN TWO NUMBERS for each answer.

MEMBERSHIP SCHEMES					
Type	Use of facilities	Cost of classes	Times	Joining fee	Annual subscription fee
GOLD	All	Free	Any time	£250	5 £_____
SILVER	All	6£_____	from 7 ____ to____	£225	£300
BRONZE	Restricted	£3	from 10:30 to 3:30 weekdays only	£50	8 £_____

Questions 9 and 10

Complete the sentences below.

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

9. To join the centre, you need to book an instructor's_____
10. To book a trial session, speak to David _____(0458 95311).

SECTION 2 Questions 11-20**Questions 11-16**

What change has been made to each part of the theatre?

Choose **SIX** answers from the box and write the correct letter, **A-G**, next to questions 11-16.

RIVENDEN CITY THEATRE

- | |
|---|
| <p>A. doubled in number
 B. given separate entrance
 C. reduced in number
 D. increased in size
 E. replaced
 F. strengthened
 G. temporarily closed</p> |
|---|

Part of the theatre

- | | |
|--------------------------------|-------|
| 11. box office | _____ |
| 12. shop | _____ |
| 13. ordinary seats | _____ |
| 14. seats for wheelchair users | _____ |
| 15. lifts | _____ |
| 16. dressing rooms | _____ |

Questions 17-20

Complete the table below.

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

Play	Dates	Starting time	Tickets available	Price
<i>Royal Hunt of the Sun</i>	October 13th to 17 _____	18 _____ pm	for 19 _____ and _____	20 £ _____



UNIVERSITY of CAMBRIDGE
ESOL Examinations

IELTS Listening and Reading Answer Sheet

Centre number:

Pencil must be used to complete this sheet.

Please write your **full name** in CAPITAL letters on the line below:

Then write your six digit Candidate number in the boxes and shade the number in the grid on the right.



0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9



Test date (shade ONE box for the day, ONE box for the month and ONE box for the year):

Day: 01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

Month: 01 02 03 04 05 06 07 08 09 10 11 12 **Year** (last 2 digits): 09 10 11 12 13 14 15 16 17 18

Listening		Listening		Listening		Listening		Listening		Listening	
		Marker use only				Marker use only				Marker use only	
1		✓	1	x	21		✓	21	x		
2		✓	2	x	22		✓	22	x		
3		✓	3	x	23		✓	23	x		
4		✓	4	x	24		✓	24	x		
5		✓	5	x	25		✓	25	x		
6		✓	6	x	26		✓	26	x		
7		✓	7	x	27		✓	27	x		
8		✓	8	x	28		✓	28	x		
9		✓	9	x	29		✓	29	x		
10		✓	10	x	30		✓	30	x		
11		✓	11	x	31		✓	31	x		
12		✓	12	x	32		✓	32	x		
13		✓	13	x	33		✓	33	x		
14		✓	14	x	34		✓	34	x		
15		✓	15	x	35		✓	35	x		
16		✓	16	x	36		✓	36	x		
17		✓	17	x	37		✓	37	x		
18		✓	18	x	38		✓	38	x		
19		✓	19	x	39		✓	39	x		
20		✓	20	x	40		✓	40	x		

Marker 2
Initials

Marker 1
Initials

Band
Score

Listening
Total

IELTS L-R v4.0

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Answers – SECTIONS 1 and 2

<i>Section 1, Questions 1-10</i>		<i>Section 2, Questions 11-20</i>	
1	(a) keep-fit (studio)	11	B
2	swimming	12	G
3	yoga (classes)	13	C
4	(a), salad bar	14	A
5	500	15	E
6	1	16	D
7	10 (am), 4.30 (pm)	17	(October (the)) 19th
8	180	18	7
9	Assessment	19	Monday, Thursday
10	Kynchley	20	18

Transcript below



Transcript – SECTIONS 1 & 2

Section 1

WOMAN:	Good morning, oh sorry, it's gone 12, I'll start again, good afternoon, Kingswell Sports Club, how can I help you?	Example
MAN:	Oh, good afternoon. I was wondering if you could give me some information about membership and facilities.	
WOMAN:	Of course. What would you like to know?	
MAN:	Do you have tennis courts, for example?	
WOMAN:	No, I'm afraid we don't. We're primarily a golf club.	
MAN:	What about football? I heard you had a team.	
WOMAN:	No, I'm sorry. Perhaps you're thinking about Fresham Sports Centre.	
MAN:	Oh, right. I know it. I've played badminton there.	
WOMAN:	Have you? They've got a lot of facilities we don't have and vice versa. We do have a <u>keep-fit studio</u> , which is very popular with members, and then as well as that there's <u>swimming</u> , of course.	Q1 Q2
MAN:	That's good. I like to swim every day.	
WOMAN:	We have a range of classes too.	
MAN:	Do you have judo classes? I'm keen to learn.	
WOMAN:	Well, at the moment we offer kick-boxing. We're planning to add judo and stretch classes soon. We're currently running a range of <u>yoga</u> classes, too.	Q3
MAN:	What about relaxing after exercise? I assume you have a restaurant or something.	
WOMAN:	At the moment, we've got a <u>salad bar</u> which is very popular. We'll also have a fully-licensed restaurant by the end of the year.	Q4
MAN:	Sounds good!	

WOMAN:	What kind of membership are you interested in?	
MAN:	Um I'm not really sure. What are the options?	
WOMAN:	Well, there are three different membership schemes.	
MAN:	I see. What's the difference?	
WOMAN:	Well, the first one's called Gold, and you can use all the facilities at any time of the day or week. You can also join in as many classes as you like for free.	
MAN:	That sounds good. Is it very expensive?	
WOMAN:	Well, you pay a £250 joining fee and then it's £450 - oh no, I'm sorry, it's just gone up by £50, sorry about that - it's now <u>£500</u> for the annual subscription fee.	Q5
MAN:	Right, got that. And what's the next type?	
WOMAN:	Well, that's Silver - it's the same as Gold except you have to pay a small fee of <u>£1.00</u> per lesson for any you do and you can only use the centre at certain times.	Q6
MAN:	I see. So when exactly?	
WOMAN:	You can only use the facilities <u>between 10 am and 4.30 pm</u> .	Q7
MAN:	So I couldn't use the pool at 8 in the morning or evening, then?	
WOMAN:	That's right.	
MAN:	OK. And the price for that? Is the joining fee the same as for Gold?	
WOMAN:	Actually, it's slightly less than the £250 - it's £225, but the annual fee is only £300. Does that sound more like what you want?	
MAN:	Well, it's still rather more expensive than I thought. I'm a student here in England and I'm only here for six months.	
WOMAN:	Ah, then the Bronze scheme would probably suit you best.	
MAN:	How is that different?	
WOMAN:	Well, some of the facilities have restricted use.	
MAN:	And do I have to pay for classes?	
WOMAN:	Yes, it's £3 for each class you join.	
MAN:	I see. And what are the hours then?	
WOMAN:	Between 10.30 and 3.30 weekdays only and you pay a £50 joining fee. The annual fee is <u>£180</u> - it works out at £15 a month, so that would be quite a lot cheaper.	Q8
MAN:	Oh, that should be all right. I could come in my free periods. What do I have to do if I want to join?	
WOMAN:	Well, we book you in for an <u>assessment</u> with an instructor, who will show you how to use all the equipment. If you want to organize a trial session and look around the centre, you'll need to speak to David Kynchley.	Q9
MAN:	Hmm. Could you spell that please?	
WOMAN:	Yes, David <u>K-Y-N-C-H-L-E-Y</u> . I'll give you his direct line number. It's oh-four-five-eight-nine-five-three-double one.	Q10
MAN:	Thanks.	
WOMAN:	Thank you for calling Kingswell Sports Club.	

Section 2

MAN:	And here on Radio Rivenden we have Lynne Rawley, the Public Relations Officer of our own Rivenden City Theatre. Hello, Lynne. Hello.	
LYNNE:	Now, the theatre is reopening soon after its three-year redevelopment programme, isn't it?	
MAN:	That's right, and there are a lot of improvements. The first thing people will see when they go in is that the foyer has been repainted in the original green and gold. Then <u>the box office has been reoriented, with its own access from the side of the building</u> instead of through the foyer, which means it can be open longer hours, and has more space, too. The shop that used to be in the foyer, which sold books and CDs, is the one part of the redevelopment which isn't yet complete. The plan is to find new premises for it near the theatre, and we've had difficulty finding somewhere suitable. <u>We hope to reopen the shop in the next few months.</u>	Q11
LYNNE:	Will audiences find any difference in the auditorium?	
MAN:	Yes, we've increased the leg-room between the rows. This means <u>that there are now fewer seats</u> but we're sure audiences will be much happier. And we've installed air conditioning, so it won't get so hot and stuffy. We already had a few seats which were suitable for wheelchair users, and <u>now there are twice as many</u> , which we hope will meet demand. Something else that will benefit audiences is <u>the new lifts. The two we used to have were very small and slow.</u>	Q12
LYNNE:	<u>They've now gone, and we've got much more efficient ones.</u>	Q13
MAN:	Anything for the performers?	
LYNNE:	Yes, we've made a number of improvements backstage. <u>The small, dark dressing rooms we used to have have been converted into two large airy rooms,</u> so they're much more comfortable now. And the state-of-the-art electronic sound and lighting systems have been installed.	Q14
MAN:	OK, so what's the first play that audiences can see when the theatre reopens?	
LYNNE:	We've got a very exciting production of Peter Shaffer's Royal Hunt of the Sun, which is currently touring the country. That starts on October the 1 3th and runs till <u>the 19th</u> . We're experimenting a bit with the time the curtain goes up.	Q15
MAN:	We used to start all our performances at 7.30, but that made it difficult for people to go home by public transport, so instead we're beginning at 7,	Q16
LYNNE:	because at 9.45, when it finishes, there are still buses running. Tickets are already selling fast. The Friday and Saturday performances sold out almost immediately and. in fact, now there are only tickets for <u>Monday and Thursday</u> .	Q17
MAN:	How much are they?	
LYNNE:	We've introduced a simpler price structure. Ticket prices used to range from £6 to £30 but now they're all <u>£18</u> . They're available from the box office, in person, by phone, fax or post, or online.	Q18
MAN:	OK, Lynne, now if you'd like to give the contact details for the theatre.	Q19
LYNNE:		Q20
MAN:		

Listening: Practice and Analysis

You are now going to listen to an IELTS Listening test. You may use the Listening Answer Sheet to copy your answers after the listening.

IELTS PRACTICE TEST⁴

LISTENING

TIME ALLOWED: 30 minutes

NUMBER OF QUESTIONS: 40

Instructions

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

There will be time for you to read the instructions and questions and you will have a chance to check your work.

*All the recordings will be played **ONCE** only.*

The test is in four sections. Write your answers in the Listening question booklet.

At the end of the test you will be given ten minutes to transfer your answers to an answer sheet.

Now turn to Section 1 on the next page

⁴ Sahanaya, W., Lindeck, J. .2002, IELTS Preparation and Practice, Listening & Speaking, OUP

SECTION 1 Questions 1-11*Questions 1-3**Complete the form. Write A **NUMBER** for each answer.*

Request Form	
<i>Example:</i> Name:	<i>Answer:</i> Lester Mackie
Membership No:	(1)
Mailing address:	17 Westmead Road, Annandale
Fax No:	(2)
Phone No:	02 579 6363 after 5:00 p.m. (3)

*Questions 4-6**Circle the correct answer A-D for each question.*

- 4 Why does the caller need the literature?
- A for a student paper C for research
B for a newspaper article D for general interest
- 5 How long can the caller have the books after the date of postage?
- A 3 weeks C 5 weeks
B 6 weeks D 2 weeks
- 6 How will the caller pay the fees?
- A credit card C money order
B cheque D cash

Questions 7-11

Look at the booklist below. Write in the boxes the appropriate letter (A, OL, or R) as explained below:

available	A
out on loan	OL
request from other library	R

Items Requested	
<i>Example:</i>	<i>Answer</i>
Hallsworth, E. G (1978) Land and Water Resources of Australia	A
7 Government publication (1984) Land Degradation in Australia	
8 Government publication (1993) Coastal Zone Inquiry Report	
9 Fisher, D.E. (1980) Environment Law	
10 Rainswell, R. W. (1980) Environmental Chemistry	
11 Burns, M. & Assoc. (1989) The Environmental Impact of Travel and Tourism	

SECTION 2 Questions 12-21**Questions 12-16**

Label the library locations by writing **ONE, TWO** or **THREE LETTERS** next to the list of places

Example: *Answer:*

Law library **A B**

Floors			
9	A		
8	B		
7	C information desk, maps		
6	D		
5	E	4	J
4	F	3	K
3	G	2	L Mathews building entrance
2	H Library Road entrance		
1	I library lawn entrance		

Mathews building annex

Main building

- 12** loans and returns
13 social sciences and humanities library
14 multimedia and newspapers
15 physical sciences library
16 biomedical library

Questions 17-21

Complete the notes of general information on the library.

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

General Library Information

- Eating, drinking and smoking are forbidden in the library.
- Telephones are located on the first floor of the main building.
- Clocks are in the (17)
- There are four (18)
- Toilets are located near the lifts.
- Women's toilet are on (19) floors.
- Men's toilets are on (20) floors.
- Wheelchair access toilets are on floors (21)

SECTION 3 Questions 22-31

Questions 22-23

Complete the form. Write **NO MORE THAN THREE WORDS** or **A NUMBER** for each answer.

Student Record Card			
Name:	David Simmons		
Address:	15 Market Ave. Hornsby		
Student number:	(22)		
Prerequisites Completed			
	Yes	No	If no – reason
Screen Studies		✓	(23)
18 credit points	✓		

Question 24

Circle the **TWO** examination dates

	JUNE					JULY				
Sun	1	8	15	22	29		6	13	20	27
Mon	2	9	16	23	30		7	14	21	28
Tue	3	10	17	24		1	8	15	22	29
Wed	4	11	18	25		2	9	16	23	30
Thu	5	12	19	26		3	10	17	24	31
Fri	6	13	20	27		4	11	18	25	
Sat	7	14	21	28		5	12	19	26	

Questions 25-29

Circle the correct answer A-D

- 25 Dr Richardson explains that the set exercises
- A** require reference to a wide range of resources
 - B** should be at least 250 words in length
 - C** focus on key terms and concepts in media studies
 - D** do not have fixed answers
- 26 Dr Richardson explains that essays one and two
- A** are to be the same length
 - B** should both be analytical
 - C** both emphasize studies of audiences
 - D** should be especially easy for David

How does Dr Richardson describe each of the assignments?

Complete the table by writing ONE or TWO appropriate letters (M, T, A or J) as explained below:

mechanical M

theoretical T

analytical A

journalistic J

Assignment	Description
Set exercises	(27)
Assignment 1	(28)
Assignment 2	A
Assignment 3	(29)

Questions 30-31

Circle the correct answer.

- 30 Which two times slots does Dr Richardson suggest David use for his essay?
- A** the six o'clock and the mid-morning

- B** the breakfast and the six o'clock
C the mid-morning and the midnight
D the midday and the ten o'clock

Write the answer using **NO MORE THAN THREE WORDS**.

31 What will David do before he decides which part of the programs to use?

.....

SECTION 4 Questions 32-40

Questions 32-40

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

Coastal Zone Inquiry	
Example	Answer
Speaker:	Kevin Ackroyd
BACKGROUND: Problem: pressure on (32) This pressure caused by (33) Contributing factors: • Economic development • (34) • Industrial expansion • (35) Two factors that are particularly important: • (36) likely to continue • Industry, especially tourism which competes with (37) farming industries CONCLUSIONS: Need to • Raise profile of coastal zone • Exercise greater vision • (38) RECOMMENDATIONS: Need for • Long-term view • Broad view • Modern (39) • Consultation with (40)	



UNIVERSITY of CAMBRIDGE
ESOL Examinations

IELTS Listening and Reading Answer Sheet

Centre number:

Pencil must be used to complete this sheet.

Please write your **full name** in CAPITAL letters on the line below:

Then write your six digit Candidate number in the boxes and shade the number in the grid on the right.



0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9



Test date (shade ONE box for the day, ONE box for the month and ONE box for the year):

Day: 01 02 03 04 05 06 07 08 09 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

Month: 01 02 03 04 05 06 07 08 09 10 11 12 **Year** (last 2 digits): 09 10 11 12 13 14 15 16 17 18

Listening		Listening		Listening		Listening		Listening		Listening	
		Marker use only				Marker use only				Marker use only	
1		✓	1	x	21		✓	21	x		
2		✓	2	x	22		✓	22	x		
3		✓	3	x	23		✓	23	x		
4		✓	4	x	24		✓	24	x		
5		✓	5	x	25		✓	25	x		
6		✓	6	x	26		✓	26	x		
7		✓	7	x	27		✓	27	x		
8		✓	8	x	28		✓	28	x		
9		✓	9	x	29		✓	29	x		
10		✓	10	x	30		✓	30	x		
11		✓	11	x	31		✓	31	x		
12		✓	12	x	32		✓	32	x		
13		✓	13	x	33		✓	33	x		
14		✓	14	x	34		✓	34	x		
15		✓	15	x	35		✓	35	x		
16		✓	16	x	36		✓	36	x		
17		✓	17	x	37		✓	37	x		
18		✓	18	x	38		✓	38	x		
19		✓	19	x	39		✓	39	x		
20		✓	20	x	40		✓	40	x		

Marker 2
Initials

Marker 1
Initials

Band
Score

Listening
Total

IELTS L-R v4.0

denote
Print Limited 0121 520 5100

DP650/394

Answer Key

SECTION 1

- 1) M 9301274
- 2) 863 5923
- 3) 579 1857
- 4) B
- 5) B
- 6) D
- 7) R
- 8) A
- 9) A
- 10) OL
- 11) R

SECTION 2

- 12) H
- 13) F G
- 14) G
- 15) C D E
- 16) J K L
- 17) Lift lobbies
- 18) Subject libraries / special libraries / specialist libraries
- 19) Even [number(ed)]
- 20) Odd [number(ed)]
- 21) One (&) two / 1 (&) 2

SECTION 3

- 22) C97H85
- 23) (has/given) exemption / (has) practical experience / TV / film / movie experience
- 24) 25,26 June
- 25) C
- 26) B
- 27) M
- 28) T A
- 29) J
- 30) A
- 31) Collect a sample / collect sample programs

SECTION 4

- 32) Coastal environment / environment of coast / natural resources / water resources
- 33) Population shift / urban expansion / population growth / expansion
- 34) Ageing population
- 35) Government policies
- 36) Urban sprawl / urban expansion / growth will continue
- 37) (intensive) fish / (intensive) shellfish / (intensive) fish, shellfish
- 38) Adopt national approach / nationwide coordination
- 39) Management and economics / management, economic practices
- 40) People affected / people concerned

Transcript

SECTION 1

	[phone rings]	
Lib	Good morning, City Central Library. May I help you?	
Man	Yes, I want to order some books and copies of articles please. You can send them to me through the post or courier, can't you?	
Lib	Yes, certainly. I'll just get the form and take down some details. First, your name please, sir.	
Man	Lester Mackie. That's capital M, A-C-K-I-E.	
Lib	Mackie, Lester. And your membership number.	
Man	<u>That's M 9301274</u>	Q1
Lib	M 930	
Man	1274	
Lib	Thank you. Now your address please. That's the address you want us to send the items to.	
Man	It's 17 Westmead Road, Annandale.	
Lib	And could I have your phone number and you fax number please?	
Man	Yes. <u>The fax number is 8635923.</u>	Q2
Lib	863 5? 923.	
Man	That's correct. The daytime phone number is 02 5796363 and <u>after 5:00pm it's 579 1857.</u>	Q3
Lib	579 1857. Thank you. And may I ask you why you'll be needing the books? I'm sorry about this, but we have to have this information whenever we send books out from a telephone request.	
Man	No problem. <u>I'm preparing a short article for the environment watch section of the local newspaper.</u> We're quite concerned about the problems we're facing here now, especially since we've been getting so many tourists in the district.	Q4
Lib	Oh, I know. I'm so glad someone is doing something about publicising the problem.	
Man	Now how long can I keep the books for?	
Lib	Well, as you know, our normal loan period is three weeks with a two week extension over the phone. However, in cases where we send books out by post we allow a longer initial period to allow for the delivery time. <u>So you may have the books for six weeks from the date of postage.</u> But I'm afraid the two weeks extension won't apply then. However you would be able to renew them by bringing them in for stamping, provided no one else has a reserve on them.	Q5
Man	I should think the normal period will be enough. Now how do you prefer the postage and photocopy fees to be paid?	
Lib	We accept both cash and credit card, but it will be such a small sum it might be more convenient to send us a money order.	
Man	Hm. Would it be alright if <u>I left it until I come in next time and just pay cash then?</u>	Q6
Lib	Of course. There's no problem with that at all.	
Man	Fine. I'll do that. Shall I tell you the articles I want copied first?	
Lib	Good. I've got all that down. Now perhaps we could go on to the books. You tell me the books you need and I'll tell you whether you'll have to wait a bit for them, alright? The details I'll need are author, the publication date and the title of the book, is that OK?	

Man	Yes no problem at all. Um, the first one is by Hallsworth, published in 1978. It's called Land and Water Resources of Australia.	
Lib	Hm. Yes. We have that available on the shelves.	
Man	Good. Now the next two are both government publications. The first one is rather old, published in 1984. That's Land Degradation in Australia, but the second one is more recent. That's Coastal Zone Inquiry Report from 1993.	
Lib	<u>I'm afraid we don't have the first one. We'd have to get that from the government archives for you, but the second one, the later one, has just come in so I'll put that aside for you.</u>	Q 7 Q8
Man	Wonderful. Now there are three more. Two rather old books, but they're standard works so you probably have them. Environmental Law by Fisher, and Environmental Chemistry by Raiswell. They were both published in 1980.	
Lib	Ye-es we do have both those texts. <u>Environmental Law should be on the shelf, but Environmental Chemistry is out on loan at the moment. I'll put that on reserve for you.</u>	Q9 Q10
Man	Right. And the last one is The Environmental Impact of Travel and Tourism by M. Burns and Associates, 1989.	
Lib	[slowly] Bursn, M. Environmental Impact... <u>No, I'm sorry we don't have that. I'll have to use the inter-library loan service and get it in for you.</u>	Q11
Man	Oh. How long is that likely to take?	
Lib	Well, it really depends where we can get it. If it's available locally it shouldn't take more than a few days but if we have to send overseas for it, it could be rather a while. We'll do our best to hurry it up.	

SECTION 2

Welcome to the University of New South Wales library. This tour is a practical introduction to the library. It will take you to locations of services and materials without giving in-depth instruction. The tape itself runs for about 30 minutes. You may take as long as you need. Allow an hour to do a thorough tour of the library. A brief explanation of the library structure is helpful before you begin your walk. The library occupies nine floors of the 14-storey main building, plus three floors of the adjoining Mathews building annex. This tour will cover floors one to nine and the three floors of the Mathews building annex, including general information and services. You have commenced this tape at the general information desk on level two, where the tour begins. There are no book collections on this floor or on the first floor, which gives you access to the library lawn. On this floor you find the Resource Centre for Disabled Users, Open Reserve, Unicopy and Loans and Returns. <u>This means that you check out and return all books on this floor.</u> <u>On floors three and four you will find the social sciences and humanities collections. You will also find the multimedia materials and the newspaper collection on floor three.</u> <u>On the next three floors – that is, floors five, six and seven – we have the physical sciences library.</u> However, you should note that this does not include the biomedical library collection, which is located in the Mathews building. The entrance to the Mathews building annex is located on the third floor of this building and <u>the biomedical collection occupies floors two, three and four of the annex.</u> The last two floors of the main building occupied by the library collection are floors eight and nine and here you will find the law library.	Q12 Q13 Q14 Q15 Q16
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	Now turn to your right and go towards the lifts. As you are walking towards the lifts, listen to this general information section of the recording. Please pay attention to the many signs throughout the library which give you additional guidance. Pick up the yellow 'Finding Items in the Library' leaflet from the information desk if you do not have one already. This will assist you in understanding how material is arranged as you proceed on this tour. Please note that eating, drinking and smoking are not allowed anywhere in the library building. Heed the warning that there is a high incidence of theft in the library. Never leave your belongings unattended. Telephones are on the first floor of the main building and <u>there are clocks in all the lift lobbies</u>. As you will have realised by now, <u>this university library is divided into four subject or special libraries</u>; namely the biomedical library, social sciences and humanities library, physical sciences library and law library. Each special library provides a concentration of resources and services within their subject areas. As you proceed on this tour the special libraries will be explained to you in detail as you pass through each of them. In front of you is a sign for women's toilets. From levels two to eight <u>there are women's toilets on the even numbered floors</u>, and <u>the men's toilets are on the odd numbered floors near the lifts</u>. <u>Wheelchair access toilets are on levels one and two</u>.	Q17 Q18 Q19 Q20 Q21
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SECTION 3

Dr R	Enter.	
St	Good afternoon, Dr Richardson	
Dr R	Good afternoon. You're David Simmons, is that right?	
St	Yes, I've an appointment to talk about the course requirements with you.	
Dr R	Fine. Now why don't you take a seat over here and I'll just get some details from you. First, can I have your home address and your student number?	
St	That's 15 Market Avenue, Hornsby and <u>my student number is C97H85</u> .	Q22
Dr R	OK. Now I see here that you've already completed 18 credit points, but that you haven't done the Screen Studies course which is normally a pre-requisite for this course. Why is that David?	
St	Oh, <u>the course coordinator gave me an exemption because I've worked for a couple of years in the movie and television business and they considered my practical experience fulfilled the same requirements</u> .	Q23
Dr R	Fine. Shall we go over the course requirements first, and then you can bring up any queries or problems you might have? It might be most useful to start with a few dates. <u>The final examination will be in the last week of June</u> , that's the week of the 23 rd , but the final date hasn't been set; it should be the <u>25th or the 26th</u> , but you don't have to worry about that yet. Before that, as you can see in your study guide, there are three essays assignments and some set exercises. I'll deal with these first. <u>These set exercises are concerned with defining concepts and key terms</u> . They do have fixed answers, not in the wording but in the content. <u>To that extent they are quite mechanical</u> , and provide an opportunity for you to do very well as long as your answers are very specific and clear.	Q24
St	Yes, I see there are about twenty terms here. How long should the answers be?	Q25
Dr R	You shouldn't exceed 250 words for each of them.	Q27
St	Right, that looks easy enough. <u>And the third assignment seems fairly straightforward too. Just a journalistic type review</u> of a recent development in television. It's not so different to what I've done in my work.	Q29

Dr R	Yes, it should be fairly easy for you, but don't exceed 1000 words on that one. Essays 1 and 2 are the long ones. The first essay should be about 2000 words and the second 2500 and 3000, and <u>the approach for both should be analytical. In the first your focus should be on TV and the audience and you should primarily consider the theoretical issues</u> , particularly in relation to trying to understand audience studies. In the second, I'll want you to focus on analysing television programs.	Q26 Q28
St	Should I concentrate on one particular type of program for that?	
Dr R	Not necessarily. But you must be careful not to overextend yourself here. A comparison between two programs or even between two channels is fine. Or a focus on one type of program, such as a particular series, works well here.	
St	So if I wanted to look at television news programs, that would be OK?	
Dr R	Yes, there'd be no problem with that. In fact it's quite a popular choice, and most students handle it very well.	
St	Good. I'll probably do that, because it's the area I want to work in later.	
Dr R	Ah, come in and sit down David. You wanted to talk to me about your second essay, is that right?	
St	Yes Dr Richardson. I just wanted your comments on what I'm planning to do. I'm doing the essay on the differences between TV news programs at different hours of the day.	
Dr R	How many time slots were you planning to consider?	
St	Well, I thought I'd look at all of them. That'd be 5 slots. The breakfast news, the mid-morning news and the midday news, that's three. Then there's the six o'clock, the ten o'clock and the midnight programs, so that's six, not five.	
Dr R	Hm, that's rather a lot. And you'd have a lot of different audiences to consider. <u>Why don't you just do two, say mid-morning and the six o'clock?</u> That should give you two fairly contrasting approaches with two main audiences compositions.	Q30
St	Oh, just two then?	
Dr R	Yes, I think that'd be much better. Now how many actual programs do you plan to work with?	
St	I supposed you think analysing a whole week of news programs would be too many?	
Dr R	Well that depends on how much of each program. If you concentrate on one particular type of news item, say the sports news or local items it might be alright.	
St	Yes, I can see that would be a good idea. <u>I won't make a decision now, before I collect a sample of programs over a whole week.</u> I'll look at them and see what items appear throughout the week.	Q31
Dr R	Yes, that's a sound approach. Now we're getting close to the deadline. Can you finish in time?	
St	Yes, I think so. I've completed the reading and i know what my basic approach is, so it's really just a matter of pulling it all together now.	
Dr R	Fine, David. I'll look forward to reading it.	

SECTION 4

	Good afternoon everyone. Today we have with us Mr Kevin Ackroyd, a representative from the Department of Environment to outline the results of last year's inquiry into environmental problems along the coastline. Mr Ackroyd. Thank you Ms Cranston. Good afternoon everyone. Perhaps it would be best if I first outline for you what i plan to talk about. I'll begin with some background to the inquiry looking at the new demands we are making on our	
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	old resources, so to speak, and then go on to give you some idea of the conclusions we came to in our inquiry. OK, first the background. The inquiry was parked off because various concerned residents in the coastal region realised that <u>the recent population shift</u>, which really got going in the 1970s, <u>was putting extreme pressure on our coastal environment</u>. Over the past two decades half of the country's population growth has been in the non-metropolitan areas. Today, nine out of ten people live in the coastal zone. The reasons for this shift are not fully understood, but there is a range of factors which probably contribute, including economic development, <u>an ageing population</u>, and growth in industry, particularly tourism and its associated industries. <u>We would have to admit that government policies have also contributed to this trend</u>. A trend which is likely to continue so that it's estimated that by the year 2000 there will be a million additional people living in the non-metropolitan coastal zone. This population expansion puts considerable pressure on the natural resources of the zone, and there are two factors likely to impose particular strains. These are firstly that those areas of greatest growth in the past are likely to continue to grow as strongly as before – in other words, <u>urban sprawl or expansion will continue</u> for at least another decade. The second factor contributing to the pressure is industry, particularly the newer industries like tourism. These newer industries will compete for resources with other users such as <u>the intensive fish and shellfish farming industry</u>. All of this will take place in an environment that is already under severe stress, and in particular the water resources will be degraded. It is the view of the inquiry that water degradation, whether of seas, rivers or lakes, is the greatest resource problem in the coastal zone as a whole. Now the conclusions of the inquiry can be stated quite plainly and simply. First we must raise the profile of the coastal zone in our thinking, especially in our approach to conservation and economic development. Second, we must exercise much greater vision. We must be prepared to think in the long term rather than the short term, and to pay attention to detail; so, better management and better planning. <u>And thirdly we must adopt a national approach</u>. We can no longer afford to leave the decision making to individual departments, to local government bodies or even to the central government. We are looking here at the need for coordination on a nationwide level. To achieve workable, effective results involving all levels of government as well as the various non-government organizations in this country will be no easy task, but it is imperative we try. Well, i see time is running out, so perhaps if i just summarise the recommendations made by the inquiry for you: • The long view prevails over the short • Broad considerations predominate over narrow • The techniques of <u>modern management</u>, and the tools of <u>modern economics</u> are brought into operation • <u>People being affected by decisions</u> (including indigenous people) are adequately consulted before decisions are made. • With that I'll stop and give you the opportunity to ask a few questions. But perhaps first I should tell you that the full report of the inquiry is available from the GPS, the Government Publishing Service [fade out].	Q32 Q33 Q34 Q35 Q36 Q37 Q38 Q39 Q40
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