

Succeed in **IELTS**

Listening & Vocabulary

ideal for both the
Academic
and the
General
Training modules

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including

IELTS LISTENING Guide

analysing all the different exam tasks for the Listening Section of the exam, with example questions, exam tips and strategies that help students understand what the Listening test is like and what is required from them.



NTV

Công ty TNHH
Nhân Trí Việt



NHÀ XUẤT BẢN TỔNG HỢP
THÀNH PHỐ HỒ CHÍ MINH

Introduction

IELTS is the International English Language Testing System. It tests all four language skills: listening, reading, writing and speaking. It is intended for people who want to study or work in an English-speaking country.

There are **two** versions of the test, the **Academic** and the **General Training** module. The **Academic** module is for those who want to study or train in an English-speaking university. University admission to undergraduate and postgraduate courses is based on the results of the Academic test.

The **General Training** module is mainly for those who are going to English-speaking countries to do secondary education or get a job and focuses on basic survival skills in social and workplace environments.

The **Listening test** is the **same** for both the **Academic** and the **General Training modules**, so this book is appropriate for candidates preparing for either of the two versions of the IELTS exam.

The **Listening section** of the test consists of **4 sections** with **40 items** in total and lasts approximately **30 minutes**. IELTS candidates will encounter many different task types such as: multiple choice, short-answer questions, sentence completion, notes, form, table, summary, flow-chart completion, labelling a diagram/map/plan, classification, matching.

Succeed in IELTS Listening & Vocabulary

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Contents

Unit 1	PROVIDING PERSONAL INFORMATION	5
Unit 2	OPENING AN ACCOUNT	9
Unit 3	ON CAMPUS	13
Unit 4	FINDING YOUR WAY AROUND	17
Unit 5	OUT AND ABOUT	21
Unit 6	UNIVERSITY COURSES	27
Unit 7	GETTING DOWN TO WORK	31
Unit 8	MAKING HISTORY	35
Unit 9	THE WORLD OF SCIENCE	39
Unit 10	THE SKY'S THE LIMIT	43
IELTS LISTENING GUIDE		49
analysing all the different task types of the IELTS Listening Section		
1 complete IELTS Listening Test		75
AUDIOSCRIPTS & ANSWER KEY		81

IELTS FORMAT

Academic Module

For entry to undergraduate or postgraduate studies or for professional reasons.

General Training Module

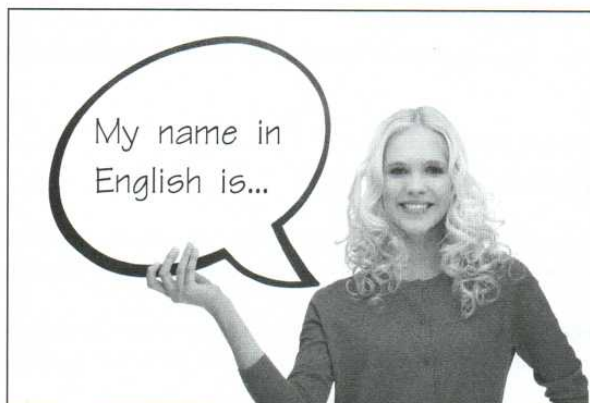
For entry to vocational or training programmes not at degree level, for admission to secondary school and for immigration purposes.

The test Modules are taken in the following order:

MODULE	QUESTIONS	TIME	QUESTION TYPES
Listening	4 sections, 40 items	<i>approximately 30 minutes</i>	multiple choice, short-answer questions, sentence completion, notes, form, table, summary, flow-chart completion, labelling a diagram/map/plan, classification, matching
Academic Reading	3 sections, 40 items	<i>60 minutes</i>	multiple choice, short-answer questions, sentence completion, notes, form, table, summary, flow-chart completion, labelling a diagram/map/plan, classification, matching
General Training Reading	3 sections, 40 items	<i>60 minutes</i>	choosing suitable paragraph headings, identification of author's views, -yes, no, not given, -true, false, not given questions
Academic Writing	2 tasks	<i>60 minutes</i>	Task 1 (150 Words - 20 minutes) Candidates have to look at a diagram, chart, or graph and present the information in their own words. Task 2 (250 Words - 40 minutes) Candidates have to present a solution to a problem or present and justify an opinion.
General Training Writing	2 tasks	<i>60 minutes</i>	Task 1 (150 Words - 20 minutes) Candidates have to respond to a problem with a letter asking for information. Task 2 (250 Words - 40 minutes) Candidates have to present a solution to a problem or present and justify an opinion.
Speaking		<i>11 to 14 minutes</i>	It consists of three parts: Part 1 - Introduction and interview Part 2 - Long turn Part 3 - Discussion
		Total Test Time <i>2 hours 44 minutes</i>	

Unit 1

PROVIDING PERSONAL INFORMATION



Lead-in questions

1. What sort of difficulties do people have when talking on the phone in a foreign language?
2. In which situations would you need to give your name and address to the person on the other end of the line?
3. If asked, would you be able to provide your address in your home country, or the one in England if you are staying there?
4. Practise spelling your name and street name to your partner.

Focus on letter recognition

This is unfortunately a largely neglected area as it is assumed that higher-level students have already mastered the alphabet. However, the ability to recite it does not mean that they are proficient at replicating what they hear on paper. Often non-native speakers mispronounce the sounds and therefore have difficulty recognising them from the recording. Apart from this, there are some sounds which may seem almost the same when listening under pressure. Remember that the recording is of an authentic-style dialogue and, most importantly, you will only hear it **once**.

Task 1 (Here's a part of the audioscript for the **Main Listening** from this unit)

Read the dialogue below and then answer the questions which follow.

- A. Hello, this is Alistair Norseman. Is this the census helpline?
B. Yes, that's right. What can I do for you?
A. I wonder if you can help me. I got this census form through the post a few days ago and I'm not sure what to do.
B. Right. First, I'll need to take down some personal details. You said that your first name was Alistair.
A. Yes, that's right.
B. Is that spelt with a 'D' or a 'T'?
A. With a 'T'.
B. Oh thanks. I've got that down. And would you mind spelling your second name? Did you say it was Northman?
A. No, Norseman. And it's spelt N-O-R-S-E-M-A-N. You know, like the Vikings.

Comprehension questions

1. Why did the man make the phone call?
2. What confused the woman on the other end of the line?
3. Think about the sorts of problems a listener could experience when listening to this dialogue without the audioscript. Discuss them with a partner or as a class.

IELTS Listening Unit 1

Pre-listening practice

Now you shall do some practice exercises to help you recognise letters and improve your spelling speed.

Task 2 { Track 001 }

Listening for sound differences

Before the words are spelt out in the listening, you will hear the actual word itself. So it is important to listen carefully at this point to improve your chances of spelling it correctly.

The sentences below contain sounds which students often find hard to pick out. Put a tick next to the sentence that you hear. You will have to listen very carefully as the difference is very slight.

1. a. My name is Steve Newly. _____
b. My name is Steve Mewly. _____

a. I live at 10, Thanes Close. _____
b. I live at 10, Staines Close. _____
2. a. That's Mrs. Melanie Ridgely. _____
b. That's Mrs. Melanie Bridgely. _____

a. And the address is Charwood Crescent. _____
b. And the address is Sharwood Crescent. _____
3. a. You'll need to speak to Jane Price. _____
b. You'll need to speak to Joan Price. _____

a. You can find us at the end of Beachcroft Road. _____
b. You can find us at the end of Beachcross Road. _____
4. a. It's Catherine – Catherine Millwell. _____
b. It's Catherine – Catherine Meilwell. _____

a. My address is Ditchfield Way. _____
b. My address is Tichfield Way. _____
5. a. The name is Darren Knight. _____
b. The name is Daryl Knight. _____

a. This is it – 102, Pine Court Place. _____
b. This is it – 102, Vine Court Place. _____

Unit 1

Task 3 { Track 002 }

You will hear three short dialogues and will be expected to spell names, addresses and postcodes. Remember that there will be a pause in the middle of the postcode and this means that you need to leave a space when writing it down.

Listen to these dialogues and write the spellings in the blanks.

3A

Write **no more than TWO words and/or a number** for each answer.

Name: Martin (1) _____
Address: 263, (2) _____ Avenue,
Newington, Edinburgh
Postcode: (3) _____

3B { Track 003 }

Write **no more than TWO words and/or a number** for each answer.

Address: Preston Technical College
(4) _____ Road, Preston
Postcode: (5) _____
Head of the Admissions Department:
(6) _____ Winters

3C { Track 004 }

Write **no more than TWO words and/or a number** for each answer.

Address: (7) _____ Lodge
(8) _____ Drive, Stepton, Brisbane
Postcode: (9) _____

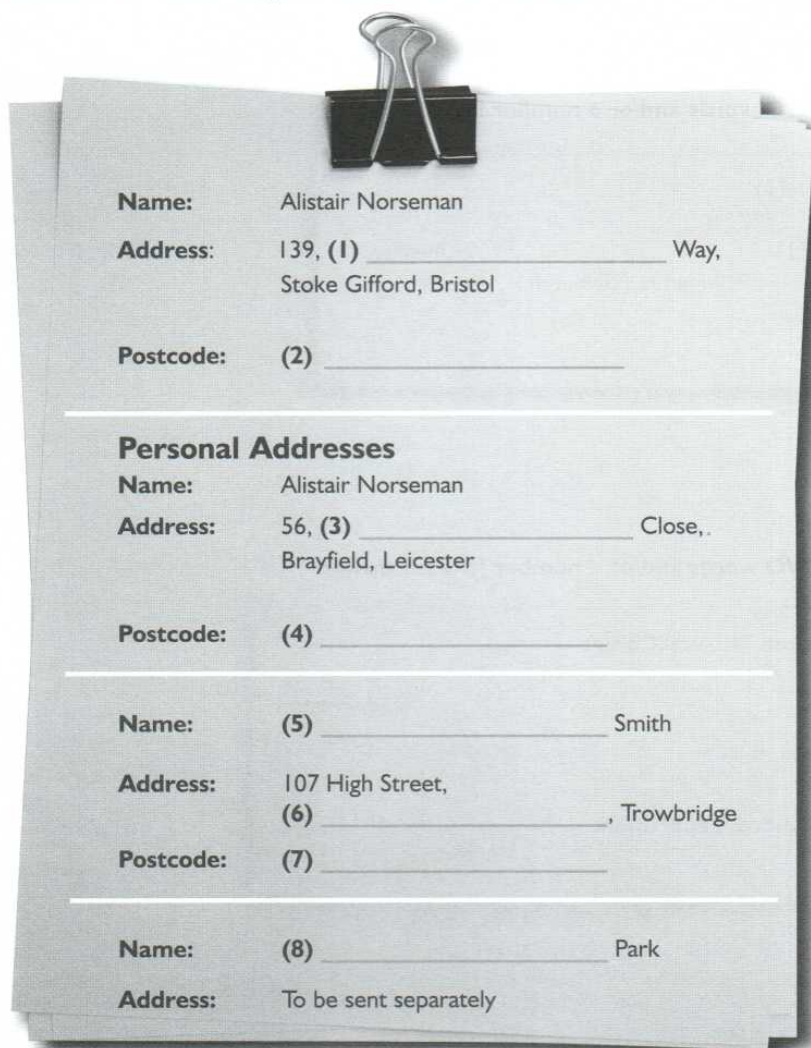
IELTS Listening Unit 1

MAIN LISTENING

At the beginning of the unit a man telephoned a helpline to ask some questions about filling in a census form. This section will help you to consolidate the skills practised over the previous pages.

Task 4 { Track 005 }

Write **no more than TWO words and/or a number** for each answer.



Name: Alistair Norseman

Address: 139, (1) _____ Way,
Stoke Gifford, Bristol

Postcode: (2) _____

Personal Addresses

Name: Alistair Norseman

Address: 56, (3) _____ Close,,
Brayfield, Leicester

Postcode: (4) _____

Name: (5) _____ Smith

Address: 107 High Street,
(6) _____, Trowbridge

Postcode: (7) _____

Name: (8) _____ Park

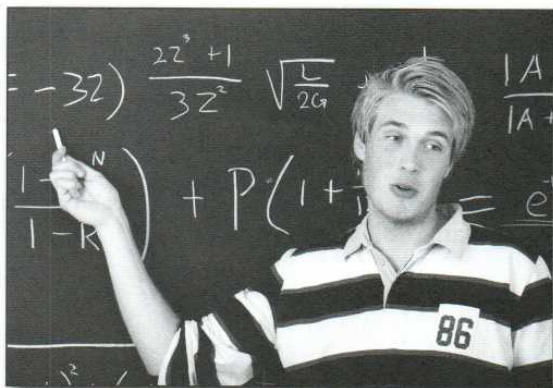
Address: To be sent separately

Post-listening Activity

Look at the different ways the word “road” is written in this unit. Make a list of them and try to find other ones. Becoming familiar with typically English names and cities from around the English-speaking world, particularly British and Australian ones, will also help you to feel more confident when listening for information in Part One.

Unit 2

OPENING AN ACCOUNT



Lead-in questions { Track 006 }

Match the numbers (1 – 5) with the definitions (A – E).

- | | |
|------------------|--------------------|
| 1. 68% | A a ratio e.g. 5:2 |
| 2. 5.5 | B a temperature |
| 3. 8:1 | C a percentage |
| 4. $\frac{3}{4}$ | D a decimal number |
| 5. 34 (degrees) | E a fraction |

Using numbers

In this section you will hear the different ways of using numbers. Pay attention especially to numbers such as **ninety** which has the stress on the 1st syllable and **nineteen** whose stress falls on the 2nd syllable. Remember that when the number is below 0, we use a **minus** symbol, e.g. **-2** (degrees).

You will also hear some long numbers during the IELTS Listening Test and must be able to write them down immediately. It is therefore important to become familiar with them. You can write them either as **NUMBERS** or as **WORDS**, but generally speaking it is advisable to use **numbers** as it is much quicker.

Task 1

Listen to the examples in each category.

1. 13% - 84% - 60% _____
2. 8.25 - 2.1 - 18.7 _____
3. 9:6 - 10:1 - 20:3 _____
4. $\frac{2}{3}$ - $\frac{4}{5}$ - $\frac{1}{2}$ _____
5. 24 (degrees) 41 (degrees) - 10 (degrees) _____

Now listen again and try to write down the missing numbers.

Task 2

(Here's a part of the audioscript for the **Main Listening** from this unit)

Read the dialogue and then answer the questions which follow.

A: Hello Mr Preswick. Please take a seat. So you're interested in opening a student account with us.

B: Yes, that's right. You were recommended as the best option in the Student Union Gazette.

Focus on numbers in context

Questions

1. Who is speaking to the student and where are they?
2. What sort of advice do you think he will give and which type(s) of numbers from the previous exercise may be used?
3. If you were in the student's situation, what would your questions be?

IELTS Listening Unit 2

Task 3 { Track 007 }

Listen to how we say these long numbers.

- | | | | | |
|-----------|------------|------------|--------------|----------------|
| 1. 570 | 2. 908 | 3. 4,731 | 4. 1,430 | 5. 77,009 |
| 6. 18,091 | 7. 907,790 | 8. 665,925 | 9. 2,840,000 | 10. 68,036,876 |

Here are some more examples of long numbers. You should practise saying them first. Then listen carefully and underline the numbers you hear on the recording. { Track 008 }

- | | | |
|---------------------------------|--|---|
| 1 a 512
b 520
c 521 | 7 a 20,101
b 21,101
c 21,110 | 13 a 1,100,573
b 1,010,573
c 1,001,573 |
| 2 a 115
b 116
c 160 | 8 a 64,234
b 64,324
c 60,434 | 14 a 5,690,000
b 5,619,000
c 5,609,000 |
| 3 a 745
b 743
c 735 | 9 a 19,409
b 90,490
c 90,409 | 15 a 7,542,104
b 7,524,140
c 7,949,104 |
| 4 a 8,950
b 8,590
c 9,850 | 10 a 305,350
b 350,305
c 300,530 | 16 a 3,420,022
b 3,412,002
c 3,422,202 |
| 5 a 4,682
b 4,692
c 4,629 | 11 a 894,278
b 809,428
c 849,478 | 17 a 45,689,607
b 4,568,967
c 40,568,607 |
| 6 a 5,700
b 5,070
c 5,770 | 12 a 570,367
b 517,367
c 570,357 | 18 a 12,000,500
b 12,050,503
c 11,050,503 |

Using numbers

Remember that there are a **variety** of **longer numbers** which you may hear in the test, some of which will be read individually. One example of this is Telephone Numbers, e.g. 9-7-8-0-2-1-1. The last two numbers are the same and will therefore be: **double one**. This number also contains '0' which can be different depending on the context. In this case, you will hear 'oh' because it is in a phone number. Other examples are: **nought**, which is used with Percentages and Decimal Numbers; **zero** which is often used with long numbers such as the one on your Passport or that of your Driving Licence and also with Temperatures. Finally, though less commonly in IELTS, **nil** which is used for Team Sports, such as football, e.g. *The score is still 2-0 {two-nil}*.

Unit 2

MAIN LISTENING

Task 4 { Track 009 }

4A

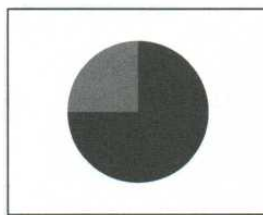
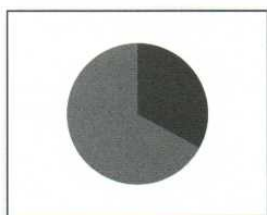
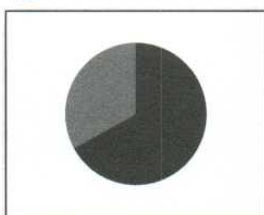
In this section you will have to circle the letter of the answer that you hear and then fill in a table.
Look at questions 1 – 7.

1 How many students have an account with the bank? (The proportion of students is in the darker shade.)

a

b

c



2 The maximum amount the student can borrow without paying interest is

- a £250
- b £215
- c £520

3 There is a minimum yearly interest payment of

- a 5%
- b 0.9%
- c 0.5%

4 If the student borrows more than £1,000, the interest rises to

- a 5%
- b 1.6%
- c 0.6%

Saver Accounts	Annual Percentage	Duration
Short Term Saver	2.75%	(5) _____
Medium Term Saver	(6) _____	2 years
Long Term Saver	(7) _____	5 years

IELTS Listening Unit 2

4B { Track 010 }

Now look at the following section and fill in the missing information as you listen.
Write **no more than TWO words and/or a number** for each answer.

Background Information	
National Insurance Number:	(8) _____
Driver's Licence:	NA
Passport Number:	(9) _____
Deposit:	(10) _____
Other Account Number:	(11) _____
Phone Number:	(12) _____

Post-listening Activity

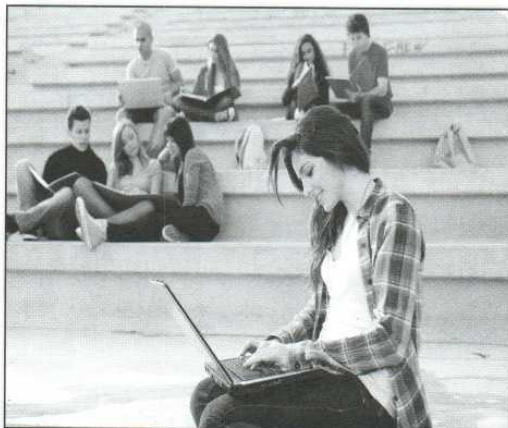
Check how much you have learnt in this unit by completing this **True** or **False** section.
Write **True** next to the correct answers and **False** next to the incorrect ones.

1. We say '**two to one**' when expressing the ratio **2:1** verbally.
2. It is a good idea to write down the number you hear in word form because this is faster.
3. The stress on **nineteen** falls on the first syllable.
4. The word **minus** is often used for temperatures.
5. National Insurance Numbers are read out individually.
6. You are very likely to hear the word **nought** in a telephone number.
7. **Two thirds** is the same as **75%**.
8. In a long number, the word '**and**' always comes before a number which is less than **one hundred**.

	TRUE	FALSE
1		
2		
3		
4		
5		
6		
7		
8		

Unit 3

ON CAMPUS



Lead-in questions

1. Have you ever been to a university campus?
2. In general, what sorts of facilities did or would you expect to find on campus?
3. What sorts of problems might you encounter with these facilities?

Focus on predictive skills

Task 1

(Here's a part of the audioscript for the **Main Listening** from this unit)

Read this short extract from the audioscript and answer the questions which follow.

A: Excuse me. I wonder if you'd mind answering a few questions.
How much can you predict from the dialogue by looking at this first line?

(Think about who could be asking the questions, what sorts of questions they might be and why they are being asked. Also think about who the other person might be and how they will react. Will they agree to answer the questions or not? How do you know?)

Focus on the preliminary section

When listening, you will find that there is often an introductory part before it is necessary to answer any questions. It is essential to elicit as much information as possible from this section in order to contextualise what you are listening to. You can now read the continuation of the same dialogue in the next page.

Glossary

elicit (verb) – to take out the meaning from text

contextualise (verb) – to understand something more clearly from the situation it is in

IELTS Listening Unit 3

Task 2

(Here's another extract of the audioscript for the **Main Listening** from this unit)

Read the dialogue below and then answer the questions which follow.

B: Will it take long? I haven't got much time. I've got a lecture in about ten minutes.

A: No, it won't take more than a few minutes and it will benefit you. You see, the Student Union has put together this questionnaire to find out if there are any problems with the facilities on campus and hopefully come up with a few ideas with a view to solving them.

B: Oh, all right then if it's quick.

A: Great. Right, first question; which facilities do you tend to use the most?

B: Well, I don't use the library as much as I should and I haven't set foot inside the gym.

Comprehension Questions

1. How does B feel? Is he willing to answer A's questions initially?
2. How does A persuade B to answer her questions?
3. Does B give a predictable answer to the first question? Why do you think he answers as he does?
4. Can you think of any reasons why he avoids using the library or gym?

GAP-FILL PRACTICE

Approaching **gap-fill** exercises in **Part One** and **Part Two** type questions.

You will have very little time to look at each section during the listening test so it is important to elicit the main idea from what you see on the page. This is done by looking at the title, if available, and underlining any key information in the text. Think about what kind of answer belongs in each space – e.g. a number, a place or a date. You should also consider whether it could be a noun, a verb or an adjective.

You may also find that there are some answers that have already been provided. You should pay attention to and underline these as they help you to follow the dialogue more easily. However, it is possible to miss them as they are not written in bold script and are often in a smaller font size.

Task 3 { Track 011 }

3A Write **no more than TWO words and/or a number** for each answer.

RESERVING A TABLE

Example: **Name:** Katherine Mackey

Group size: 1 _____

Number of tables: 2 _____

Function Room

Hire cost: 3 _____

- Decorate and select 4 _____

Deposit: Paid 5 days in advance 5 £ _____ each

Unit 3

3B { Track 012 }

Write **no more than TWO words and/or a number** for each answer.

RESERVING A TABLE

- * Cheaper on weekdays because of: **6** _____
- * Menu includes: meat and **7** _____ options
- * Tips included _____
- * Website address: **8** www.oriental _____
- * Date of the meal: **9** _____
- * Time: 8pm
- * Contact number: **10** _____

MAIN LISTENING

Task 4 { Track 013 }

At the beginning of the unit a student was being asked some questions from a questionnaire about campus facilities. We used prediction skills to analyse the first part of the dialogue and will now continue listening whilst completing a gap-fill exercise.

4A

Write **no more than TWO words and/or a number** for each answer.

On Campus

Example:
Facilities used: doesn't use the library or gym

Library:

- * Good points: plenty of books
- * Problems: difficulty understanding **1** _____
- * Solution: better database necessary with easier to understand **2** _____

Gym:

- * Good points: None given
- * Problems: None given
- * Additional info: outdoor pitches are in good condition
Always someone to **3** _____

Cafeteria:

- * Good points: cheap, nice food
- * Problems: not much **4** _____
- * Solution: rethink the menu
- * Additional info: going into town centre: too time-consuming and **5** _____. Cafeteria is clean, friendly staff

Parking:

- * Good points: None given
- * Problems: No **6** _____ after nine o'clock
- * Additional info: 5-10 minutes to get to **7** _____

IELTS Listening Unit 3

4B { Track 014 }

Write **no more than TWO** words and/or a number for each answer.

Personal Information

- * Academic year: **8**
- * Member of the Student Union: **yes**
- * Name: Michael **9**
- * Age: **20**
- * Current course: **10**
- * Address: **to be obtained from the bursar**
- * Contact number: **11**

Post-listening Activity

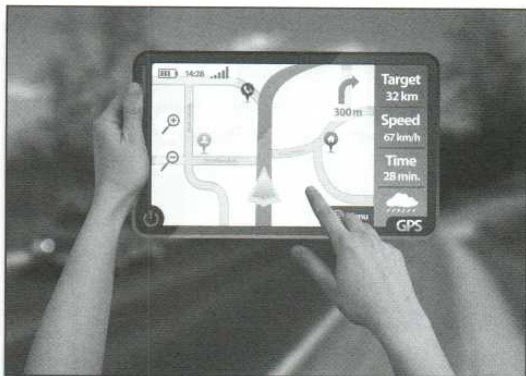
Look over the last three units and fill in the information below using the words (**A-F**) from the box. **NOT ALL** the words will be needed. Remember it is important to constantly use all the skills that you have learnt in order to make good progress.

- | | |
|-----------------------|-----------------------|
| A answers | D noun |
| B instructions | E introductory |
| C prediction | F reading |

Evaluating the first three units

So far I have learnt that it is essential to pay attention to what is said in the **1** _____ part of the listening. Another important skill is **2** _____ which means trying to guess what is going to happen from the context. This is first done using the information from the **3** _____ and then from the listening itself. Not only can you guess the type of word such as a number, name or time but also the word formation which is usually a(n) **4** _____, verb or adjective. Finally, it is not only important to underline the words in bold but also to pay attention to the **5** _____ provided in the test even if they are less obvious.

Unit 4 FINDING YOUR WAY AROUND



Focus on map and plan interpretation - 1

There are a variety of different locations which can be found in plan- and map-based listening activities.

First, you should read the instructions to understand the task clearly. There may be some differences in the language depending on the task and location. So, you must read the information carefully and think about how the diagram itself will be described.

You will most often hear one person talking but you may also hear a dialogue between two people.

Lead-in activity

Look at these extracts from five different dialogues and write the location where they probably take place next to them in the space provided.

Dialogues:

- Over the wings, to your left and to your right, you will see an emergency exit on either side. _____
- Head straight down this corridor and go out through the door at the end. The Gym is the large building on the other side of the Playground, next to the Physical Education Hall. _____
- Well, if you take the first turning on your left and walk past the newsagent's and carry on for another 100 metres, you can't miss it. _____
- We'll be sitting in one of the middle rows in stand F. They're not the best seats in the grounds but we should still get a reasonably good view of the game. _____
- I reckon this is the best one for sunbathing, though there is another about 5km down the coast. _____

Task 1

1A Comprehension questions

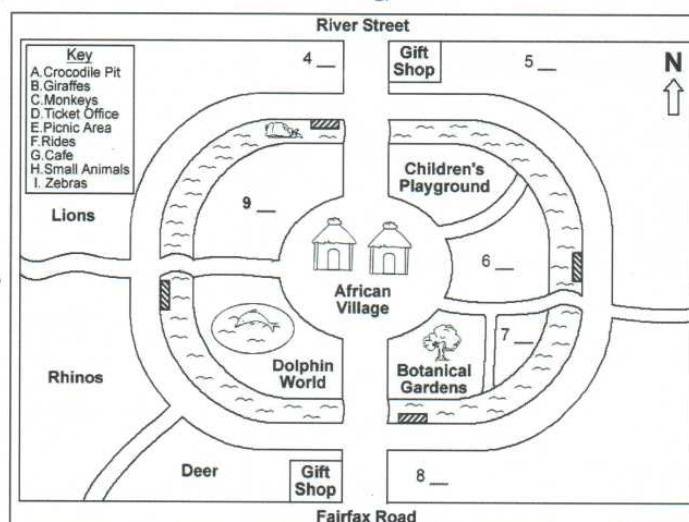
Look at the map and answer questions 1-4 (this map is taken from the unit's Main Listening)

- What do you think you will need to write on the map?

- Can you predict which place goes next to which number?

- How much time do you think you might have to look at the map before the recording starts to play?

- From which part of the map do you think the description could begin?



IELTS Listening Unit 4

1B

Look at the extract below and then answer the questions (1-3) which follow.

Can I have your attention please? I want everyone to gather round and take out their maps. Right, open them up and find where we are now. Everybody should have found the gift shop near the River Street entrance. This is not to be confused with the one on Fairfax Road.

1. Who do you think is talking to the students in the extract?

2. Where are they currently located?

3. What mistake could a student make while listening to this extract?

Focus on map and plan interpretation - 2

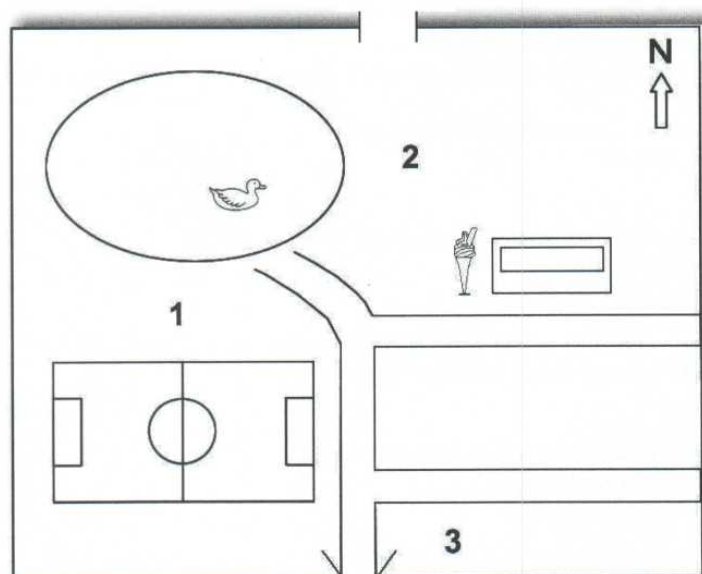
Approaching **maps** and **diagrams** in **Part One** and **Part Two** type exercises.

It is important that you should think about the positioning of the labelled and unlabelled places both in relation to the starting point, which is often the entrance or may be marked on the diagram, and to each other before the task begins. While listening, you should pay close attention during the early part of the monologue/dialogue in order to understand exactly where you are on the diagram at the beginning. By doing so, you will be able to follow the rest of it more easily. You may have to write either words or letters on the diagram.

Task 2 { Track 015 }

Use the **numbers** in the diagram to write the answers in the spaces provided below. Write **no more than THREE words and/or a number** for each answer.

- 1 _____
- 2 _____
- 3 _____



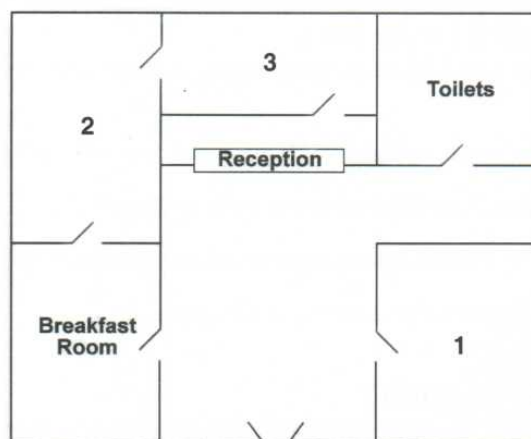
Unit 4

Task 3 { Track 016 }

Use the **numbers** in the diagram to write the answers in the spaces provided below.

Write **no more than THREE words and/or a number** for each answer.

- 1 _____
2 _____
3 _____

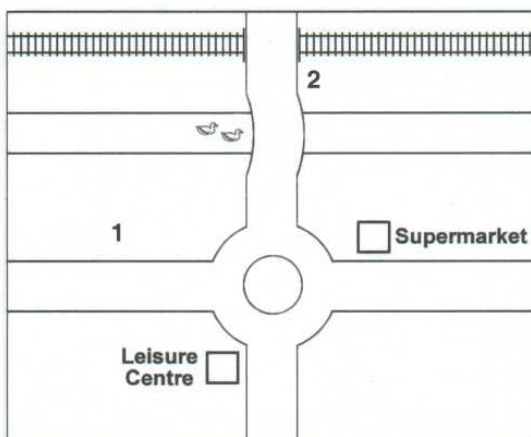


Task 4 { Track 017 }

Use the **numbers** in the diagram to write the answers in the spaces provided below.

Write **no more than THREE words and/or a number** for each answer.

- 1 _____
2 _____



Focus on map and plan interpretation - 3

Plans and maps are often accompanied by other tasks such as multiple choice or open questions with two- or three-word answers. Remember, underlining key words such as nouns, verbs or adjectives in the question will help you to focus on the main ideas whilst listening. You will be given a short period of time between each task to allow you to study the next section before the recording resumes.

IELTS Listening Unit 4

MAIN LISTENING

Task 5 { Track 018 }

You will hear a guide giving a group of students some information about a safari park and must answer the following questions.

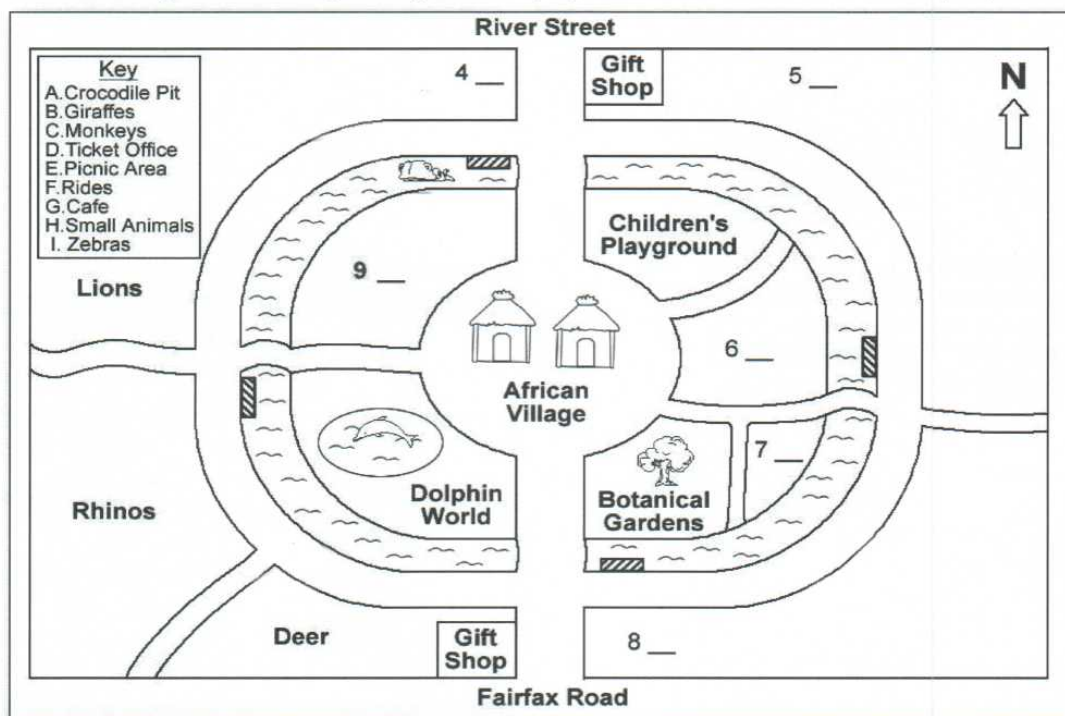
5A

Write **no more than THREE words and/or a number** for each answer.

- How long will the coach wait in the coach park? _____
- Which is the most enjoyable way of travelling around the Safari Park? _____
- How frequently does the minibus service run? _____

5B { Track 019 }

Listen to the recording and label the diagram using the letters (A-I). Do not write the whole word in the space provided.

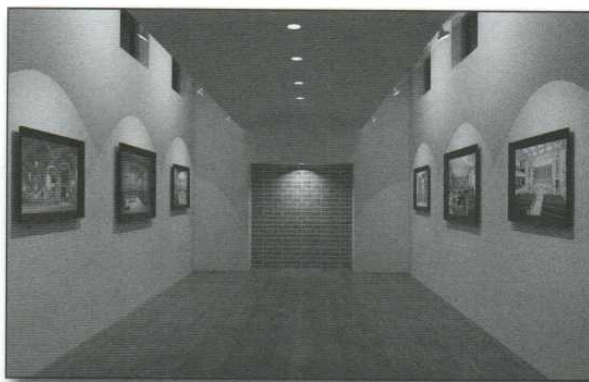


Post-listening Activity

In order to familiarise yourself with **Map Reading** there are a number of things you can do.

- Read the audioscript and follow the route on your map. Then listen and follow the same route again.
- Underline any parts of the dialogue that you think could confuse you and then decide why.
- Look at the diagram again and start from a different point. Think where other places are located in relation to that point, or think about which directions would be given if you changed the route. (Try describing where each item on the map is in relation to a starting point of Fairfax Road. Then try the same exercise starting at African Village.)
- Imagine you are describing your route from your house to another place, such as your school, to someone who does not know the area. Try to explain the journey.

Unit 5 OUT AND ABOUT



Lead-in activity

Here are five places where people go in their free time. Which one do you think is the most popular with young / middle-aged / elderly people?

cinema
museum

art gallery
theatre

campsite

Below are **five lists of nouns**. Each list is associated with one of the places above.

(1) Decide which list is associated with which place and write the place in the gap next to the list.

(2) Underline the one word in the list which is different from the rest – the **odd** one out.

1. impressionism, landscape, still life, stalls, abstract, portrait _____
2. stage, backdrop, play, performance, props, curator _____
3. exhibition, soundtrack, display case, anthropology, artefact, sculpture _____
4. trailer, screenplay, subtitles, miniature, sequel, cast _____
5. caravan, tent, sleeping bag, rucksack, gazebo, watercolour _____

Focus on Word Form recognition

In the last four units, you have seen a number of gap-fill tasks, ranging from basic gap-fills and tables, to more complex maps and diagrams.

The test requires that you should recognise different word forms, such as **nouns**, **adjectives** and **verbs**, in order to do these tasks well. Apart from this, you should also think about their position in the sentence, e.g. an adjective often comes before a noun.

Task 1

In the first part of the audioscript extract below there are some key words written in **bold**. You will need to put them in the correct category in the columns below. The first example has been done for you:

(key - RP = Radio Presenter)

RP: And here on **Radio** Southendean, we have a **special** guest this evening, **Anne French**, director of 'Never too far', the smash hit **musical** from the **West End** of London, which is currently **touring** the country. And it's **being staged** for **three** nights, from the 22nd to the 24th of March, at our very own Southendean Theatre. Welcome to our studio Anne. I'm so glad you could make it.

Verb	Adjective	Noun
		Radio

IELTS Listening Unit 5

Focus on Gap-fill tasks

Verbs, nouns, adjectives and, in some cases, adverbs are known as **content words**. This means that they contain the most important information in the text. It is essential to remember that the number of words in each gap may vary – from one to three. This information is always shown in the instructions above the task and should be read carefully. In the 2- or 3-word answers you may find **prepositions, articles, auxiliary verbs** and other structure-related words accompanying a content word. However, these structural words are never used singularly and are not pronounced as clearly as the content words, so a good knowledge of grammar is important. There may sometimes be more than one alternative answer.

Task 2 { Track 020 }

2A

Write **no more than TWO words and/or a number** for each answer.

Cranfield Art Gallery

The art gallery is a piece of (1) _____ 21st century architecture.

There are five acres of parkland around the art gallery which is (2) _____ away from the centre of the city.

Its large windows allow in a great deal of natural light.

There are works by both local and (3) _____ artists on display.

(4) '_____ the Rain' was painted by a well-known Scottish artist.

You can find a variety of artistic styles including modernism and (5) _____.



2B { Track 021 }

Complete the sentences below using **no more than THREE words** to fill each gap.

6. City Tours organises trips to the Cranfield Art Gallery every _____.
7. Students used to pay £3.80 until the _____.
8. The current student rate is not as high as _____.
9. You can either book your excursion online or from the reception of _____.

Unit 5

In this section, you will see that tables such as the one below do not always contain full sentences. However, it is important to remember that the same grammatical rules apply to all note-taking exercises.

Task 3 { Track 022 }

Write **no more than THREE words and/or a number** for each answer.

	The West of Scotland	The Lake District	Cornwall
Duration	a (1) _____ break	lasts for (4) _____ and begins in late June	three weeks
Facilities	camping equipment is provided but you need to bring a (2) _____	(no information)	stay in a (6) _____ meals catered for
Activities	hiking in the mountains, swimming and canoeing	orienteering, water skiing and (5) _____	water sports and outward-bound activities which include abseiling, (7) _____, caving and potholing
Transport	You will have to (3) _____	the coach is included	(no information)



Remember

Remember that it is important to spell correctly when completing gap-fill activities and that the words themselves in the first two sections, including the answers, will generally be frequently used ones.

IELTS Listening Unit 5

MAIN LISTENING

Task 4 { Track 023 }

You will hear a radio programme in which a presenter is interviewing the director of a musical.

4A

Complete the sentences below using **no more than THREE words and/or a number** to fill each gap.

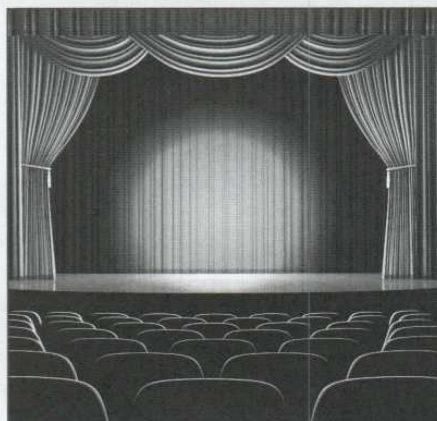
1. At the end of May, the director will be taking her musical on (1) _____.
2. Southendean Theatre is special for Anne because it was (2) _____.
3. She began directing performances about (3) _____.
4. The first time she directed at Southendean Theatre, it (4) _____.

4B { Track 024 }

Write **no more than THREE words and/or a number** for each answer.

Laughing in the Face of Adversity

- genre: drama
- first shown on stage (5) _____
- currently touring (6) _____ cities



Unit 5

Write **no more than TWO words and/or a number** for each answer.



Never too Far

- **genre:** musical
- about two children whose parents (7) _____
- after many years they are (8) _____
- a good selection of music from (9) _____ folk music to American jazz.

4C { Track 025 }

Write **no more than THREE words and/or a number** for each answer.

Name of Play	A Place (10) _____
Genre	(11) _____
Plot	In the story, the two recluses are made to (12) _____ each other.
First Performance	It's coming out in (13) _____

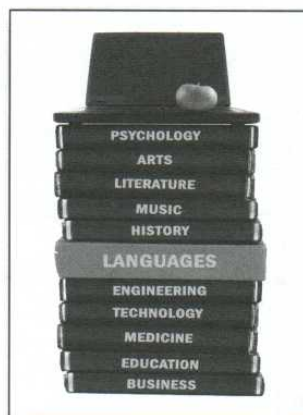
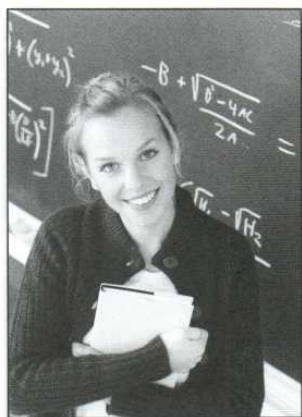
IELTS Listening Unit 5

Post-listening Activity

For each question, choose the correct form of the word (a, b or c) to fill in the gap. You may need to make small **changes** to the words, such as adding 'to' to a verb, or by making it **plural**.

1. Students can use their cards for _____ entrance fees.
a. reduction
b. reduce
c. reduced
2. _____ should send in their forms well before the exam.
a. application
b. apply
c. applicant
3. Remember to organise your groups of vocabulary _____.
a. separate
b. separately
c. separator
4. What is the _____ between a verb and an adverb?
a. difference
b. different
c. differentiate
5. It is difficult _____ which university to enter.
a. decide
b. decision
c. decisive
6. A good vocabulary is _____ to succeed in IELTS tasks.
a. necessity
b. need
c. necessary
7. There is a clear _____ between content and structural words.
a. distinct
b. distinctly
c. distinction
8. Looking at the audioscript after listening is an _____ way of understanding your mistakes.
a. effective
b. effect
c. affect
9. There are many ways of _____ your listening skills outside the classroom.
a. development
b. developing
c. developer
10. You need regular self-testing _____ you of your own progress.
a. inform
b. information
c. informative

Unit 6 UNIVERSITY COURSES



Lead-in activity

Put the courses in the box below into their different university departments.

History, Psychology, Geography, Biochemistry, Computer Science, Medicine, Engineering Science, Archaeology, Economics, Law, Music, Chemistry, English Language / Literature, Art, Physics

Humanities	Mathematical and Physical Sciences	Medical Sciences	Social Sciences

Focus on Part 3 tasks

You will have noticed in the first five units of this book that the dialogues are based on day-to-day situations which are typical of Part One and Part Two tasks. However, the second half of the book includes the more academic side of university life. These next two units will focus on tasks found in Part Three, such as conversations between two students or students and lecturers on topics more directly linked to their studies.

Task 1

In this extract from the **Main Listening**, two students are talking together on their first day at university. Read the extract and then answer the question which follows.

Gary Hi Judy. (Judy: Hi Gary!) I haven't seen you in ages.

Judy I know. It's been over two months now. I was wondering if I would see you here.

This was your first choice, wasn't it? (uhu) I'm so glad we got in to the same department.

Gary Yeah, me too. I was really nervous before they sent me confirmation of the course.
I spent three weeks checking my emails at least five times a day.

Judy Yeah, I know what you mean.

Focus on Prediction skills

How do you think the conversation continues? Write down four things you think they could talk about concerning their studies.

- 1.
- 2.
- 3.
- 4.

IELTS Listening Unit 6

Focus on Distractors

You will hear in many IELTS listening tasks a number of distractors, which means that it seems that there is more than one possible answer to the question. It can sometimes be difficult to understand which answer is right and which one is wrong when listening, so it is important to listen to all of the information carefully in these parts. Underlining key words before listening and paying careful attention to the text during the listening activity will help you to predict the type of information you need to write down. It is also essential to consider the context of the possible answers before deciding on the correct one.

In the sections which follow, you are going to practise listening for answers in Multiple Choice tasks. You will need to choose the correct answer from the three possibilities.

Task 2 { Track 026 }

Choose the correct letter, A, B or C.

1. Which essay is Frances interested in talking about?
 - a. the one on 'Educational Psychology'
 - b. the one on 'Classroom Approaches'
 - c. the one on 'The Future of Education in the Classroom'
2. What information is she not going to include in the first part of her essay?
 - a. teacher training
 - b. demographics and class sizes
 - c. changes in testing systems
3. Which one of these ideas does she mention for the third part of her essay?
 - a. How student behaviour has changed within the last twenty years
 - b. There are more single-parent families now than in the past.
 - c. interests and hobbies in the future
4. How does she feel about online learning at home for children?
 - a. In the future, children will learn everything online.
 - b. The only function of a school is to educate children.
 - c. Internet learning at home is possible only if it is limited to a few days a week.

Task 3 { Track 027 }

Choose the correct letter, A, B or C.

1. Sarah felt nervous because
 - a. too many people were watching her.
 - b. she doesn't like Professor Stone.
 - c. she realised the professor would be taking notes.
2. Sarah thought that Charlie's main weakness was
 - a. his PowerPoint presentation.
 - b. the accompanying music.
 - c. the speech itself.
3. Charlie feels that he can improve if he
 - a. spends more time on his visuals.
 - b. provides more examples.
 - c. reduces the length of his speech by two minutes.
4. Sarah is worried about her written work because
 - a. her essays are too long.
 - b. she feels her grades are low.
 - c. she hasn't done enough essays.

As mentioned earlier in this unit, Parts Three and Four cover more academic subjects. For Part Three you will have to familiarise yourself with language which describes all areas of study, including course subjects, types of assignment, the university environment and so on.

Unit 6

Main Listening

Task 4 { Track 028 }

You will hear two new students talking about their courses and plans for the year ahead at university.

4A Write **no more than THREE words** for each answer.

1. How long did Gary have to wait for his email? _____

2. Where are they living at the moment? _____

Subject	Reason
3. Gary decided to study _____.	4. He will be able to _____.
5. Judy chose _____ as her course.	She finds it fascinating.

4B Choose the correct letter, A, B or C. { Track 029 }

6. Judy's booklist from the university contains

- a. 15 book titles.
- b. 55 book titles.
- c. 56 book titles.

8. The Business Management project requires

- a. the use of pie charts and tables.
- b. each student to work with different groups.
- c. each student to do two presentations.

7. Judy has to sign up for the trip to Egypt

- a. next month.
- b. in April.
- c. within ten days.

4C Write **no more than THREE words and/or a number** for each answer. { Track 030 }

- 9. They agree that the best way of taking notes is to use a _____.
- 10. The students are required to provide their own materials, including books for their course and _____.
- 11. Gary's first lecture is about 'The Influence of Globalisation on _____.'
- 12. The first lecture Judy has to attend starts at _____.

Post-listening Activities

1. Here are two examples of questions with distractions in the answer. Underline the correct answer and put brackets around the distractions in the dialogue. Sometimes the answer will not contain the key word so you will need to understand the idea(s) behind the words.

a) Which city do you think is the best to study in and why?

"Well, I've studied in more than one place. The nightlife in Manchester was really exciting: concerts, theatres – there was always something going on. I spent a year in Glasgow and that was all right I suppose. The worst place was Exeter. There was absolutely nothing to do. I spent all my time reading in the library."

b) How much does the trip cost?

Rob: I don't know about you but I think it looks quite expensive. When we went last year, it only cost £330 and that included everything. This time it's £410 and it's for the same thing.

Gail: No, it's not. You're looking at the wrong one. That one includes an extra night in Paris and an excursion to Versailles. If you scroll down the page to Bargain Breaks, you can see that the trip you want only costs £350 – not much difference from last year really."

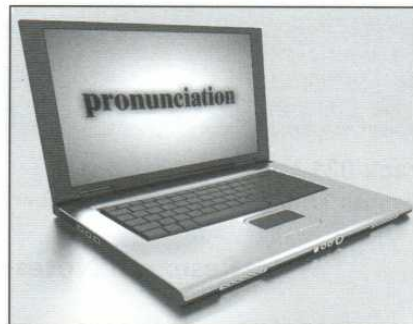
IELTS Listening Unit 6

2. Now, look at Task 4's dialogue; find the distractions and underline them. The first two examples have been done for you. Please note there will not be a distraction for every answer.

- Gary Hi Judy. (Judy: Hi Gary!) How are you? I haven't seen you in ages.
Judy I know. It's been over two months now. Did you have a good holiday then?
Gary Great thanks. You?
Judy Yes, thanks. I was wondering if I would see you here. This was your first choice, wasn't it? (uhs) It's nice to see a familiar face. I'm so glad we got in to the same department.
Gary Yeah, me too. I was really nervous before they sent me confirmation of the course. I spent three weeks checking my emails at least five times a day.
Judy Yeah, I know what you mean. So what did you think of the induction?
Gary To be honest, it was a bit long. They went on for ages about each department and all the facilities. I didn't realise the university was so big.
Judy Me neither. Are you staying on campus, then?
Gary Yeah, for the time being. Thinking of moving into a flat though, when I find my feet.
Judy Same here. So what are you studying? You were thinking of going in for Law last year, weren't you?
Gary That's right. But my friends talked me out of it. It's far too competitive and it takes a long time to train. No, the future is in business. You know, trade and commerce and that sort of thing.
Judy So, let me guess. You're doing the Economics course.
Gary Yes, that's right.
Judy But isn't that competitive, too?
Gary Well, yes it is. But it's worth it. After I graduate, I'm in with a good chance of earning big money and I won't have to wait for years. How about you?
Judy Well, I'm certainly not going into business like you – all those numbers and statistics. The one thing I can't stand is maths. Anyway, I've always been a bit of a History buff myself – and that's why I chose Archaeology. The course covers ancient civilisations from all over the world. I find it really fascinating. You know, we can learn so much about the present from the past.
Gary Yeah, well you haven't convinced me. Digging around, looking for pottery and old bones – that's not my thing. Anyway, have you spoken to any of your lecturers, yet?
Judy No, but I got emailed a whole list of stuff – about fifteen pages in all. The book list goes on and on. There are about 55 – no – 56 books we need for research and that doesn't include reference books.
Gary Good job you've got the whole year to read them. You should have taken my course. I've only got a few books down on my list and half are optional. Most of the material is online. Did they send you any information on the coursework for the year?
Judy Yes, but the last two essays were missing some information. Apparently, they are updating some of the assignments and we'll be told later on this term. It's not all essays, though. Next month, we've got to sign up for a big field trip to Egypt in April. We're there for a ten-day tour of the rock tombs and the pyramids along the Nile and we get to observe and assist in a dig. Then, when we get back, we have to write it all up in a report.
Gary Lucky you. You get to go on holiday while you're studying. Our coursework isn't that exciting. We're doing an ongoing project on Business Management throughout the year – which includes designing a lot of questionnaires, graphs, bar charts – that sort of stuff. We have to work in the same groups throughout the year so everyone must pull their weight. And at the end of the year there is a big team PowerPoint presentation on the project and then individual presentations in which we assess our performance within the group and any ways we could have improved it.
Judy Well, you're going to be busy – and so am I. We've got a long list of essays to do starting the week after next, but that's okay. I'm good at word processing. What concerns me is taking notes at the seminars and lectures. I hope that I can keep up. Only I'm not that quick at getting things down and when I try to write fast, I can't understand my own writing. Can we use an iPod or something?
Gary Well, I don't think they're that clear when you are recording in a big area. Some students take photos of other people's notes afterwards but I think it's better to have one of those mini tape recorders – you know, the ones like the journalists have. I've heard they're really good.
Judy Yeah, that sounds like exactly what I need, but where can I get hold of one of these recorders?
Gary The university shop sells them. They're not too expensive either. How much were they? Umm ... I think it was something like 20 or 25 pounds. Anyway, it wasn't too much.
Judy Great. I haven't been to the shop yet so I can take a look around and buy whatever I need.
Gary Well, you know that you have to supply your own stationery as well as text books. They've got a big selection if you need anything.
Judy I don't think so. I've got all that I need – pens, pencils, notebooks – no difference from college, really. So what's your first lecture on?
Gary Just a minute. It says somewhere on my handbook. Here it is 'The Influence of Globalisation on World Trade' and that's first thing on Monday morning at nine o'clock.
Judy Sounds like the perfect way to start your week (laughs). Rather you than me.
Gary I'm sure it'll be okay. What about you?
Judy Well, I'm luckier than you. Most of my lectures start after ten o'clock and I don't start mine until mid-morning on Tuesday and it says here that it's on 'The History of Archaeology', and it's from 10.30 to 12.
Gary Well, good luck with that one. I think I prefer mine.
Judy Anyway, I'm off to the shop now. Don't want to be late for lunch.
Gary Okay. See you there then!

Unit 7

GETTING DOWN TO WORK



Lead-in activity

1. Two words sound like one when the previous word ends in a consonant sound and the next one begins with a vowel (a, e, i, o, u).

e.g. **speak about** sounds like one word '*speakabout*'.

Read the following phrases aloud. Each one should sound like one word.

- a. write it up b. a lot of essays c. there's an idea d. an important area e. talk about it

2. Letters with a sound such as **p, b, t, f** and **k** are usually omitted if they are at the end of one word and the beginning of the next one.

e.g. **Jake Parsons** sounds like *Ja(-)e Parsons*. When the 'k' sound is omitted, the words become easier to say.

Pronounce the following words:

- a. different people
b. speak fast
c. student facilities
d. take photographs
e. describe charts

Focus on Joined-up speech

You will have noticed that it is often difficult to understand individual words when listening – even if they are known vocabulary. This is partly because of the **speed of speech** of the native English speaker, but it is also because they use linking and omitting sounds which aids fluency. It is important, therefore, to understand these particular rules of pronunciation in order to improve your listening.

Task 1

Here is an extract from this unit's **Main Listening**. However, the words are all joined together in each sentence. Separate them and highlight the key words only. Remember that it is **NOT** necessary to understand every word you hear.

Lecturer: Right. I'd like you to take out the handouts that I gave you in the last seminar. I hope that you've all had time to look at them. You'll be referring to them a lot over the next few months.

The sentence has been started for you. Now complete the exercise.

Right. I'd like _____

Glossary

omitted: not included

IELTS Listening Unit 7

Even though the questions in the listening are always answered in the same order as they are numbered in your test, sometimes you will find that the answer may be given before you hear the key word. This can cause confusion and therefore you should concentrate on the general meaning of each sentence as well as listening for the key words.

Task 2 { Track 031 }

Write **no more than THREE words and/or a number** for each answer.

Research Notes: Motivation in the Workplace

Maslow's Hierarchal Needs

Level One Physiological Needs

- water, (1) _____, healthy body

Level Two (2) _____

- housing, legal system

Level Three Love and Belonging

- humans need to bond and interact because they are (3) _____.
- psychological disorders – lack of bonding

Level Four Self-respect and Respect from Others

- employees with status and respect tend to be (4) _____.

Level Five Self-actualisation

- realising potential
- examples of achievements: setting up a business, studying for a degree, (5) _____ in sports competitions

Task 3 { Track 032 }

Write **ONE word only** for each answer.

1. The female student thinks that Maslow's theories are a bit _____.
2. The two factors she mentions are categorised as _____ and motivation.
3. Herzburg suggests that working long hours with very little in return can _____ the employee.
4. He differs from Maslow in the way that he omits the more fundamental needs as he believes that since the beginning of the twentieth century living standards have _____.
5. He concludes that, in order to succeed, it is vital that we are able to work closely with others and that we should have a certain amount of _____ over our working environment.

Focus on Pronouns in word substitution

You will notice that in many cases pronouns such as 'it', 'them', 'that', 'those', 'this' and 'they' often substitute for NOUNS or NOUN PHRASES in order to avoid repetition. E.g. "Stress in the workplace has become more commonplace over the last few decades. This is mainly due to the increase in the efficiency of communication through mediums such as the internet and the mobile phone." The word 'This' substitutes the noun phrase 'The commonness of stress in the workplace'.

Word substitution is a natural part of most languages and will most likely be familiar to you. However, when you are listening, it may be difficult to decide what the pronoun is referring to, and it (the pronoun) is generally unstressed so you may miss it while you are listening. In some cases, the word may even be completely omitted – if the meaning is obvious.

Unit 7

Main Listening

Task 4 { Track 033 }

You will hear a lecturer discussing how to approach the planning of a dissertation with a class of students.

4A Write no more than **THREE** words and/or a number for each answer.

Dissertation Tutorial Notes

Basic Information	Booklist	Learning Support	Draft Targets
<ul style="list-style-type: none"> stages 	<ul style="list-style-type: none"> at least (2) _____ books 	<ul style="list-style-type: none"> tutorial about (4) _____ advice 	<ul style="list-style-type: none"> compile bibliography
<ul style="list-style-type: none"> necessary criteria 	<ul style="list-style-type: none"> first four (3) _____ compulsory 	<ul style="list-style-type: none"> group discussion during the (5) _____ 	<ul style="list-style-type: none"> to be submitted (6) _____
<ul style="list-style-type: none"> page of (1) _____ 	<ul style="list-style-type: none"> brainstorm ideas 		

4B Write no more than **TWO** words for each answer. { Track 034 }

Alternative Resources

Alternative Resources	<ul style="list-style-type: none"> online materials have to be (7) _____ 	<ul style="list-style-type: none"> library archives 	<ul style="list-style-type: none"> interviews (8) _____ must be included
Dissertation Targets	<ul style="list-style-type: none"> hand-in date, probably at end (9) _____ 	<ul style="list-style-type: none"> length 18,000 - 20,000 words 	
Specific Suggestions	<ul style="list-style-type: none"> look at similar (10) _____ 	<ul style="list-style-type: none"> use computers in the (11) _____ 	<ul style="list-style-type: none"> contact the main office for (12) _____ information

IELTS Listening Unit 7

13. Which electronic equipment does he **NOT** mention?
Select **ONE** answer-option (a, b, c, d or e) only.

- a. mobile phone
- b. iPad
- c. tablet PC
- d. hi-fi equipment
- e. television

Post-listening Activity

Read through this unit again carefully and decide if the statements below are **TRUE** or **FALSE**.

1. If the first word ends in a vowel, the next word will be pronounced separately.
2. The sound of letters such as **p**, **k** and **t** are typically not heard when they come before a word beginning with another strong sound.
3. Understanding pronunciation does not help you improve your listening skills.
4. Sometimes we do not understand words in the listening even though they are known vocabulary.
5. When you are listening, the information for each answer always comes in numerical order.
6. The answer you are listening for always comes after the key word in the test.
7. Both understanding the overall meaning and the picking out of key words are important in listening.
8. Pronouns are used instead of nouns to make the meaning clearer.
9. You will only find word substitution in a few languages.
10. Nouns tend to be pronounced more clearly than pronouns.

	TRUE	FALSE
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Unit 8 MAKING HISTORY



Lead-in activity

Here are some academic words commonly used in IELTS listening tasks. Put the correct form of the word under each heading – in one case a single category will remain empty.

Noun	Adjective	Verb
preparation		
		discuss
	educational	
analysis		
		produce

Focus on Part Four Tasks

In the next 3 units we will be looking at Part Four tasks. These are generally similar to those of Part 3 in the way that they contain academic language and take place solely in the university environment. However, the 4th part is usually a monologue given by a lecturer on a detailed academic subject – which you will often be unfamiliar with – in many cases, in the form of a lecture. Consequently, this part tends to be the most difficult, as it requires the most concentration and is at the end of the test.

Task 1

Read the extract from the unit's **Main Listening** and answer the questions which follow.

In this dialogue you will hear a lecturer addressing his students in a lecture hall.

Lecturer: Today we will be examining history in its most general terms and attempting to personalise it with questions such as **What does it mean to me?** and **How has it shaped the world that we live in?** Naturally, one lecture is hardly sufficient to cover such an extensive area but I hope to provide you with enough background information to inspire you to do more research for yourselves.

1. Do you think this lecture is at the beginning of or later in the course? How do you know?
2. In what way does the lecturer try to make this lecture interesting?
3. How do you think he answers the questions that he mentions?
4. The word **examine** can be found in the dialogue. What is its noun?
5. How about the verb for the word **information**?
6. Is the word **research** in the dialogue a verb or a noun? How do you know?

Glossary: monologue – a speech given by one person

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IELTS Listening Unit 8

Focus on Word Form

When doing a gap-fill exercise, it is never necessary to change the word form. You will need to understand the structure of the question-sentence so that you are able to put the right word in the gap provided – exactly as you hear it (you cannot manipulate the word form to fit).

In summary, what you write in each gap must fulfil three conditions:

1. It must be (a) word(s) which is exactly what you heard on the recording.
2. It must fit within the allowable word limit in the instructions.
3. It must make grammatical sense in the context of the words surrounding the gap. (If it doesn't make grammatical sense, you should not manipulate the word form – you have simply chosen incorrectly. All you can do is have a guess if the chance to listen to the relevant segment of the recording has passed.)

Task 2 { Track 035 }

Complete the summary using **no more than THREE words and/or a number** for each answer.

Amongst the ancient indigenous peoples of South and Central America, two of the most advanced civilisations were the Olmecs, who were indigenous to the west of Mexico and the Chavin people found on 1 _____ of northern Peru. Previously nomadic, they eventually built settlements and relied on 2 _____ for their livelihood. The discovery of archaeological artefacts has substantiated that they were not only literate but also engaged in 3 _____. The Aztec civilisation, however, was far more recent, lasting for approximately four hundred years until its ultimate collapse early in the 4 _____. The Aztecs grew in power and 5 _____, and at the peak of their powers they ruled over 10 million people. This was achieved by both the extensive trading of goods and the collection of 6 _____ from conquered local tribes. There was also strong evidence to suggest that they followed a religion which included human sacrifice to their Sun god. Despite the bloodshed and cruelty, their society contained highly-skilled people such as musicians, 7 _____, poets and sculptors.

Task 3 { Track 036 }

Write **no more than THREE words and/or a number** for each answer.

1. Thomas Savoy's steam engine was used for _____ water out of the mines.
2. Twice as much coal was _____ between 1750 and 1800.
3. The 'flying shuttle' was invented by _____ in the 1730s.
4. Richard Arkwright's spinning frame was powered by _____.
5. The extensive network of canals made transportation of heavy goods _____ and more efficient.

Focus on Signposting

In Part Four listening, you will hear the lecturer use words or phrases which indicate the main stages in the lecture such as a **change of topic** or the **listing of key points**. These phrases are called signpost language as they help to guide you through the different parts of the lecture while you are looking at the test paper.

Here are some typical examples which you might find in a lecture.

Function in the lecture:	Examples:
Introduction	So let's begin with ...
Sequencing	Firstly ..., Secondly ...
Changing topic	Now, I'd like to turn to ...
Concluding	So, we've looked at ...

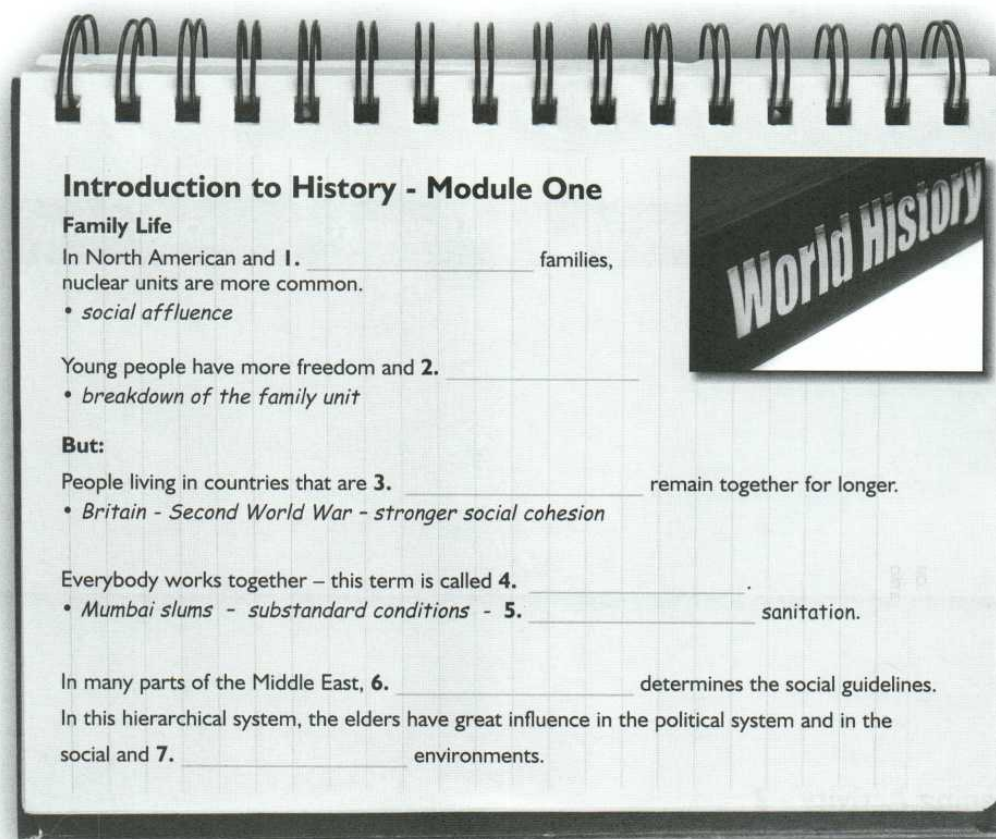
Unit 8

Main Listening

Task 4 { Track 037 }

You will hear a lecturer giving an introductory talk to students for their *Ancient History* course module.

4A Write no more than **THREE** words and/or a number for each answer.



Introduction to History - Module One

Family Life
In North American and 1. _____ families, nuclear units are more common.
• *social affluence*

Young people have more freedom and 2. _____
• *breakdown of the family unit*

But:
People living in countries that are 3. _____ remain together for longer.
• *Britain - Second World War - stronger social cohesion*

Everybody works together – this term is called 4. _____
• *Mumbai slums - substandard conditions* - 5. _____ sanitation.

In many parts of the Middle East, 6. _____ determines the social guidelines.
In this hierarchical system, the elders have great influence in the political system and in the social and 7. _____ environments.

4B { Track 038 }

Write no more than **THREE** words and/or a number for each answer.

8. The earliest _____ were established in Mesopotamia by the Sumerians.
9. Herodotus, who was _____ by birth, is considered to have been the first historian.
10. Thousands of years ago, in primitive tribal communities, people fought _____.
11. Over thirty million people populate the city of _____.
12. The population of Mexico City is predicted to have grown _____ by 2015.
13. The trend in both Jakarta and Lagos indicates that the population of each city will _____ greatly over a short period of time.
14. Mass starvation could result from the growing number of people affected by the destruction _____.

IELTS Listening Unit 8

Post-listening Activity - 1

In this unit we have looked at signpost language and its role in guiding us through the monologues of Part Four listening. In this section you should put the expressions into the correct categories in the columns below. In some cases the phrases may be put into two categories.

- Having looked at
- So we've seen that
- In the first part of today's lecture
- I will start by examining
- I'd now like to move on to
- First of all
- To sum up then
- Secondly, I'll explain
- Now, let's take a look at
- Finally, I intend to

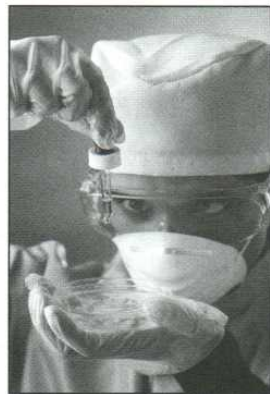
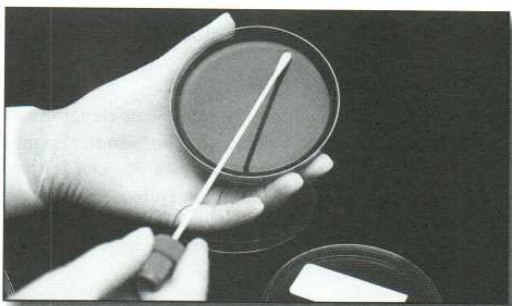
INTRODUCTION	SEQUENCING	CHANGING TOPIC	CONCLUDING

Post-listening Activity - 2

Now, take a look at the audioscript for **Task 4** (page 80) and underline or highlight the same or other signpost words or phrases that you find, and decide which category they fit into. This will help you to understand how lectures are organised and you will therefore feel more confident when you are listening [refer to the audioscript].

Unit 9

THE WORLD OF SCIENCE



Lead-in activity

Finish each sentence (1-3) with the ending (a or b) which best describes the subject.

1. Biology is the study of
 - a. the origin, form and behaviour of all living species.
 - b. the relationship between the environment and our ecosystem.
2. Physics can be defined as
 - a. the analysis of how different forms of energy are produced.
 - b. the way matter and energy interact with each other.
3. In chemistry we learn about
 - a. the chemicals which exist in all organisms.
 - b. the laws of how various chemicals change when they are combined.

Now put each **underlined** word from the exercise above next to its definition below.

- a careful detailed study of something
- rules which are controlled by nature
- the force which causes things to move or work – e.g. electricity
- the way all living things exist together – e.g. bacteria, plants and animals
- individual animals or plants
- to have an effect on each other
- different types or groupings of animals or plants
- the material all things are made of

Focus on comprehension in Multiple Choice tasks

It is important to remember that in the case of multiple choice questions, where you need to match the two parts of a sentence, not only should you underline the key words but, with longer questions, you should also try to quickly elicit the general meaning of the possible answers in relation to the question itself.

These (questions) will be in the order they are heard and will be testing you on different parts of the listening activity as it progresses.

In order to do this kind of task more effectively, you should concentrate on building up your vocabulary as you progress through the IELTS course. This will serve you well during the test as you listen out for paraphrasing of key ideas from the question (and answer options) as the recording plays.

IELTS Listening Unit 9

Task 1

In this monologue (taken from the **Main Listening**) you will hear a guest speaker talking to students in the Science Department. Read the extract carefully and answer the question which follows.

Good morning, everyone. I've been invited to talk to you about computer-controlled driving by your department. It may seem a bit of a cliché - cars that can drive themselves. You may also think that it could only happen in the movies but in truth it's more science and less fiction than it was - say - about twenty or thirty years ago. As you can tell from your ever-evolving phones and computers, technology never stands still. In fact, it has made tremendous progress over the last few decades and is continuing to do so.

Question

Which one of these options (a, b, c, d or e) is correct? Why are the other choices wrong?

The speaker states that computerised cars

- a. are already being driven by members of their department.
- b. only exist in the movies.
- c. have become a distinct reality over the last few decades.
- d. have been improved by using the technological know-how from phones and computers.
- e. are continuing to make significant advances.

Focus on complex Multiple Choice, Matching and Multiple Matching tasks

So far, in the previous units, we have looked at simple multiple choice tasks, where one of three possible answers has to be matched up with a statement. However, particularly in the latter sections of the test (which increases in difficulty from Part 1 to Part 4), the types of Multiple Choice tasks which appear may differ. There are 2 other types which are also commonly tested: Matching and Multiple Matching tasks. Examples of these types of tasks are outlined below.

Multiple Matching

(answer options may be used **more than once**)

Questions 26-30

What does Elle say about the following subjects?

Write the correct letter, **A, B, or C** next to questions 26-30.

- A. She will study it.
- B. She won't study it.
- C. She might study it.

Subjects

- 26. Marketing _____
- 27. Human Resources _____
- 28. Business Law _____
- 29. Organisational Behaviour _____
- 30. Finance _____

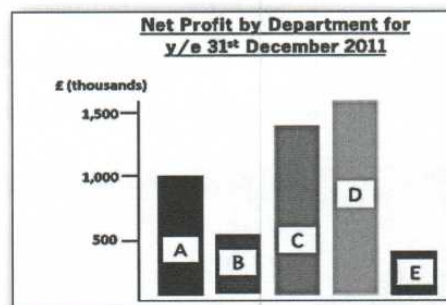
Matching

(answer options may be used **once only**)

Section 2

Questions 11-13

Label the chart below. Write the correct letter, **A - E** next to questions 11-13.



- 11. Online Sales Department _____
- 12. Retail Sales Department _____
- 13. Design Department _____

Unit 9

Task 2 { Track 039 }

Questions 1-3

Choose the correct letter, A, B or C.

1. A tardigrade

- a. has eight legs.
- b. can only be found in seas or rivers.
- c. is made of approximately 1,000 cells which continue to multiply.

2. It differs from other invertebrates in the way that

- a. it darts around.
- b. it has similar physiological characteristics to macrofauna.
- c. its body is divided into eight segments.

3. A characteristic of the tardigrade is

- a. it is able to walk.
- b. it has certain inner organs including a heart.
- c. it stores eggs for reproduction.

Questions 4-6

Name **THREE** characteristics which make the tardigrade special.

- a. It is a deadly creature within its own environment.
- b. It can go into a dormant state if necessary.
- c. It has a lifespan of over 125 years.
- d. It can survive at temperatures of up to 303 degrees Fahrenheit.
- e. It is unnecessary for tardigrada to form a tun in freezing conditions.
- f. It disrupts the formation of ice-crystals by the production of protein.

Task 3 { Track 040 }

Write the correct letter, **A**, **B** or **C** next to each statement.

- A** horizontal-axis wind turbine (HAWT)
- B** Dabiri's vertical wind turbine
- C** qr5 vertical wind turbine

- 1. has got a 60-90 metre steel tower _____
- 2. is engineered in Britain _____
- 3. can be spaced anything up to a mile apart _____
- 4. derives its inspiration from marine life _____
- 5. produces the most energy for an individual turbine _____
- 6. quiet with little vibration _____
- 7. can be used in urban areas _____

Hint:

Before examining the possible answers in each Multiple Choice task, pay careful attention to the instructions above. They will indicate how many points need to be circled while listening. This may range from one to three.

IELTS Listening Unit 9

MAIN LISTENING

Task 4 { Track 041 }

You will hear a guest speaker talking to students in the *Science Department* of a university.

4A

Questions 1 - 3

Choose the correct letter, A, B or C.

- The speaker says that owning a car
 - can be stressful.
 - incurs high running costs.
 - is seen as a necessity.
- During the earlier history of autonomous vehicles
 - the first one was operated by a robot.
 - the European commission started up a fund in the 1980s.
 - the American army vehicles were built solely for off-road purposes.
- A preliminary requirement of an autonomous car is
 - the installation of additional road infrastructure.
 - stringent testing of both hardware and software.
 - a navigational system which includes sensor noise.

4B { Track 042 }

Questions 4 - 6

Which **3 benefits** of autonomous cars does he mention?

- They are easier to park.
- They are programmed for unexpected situations.
- It is far safer than if a person drives.
- There is no need for health and safety checks.
- There are no fluctuations in their performance.
- They feature a driver assistive system.

Questions 7 - 9

What are the **3 problems** mentioned?

- Most deaths of young people are caused on the roads.
- There were 2,222 fatalities on the roads.
- Fewer people were injured on British roads in 2010 than in previous years.
- The impact of casualties on the National Health System.
- The rise of car insurance premiums.
- The occurrence of mechanical failure.

Post-listening activity

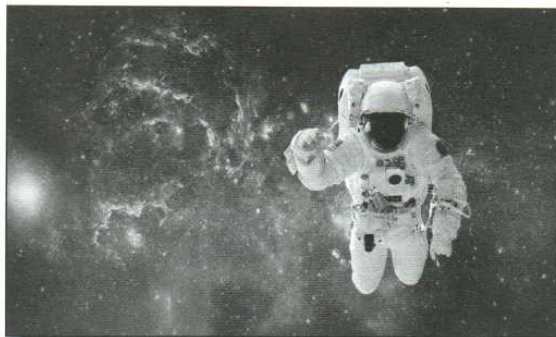
Complete the summary on the characteristics of **Multiple Choice questions** by using the words from the box below. There are **two words** that you will **not need** to use. Each word can only be used **ONCE**.

grammatical	underline	instructions	distractors
forget	letters	main	easier
clue	drop	vary	

Multiple choice questions may seem to be an **1** _____ option than some of the others. However, this is not always the case. Firstly, you will find that there are no **2** _____ errors which could provide you with a **3** _____ to the correct answer; and, secondly, before you listen, you will notice that all the answers seem to be, to some extent, logical. Another thing that you need to be aware of is that the number of answers given may **4** _____ from one to three, so you should always read the **5** _____ carefully before listening. Each of the correct answers you **6** _____ to circle means you will **7** _____ a point. You should always remember also that the incorrect answers are usually **8** _____, so you should look at the ideas - not just the key words - although it is still important to **9** _____ these.

Unit 10

THE SKY'S THE LIMIT



Lead-in activity

Read the paragraph carefully and choose the most suitable answers from the charts below.

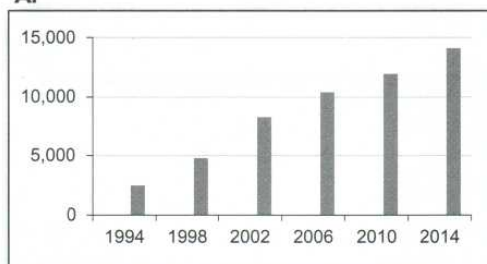
GLOBAL SPACE CENTRE

The complex itself was set up as an aerodrome back in the late 1960s. After having been in operation for just over twenty years, it was bought by the space commission, extensively renovated, and, in 1994, reopened as the Global Space Centre. The centre itself entertains a stream of visitors every year and their number has grown steadily since its opening. To illustrate this, back in 1994 the figure stood at approximately 2,500. By 2010, it had risen to a respectable 12,100 per annum, and this pattern of increase is expected to continue for the next decade. The centre houses both interactive and informative displays, catering for old and young alike. It's not all fun and games though; we at Global take the educational side of things very seriously as well. This year alone we've held 360 talks and seminars on over 80 different space-related subjects. Most, but by no means all of these, are put on for schools and colleges, which account for around 45% of activity in this regard; followed by universities at 38%; and the remainder are arranged by privately-organised groups and tours.

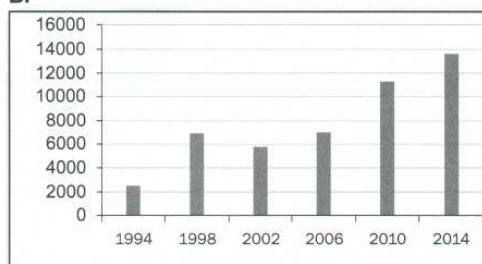
Statistics for the Global Space Centre

1. Number of Visitors

A.

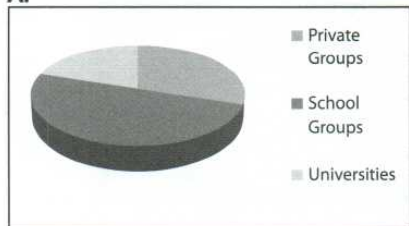


B.

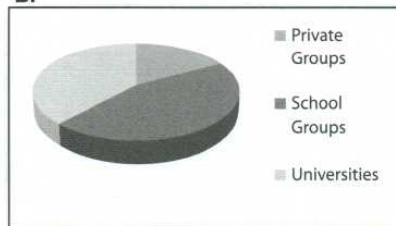


2. Talks and Seminars

A.



B.



IELTS Listening Unit 10

Focus on Charts and Diagrams

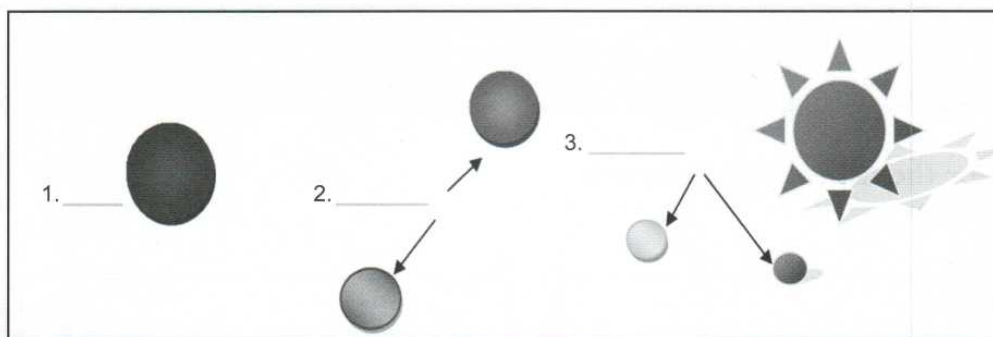
In the Part Four task you may come across charts and diagrams. The charts usually take the form of a bar or pie chart as shown in the examples in the lead-in section. There are other types of diagrams that you will have to familiarise yourself with, too, such as the flow chart, which may show progression or a cycle, and picture diagrams, which may illustrate a variety of things - the labelling of a piece of equipment, a natural process or how something works etc.

Task 1

In this extract (taken from the unit's **Main Listening**), the speaker addresses students at the *Global Space Centre*. Read through the extract carefully.

Hello, I'm Bob Wilson and I am here to talk to you about the possibility of there being other inhabitable worlds. It may seem strange but, ever since I was child, I have looked up at the skies and wondered whether there are other people on other planets doing exactly the same thing as me. Perhaps we are a mere pinpoint of light in the skies amongst millions of others. The question is where do we start looking? The time-honoured expression 'a needle in a haystack' comes to mind, but there are certain criteria which may help us to narrow down the odds.

Here is a diagram that could come up in the course of the speech. Using a **maximum of three words**, try to guess what could be written next to each number.



Focus on language

You will notice that the language will vary according to the diagram or chart. For example, a flow chart will often include the passive when describing a process but may also use active verbs in the case of a natural cycle. Therefore, it is important to pay attention to both the tense and the sentence structure in the chart before listening.

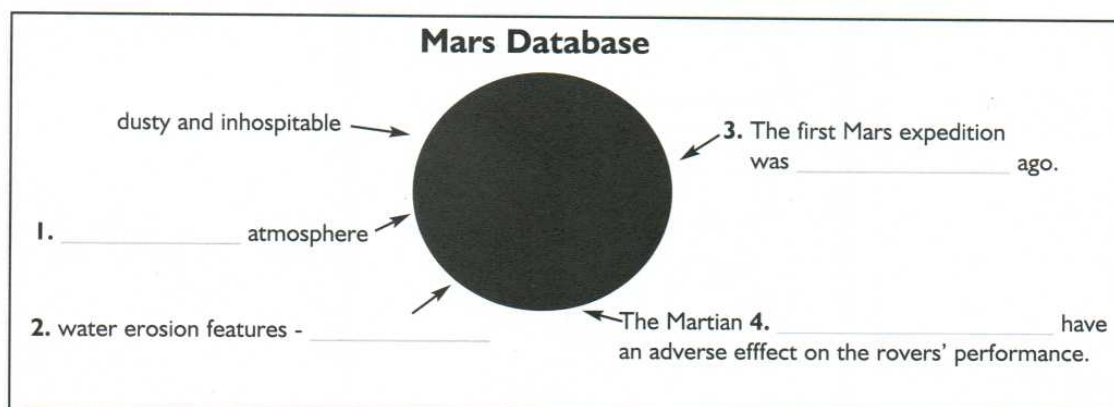
Unit 10

Task 2 { Track 043 }

2A Questions 1 - 4

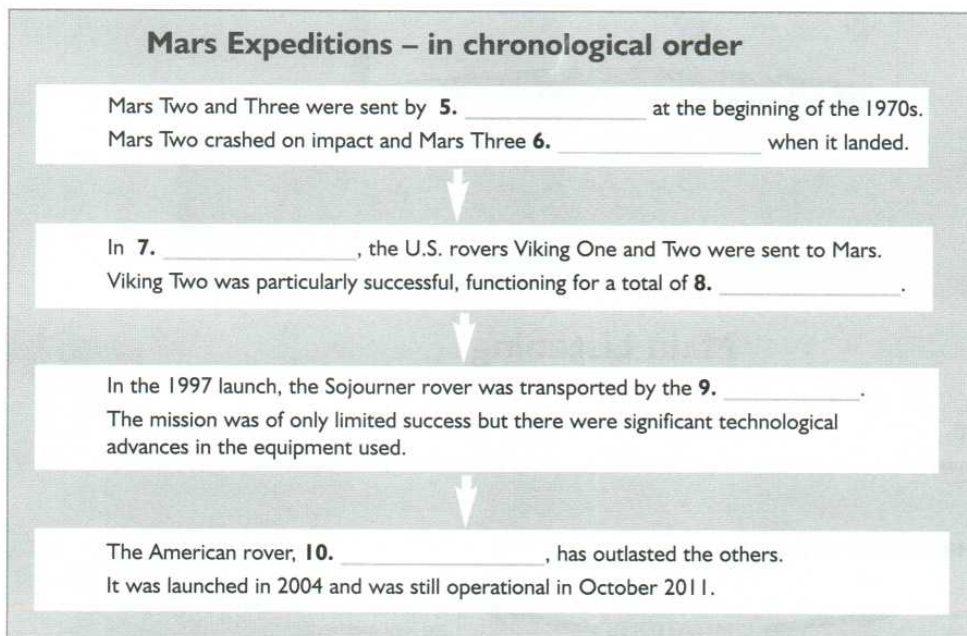
Write **no more than FOUR** words and/or a number for each answer.

[Note: in the actual exam you will never be asked to write **more than THREE** words and/or a number.]



2B Questions 5 - 10 { Track 044 }

Write **no more than THREE** words and/or a number for each answer.

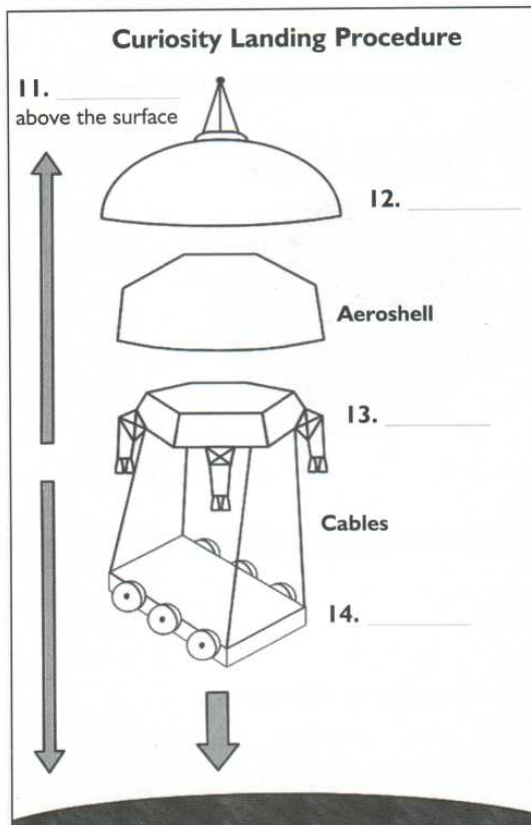
**Glossary**

rover: a usually uncrewed vehicle, used especially in exploring the terrain of a planet and its satellites

IELTS Listening Unit 10

2C Questions 11 - 14 { Track 045 }

Write no more than **THREE** words and/or a number for each answer.



Hint:

In charts and diagrams, IELTS language is at its most technical and you may not recognise some of the vocabulary used in the labelling. Therefore, it is a good idea to think of possible ways of pronouncing the unknown word(s) before you begin listening.

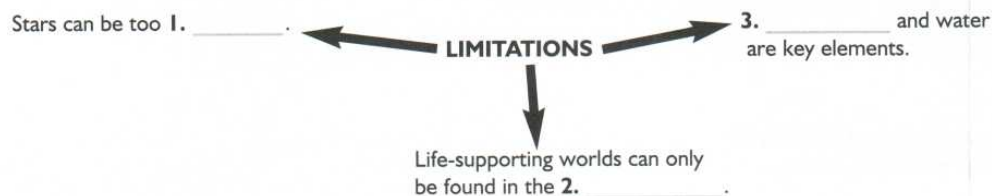
Main Listening

Task 3 { Track 046 }

You will hear a guest speaker talking to students in the *Science Department* about other planets.

3A Questions 1 - 3

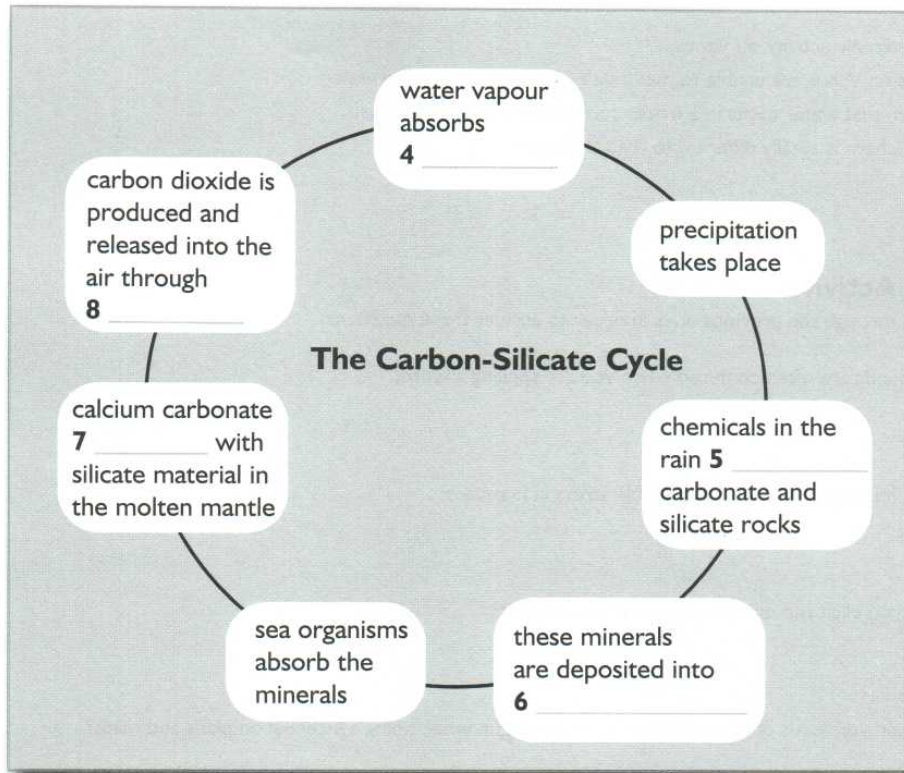
Write no more than **THREE** words for each answer.



Unit 10

3B Questions 4 - 8 { Track 047 }

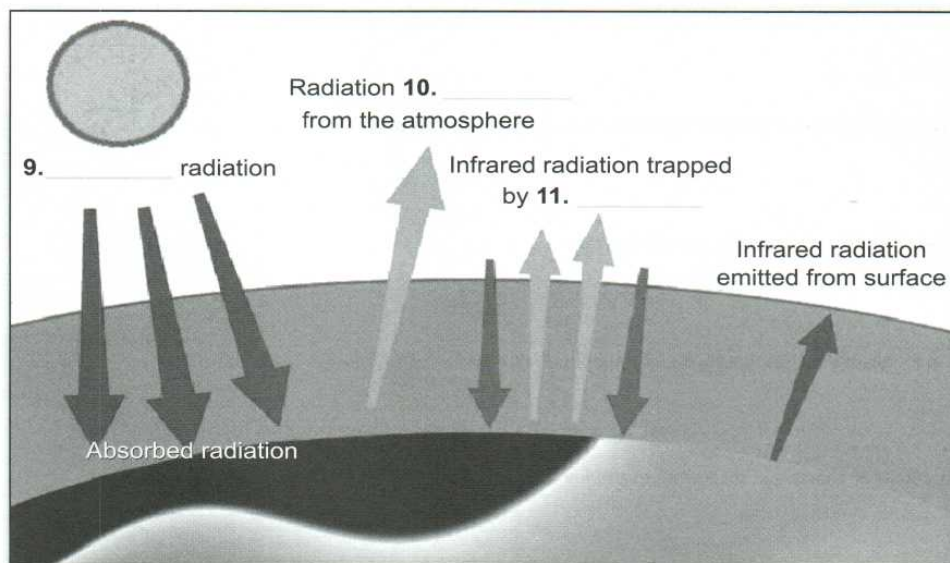
Write no more than **THREE** words for each answer.



3C Questions 9 - 12 { Track 048 }

Write no more than **TWO** words for each answer.

How Earth's atmosphere retains heat



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47

IELTS Listening Unit 10

12. Which one of these facts about our neighbouring planets is **NOT TRUE**?
Choose the correct letter, **A, B, C** or **D**.

- a. There used to be volcanic activity on Venus.
- b. The tectonic plates on Venus are unable to move due to the lack of surface water.
- c. Scientists are certain that water exists in a frozen form in the Martian ice caps.
- d. The Martian atmosphere is totally different to that of Venus.

Post-listening Activity

You will need to look through the previous units in order to answer these questions.

1. **Unit 1** – Which sounds are often confused when you are spelling a word?

2. **Unit 2** – Why is it important to recognise syllable stress in numbers?

3. **Unit 3** – How do you elicit the main idea from a listening text?

4. **Unit 4** – Why should you focus on the early part of the dialogue when doing a listening on plans and maps?

5. **Unit 5** – What are 'content words' and why are they important?

6. **Unit 6** – What is meant by the term 'distractor'?

7. **Unit 7** – Why can pronouns be important when you are doing a listening test?

8. **Unit 8** – How can word form change in gap-fill exercises?

9. **Unit 9** – What are two more complex forms of multiple choice task?

10. **Unit 10** – What kind of charts and diagrams (examples) can you find in an IELTS test?

IELTS

LISTENING

EXAM GUIDE

IELTS Listening Exam Guide

LISTENING PAPER: SECTION 1

What's it all about?

Listening Section One features a conversation between two people, either face-to-face or on the phone. The subject is a topic of general interest; for example, making a reservation at a restaurant or booking a course of study. There will be one or two tasks. One of the tasks is typically note completion. This section will contain an example and 10 questions.

What's it testing?

Your understanding of specific information such as dates, everyday objects, places, numbers etc. is being tested. Spelling is also being examined in this section.

What about a closer look at the tasks?

The most common task used in this section is Note Completion. This requires you to fill in the gaps in the notes someone makes during a dialogue.

The notes will always be in the same order as the information you hear.

Tables, sentences and forms will also be seen in this section – these are essentially note-completion exercises, too. You complete the table / sentence / form with the missing pieces of information.

What do I have to do?

Basically, you have to:

- (1) Read over the questions on Section 1 of your paper in the time allowed.
- (2) Listen to a conversation that will be heard once only.
- (3) Write one/two/three words and/or a number or date in each gap in the notes. (*Note: you will be told the maximum number of words you will need to write at the beginning of the task - it will be written in the instructions*)
- (4) Write the exact words you hear.
- (5) Spell everything correctly.
- (6) Transfer your answers to your answer sheet at the end of the listening test.

Time for a closer look at Spelling:

If you are asked to write the name of a street, place, person etc., it will be spelt out for you. You should be very familiar with the names of the letters of the alphabet as you will only hear the recording **once**.

Mini-task 1: { Track 049 }

Match the sounds of the letters (Column A) to their written form (Column B), as in the example.

Column A	Answer	Column B
Example Sound	G	H
Sound 1		S
Sound 2		X
Sound 3		W
Sound 4		G
Sound 5		M

Mini-task 2: { Track 050 }

Listen to some words being spelt out and write down what you hear.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

LISTENING PAPER: SECTION 1

Time for a closer look at Numbers:

You might be asked to write down a year, a price, a phone number, the numerical part of an address etc. in the exam.

Mini-task 1:

Match the units of money.

Column A	Answer	Column B
Pound		Cents
Dollar		Pence
Euro		Cents



Remember:

- When we say a phone number, 0 can be pronounced 'oh' or 'zero'.
- When we discuss money, we can use the singular or plural form of the currency we are referring to.
For example:
£5.50 = Five Pound Fifty or Five Pounds Fifty

Mini-task 2: { Track 051 }

Listen to the sentences and write the numbers that you hear below.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



Remember:

- Read the word you've written – if you can't say it, ask yourself: 'Have I missed a vowel?'.
- When a letter is repeated, i.e. 'EE', instead of saying it twice, we say 'double'; in this case: 'double E'.

Time for a closer look at Dates and Measurements:

Dates can be written in different ways to get a mark. The following dates are all correct and would fit the instruction 'write one word and/or a number':

(i) 3rd March

(ii) March 3rd

(iii) 3 March

(iv) March 3

Measurements can be written in different ways too. Twenty-five metres, for example, can be written as:

(i) 25 metres/meters

(ii) 25m (m is an abbreviation; this is perfectly fine.)

Mini-task 1: { Track 052 }

Listen to the sentences and write the dates that you hear below.

- _____
- _____
- _____
- _____



Remember:

- We say dates like 1945 or 2015 as 'nineteen forty-five' and 'twenty fifteen'.
- But for years between 2000 and 2010, we can say 'two thousand and ...'
- 2002: 'two thousand and two', for example.

Mini-task 2: { Track 053 }

Listen to the sentences and write the measurements that you hear below.

- _____
- _____
- _____
- _____

IELTS Listening Exam Guide

Putting it all together.

Now, let's look at some exam-type questions for Listening Section One.

Listening Section 1, Task 1: { Track 054 }

Complete the notes below. Write no more than two words and/or a number for each answer.

Safari Holiday

Example	Answer
Holiday lasts	..... 2 weeks

Holiday begins on 1

Minimum age is 2 years.

Each day, group covers 3 of the Serengeti plains.

Holiday costs 4 per person sharing.

All food included except 5

{ Track 055 }

More information is available at www. 6com.

Price is inclusive of 7

The holiday promoter offers a 8 of your money back if all the animals on the list are not spotted.

Tour is popular, so travellers are advised to 9

A 10 of £500 is required to secure your place.

LISTENING PAPER: SECTION 1

Listening Section 1, Task 2: { Track 056 }

Complete the notes below. Write no more than two words for each answer.

{ Track 057 }

BLOCK RECRUITMENT Job Application	
Example	Answer
Surname	Rourke
Email	1 .....@tech.com
Nationality	2
Reference (character)	Name: Emily Green Job: 3
Reference (employment)	Name: Samantha Glee Job: 4
Additional Qualifications	certificate in 5 licence to 6

Current Vacancies			
Location	Name	Department	Requirements
Golder's Green	BELL LTD	Technical Support	7 with Navi
Sutton Common	NOX LTD	8 9	2 years Quaddrome
10	COMP PLC	Software Development	qualified trainer



Remember:

- Always read the instructions and check how many words you can write in each gap.
- Always look at the notes and form/table headings. This will give you some idea what the recording is about.
- The information will always be in sequence on the recording. In a table, therefore, you should answer row-by-row.
- Because you only hear the information once, always keep up with the speaker. If you miss a gap, forget about it and move on (but do guess it at the end - you've nothing to lose!).

Listening Section 1, Task 3: { Track 058 }

Complete the notes below. Write no more than two words and/or a number for each answer.

BILL TO:		INVOICE	
EXPRESS FREELANCING, 25 BEEHCROFT MEWS, 3 COMMON, SW15 5TW		DATE	NUMBER
		1	2
PURCHASE ORDER NO: 4		{ Track 059 }	
QUANTITY	DESCRIPTION	UNIT PRICE	AMOUNT
2	Print 5	6	7
10	Glossy 8	£ 50.00	£ 500.00
V.A.T.			9 %
TOTAL			10

IELTS Listening Exam Guide

LISTENING PAPER: SECTION 2

What's it all about?

Listening - Section 2 features a talk / speech / announcement / recorded message / radio excerpt given by one person. The speaker is sometimes introduced by another person. The subject is a topic of general interest; for example, what's on in the local area, a place of interest etc. There will usually be two tasks. Any type of listening task could be seen, but multiple choice, labelling, matching and flow-chart completion are particularly common. This section will not contain an example. There are ten questions.

What about a closer look at the tasks?

Okay, let's start with basics:

- (1) You hear the recording only once.
- (2) Before the recording is played you are given time to read the questions.
- (3) Listen carefully to the introduction because it tells you what the recording is about.
- (4) The questions always follow the order of the recording.

What's it testing?

This section tests to see if you can understand specific factual information and select relevant information from what you hear.

What do I have to do?

Basically, you have to:

- (1) Read over the questions on Section 2 of your paper in the time allowed.
- (2) Listen to a conversation that will be heard **once** only.
- (3) Write one/two/three words and/or a number or date in each gap in the notes.
(Note: you will be told the maximum number of words you will need to write at the beginning of the task - it will be written in the instructions)
- (4) Write the exact words you hear.
- (5) Spell everything correctly.
- (6) Transfer your answers to your answer sheet at the end of the listening test.

Time for a closer look at Paraphrasing:

In many exam tasks you will be required to choose the correct answer from a list of options. The options will express the ideas and information on the recording in different words to those which are actually heard.

Mini-task 1:

Match these words / phrases (1-10) to ones with similar meanings (A-J).

	Column A	Answer
1	frequently	B
2	quite forceful	
3	high end	
4	a maximum of	
5	a wide variety	
6	a gentle way	
7	conveniently located	
8	arrange a meeting	
9	negotiate	
10	a positive review	

	Column B
A	a ringing endorsement
B	on a regular basis
C	haggle
D	pushy
E	organise a rendezvous
F	no greater than
G	mild-mannered
H	a large selection
I	upmarket
J	easily accessible

LISTENING PAPER: SECTION 2

Mini-task 2: Multiple Choice { Track 060 }

Choose the correct letter, A, B or C.

- 1 The bakery is now situated
 - A beside the tavern.
 - B opposite the river.
 - C above the dry cleaners.
- 2 Every Tuesday and Thursday, the bakery sells
 - A local products.
 - B speciality products.
 - C discounted products.
- 3 The bakery is well-known for
 - A its friendly welcome.
 - B the quality of its products.
 - C offering good value.
- 4 What change has taken place at the bakery in the last few months?
 - A A franchise has acquired it.
 - B Production has been scaled back.
 - C It has been renovated.



Remember:

- Notice how the information on the recording has been paraphrased in the questions above. In Question 1, the prepositions on the recording are different to the ones written down here, for example.
- Although the questions should follow the order of the recording, it is not necessary for each set of options (A, B and C) to do so.
- Use the time allotted to read the questions wisely. For example, reading Question 2 should prompt you to think about the kind of vocabulary associated with 'local products', 'speciality products' and so on.

Mini-task 3: Multiple Choice { Track 061 }

Choose TWO correct letters from the options A-E.

- 1 Funding for the new community centre came from which two sources?
 - A the local government
 - B town residents
 - C a local company
 - D a multinational company
 - E a special state agency
- 2 On what grounds was a complaint lodged with the planning authority?
 - A the community centre would attract undesirable characters to the area
 - B the community centre would drive away existing businesses
 - C the community centre would be built on the site of a listed building
 - D the community centre would create a noise disturbance
 - E the community centre would be an eyesore



Remember:

- It is very important to read the instructions carefully before answering the questions. Here it is necessary to choose two options instead of just the one. In general, a 3-option MCQ will normally require you to select **one**, while a 5-option MCQ will require you to select **two** options.

IELTS Listening Exam Guide

Mini-task 4: Map Labelling { Track 062 }

Write the correct letter, A-G, next to questions 1-5.

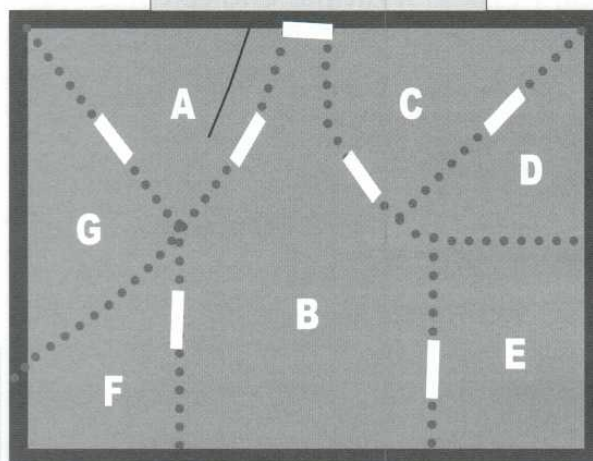
1. Sports Hall
2. Gym
3. Art and Craft Centre
4. Recreation Zone
5. Theatre



Remember:

- The speaker will say exactly where you are on the map at the beginning if necessary (although in this case, you will obviously start from the entrance).
- The letters on the map are not in the same order as the places you hear mentioned, but the places written down in the question are in the right order.

Community Centre Plan



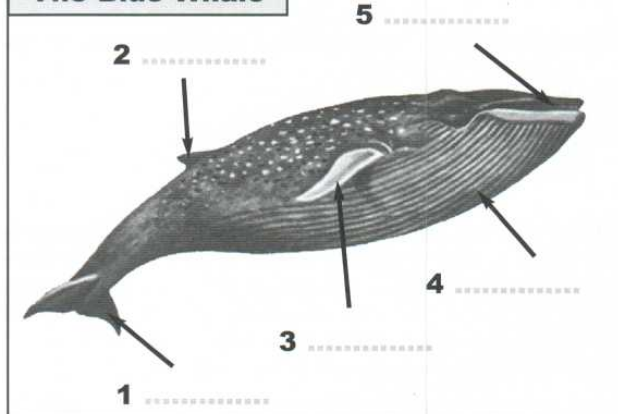
{ Track 063 }

Mini-task 5: Diagram Labelling

Choose five answers from the box and write the correct letter, A-H, next to questions 1-5.

- A Blow Holes
- B Tubercles
- C Baleen
- D Lip grooves
- E Flukes
- F Ventral Grooves
- G Dorsal Fin
- H Pectoral Fin

The Blue Whale



Remember:

- There are always more items in the box than you need (*in this case 3*).
- You will hear the information you need in the same order as the numbering of the diagram.
- The words in the list may be mentioned in any order.

LISTENING PAPER: SECTION 2

Mini-task 6: Matching { Track 064 }

The following are essential requirements for which roles? Write the correct letter, A, B or C, next to questions 1-5.

Essential Requirements

- A own car
- B third-level qualification
- C flexibility

- 1 catering manager
- 2 catering assistant
- 3 sous chef
- 4 waiter
- 5 maitre d'

Mini-task 7: Matching { Track 065 }

Which advantage is mentioned for each of the following hotels? Choose FIVE answers from the box and write the correct letter, A-H, next to questions 1-5.

- 1 The Great Britain
- 2 The Savoy
- 3 The Grand
- 4 The Wimbledon
- 5 The Arc

Advantages

- A good location
- B efficient service
- C spacious rooms
- D complimentary breakfast
- E nice decor
- F friendly staff
- G wide range of facilities
- H top-class restaurant

Mini-task 8: Revision

Answer the questions below about Listening Section 2.

- 1 How many tasks are there usually in this section?
- 2 How many questions are there in Section 2?
- 3 Is Section 2 comprised of a monologue or a dialogue?
- 4 How many times is the recording played?
- 5 What is allowed before a switch from one task type to another?
- 6 List the four task types we have looked at in this section without referring back to previous pages in the book:
 - (i)
 - (ii)
 - (iii)
 - (iv)

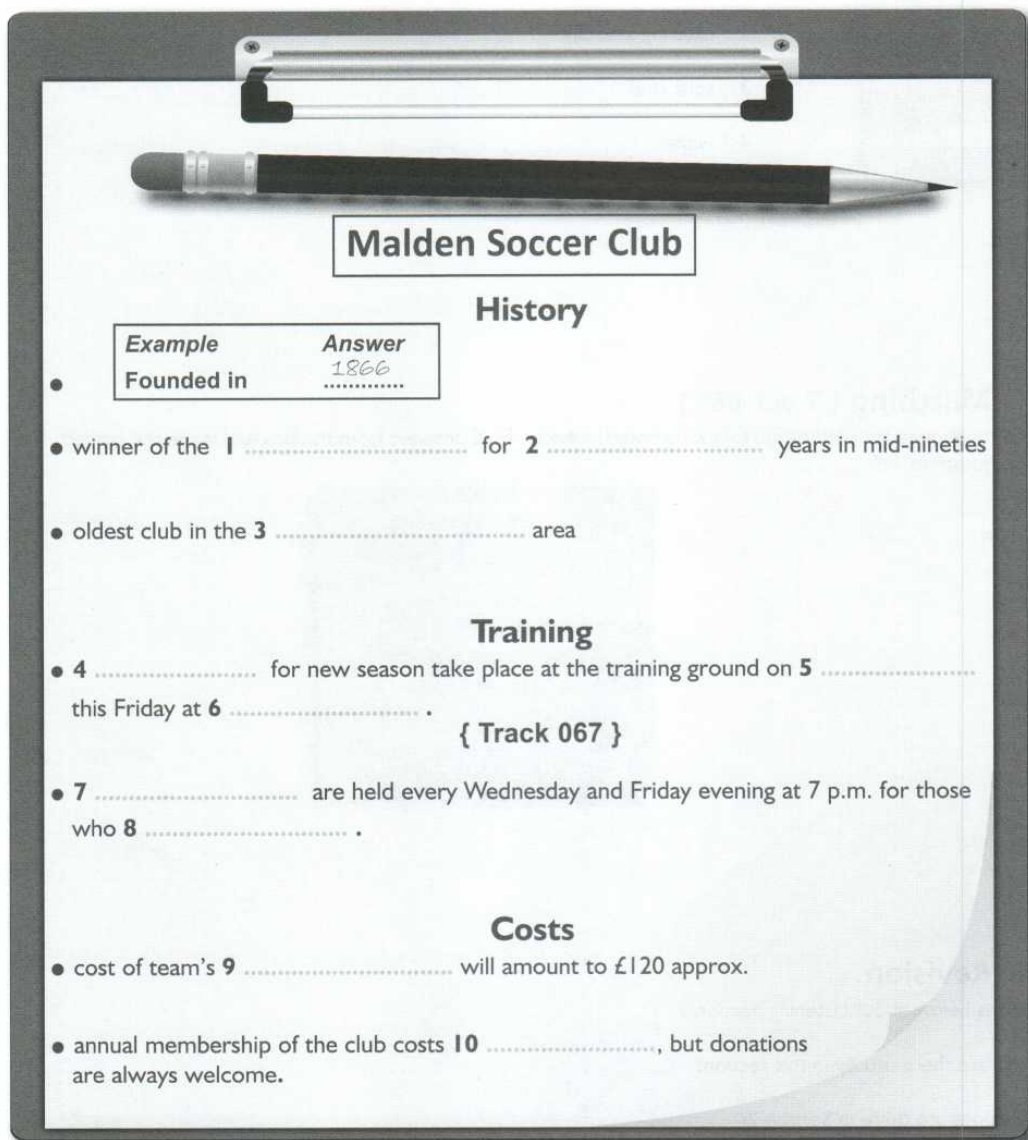
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Example 1: Section 1 Question { Track 066 }

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

Note:

The following pages contain additional practice material for Sections 1 and 2.



Malden Soccer Club

History

Example	Answer
Founded in	1866

- winner of the 1 for 2 years in mid-nineties
- oldest club in the 3 area

Training

- 4 for new season take place at the training ground on 5 this Friday at 6

{ Track 067 }

- 7 are held every Wednesday and Friday evening at 7 p.m. for those who 8

Costs

- cost of team's 9 will amount to £120 approx.
- annual membership of the club costs 10, but donations are always welcome.



Remember:

- The words you hear are often different from the words in the notes, except for the word(s) you have to write; try to practise paraphrasing, therefore, to help you see how information can be communicated in different ways while still retaining its meaning.
- Use the time you have before the recording starts to look at the gaps and try to predict what kinds of information you should be listening for, i.e. place names, numbers etc.

LISTENING PAPER: SECTION 1 & 2

Example 2: Section 1 Question { Track 068 } { Track 069 }

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

Model / Feature	Inspirat	Chaser	Gel 2.0
Example: camera	1.0 MP integrated webcam	4.0 MP integrated webcam	integrated 1. _____
Power	6-cell battery: 5 hours of battery life	9-cell battery: life: 8 hours 2. _____	6-cell battery: 4.5 hours of battery life
Display	14 inch	15 inch	3. _____
Hard Drive Memory	4. _____	5. _____	6. _____ and free 7. _____ hard drive
Extras	black leather 8. _____	Pixtra 500 9. _____	one year's 10. _____

Example 3: Section 1 Question { Track 070 }

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

{ Track 071 }

Example **Answer**
Agent name: Andy Johnson

From 22 Jun to 14 Sep in Austria:

Offering 1 _____ in a 4* hotel for 7 nights.

Includes 2 _____ and 3 _____.

4 _____ are extra.

Hotel boasts 5 _____.

From 10 Aug to 25 Aug in 6 _____:

Offering a 6-night, accommodation-only holiday.

Hotel located near 7 _____ and within

8 _____ of many of the city's best-known landmarks.

9 _____ included in the price.

10 _____ for families.



Remember:

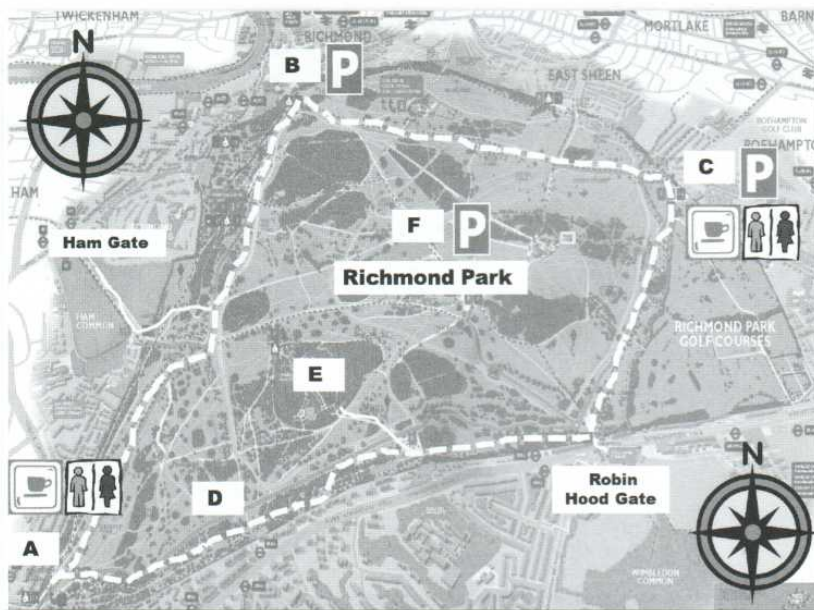
Look at numbers 1-10. They go across the table row-by-row. We know, therefore, that we will hear the information in the table in the same order: row-by-row (with row 1 coming first). If the numbers went down column-by-column, we would hear the information in column 1 first, followed by column 2 and so on.

IELTS Listening Exam Guide

Example 4: Section 2 Question { Track 072 }

Questions 11-14

Write the correct letter, A-F, next to questions 11-14.



Remember:

- The questions will always be in the order they appear on the recording. In this case, the map-items are, therefore, obviously in a random order.
- Always study the task carefully in the time allowed before the recording begins; here, we can learn a lot about the position of things like the car parks and toilets, as well as the names of different points on the map, which will help us answer the questions.
- Read the questions carefully; for question 19/20, 2 options should be selected; not 1.

- | | | |
|----|---------------------|-------|
| 11 | Kingston Gate | ..... |
| 12 | Car Park | ..... |
| 13 | Isabella Plantation | ..... |
| 14 | Pen Pond | ..... |

{ Track 073 }

Questions 15-18

Choose the correct letter, A, B or C.

- 15 The plantation is
 A an area of woodland.
 B an area of preserved bogland.
 C an open area separating woods.
- 16 The park's name probably derives from
 A a staff member's relative.
 B a past feature of the park.
 C the daughter of a one-time park ranger.
- 17 The plantation contains
 A man-made water features.
 B natural streams and ponds.
 C one pond and several streams.
- 18 We can imply that
 A all plant species found there are native to the park.
 B a collector is responsible for planting the entire area.
 C some plant species have been introduced from other areas.

Questions 19 and 20

Choose the two correct letters from A, B, C, D and E.

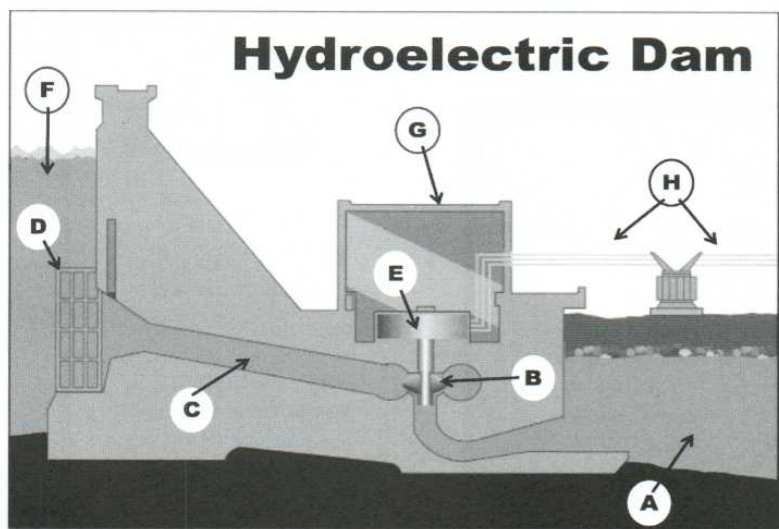
- 19/20 Which plants flower in spring?
 A irises
 B lilies
 C rowans
 D magnolias
 E daffodils

LISTENING PAPER: SECTION 1 & 2

Example 5: Section 2 Question { Track 074 }

Questions 11-15

Write the correct letter, A-H, next to questions 11-15.



- | | | |
|----|------------|-------|
| 11 | Intake | ..... |
| 12 | Penstock | ..... |
| 13 | Turbine | ..... |
| 14 | Generator | ..... |
| 15 | Powerhouse | ..... |

Remember:

- There will always be more options than you need. In this case there are 8 options, A-H, and only 5 are required. It is important, therefore, to listen very carefully and look for features that differentiate items close together on the diagram in order to identify each answer correctly.
- Often, diagram and map tasks test your knowledge of language used to express where things are, so be familiar with prepositions of place, direction-giving language etc.
- Do not leave any answer blank when filling in your answer sheet. You should guess any questions that you did not get the answer to; negative marking does not apply (there is no penalty for guessing and getting an answer wrong).

{ Track 075 }

Questions 16-20

Choose five answers from the box and write the correct letter, A-H, next to questions 16-20.

- | | | |
|----|----------------------|-------|
| 16 | Three Gorges Dam | ..... |
| 17 | Itaipu Dam | ..... |
| 18 | Jinsha River Complex | ..... |
| 19 | Churchill Falls Dam | ..... |
| 20 | Grand Coulee | ..... |

- | | |
|---|---|
| A | Largest annual generating capacity |
| B | Largest dam under construction |
| C | Largest dam construction in North America |
| D | Largest existing dam construction |
| E | 35 TW-hours annual production capacity |
| F | Largest instantaneous generating capacity |
| G | Oldest construction in the Americas |
| H | 5,429 TW-hours annual production capacity |

Remember:

- The dams are in the order you hear them, so listen for each one in turn.
- Three options are not needed.
- The options may not read exactly as they are said in the recording; some words may have been paraphrased - this is done to test your range of vocabulary.

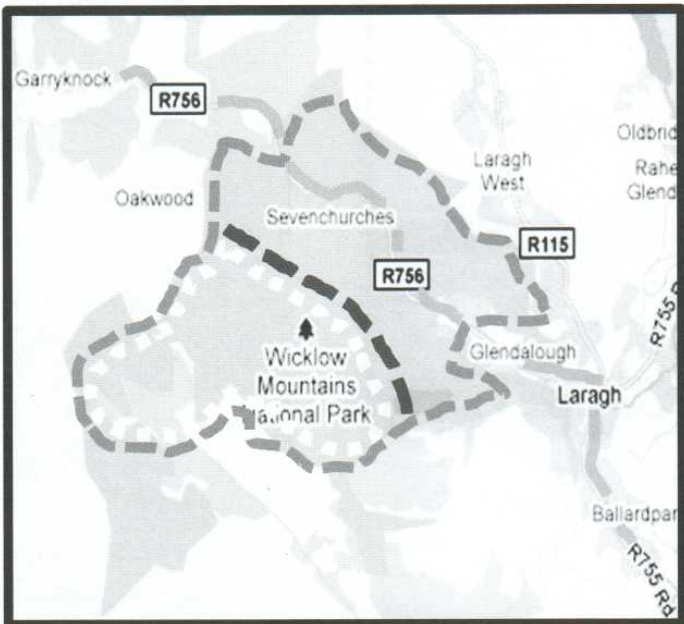
IELTS Listening Exam Guide

Example 6: Section 2 Question { Track 076 }

Questions 11-14

Write NO MORE THAN THREE WORDS for each answer.

Wicklow Mountains National Park Trails



Trail Name:

11

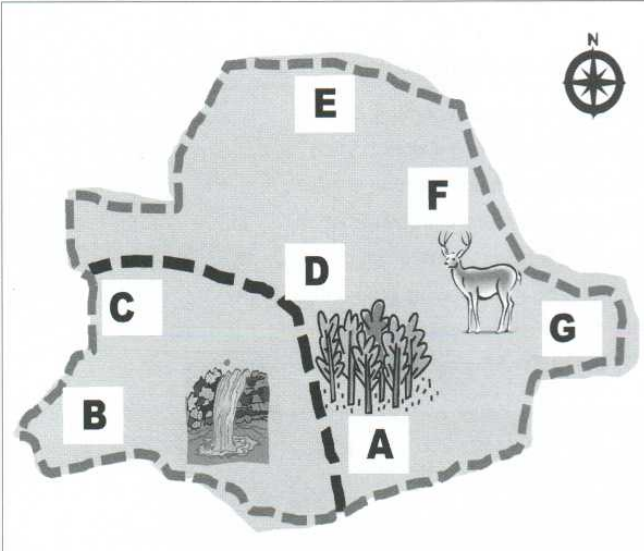
12

13

14

Questions 15-20 { Track 077 }

Write the correct letter, A-G, next to questions 15-20.



15 Lookout Point

16 Roundwood Reservoir

17 Blessington Lakes

18 Hikers' Store

19 O'Reilly's Pub

20 Peak-view Lake

Remember:

- Read the question carefully and, in the case of tasks like 11-14 above, know the word limit for your answers. This will help you focus on the key words you are looking for.

LISTENING PAPER: SECTION 3

LISTENING PAPER: SECTION 3

What's it all about?

Listening Section 3 features a **discussion between two to four speakers**; i.e. between one or more students and/or a university teacher(s). The subject is **some aspect of academic life**; for example, a past or future project.

There will be **up to three tasks**, and **ten questions**. There is a brief pause in the discussion between the parts that relate to each separate task as in all sections of the Listening Test, except Section 4.

What's it testing?

Your understanding of key facts and ideas and how they relate to each other is being tested, as is your ability to identify speakers' attitudes and opinions.

What kinds of tasks might I be asked to complete?

In this section, it is not uncommon for any of the task-types to appear; that means you can expect to see up to three of: flow-chart completion, diagram labelling, map labelling, multiple choice, information matching, note completion and table filling.

What do I have to do?

Basically, you have to:

- 1) Read over the questions on Section 3 of your paper in the time allowed (*remember, the recording will pause between tasks and you will then be given some time to read the questions related to the next task*).
- 2) Listen to a conversation that will be heard once only.
- 3) Answer ten questions related to the recording.
- 4) Transfer your answers to your answer sheet at the end of the listening test.

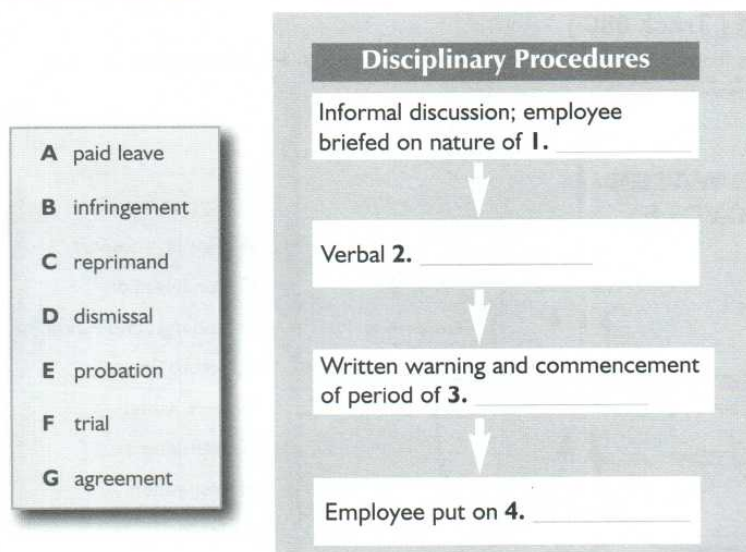
Time for a closer look at Flow-charts:

Flow-charts require you to follow the development of a discussion. The steps in the flow-chart are in the same order as what you hear on the recording.

Mini-task 1: Flow-chart - Type 1 { Track 078 }

Complete the flow-chart.

Choose FOUR answers from the box and write the correct letter, A-G, next to questions 1-4.



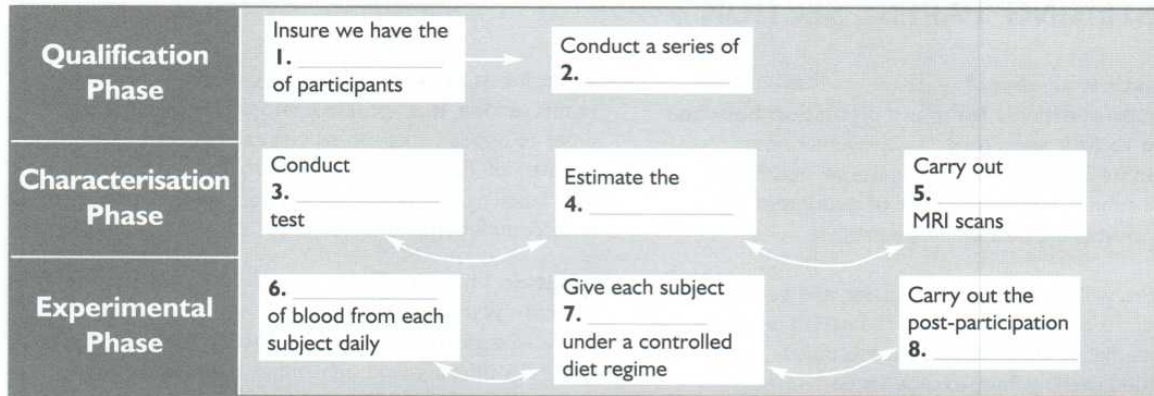
Remember:

- Look at the list in the box and the flow-chart before you begin.
- Focus on each question in turn.
- Items A-G may be mentioned in any order.

IELTS Listening Exam Guide

Mini-task 2: Flow-chart - Type 2 { Track 079 }

Complete the flow-chart below. Write no more than three words and/or a number for each answer.



Remember:

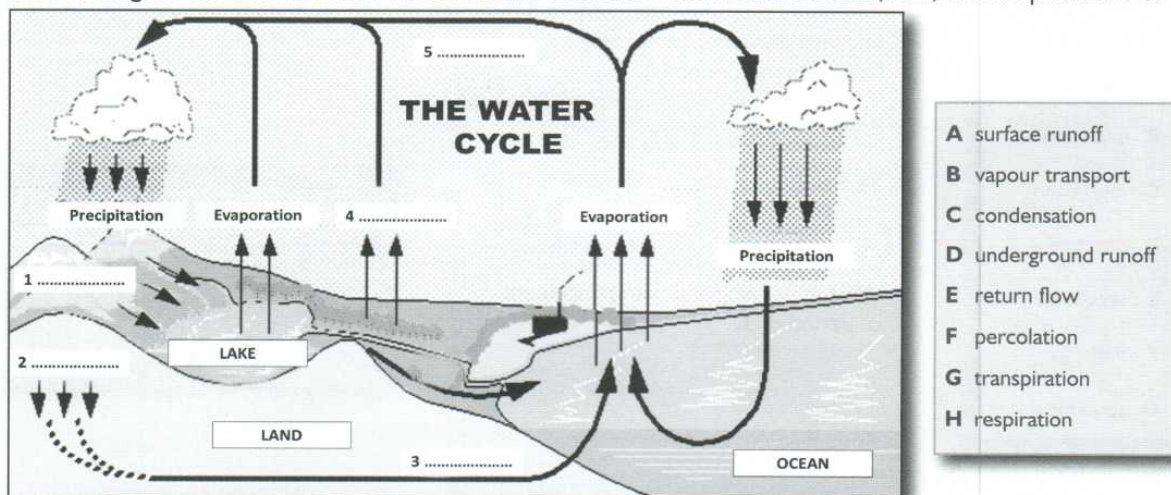
- Do not exceed the word limit stated in the instructions.
- The questions will appear in the same sequence as they are heard in the recording; in this case phase-by-phase, horizontally.
- Scan the words before and after each gap. Not only will this give you some context for the subject matter; it may also give you a clue as to what to listen for; i.e. we can tell that gap 6 is probably a number (volume of blood).
- Identify cues you can use so that you can anticipate when an answer is coming. The most obvious cues here are the 3 phases; listen out for mention of each one. For gap 8, the obvious cue to listen out for is the point at which the conversation moves to discussing what happens after the experiment has been completed - 'post-participation'.

Time for a closer look at Diagram Labelling:

Diagram labelling requires you to **transfer the information you hear on the recording to a simple picture or plan**. You will need to be able to follow the range of language which can be used to express where things are located in relation to one another. You should also be familiar with descriptive language that might be used to identify shapes, features, characteristics etc.

Mini-task 3: Diagram Labelling { Track 080 }

Label the diagram below. Choose five answers from the box and write the correct letter, A-H, next to questions 1-5.



LISTENING PAPER: SECTION 3

Remember:

- You will hear the information in the same order as the diagram is numbered.
- There are always more items than you need.
- Use pre-labelled objects as a reference point to help you; i.e. in Mini-task 3, there are 7 pre-labelled items; items you have to label will often be referred to in connection with pre-labelled items, making it easier for you to ascertain their whereabouts on the diagram.

Mini-task 4: Diagram Labelling { Track 081 }

Label the diagram below. Choose three answers from the box and write the correct letter, A-F, next to questions 1-3.

Parts of a helicopter

A drive shaft
B main rotor
C engine transmission
D tail rotor
E skids
F tail boom

Mini-task 5: Diagram Labelling { Track 082 }

Label the diagram below. Write the correct letter, A-E, next to questions 1-3.

BLOCK-PAVING CONSTRUCTION

1 Damp-proof material

2 Mortar bed

3 Basecourse macadam

Remember:

- The named items in questions 1-3 appear in the order that you will hear them on the recording.
- The letters are not in the order that they will be discussed.

LISTENING PAPER: SECTION 4

LISTENING PAPER: SECTION 4

What's it all about?

Listening Section 4 features a **lecture**, a **talk** or a **presentation** - in other words, there will only be one speaker, who will normally be addressing a live audience. The subject is a **topic of academic interest**; for example, a scientific or historical subject.

There will be **up to 3 tasks**, and **10 questions**.

This section is the **only section** of the **Listening** where the recording is normally played **from start to finish without any pauses** between tasks.

What's it testing?

The extent to which you can understand and distinguish between ideas (reasons, causes, effects, consequences etc.) is being tested in this section. You must be able to follow the way the ideas are organised (main ideas, specific information and the attitude of the speaker) and interpret the speaker's opinion.

Accurate spelling is essential (as it is anywhere on the test where note-completion exercises, in which you have to write down the word(s) you hear, are present).

What kinds of tasks might I be asked to complete?

In this section, it is not uncommon for any of the task-types to appear; that means you can expect to see up to three of: flow-chart completion, diagram labelling, map labelling, multiple choice, information matching, note completion and table filling. However, the emphasis is often on note-completion tasks, which appear regularly.

What do I have to do?

Basically, you have to:

- (1) Read over the questions on Section 4 of your paper in the time allowed (you should read over all the questions at the beginning of the recording as you will not be given any additional time between tasks).
- (2) Listen to a talk that will be heard once only.
- (3) Answer ten questions related to the recording.
- (4) Transfer your answers to your answer sheet at the end of the Listening Test.

On the next page, we are going to focus on **Table Completion**, a type of note-completion task that features regularly in this section.

SECTIONS 3 AND 4: PRACTICE

Time for a closer look at Table Completion:

- Table completion requires you to follow a talk step-by-step, and complete a table which gives a record of the information that you hear.
- The order of the question-gaps in the table and the table layout will typically follow the order of the information heard on the recording, row-by-row or column-by-column.
- A table-completion exercise is basically a form of note completion; therefore, you must spell your answers correctly on the answer sheet and you must write the exact word(s) you hear.
- Pay close attention to the word limit for each gap as specified in the instructions and do not exceed it.

Mini-task 1: Table completion { Track 083 }

Complete the table below.

Write no more than two words for each answer.

	Habitat	Threat	Notes
The Box Jellyfish	The Philippines, Australia and other 1	Each 4 has enough toxicity to kill 50 people	Also known as wasp jellyfish
The Asian Cobra	The Indian 2	Potentially 5 without prompt medical aid	Does not have most 6 but causes most deaths
The Mosquito	The Mosquito has a 3	Carries disease; humans become infected once bitten	Transfers 7 to over 70 million people annually

Remember:

- The information in the recording will follow the same sequence as the questions; therefore, follow the table down, column-by-column.
- Look for cues to help you anticipate when the next piece of missing information will be heard; i.e. you should know to listen out for gap 6 after hearing the phrase 'wasp jellyfish' mentioned.
- You will always hear the exact word(s) you need, but its context may be worded differently from the table.
- If you miss an answer, forget it; always keep up with the recording as you only hear it once and must focus all your concentration on each gap as the key word(s) are being spoken.

IELTS Listening Exam Guide

Mini-task 2: Table completion { Track 084 }

Complete the table below. Write no more than three words for each answer.

Name	Origin	Features	Notes
Australian Warmblood	Developed in Australia from a breeding program involving Austrian 1	Hardy, disciplined animals	Bred for dressage and 2
Thoroughbred	Developed in England when native mares were crossbred with 3	Hot-blooded horse famous for its agility 4	Excels as a racehorse 5 and over jumps
Irish Sport Horse	Developed from the crossbreeding of Irish Draughts and Thoroughbreds	Known for its natural athletic ability and fantastic jumping talent	Excels in the show jumping arena and in 6

Remember:

The information in the recording will follow the same sequence as the questions; therefore, in this case, focus on each row in turn.

Example 1: Section 3 Question

{ Track 085 }

Questions 21-24.

Choose the correct letter, A, B or C.

21 According to the students' research

- A house prices are very high.
- B house prices are falling.
- C house prices have stabilised.

22 The students regard it as a letters' market

- A as rent is low.
- B as demand for rental property over the next year will push rents up.
- C as now is a good time to buy a property.

23 The students plan to buy

- A the right to manage a property for a fixed period.
- B a property in full.
- C a share of a property.

24 If the students buy a property, they anticipate having

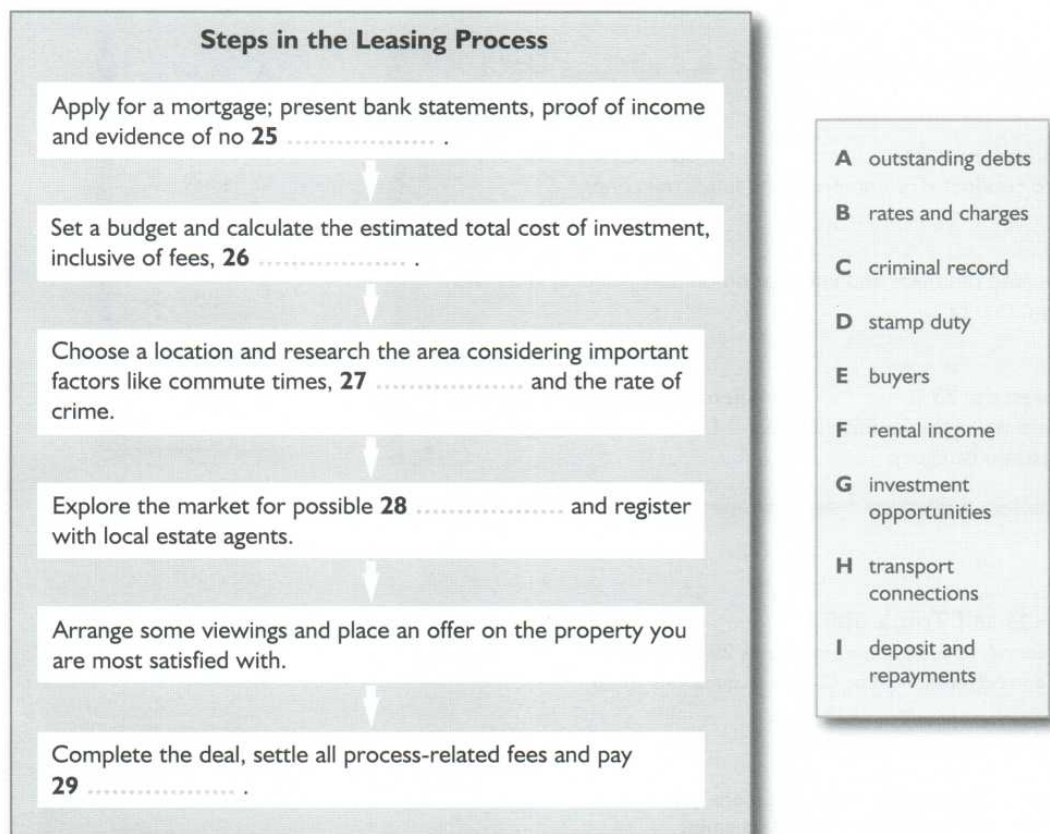
- A monthly expenditure of £700.
- B monthly income of £700.
- C a profit of between £1,000 and £1,200 per month.

SECTIONS 3 AND 4: PRACTICE

Questions 25-29. { Track 086 }

Complete the flow-chart below.

Choose FIVE answers from the box and write the correct letter, A-I, next to questions 25-29.



Question 30. { Track 087 }

Choose the TWO correct letters from A, B, C, D and E.

30 The students' proposal has been rejected on the grounds that

- A a hypothetical investment of £100,000 is very high.
- B the business plan was poorly written and structured.
- C their business idea had little scope for expansion.
- D they did not demonstrate their business skills.
- E a grant of £100,000 is not available.

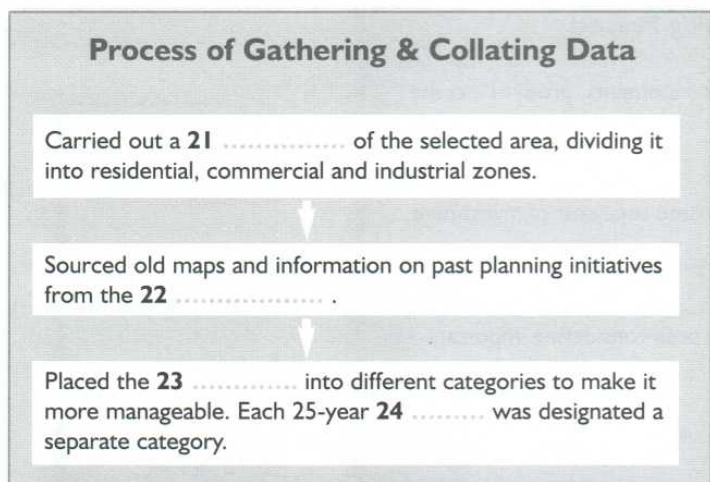
IELTS Listening Exam Guide

Example 2: Section 3 Question { Track 088 }

Questions 21-24

Complete the flow-chart below.

Choose FOUR answers from the box and write the correct letter, A-G, next to questions 21-24.



- A library
- B results
- C study
- D data
- E time
- F period
- G survey

Questions 25-28 { Track 089 }

Of which period, A, B or C, are statements 25-28 true?

Write the correct letter, A, B or C, next to questions 25-28.

- 25 Agricultural land was highly prized.
- 26 The choice was made to focus a lot more resources than ever before on infrastructural schemes.
- 27 The city skyline began to change dramatically.
- 28 Heavy industry was much more evident than light industry.

Period

- A 100 - 76 years ago
- B 75 - 51 years ago
- C 50 - 26 years ago

Questions 29-30 { Track 090 }

Choose the correct letter, A, B or C.

29 We can imply that

- A city planners look more kindly on business than residential applications.
- B skyscrapers used as office space have earned a bad reputation.
- C all build proposals must meet much more difficult criteria for approval now.

30 Heavy industry refers to

- A commerce and I.T. firms.
- B the tertiary sector.
- C large factories and production facilities.

SECTIONS 3 AND 4: PRACTICE

Example 3: Section 3 Question { Track 091 }

Questions 21-29

Whose views are represented in the statements below?
Write the correct letter, A, B or C, next to questions 21-29.

- A Ralph
B Max
C Janet

- 21 Very sceptical about writing a group critique.
- 22 Dislikes both the concept for the movie and the way it was produced.
- 23 Feels a deliberate attempt to tap into a broader viewership backfired.
- 24 Questions the casting decisions made by the director.
- 25 / 26 Critical of the length of the movie.
- 27 Suggests a more informed opinion is got by reading the novel.
- 28 / 29 Was touched by how the story concluded.

Question 30 { Track 092 }

Choose the correct letter, A, B or C.

- 30 Max does not like Ralph's accusatory tone; what is Ralph accusing him of?
- A not being very good at researching things
- B taking the course too seriously
- C not having a genuine interest in the course

IELTS Listening Exam Guide

Example 4: Section 4 Question { Track 093 }

Questions 31-40

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

25th July: Notes from lecture 23

- It is not enough to build up a large portfolio of properties for sale; you must also be prepared to spend some of your time assisting buyers, who may need help determining their budget, or who may have concerns about the house-buying process.
- First-time buyers usually have a limited amount of cash not tied up and struggle to raise their 31 _____.
- These buyers offer better long-term revenue-generation potential provided you can get their repeat business. If you want to deal with first-time buyers, you should be ready to advise them on all the financial aspects of house-buying, in particular 32 _____ funds, which is often the hardest part of the process.
- There are often mechanisms in place to provide low-income buyers with 33 _____; be aware of these.
- To qualify for financial assistance under the government-supported HomeBuy scheme, cumulative 34 _____ should not exceed £60,000 per annum.
- Besides the government's first-time buyer schemes, many 35 _____ also exist.
- If you qualify for the HomeBuy scheme, you are responsible for 70% of the 36 _____ of your new home.
- 30% of the funding will come from a government 37 _____.
- No 38 _____ has to be paid to the government for the first five years of the arrangement.
- In Shared Ownership schemes, buyers purchase a share in the home and pay 39 _____ in addition, but at a much lower rate than normal.
- 'Staircasing' describes a step-by-step approach through which you can buy back 40 _____ in your home.

SECTIONS 3 AND 4: PRACTICE

Example 5: Section 4 Question { Track 094 }

Questions 31-33

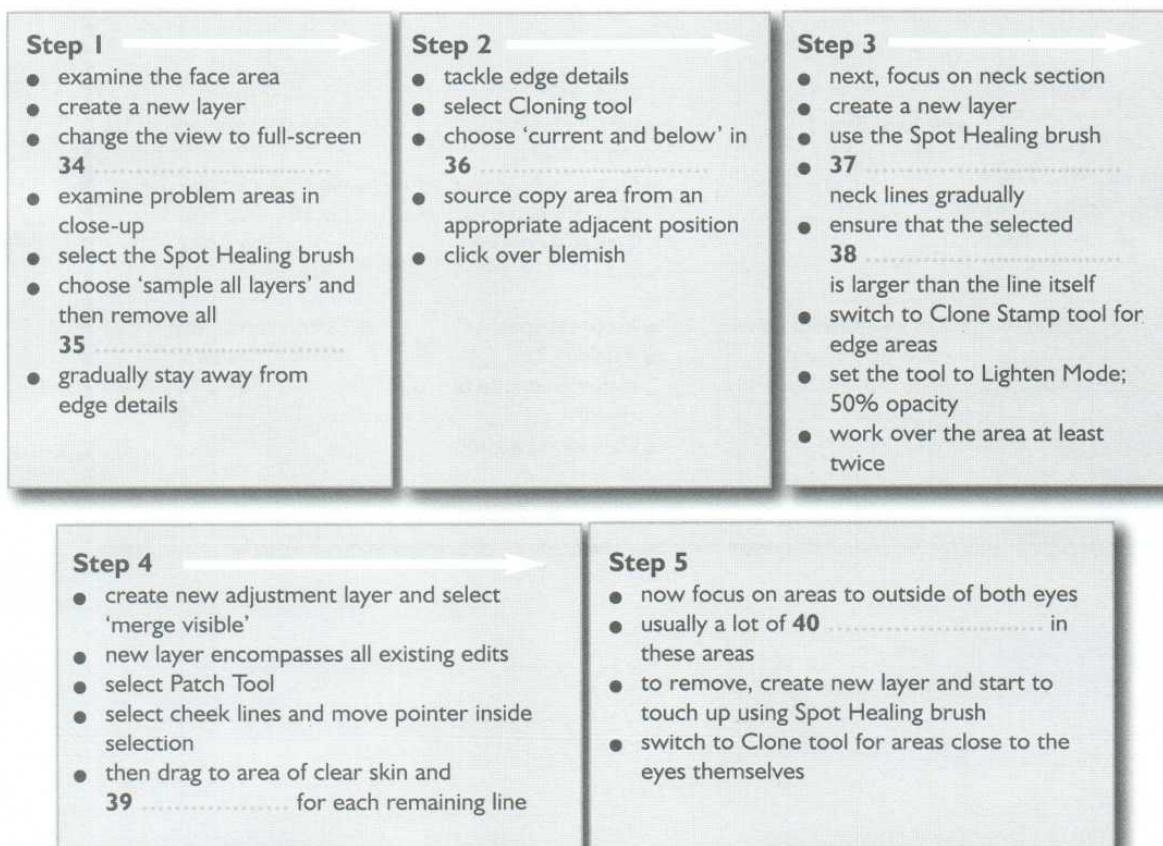
Complete the table below. Write ONE WORD for each answer.

Tool	Use
Spot Healing Brush	removing 31 from areas of the neck and forehead
Clone Stamp Tool	removing blemishes around the 32 and at the edges of the profile
Patch Tool	working on areas where the changes in shading are very 33

Questions 34-40

Complete the flow-chart below.

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



IELTS Listening Exam Guide

Example 6: Section 4 Question { Track 095 }

Questions 31-40

Complete the table below.

Write NO MORE THAN THREE WORDS for each answer.

Name	Role	Strengths	Weaknesses
Eamon De Valera	<ul style="list-style-type: none"> ● due to imprisonment, limited role in the 31 ● more of a 32 ● figure in the war ● raised awareness of the Irish cause abroad 	<ul style="list-style-type: none"> ● shrewd and clever 33 ● very committed to the 34 ● he was fighting for 	<ul style="list-style-type: none"> ● displayed an unwillingness to compromise ● very stubborn
Michael Collins	<ul style="list-style-type: none"> ● leader of the rebel war effort ● used 35 ● methods of engagement ● launched successful guerrilla campaign 	<ul style="list-style-type: none"> ● an impressive leader militarily ● a character full of 36 	<ul style="list-style-type: none"> ● inexperienced in the field of politics and diplomacy
Lloyd George	<ul style="list-style-type: none"> ● Head of British administration 	<ul style="list-style-type: none"> ● cunning politician and diplomat ● his age only served to motivate him to achieve further successes 	<ul style="list-style-type: none"> ● coming to the end of his 37 ● his advanced age meant his 38 ● was on the wane
Lord Birkenhead	<ul style="list-style-type: none"> ● Key member of British government and negotiating team 	<ul style="list-style-type: none"> ● excellent speaker ● a uniting 39 ● rather than one of discord ● Developed a good 40 ● with Irish delegation 	<ul style="list-style-type: none"> ● came from a very hardline position

IELTS Listening

1 complete Practice Test

LISTENING

Practice Test

SECTION 1 Questions 1 - 10 { Track 096 }

Questions 1 - 6 { Track 097 }

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

RESULTS		Let us do what we do best: finding you a JOB!		Recruitment Agency
EMPLOYEE RECORD				
	<u>Example</u>	<u>Answer</u>		
	Surname	Thompson		
Email	1	@haught.net		
Employer Reference	Name: Jane Foot			
	Job: 2	at Bermuda Girls' School		
Character Reference	Name: Monica Carmody			
	Relationship: 3	since 1991		
Main Occupation:	4			
Additional qualifications	Diploma in 5			
Can also teach:	6	to GCSE level.		

Questions 7 - 10 { Track 098 }

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

RESULTS		Let us do what we do best: finding you a JOB!		Recruitment Agency
VACANCIES				
Temporary Teaching Positions				
Location	Name	Duration	Notes	
city centre	La Salle	6-month contract	with a view to making position 7	
near Chelsea	Chelsea Free School	8	teacher absent on 9	
10	Cambridge	6 weeks	teacher absent on extended sick leave	

IELTS Practice Test

Section 2: Listening

SECTION 2 Questions 11 - 20 { Track 099 }

Questions 11 - 15

Label the map below.

Write the correct letter, A – H, next to questions 11 – 15.

Weather Forecast

11. Christchurch ☐

12. Collingwood ☐

13. Bluff ☐

14. Lewis ☐

15. Kaikoura ☐

Questions 16 - 20 { Track 100 }

Choose the correct letter, A, B or C.

- 16 From what time onwards will all roads out of Christchurch be closed?
- A 7:30 a.m.
B 8:00 a.m.
C 1:00 p.m.
- 17 What should passengers who have pre-arranged accommodation in Christchurch do when they disembark from their flight?
- A go to the customer service desk
B evacuate to the shelters
C go directly to their hotel
- 18 There will be a period of calm weather
- A until 7 p.m.
B between 4:00 and 4:30 p.m.
C after 9 p.m.
- 19 What are people travelling by car being advised to do?
- A wait until 9 p.m. before using the roads
B drive only before 9 p.m.
C avoid travel if at all possible
- 20 Coastal towns on the storm-facing side of the island have been affected by
- A strong tornadoes.
B flash flooding.
C power cuts.

IELTS Practice Test

Section 3: Listening

Listening

SECTION 3 Questions 21 - 30 { Track 101 }

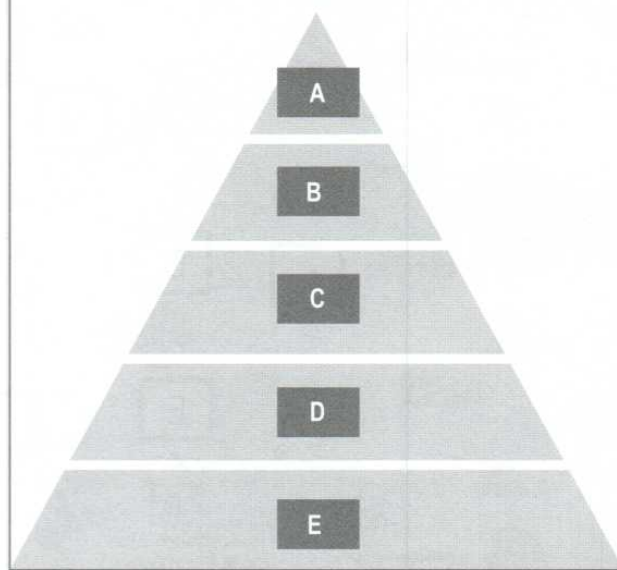
Questions 21 - 24

Label the diagram below. Write the correct letter, A – E, next to questions 21 – 24.

Practice Test

21. Physiological Needs ☐22. Self-actualisation Needs ☐23. Love and Belonging Needs ☐24. Esteem Needs ☐

Maslow's Hierarchy of Needs



Questions 25 - 30 { Track 102 }

What need-level in Maslow's Hierarchy is the person in each case study at?

Write the correct letter, A, B, C, D or E next to questions 25-30.

You do not have to use all the letters. And you may use any letter more than once.

A. Physiological

B. Safety

C. Love and Belonging

D. Esteem

E. Self-actualisation

25. Case 1 ☐26. Case 2 ☐27. Case 3 ☐28. Case 4 ☐29. Case 5 ☐30. Case 6 ☐

IELTS Practice Test

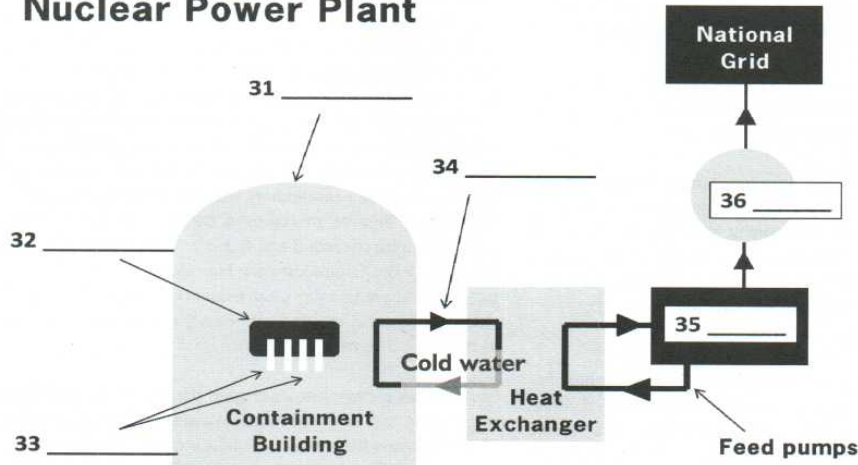
Section 4: Listening

SECTION 4 Questions 31 - 40 { Track 103 }

Questions 31 - 36

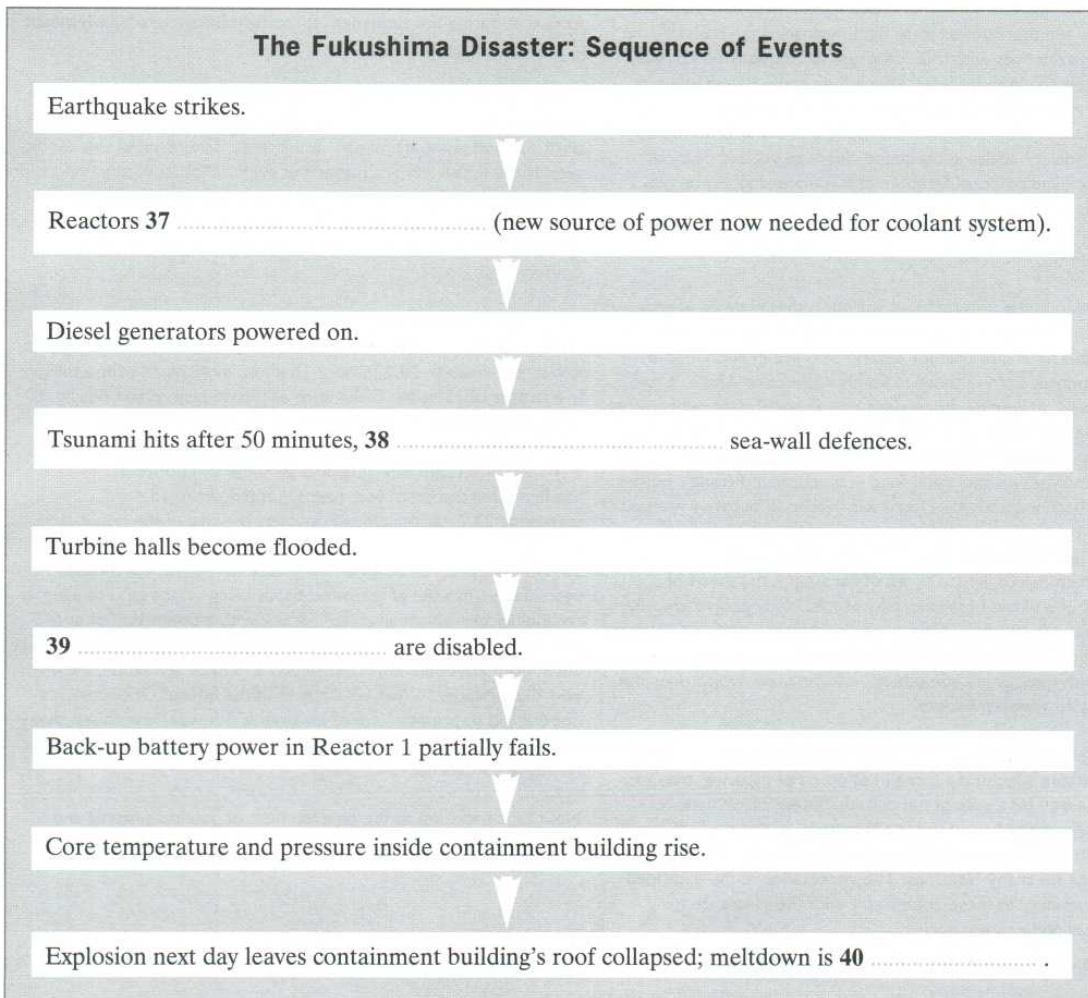
Label the diagram below. Write **NO MORE THAN THREE WORDS** for each answer.

Nuclear Power Plant



Questions 37 - 40 { Track 104 }

Complete the flow-chart below. Write **NO MORE THAN THREE WORDS** for each answer.



UNIT EIGHT (from page 38)**TASK 4**

You will hear a lecturer giving an introductory talk to students for their Ancient History course module.

4A

**First you have some time to look at questions 1-7.
Now listen carefully and answer questions 1-7.**

Lecturer: So, welcome to your introductory history lecture. Today we will be examining history in its most general terms and attempting to personalise it with questions such as what does it mean to me and how it shapes the world that we live in. Naturally, one lecture is hardly sufficient to cover such an extensive area but I hope to provide you with enough background information to inspire you to do more research for yourselves.

I'm first going to focus on the more personal aspect of what history means to us. In the auditorium today many of us come from diverse cultural backgrounds – Europe, Asia, Australia and so on. We all have our individual cultures, don't we? Where do they come from? Why am I the way I am? This is where History comes in. Think on this: if you had been born in another country, how would your attitude to the world differ?

Take family life, for example; in European and North American culture you can see that families form tight nuclear units. Basically, the parents or parent lives with their children, without any other relatives, including the grandparents. When they come of age, the children often leave home and set up their own lives, eventually buying their own homes. All of this would indicate a prolonged period of affluence in society, which subsequently leads to greater financial independence and personal freedom at a younger age. Some may perceive this as being a positive phenomenon and rightly so – it can be. However, on the flip side of the coin, it can also form the basis for social disintegration with families drifting apart.

However, even in the most affluent societies, during times of recession this trend changes and children often stay with their parents for much longer. This is also true for people who live in economically unstable countries such as those in South America or Africa. It has been observed on countless occasions that financial constraints bring both the family and the community together creating stronger social cohesion. An example of this in Britain was during the Second World War when money was short and food was rationed. People's homes were often bombed and many lost their livelihood but they worked together to repair their lives; women farmed the land when the men were away fighting. This is what is commonly known as community spirit, which comes to light in times of hardship – the slums of Mumbai are one of the best examples of this. Many people are often crowded into one dwelling, food is scarce, disease is rife and there is poor sanitation. Yet, despite all these obstacles, the people seem to be happy with their lives – something, unfortunately, which does not always apply to western society.

These models, however, can only serve as generalisations as there are other factors which may come in to play. For instance, they cannot be applied to family life in the oil-rich Middle East where religious laws play a key part in the social pattern. In this case, religious doctrine, not financial dependence, has shaped family life and society as it has done for many centuries. The importance of the extended family is paramount in these countries – with the elders deciding familial, social and political norms.

So we've covered some but by no means all the factors that affect us personally. These and others will be analysed in greater detail later on in the course.

4B

**Now you have some time to look at questions 8-14.
Now listen carefully and answer questions 8-14.**

So far we've summed up some of the more evident reasons for our cultural diversity and you will almost certainly find a good few more as we work through the booklist. Now, let's turn to a more panoramic approach to history. Our modern world is almost totally a product of what we have accomplished over the last seven thousand years – when the first Mesopotamian cities were established by the Sumerians – some researchers may go even further back to our first ancestors. However, this takes us back into prehistory when facts were yet to be recorded and this is not covered in our course. It wasn't until the Greek historian Herodotus emerged in the 5th century BC that we had any clear evidence to work from. His findings will be covered in the Ancient History module which will commence in the second term.

So, how has ancient history shaped the world we live in? First of all, we need to take a journey back in time to focus on the topography. This is perhaps the most immediately obvious way that our world has changed. Thousands of years ago, Europe and North America were covered with huge swathes of forest and human settlements were limited to isolated tribal communities who were often nomadic or lived in small villages. Wild animals such as bears and wolves roamed freely and man hunted for food. It is not surprising, therefore, that during this time man had to fight for survival which meant mortality was high.

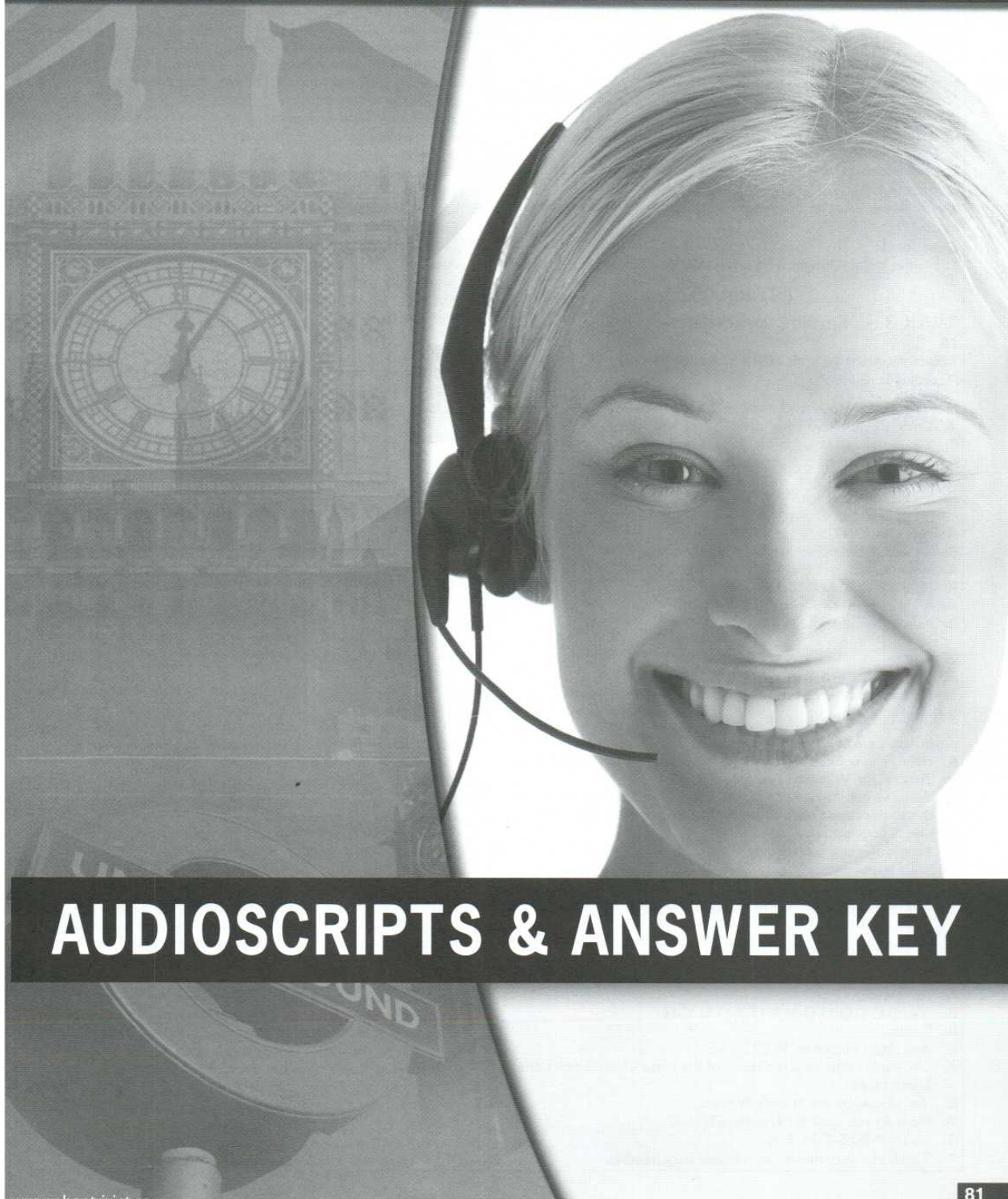
However, over the centuries, as the population expanded, the woodland was steadily cut down only to be replaced by ever-growing (in both size and number) human settlements. The result of this can be seen today in the form of megacities such as Tokyo, with a population of around 30 million; and there are a number of cities such as Shanghai, Mexico City and New York all boasting a population of over 15 million. And according to projections these figures could rise dramatically.

Mexico City, for example, was shown to have a population of 17.1 million in the year 2000. However, by 2015 the forecast shows that it will have risen to 18.2 million. That's an increase of over a million in a matter of 15 years. Cities such as Rio de Janeiro and Beijing follow the same pattern within the same timeframe with a small but significant increase of 1-2 million. There are others, however, such as Jakarta and Lagos which appear to show an enormous increase – the figure for the latter one, Lagos, jumping from 13.4 million to a staggering 23.2 million; almost doubling the size of the population.

So, we have progressed over the course of four or five thousand years from a handful of scattered tribes living off the land to a highly technologically advanced global society with a population of over 7 billion and still growing; and with it the impending and serious repercussions of environmental destruction and mass starvation. How and why did it happen? What will happen in the future? Of course, it's not our job to predict – we're historians. But, needless to say, every fact which comes into being is history in the making and that's what makes our subject so fascinating.

Now, let's move on to the development of political systems and their influence on our lives today.

Succeed in **IELTS** Listening & Vocabulary



AUDIOSCRIPTS & ANSWER KEY

81

Succeed in IELTS Listening & Vocabulary

AUDIOSCRIPTS

{ Track 001 }

UNIT ONE

TASK 2 - Listening for sound differences

Question 1:

My name is Steve Mewly. I live at 10, Staines Close.

[pause]

Question 2:

That's Mrs. Melanie Bridgely. And the address is Charwood Crescent.

[pause]

Question 3:

You'll need to speak to Joan Price.

You can find us at the end of Beachcroft Road. [pause]

Question 4:

It's Catherine - Catherine Millwell. My address is Ditchfield Way.

[pause]

Question 5:

The name is Daryl Knight. This is it - 102, Vine Court Place. [pause]

{ Track 002 }

TASK 3 - Spelling practice

3A

Take a moment to look at the questions for 3A. [Pause the recording for 30 seconds]

Now listen carefully and answer 3A.

A: Sorry. Could I have your name again?

B: Yes, certainly, that's Martin Mac Addams.

A: So, that's Martin and could you spell your second name for me, please?

B: It's (1) M-A-C (capital A) A-D-D-A-M-S. Shall I give you my address?

A: Yes, please.

B: It's 263, Braithwaite Avenue.

A: How do you spell that?

B: (2) B-R-A-I-T-H-W-A-I-T-E.

A: And the rest of your address?

B: Newington, Edinburgh, (3) EH10 6PZ.

{ Track 003 }

3B

Take a look at the questions for 3B. [Pause the recording for 30 seconds]

Now listen carefully and answer 3B.

A: Hello. This is Clare Johnson speaking. Is this the information desk?

B: That's right. What can I do for you?

A: Well, I've got the number of your college but I don't seem to have the address and I need to send you some documents to enrol in one of your courses.

B: Have you got a pen ready?

A: Yes, I have.

B: Now, you'll need to make it out to the Admissions Department and our address is Preston Technical College, Cloughborough Road, Preston and

A: Sorry, could you slow down a bit, please? I didn't catch the word after College.

B: It's Cloughborough. Do you want me to spell that for you?

A: Yes, please.

B: It's (4) C-L-O-U-G-H-B-O-R-O-U-G-H.

A: Thanks.

B: And the postcode is (5) C23 XAE.

A: Oh, could I also have the name of the Head of the Admissions Department?

B: Yes, of course. It's Priscilla Winters.

A: How do you spell her first name?

B: It's (6) P-R-I-S-C-I-L-L-A.

A: Thank you very much. You've been very helpful.

{ Track 004 }

3C

Take a moment to look at the questions for 3C. [Pause the recording for 30 seconds]

Now listen carefully and answer 3C.

A: Well, it's been great speaking to you again.

B: Likewise. Well, you're always welcome to stay when you come over to Brisbane. We've got plenty of space and there's lots to do.

A: You know, I might take you up on that offer. I was thinking of coming over next spring. The only thing is - I haven't got your new address.

B: You'd better make a note of it then. Got a pen? (Yeah) The new place has got a fancy name. It's Whyalla Lodge. I know you won't be able to spell that! It's (7) W-H-Y-A-L-L-A.

That's an Aboriginal word, you know.

A: All right. Carry on.

B: Cairns Drive, Stepton, Brisbane.

A: Cairns? Is that spelt with a K?

B: No, it isn't. You spell it (8) C-A-I-R-N-S. You got that?

A: And what's the postcode?

B: It's (9) BRS 329.

A: Right. Thanks, Rob. Speak to you soon. Bye.

B: Bye-bye then.

{ Track 005 }

TASK 4

You will hear a man talking to a helpline assistant about filling in a census form. First you will have some time to look at questions 1 - 8. [Pause the recording for 30 seconds]

Now listen carefully and answer questions 1 - 8.

A: Hello, this is Alistair Norseman. Is this the census helpline?

B: Yes, that's right. What can I do for you?

A: I wonder if you can help me. I got this census form through the post a few days ago and I'm not sure what to do.

B: Right. First, I'll need to take down some personal details. You said that your first name was Alistair.

A: Yes, that's right.

B: Is that spelt with a 'D' or a 'T'?

A: With a 'T'.

B: Oh thanks. I've got that down. And would you mind spelling your second name? Did you say it was Northman?

A: No, Norseman. And it's spelt N-O-R-S-E-M-A-N. You know, like the Vikings.

B: Right, Mr Norseman. Can you see the number at the top of the form in the right-hand corner? That's your reference number.

A: Oh yes, I can see it. Do want me to read it out to you?

B: Just a minute. The screen's still loading. We've been having a few problems with the server today ... Right, go ahead.

A: It's BR 747 905 EKX.

B: Okay. I'm just going to have to confirm your address.

A: Well, it's 139 Stambourne Way....

B: Could you just spell the name of the road so that I can check? Sometimes it's misspelt on the database.

A: Yeah, sure. It's (1) S-T-A-M-B-O-U-R-N-E.

B: Yes, I've got that. And the rest of your address?

A: Stoke Gifford, Bristol. And the postcode is (2) BS15 3FD.

B: Yes, that all seems to be in order. So, is it your permanent address or are you only living there temporarily?

A: Well, I'm a student so I'm only here until my course finishes and that runs up to the end of the next academic year. So does that mean I don't have to fill it in?

B: I'm afraid it doesn't. Everybody has to do it. It's required by law. But we could do it over the phone if it's easier for you and you've got the time. We'll go through it step by step. It's easier when I explain and it only takes between 10 and 15 minutes.

A: That's quite long. Won't it be expensive?

B: No, it's a free service. You won't be charged.

A: Okay then.

B: So how many people live in the house?

A: Three altogether including myself and we're all students.

- B:** Now, I'm going to need all of your permanent addresses. Have you got your friends' to hand?
- A:** Yes, hang on. They're in the address book. Here they are.
- B:** Right. Could you give me yours first?
- A:** Yes. It's 56 Cuckmere Close, Brayfield, Leicester.
- B:** Sorry, I didn't catch the name of your road.
- A:** It's Cuckmere and it's spelt (3) C-U-C-K-M-E-R-E.
- B:** C-U-C-K-M-E-R-E, I've got that.
- A:** Oh yes, and the postcode is (4) LE2 1JA.
- B:** Right and the next person.
- A:** Um... Lesley Smith. And the address is...
- B:** Wait a sec. Could you spell the first name, please?
- A:** Yes, of course. It's (5) L-E-S-L-E-Y.
- B:** And the address?
- A:** 107 High Street, Bexstone, Trowbridge.
- B:** And how is Bexstone spelt?
- A:** (6) B-E-X-S-T-O-N-E.
- B:** Thank you for your patience. I'm afraid the line isn't clear this end.
- A:** That's all right. And her postcode is (7) TR3 6EP. So the final student is Yong Heon Park and he is from Korea. I've got his address here but I can't make out all the words. Do you need it? I can call him if you like.
- B:** No, that won't be necessary but you'll need to spell his name for me.
- A:** It's (8) Y-O-N-G H-E-O-N and Park – the last one's easy.
- B:** Right, I've got all that. We'll be sending him a separate form for foreign students in the next couple of days. Now then, let's move on to section two...

{ Track 006 }

UNIT TWO

TASK 1

Listen to the examples in each category.

- 13% 84% 60% 51% 17% 48%
- 8.25 2.1 18.7 40.6 15.33 20.8
- 9:6 10:1 20:3 5:2 18:4 100:1
- 2/3 4/5 1/2 1/4 9/10 7/8
- 24 (degrees) 41 (degrees) -10 (degrees) 14 (degrees)
-7 (degrees) 30 (degrees)

Now listen again and try to write down the missing numbers.

{ Track 007 }

TASK 3

Listen to how we say these long numbers.

- 570 2,908 3,473 4,1430 5,77,009 6,18,091
- 907,790 8,665,925 9,2,840,000 10,68,036,876

{ Track 008 }

Here are some more examples of long numbers. You should practise saying them first. Then listen carefully and underline the numbers you hear on the recording.

- | | | |
|---------------|----------------|----------------|
| 1. 521 | 2. 160 | 3. 743 |
| 4. 8,950 | 5. 4,692 | 6. 5,770 |
| 7. 20,101 | 8. 64,324 | 9. 90,409 |
| 10. 300,530 | 11. 894,278 | 12. 570,367 |
| 13. 1,010,573 | 14. 5,609,000 | 15. 7,524,140 |
| 16. 3,420,022 | 17. 40,568,607 | 18. 12,000,500 |

{ Track 009 }

TASK 4

You will hear a man talking to a bank clerk about opening a new account.

4A

First you will have some time to look at questions 1 – 7.
[Pause the recording for 30 seconds]

Now listen carefully and answer questions 1 – 7.

A: Hello Mr Preswick. Please take a seat. So you're interested in opening a student account with us.

B: Yes, that's right. You were recommended as the best option in the Student Union Gazette.

A: Thank you. That's good to know. We're pleased to say that (1) just over two thirds of your fellow students bank with us. Now, let's get down to looking at some of the details on the form you sent us. Now, you said here that you wanted to open a student account but you might also want to keep in mind other more long-term ones. Perhaps it's not terribly relevant right now but you may have noticed that we offer highly competitive interest rates on longer-term investments.

B: Yeah. I looked at that briefly but I'm on a tight budget at the moment and I might even need to go overdrawn at some point. Can I do that?

A: Yes, you can borrow up to (2) two hundred and fifty pounds without paying interest. It's all in the leaflet which accompanies the form.

B: I'm afraid I haven't had much time to read it what with moving house and keeping up with my coursework.

A: Well, there's a minimum charge of (3) 0.5% interest per annum on the amount you borrow up to the sum of a thousand pounds, which is favourable in comparison to rates in other banks, and then it increases to (4) 1.6% if you exceed this limit. Naturally, you would have to talk with us before you reached that point.

B: That sounds fair. Just going back to those other accounts; how do they differ?

A: Basically, they are all savings accounts which means you won't be able to withdraw your money without a penalty, but the longer you keep your money in the more interest we offer. The main three accounts are the Short Term Saver which lasts for (5) a year and earns you 2.75% per annum. The next one is the two-year Medium Term Saver at a yearly rate of (6) 3.7% and lastly, if you can leave your money in for five years, you get back our highest rate of (7) 4.15%. That's our long-term option.

B: I'll remember that for future reference when I've got enough money to save.

{ Track 010 }

4B

Before listening to the rest of the conversation, you now have some time to look at questions 8-12.

[Pause the recording for 30 seconds]

Now answer questions 8-12.

A: Right now. I noticed that we have a few gaps in our information.

B: Yeah, that's because I couldn't find the right documents at the time. I'd just moved house you see. But I've listed all the relevant numbers here.

A: Good. Let's start with your National Insurance Number.

B: Do you want me to read it out for you? My writing isn't very clear.

A: Yes, go ahead.

B: It's (8) PL 348600 H.

A: I've got that. And do you have an ID, like a driver's licence or a passport?

B: Yes, my passport.

A: Could you read out the number please?

B: Sure. It's (9) 943002939.

A: Good, we've finished that section. So let's move on to the next one, shall we? It says here that you're making a deposit of (10) £855 to begin with. Is that right?

B: Yeah. I'm transferring it from my other account for young savers. Oh, by the way, I want to keep that one open because my dad pays money into it. All my sponsorship money will be paid into my student account.

A: Any idea how much?

B: Not yet, but I should know by Friday.

A: That's fine. But I'll need the number of your other account.

B: Uh...here it is (11) 56306672.

A: Right. That seems to be almost everything. The only thing that's missing now is your phone number.

B: Okay. It's (12) 258476.

A: Is that a local number?

B: Yeah, that's right.

A: Thank you very much, Mr Preswick. We'll be sending you your new debit card through the post in the next five working days. Now, have you got any more questions...

{ Track 011 }

UNIT THREE

TASK 3

Reserving a Table

3A

You now have some time to look at questions 1-5.

[Pause the recording for 30 seconds]

Now answer questions 1-5.

A: Hello. This is Oriental Garden. Can I help you?

B: Oh, hello. I hope so. I called you last week about reserving a table but I wasn't sure about the numbers. And I said, if you remember, that I'd get back to you about it this week.

A: Yes, that's right. You wanted to book a party for a group of students, didn't you? (uh-hu) I do remember but I'm afraid I don't have your name to hand. Being so near to Christmas we're rather busy.

B: That's all right. The name is Katherine Mackey.

A: Sorry. I can't seem to find it. I'll write it down again. Is it Catherine with a C or a K?

B: With a K and Mackey is spelt M-A-C-K-E-Y.

A: That's fine.

B: Do you cater for large groups? I'm afraid there are more than I anticipated – about (1) thirty of us.

A: Did you say thirteen or thirty?

B: Thirty.

A: Well. That's quite a big number. The maximum we can seat at each table is twelve; so there will be (2) three tables of ten. I hope that will be all right. But there is a separate area at the back of the restaurant for functions which you can hire out at (3) no extra cost for groups of twenty and over. We generally hang up happy birthday balloons but you're welcome to decorate it yourselves and even choose your (4) own music. We find that it is quite popular with students and you won't be disturbed by the other customers. Would you like to book those tables?

B: Oh, yes that sounds great. Do we have to pay a deposit?

A: I'm afraid you do and at least five days before the meal. Anyway, it's usually £12 per person for individual bookings but it'll be (5) £10 per head for your group because of its size, and the balance is paid when you've finished the meal. With large groups like yours we do a set menu which includes one drink – alcoholic or non-alcoholic.

{ Track 012 }

3B

You now have some time to look at questions 6-10.

[Pause the recording for 30 seconds]

Now answer questions 6-10.

B: Right. So how much does it cost all together?

A: Depends on when you want to book. We have a (6) special offer on at the moment. If you come in the week, it works out cheaper. So, it's only £16.50 if you dine here between Monday and Thursday but £18.50 on Friday and the weekend. You do have to pay extra for any additional drinks but tips are included in the price.

B: Oh, ok. That sounds reasonable. Do we get a choice of different courses? I love all kinds of Chinese food but some of us are vegetarian.

A: But of course! You get a very good selection for the price and (7) not all dishes contain meat. For each course there is a choice of four different dishes. If you visit our website at

www.oriental (8) -garden.com, you can take a look at the menu together and send us your orders before you arrive.

B: Just a minute. Just getting a pen.... Is oriental garden all one word?

A: No, there's a dash separating the words...

So when are you planning to come? I'm afraid that the week before Christmas is already booked up.

B: No, I understand. How about the 12th of December. Is that okay?

A: Let me have a look. Yes, that seems to be all right. That's Tuesday.

B: Oh no! I thought it was Thursday. Could you make it Thursday at – say – 8 o'clock?

A: Yes, that's absolutely fine. So that'll be (9) Thursday the 14th at eight o'clock. Could I take a contact number from you?

B: Um. I'll give you my mobile number. I can never remember the thing off the top of my head. Hang on. Here it is – (10) it's 0786 587 644.

A: Thank you very much. We look forward to seeing you. Goodbye.

B: Goodbye.

{ Track 013 }

TASK 4

You will hear someone being asked questions for a survey on the campus facilities of a university.

4A

First you will have time to look at questions 1-7.

[Pause the recording for 30 seconds]

Now listen carefully and answer questions 1-7.

A: Excuse me. I wonder if you'd mind answering a few questions.

B: Will it take long? I haven't got much time. I've got a lecture in about ten minutes.

A: No, it won't take more than a few minutes and it will benefit you.

You see, the Student Union has put together this questionnaire to find out if there are any problems with the facilities on campus and hopefully come up with a few ideas with a view to solving them.

B: Oh, all right then if it's quick.

A: Great. Right, first question. Which facilities do you tend to use the most?

B: Well, I don't use the library as much as I should and I haven't set foot inside the gym.

A: Is there any reason for this?

B: Um. There are plenty of books but the few times I went to use the library I couldn't really get the hang of (1) the system so I don't really bother now. There's a reasonable selection of books in the library downtown.

A: So, what you're saying is that we need a better database with clearer (2) instructions.

B: I suppose so, and the reason I don't use the gym is I prefer outdoor exercise like football or rugby. One good thing is the outdoor pitches are really well looked after and there's always (3) someone on hand to help you if you need anything.

A: Fine. One minute ... just taking that down. How about the other facilities that you use?

B: Well, um ... I think I use the cafeteria the most and ... um ... the car park. The cafeteria's ok, I suppose. It's cheap and the food's quite nice, but one thing I find is that it doesn't have a great deal of (4) variety. I've had hamburgers twice this week already.

A: But it doesn't discourage you from using it.

B: No, as I said, I use it the most but that's because it's on campus and the food is reasonable. Anyway, I don't really have enough time to go into town to eat and even if I did, I (5) couldn't afford to do it every day.

A: I see. So it's only the menu you're concerned about?

B: Pretty much, yeah. It's clean and the staff are friendly enough.

A: You mentioned the car park.

B: Yes, it's usually all right if you get in early before nine o'clock but if, for instance, you've got a later lesson at say around 11 o'clock then it's pretty much impossible to find a (6) parking space. Take today, I had to park in one of the back streets behind campus. It took me more than 5 minutes to reach the (7) entrance, sometimes it's more than 10.

A: Hmm. That's a difficult one. I'll have to put it to the committee.

B: Thanks. I'd appreciate it but I really must be going.

{ Track 014 }

4B

Now you will have time to look at questions 8-11.

[Pause the recording for 30 seconds]

Now listen carefully and answer questions 8-11.

A: I'm really sorry to keep you but before you go, could I just ask you which year you're in?

B: Yes, it's my first year at this university but I'm actually in my (8) second year.

A: Do you belong to the Students' Union?

B: Well, I joined when I first started my course but I can't say that I've been very active.

A: Would you be willing to attend any of our meetings?

B: Ok. Where are they and when do they take place?

A: You've got all the details on this sheet. Would you mind providing me with some personal background information?

B: Sure.

A: Right, if I could just start with your name...

B: Michael Braithwaite.

A: Could you just spell your second name, please?

B: Certainly, (9) B-R-A-I-T-H-W-A-I-T-E.

A: Right, and your age.
B: 20 – actually, I'm 21 next month.
A: I'll just write down the age you are now. And which department are you with?
B: Well, you may still find me registered with the Business Studies Department, because that was my original course, but I've changed to (10) Sports Journalism.
A: That'll be enough, I think. We should be able to find the rest of your information from the bursar but just in case, can I have your mobile number?
B: Uh, yes of course. Do you want my email address as well?
A: No, that won't be necessary yet. We'll get it off you later.
B: Okay then. (11) It's 0774 562 003, sorry double oh 8.
A: Right, I've got that. Thank you for your time and we look forward to seeing you at the next meeting.
B: Yeah, thanks. Bye.

{ Track 015 }

UNIT FOUR

TASK 2

Take a few moments to study the map.
 [Pause the recording for 30 seconds]

Now let's begin.

Christine: Let's meet an hour early. We can catch up on all the gossip before your match begins.
John: All right, Chris. It's been a while since we last met.
Christine: Shall we meet up at the same place as last time?
John: Oh, I know where you mean, down by the lake.
Christine: Yeah, that's right. It's a nice place to wait and there are plenty of seats.
John: Yes, I remember sitting on one for over half an hour waiting for you and I missed the start of the match. To make things worse, the coach made me sit on the bench for the rest of the game.
Christine: I did say I was sorry. I'm sure it wasn't that long and anyway it's a big lake and as I said there are a lot of seats.
John: This time I think we should meet near that ice cream kiosk. It's really central. You won't miss me there.
Christine: What if I turn up first? There is always a crowd of kids hanging around there and nowhere to sit.
John: Okay, how about if we meet up nearer the football pitch? There's a place for boat hire where you can wait.
Christine: Oh no, not by the (1) boat hire station. I don't like the man who runs it very much. He always seems so bad-tempered. I'd rather keep out of his way.
John: Well, there's a rose garden to the right of the lake as you walk towards the north entrance. It's nice and quiet there.
Christine: When did you last go to the park? The rose garden has been dug up and replaced by a (2) children's playground.
John: Well, we haven't had a match there in ages. If you know the place so well, why don't you tell me?
Christine: Tell you what! Why don't we meet up at the entrance? There's a nice place we can sit and have a drink. It's not really a restaurant – more of a (3) café but they serve light lunches and the coffee is excellent.
John: Sounds like a plan. See you tomorrow then.

{ Track 016 }

TASK 3

Take a few moments to study the map.
 [Pause the recording for 30 seconds]

Now let's begin.

Mr Griffiths: Hello, I wonder if you could help me.
Receptionist: Yes, of course, sir. It's Mr Griffiths, isn't it?
Mr Griffiths: Yes, that's right. I phoned this morning to confirm my booking. Was it you on the other end?
Receptionist: No, it was my colleague but she passed on the details. So what can I do for you apart from giving you your key?
Mr Griffiths: That won't be necessary. I checked in an hour earlier than I anticipated and got it from another member of staff.
Receptionist: That must have been while I was on my break. I hope your room is comfortable.

Mr Griffiths: It's fine, but I need to know a bit about your breakfast arrangements as I need to get up early tomorrow.

Receptionist: Well, the breakfast room is the first door on your left as you come through the entrance. During weekdays, breakfast is served from 7 to 8.30 but it's extended to 9.30 at the weekend. You have a choice of a continental style or a full English breakfast which comes straight from the adjoining (2) kitchen. If you want to dine in, we serve both lunch and dinner in the dining room which is on the first floor overlooking the swimming pool.

Mr Griffiths: Thanks, I might have dinner here but I'm afraid I won't have much time to use all of your facilities. I've heard that your sauna and Jacuzzi are good. Are they open until late?

Receptionist: Yes, they close at half past nine every evening and there is a masseur and personal trainer on hand to help. If you fancy sitting in the (1) TV lounge and watching a film, it's just across from where we are standing now in the foyer – to your right.

Mr Griffiths: That sounds good. Have you got a plan of the hotel? I'd like to have a look around later.

Receptionist: Oh, I'm terribly sorry. There should be one in your room, sir. I won't be a minute. There are some in the (3) office behind reception.Here you are.

Mr Griffiths: Thanks. Are those the toilets over there in the corner?

Receptionist: Yes, that's right. If you need anything else don't hesitate to ask.

Mr Griffiths: Thank you very much. You've been most helpful.

{ Track 017 }

TASK 4

Take a few moments to study the map.
 [Pause the recording for 30 seconds]

Now let's begin.

Susan: Excuse me. I don't know my way around here very well. I'm trying to get to Derwent Crescent but I'm having trouble with my navigator.

Kevin: Well, that's not too difficult. Drive towards the roundabout and you will see the Leisure Centre on your left. It's a big, concrete building surrounded by football pitches. Ugly-looking thing.

Susan: Right. And then?

Kevin: The turning on the left will take you past the local (1) Sixth Form College which used to be a secondary school. I used to go there years ago. You can get to your road that way but it is a much longer route.

Susan: Someone told me that it's at the end of the road with the supermarket. Is that on the roundabout?

Kevin: Yes, it is but you'd be going completely the wrong way. It's a good job you asked me. You could have been going around in circles for ages. It's better to go straight ahead until you come to the bridge. Cross over and you'll pass a small (2) grocer's shop on your right, keep going and you'll see the level crossing directly in front of you. All you need to do is follow that road for a couple of hundred metres and Derwent Crescent is the second turning on your left.

Susan: Great. Thanks a lot.

{ Track 018 }

TASK 5

You will hear a guide giving a group of students some information about a safari park.

5A

First you will have some time to look at questions 1-3.
 [Pause the recording for 30 seconds]

Now listen carefully and answer questions 1-3.

Can I have your attention please? I want everyone to gather round and take out their maps. Right, open them up and find where we are now. Everybody should have found the gift shop near the River Street entrance. This is not to be confused with the one on Fairfax Road. Remember that, the main coach park is just outside the gates on this side so you will have to make your way back to this point at the end of the day. Our coach will be waiting there at (1) 5 o'clock and will depart at (1) 5.30 sharp so make sure you get back in good time or you might get left behind.

Moorfield Safari Park was opened by the Moorfield Trust in 1995 and covers hundreds of acres of land and houses a wide variety of species. As you can see from your maps, only the main routes are indicated

but there are a number of clearly marked trails which run through some areas of the park – obviously not where the lions are (*laughs*). First of all, I'd like to draw your attention to some ways of getting round the park. The easiest and probably the most pleasurable way is by using the (2) boats on the Jungle Cruise. As you travel you can watch the seals swimming alongside your boat or the hippos basking in the shallows. There are stop-off points at four locations, which are marked clearly. Your ticket also covers an all-day safari which is a minibus service that runs (3) every 15 minutes and will take you to stops on all the main routes.

{ Track 019 }

5B

You now have some time to look at questions 4-9.

[Pause the recording for 30 seconds]

Now listen carefully and answer questions 4-9.

Now, let's look at the attractions. As you leave the gift shop you will notice that there is a (4) Ticket Office opposite. This is not so for the Fairfax Road entrance as this one only admits advance bookings. When you turn left coming out, there is a main road which goes across a bridge. This leads to the African Village where you can find food and gift stalls and toilets, and there is also an entertainment programme, for which you can see a timetable on the back of your brochures. If you turn left on the main road rather than heading for African Village, you will pass the Children's Play Area which is across the river on your right. To your left, there is an area where the zebras used to be kept but it has become the home of our new herd of (5) giraffes, which have settled in very well. They are fairly tame and will come up to you but it is not permitted to feed them.

Further along the same road, you will come to a bridge. If you were to cross at this point, you would find that there is a (6) Picnic Area on your right. If you'd rather eat at a café, you'll need to go to the village, which is about a fifteen-minute walk from the bridge. If you stay on the main road and don't cross the bridge, you will also come across the (7) Crocodile Pit which was only introduced last August and has proven to be very popular, especially at feeding time. From there, you can pay a visit to the Botanical Gardens which contain diverse plant species from all over the world. You might want to follow one of the various trails: each one is themed according to its continent.

After the Botanical Gardens, you come to a crossroads of sorts from where you can either turn south, in which case you will come across the (8) monkeys in our wooded area – mainly chimpanzees and orang-utans but you may see a few spider monkeys if you're lucky. Or, if you go westwards, you can be entertained by the antics of the dolphins and killer whales at Dolphin World. There are three daily performances, the details of which are shown in your brochure. This is not included in the overall price and you will have to purchase another ticket separately from the ticket booth as you go in. Another area which has proven popular, with little and big kids alike (*laughter*), is (9) the Small Animal Area, which you'll come to if you follow the path around past Dolphin World. Here you can feed and pick up the animals. However, there are plans to scale it down and create safari-themed rides in part of this area sometime next year. This has been met with a mixed reception and we would appreciate any feedback on this matter on the forms provided. Finally, on the other side of the river, you can see a variety of African wildlife including lions, rhinos and deer. Well, that's about it. Now, has anybody got any questions?

{ Track 020 }

UNIT FIVE

TASK 2

You will hear a tour operator talking to some students about tours offered by his company.

2A

First you will have some time to look at questions 1-5.

[Pause the recording for 30 seconds]

Now listen carefully and answer questions 1-5.

Simon: Ok, well, good afternoon everybody. I'm Simon Springer from City Tours. I see that we've generated quite a lot of interest. If everyone could just find a seat, I'll get started. Now, some of you might have read our brochure, in which case you won't need me. (*laughs*) Well, no, joking aside. What I'd like to do first is to tell you a

bit about us: we are an SU-approved student tour operator which mainly covers the local area during the week and further afield at the weekend. Our service is reliable and our prices are competitive. Er... we provide a wide range of tours both in the UK and on the continent but I won't be talking about the European tours today. Instead we'll be looking at excursions closer to home.

One of the most popular with the Art and Design Department is the Cranfield Art Gallery. The building itself is a stunning piece of (1) modern 21st century architecture designed by the great architect George Lloyd and it's set in five acres of parkland (2) two miles outside the city centre. Its huge windows allow in more natural light than you would normally find in a gallery; at the same time the structure itself cleverly shields the works of art from the damaging effects of direct sunlight. So, what can you see when you're inside?

On display, there are a number of paintings from well-known artists, both local and (3) international. If you are an art lover, you will almost certainly recognise some of the names. It boasts the celebrated (4) 'Lady in the Rain' painted by the acclaimed 19th century Scottish artist George Mac Addams. Just a minute ... there seems to be a type error in the brochure. It should read M-A-C separate word ADDAMS, A-D-D-A-M-S. Sorry about that folks. I'm sure that's the only one. There are not only portraits but seascapes in miniature and landscapes of the local countryside, and a whole gallery devoted to modernism and (5) abstract art. Er, yes?

{ Track 021 }

2B

You now have some time to look at questions 6-9.

[Pause the recording for 30 seconds]

Now listen carefully and answer questions 6-9.

Simon: Did you want to ask something?

Student: Err, yes, how often do the tours run and is there an admission charge?

Simon: Well. Let me see... The answer to that is that we still run (6) fortnightly excursions for this particular attraction but we've introduced a few new tours; umm, you'll have to check your updated itineraries for any changes. There should be a revised list attached to the back of your brochure. As for the admission charge, er ... according to this, the student rate was £3.80 until the (7) end of January but you'll see that it went up at the beginning of the following month to £4.15, which is not going to break the bank even on a student's budget, and it's still much lower than the (8) full adult price of £6.20. You will have to show your student card when you go in – so don't forget to bring it along. Well that's about it, apart from booking. This can be done in two ways: you can either do it at the reception at the (9) Students' Union Office during office hours or go online and book it through our website www.citytours.com.uk. You are welcome to browse and our site is really user-friendly so you shouldn't have any problems. Now, let's take a look at the night life...

{ Track 022 }

TASK 3

You will hear two students discussing what they will do during the summer break.

First you will have some time to look at questions 1-7.

[Pause the recording for 30 seconds]

Now listen carefully and answer questions 1-7.

Celine: It's less than two months to the summer break. What are you going to do?

Simon: Slow down, Celine, we've still got our exams to get through. Shouldn't you be looking through your revision notes rather than browsing the Summer Camp website?

Celine: Oh come on, Simon. There's plenty of time for revision. It says here that we've only got until the end of this month to book a place.

Simon: What for?

Celine: The Summer Camp, of course! Haven't you been listening?

Simon: Of course I have, but unlike you I'm working. How do you know I want to come anyway?

Celine: Stop messing around. You were only talking about it last month.

Simon: Okay. So, what's included in the package? And more importantly how much will it cost? My student grant won't stretch that far.

Celine: Well, there are three different packages. The first one is the shortest course and that one should certainly suit your budget. It's a (1) ten-day break in the west of Scotland starting from mid-July and it costs only £175. What do you think?

Simon: So far, so good. Go on.

Celine: Well, it includes provisions for three meals a day – cooked by you, of course; camping equipment and facilities – you've got to bring your own (2) sleeping bag, though; and activities such as hiking in the mountains and canoeing and swimming in the nearby lake – or should I say loch? And that's about it really.

Simon: Sounds very healthy but I'm not too sure about swimming in the lake. And how about transportation? How are we supposed to get there?

Celine: Yeah, that's not very special. It says here that you have to (3) catch the train to Invergarry, and, from there, there is a special minibus service that will take you to the site.

Simon: Inver where?

Celine: Invergarry. Anyway, the second package is better. It's at the end of June and it's (4) fifteen rather than the usual fourteen days. I suppose it's to allow for your journey, settling in and all that.

Simon: Is that in Scotland too?

Celine: Not that far away actually. It's in the Lake District near a lake called Derwent Water.

Simon: More lakes?

Celine: Let me finish. It's got everything from the cheaper package plus water skiing, orienteering and (5) horse riding.

Simon: I like the sound of horse riding but you still haven't told me how much it is.

Celine: Just a minute. Here it is. It says here that it's £295 but that includes the coach journey to and from campus.

Simon: And the last one?

Celine: Well, this one's longer than the others – three weeks to be exact – and you won't need to mess about with camping equipment. You get to stay in a (6) luxury caravan with its own kitchen, comfortable beds and toilet. You'll have to share, though. And another good thing is – no washing-up – you'll have all your meals provided on site. There's a decent-looking restaurant with a fixed menu.

Simon: Where is it?

Celine: It's near a place called Newquay in Cornwall. You can try out different water sports like surfing, bodyboarding and sailing. Or, if that's not your thing, there are outward-bound activities, such as (7) climbing, abseiling, and caving and potholing.

Simon: So, how much will that set me back?

Celine: Well, it is a three-week vacation in August so it's bound to be more expensive. It says here that it's even got a games room and WiFi facilities. Oh yes ... how much was it? Uh, £526. Can't see anything about transport though. What do you reckon? Is that too much?

Simon: I don't know. I'm going to have to talk to my bank manager.

{ Track 023 }

TASK 4

You will hear a radio programme in which the presenter is interviewing the director of a musical.

4A

First you will have some time to look at questions 1-4.

[Pause the recording for 30 seconds]

Now listen carefully and answer questions 1-4.

RP: And here on Radio Southendean, we have a special guest this evening, Anne French, director of 'Never too far', the smash hit musical from the West End of London, which is currently touring the country. And it's being staged for three nights, from the 22nd to the 24th of March, at our very own Southendean Theatre. Welcome to our studio, Anne. I'm so glad you could make it.

Anne: Me too, it's been all go. We've had a tremendously busy schedule. We've just finished our last show in the West End and are working 24/7 preparing for our (1) Trans-Atlantic tour coming up at the end of May. It'll be my first time in the US and I'm really looking forward to it.

RP: That sounds great; but it sounds like you really have got a lot on your plate. So Anne, why us?

Anne: That's what I've been asking myself. No, seriously, John. This was ... IS my (2) local theatre. And that's why it's so special. I used to go to school around the corner from here. Can you believe that? (RP laughs) I started directing performances in this very theatre; purely on an amateur basis. Of course, I was still very inexperienced. I suppose it must have been ... what? 10? No, (3) 12 years ago? This is where it all started; and this is where I finally got my break.

RP: So, you must have a lot of happy memories here.

Anne: Yeah, so many good memories. Umm... One that springs to mind is when we put on the local Christmas panto. It was the first time I'd ever directed anything and to be honest it (4) wasn't that good. On the big day, I remember being really nervous but luckily everyone was so supportive. They cheered and booed in all the right places and I've never been given so many flowers in all my life. It really feels like I'm coming home.

RP: It's good to have you back. So, tell us a bit about the musical. Not all of us have been to the West End, you know.

{ Track 024 }

4B

Now you have some time to look at questions 5-9.

[Pause the recording for 30 seconds]

Now listen carefully and answer questions 5-9.

Anne: (Laughs) Well, for the listeners who've just joined us, it's called 'Never too far' and it's written by the veteran playwright Julie Higgins who has already had a big-hit drama called 'Laughing in the Face of Adversity', which came out about (5) three years ago. You might be interested to know that it has already been around most of the major European cities including Paris and Madrid, and is still on tour as we speak.

RP: Out of interest, is that anywhere local? I mean can we go and see it?

Anne: (Laughs) Not unless you live in (6) Australia. It's on in Sydney and then Melbourne for the next few months before returning to the UK in the autumn. Anyway getting back to the plot, 'Never too far' is about a young brother and sister who lived in Ireland in the early 19th century. When their parents (7) died in a flu epidemic, the children were sent to live with different relatives but still managed to see each other regularly. Within a couple of years though, they were torn apart when the sister was taken to live in New York during the great famine, and the main part of the story is about how they came to be (8) reunited again. That's it really. If they want to find out more, your listeners will just have to go along and see it for themselves.

RP: The thing I really liked about it was the music; there was something for everybody from (9) traditional Irish folk music to American jazz.

{ Track 025 }

4C

Now you will have some time to look at questions 10-13.

[Pause the recording for 30 seconds]

Now listen carefully and answer questions 10-13.

Anne: Yes, the music score was written by the highly accomplished musician Julian Prentice, who is truly versatile. He's well-known for soundtracks in a number of recent British films and has also recently written the music score for the much acclaimed 'A place (10) in your heart.' It's a must-see.

RP: Most people have obviously heard of Julian Prentice. He's a household name. But I don't think I know that one. So, what's it about?

Anne: Well, I suppose you could call it a (11) romantic comedy with a twist. It's written by new and upcoming playwright Sylvia Blaize and it's about ... er ... two miserable recluses who are wasting their lives: they never do anything or go anywhere and then one day everything changes: fortunately for them, they are ... er ... put in the position where they have to (12) rely on each other whether they like it or not ... and, after a number of mishaps, surprisingly, love blooms. I'm not going to tell you anything else but you'd be a fool to miss it. I've seen the rehearsals and, believe you me, it's absolutely hilarious.

RP: You know me, Anne, old and cynical. I'm not really a lover of romantic comedy but I'll give it a go – if you've got a spare ticket to hand that is! I never turn down a freebie.

Anne: For you John, anything. (Laughs) Anyway, like it or not, you're going to have to wait until (13) mid-June because it's not coming out till the summer season.

RP: Well, I shall certainly make a note in my diary. You never know, you might even change my mind.

Anne: We'll just have to see, won't we?

RP: Anyway Anne, good luck with the tour; it's been great speaking to you again.

Anne: The pleasure was all mine, John.

RP: Now for the hit single from 'Never too far'....

{ Track 026 }

UNIT SIX

TASK 2

You will hear two students having a conversation about an essay they have to do.

First you will have some time to look at questions 1-4.

[Pause the recording for 30 seconds]

Now listen carefully and answer questions 1-4.

Frances: Hi Justin. What are you doing here? It's not very often I see you in the library.

Justin: Yeah. Well, I'm afraid I'm not like you Frances, I've left it all to the last minute as usual. I've got tons of research left to do and I've got only till next Friday to finish the first essay Professor Jones gave me on Educational Psychology. I haven't even looked at the second one on Classroom Approaches.

Frances: So, how far have you got with your essay?

Justin: This one? I've nearly finished but I've got the other two to do.

Frances: How about the latest assignment for Professor Evans? You know, the (1) one on 'The Future of Education in the Classroom.'

Justin: Yeah, I know the one. Not very far, to be honest. I've started making notes from the books on the booklist; but I just don't know where to begin. You got any ideas?

Frances: Yeah, a few. I've made a rough plan and have divided the essay into four parts. The first part looks at the history of education over the last century. It's important that you provide some background information.

Justin: So what did you include?

Frances: I hope you're not planning to steal all my ideas.

Justin: Don't be silly. It'll never be as good as yours, anyway.

Frances: Flattery will get you everywhere! (Laughs) Well, for the background, I included class sizes and demographics; how testing has changed over the years and different methods of motivation and punishment in the classroom. (2) There wasn't much point in going into detail on teacher training and psychology. I didn't want to go off the topic too much.

Justin: Just a minute. Let me make a few notes on that. So you mentioned background information on classes, testing techniques, motivation and punishment and teacher training and psychology. Is that right?

Frances: No, not the last one. That's too broad a subject. I don't want to go over the word limit.

Justin: Okay. You've got some really good ideas there. What did you write for the next part?

Frances: Thanks. Well, for this part I looked at the social trends and how they've affected student performance over the last twenty years and how they are set to change. You know, (3) the increase in one-parent families, changes in interests and hobbies, the influence of migrants in the education system – that sort of thing.

Justin: Slow down. Just need to finish this.

Frances: Okay? (uhu) Part three contrasts modern and traditional approaches in the classroom and how suitable each one is now and will be for future generations. For instance, nowadays the emphasis is on reward rather than punishment but there are others who believe that we should return to the traditional methods and that means corporal punishment.

Justin: I suppose the last one covers the equipment used in the classroom including modern technology like smartboards, computer suites.

Frances: Yes, that's my last area. I also looked at what sort of changes would be brought about in the classroom – for instance; three-dimensional images as teaching aids; fully interactive computers on which a number of students can do the same project together; even certain days in the week on which teaching would take place solely online.

Justin: How about closing the schools altogether and learning from home? Most kids would like that!

Frances: I'm not sure about that: schools (4) aren't just for learning, they're equally important for building social skills. Anyway, we'd better go. The seminar's about to begin.

{ Track 027 }

TASK 3

You will hear two students having a conversation about a presentation they did.

First you will have some time to look at questions 1-4.

[Pause the recording for 30 seconds]

Now listen carefully and answer questions 1-4.

Charlie: Oh, I'm glad that's over! How do you think you did in the presentation, Sarah?

Sarah: I don't really know. It's hard to tell. I followed all the instructions on my handout but when I came to do it, I felt really nervous.

Charlie: How come? I always thought you'd be a good speaker. Was it because Professor Stone was taking notes or because we were all watching?

Sarah: Well, I already knew that you'd all be watching me so I was prepared for that, (1) but I hadn't thought about him writing anything down. He hardly looked at me. I don't even know if he noticed all the work I'd put into it.

Charlie: Of course, he did. He hardly looked at any of us. Anyway, I'm sure we all felt the same. I certainly did. I'm much happier in front of the computer monitor. I'm not a very confident speaker at the best of times. You know I hate giving speeches in front of an audience. Remember what I was like when we all had to stand up and talk about ourselves at the beginning of the course. Anyway, what did you think of mine? Be honest.

Sarah: Well, I was impressed by the visuals. You're certainly good with computers. I wish my PowerPoint was as good as yours. The images conveyed your ideas really clearly and the background music was great.

Charlie: You think so? Did you really like it? I changed my mind about the soundtrack at the last minute but it was too late to do anything about it.

Sarah: No, the music was perfect. It wasn't too loud either. We could hear you easily right from the back of the room. Next time you can help me with mine. I can never find the right piece of music. Um... (2) My only criticism would be that you read from the screen a bit too much without going into much detail.

Charlie: You mean that I needed to spend more time on developing my ideas (uhu). Yeah, you're right. I spent far too long on the visuals and not enough time on thinking about what I was going to say and that's why I finished with more than two minutes to spare. (3) I've got to include more examples in my next one.

Sarah: Well, I had the opposite problem. I kept going off the point and went well over time. You see when I'm nervous, I tend to talk too much. I'm bound to lose points from that.

Charlie: Oh, I don't know – he might give you more for content (laughs). He's always going on about not dropping below the word limit in our written assignments. You know what he's like. More is better.

Sarah: I do hope so. He's always so critical about everything I write. (4) I never get more than a B.

Charlie: Cheer up! We've only done two essays so far and I only got a C in my first one. So, how do you think I interacted with the audience?

Sarah: Well, I don't know about Professor Stone, but we enjoyed it a lot. It was funny in places but you kept to the point. How about mine?

Charlie: Well. You did make us feel personally involved and we did learn a lot but I must admit some parts were much too long – especially the second slide. That went on for over five minutes. We'll both need to work on our timing next time.

{ Track 028 }

TASK 4

You will hear two new students talking about their courses and plans for the year ahead at university.

4A

You now have some time to look at questions 1-5.

[Pause the recording for 30 seconds]

Now listen carefully and answer questions 1-5.

Gary: Hi Judy.

Judy: Hi Gary!

Gary: How are you? I haven't seen you in ages.

Judy: I know. It's been over two months now. Did you have a good holiday then?

Gary: Great thanks. You?

Judy: Yes, thanks. I was wondering if I would see you here. This was your first choice, wasn't it? (1) It's nice to see a familiar face. I'm so glad we got in to the same department.

Gary: Yeah, me too. I was really nervous before they sent me confirmation of the course. I spent (1) three weeks checking my emails at least five times a day.

Judy: Yeah, I know what you mean. So what did you think of the induction?

Gary: To be honest, it was a bit long. They went on for ages about each department and all the facilities. I didn't realise the university was so big.

Judy: Me neither. Are you staying on campus, then?

Gary: (2) Yeah, for the time being. Thinking of moving into a flat though, when I find my feet.

Judy: Same here. So what are you studying? You were thinking of going in for Law last year, weren't you?

Gary: That's right. But my friends talked me out of it. It's far too competitive and it takes a long time to train. No, the future is in business. You know, trade and commerce and that sort of thing.

Judy: So, let me guess. You're doing the (3) Economics course.

Gary: Yes, that's right.

Judy: But isn't that competitive, too?

Gary: Well, yes it is. But it's worth it. After I graduate, I'm in with a good chance of (4) earning big money and I won't have to wait for years. How about you?

Judy: Well, I'm certainly not going into business like you – all those numbers and statistics. The one thing I can't stand is maths. Anyway, I've always been a bit of a History buff myself – and that's why I chose (5) Archaeology. The course covers ancient civilisations from all over the world. I find it really fascinating. You know, we can learn so much about the present from the past.

Gary: Yeah, well you haven't convinced me. Ehh..., digging around, looking for pottery and old bones – that's not my thing.

{ Track 029 }

4B

You now have some time to look at questions 6-8.

[Pause the recording for 30 seconds]

Now listen carefully and answer questions 6-8.

Gary: Anyway, have you spoken to any of your lecturers, yet?

Judy: No, but I got emailed a whole list of stuff – about 15 pages in all. The book list goes on and on. There are about 55, no, (6) 56 books we need for research and that doesn't include reference books.

Gary: Good job you've got the whole year to read them. You should've taken my course. I've only got a few books down on my list and half are optional. Most of the material is online. Did they send you any information on the coursework for the year?

Judy: Yes, but the last two essays were missing some information. Apparently, they are updating some of the assignments and we'll be told later on this term. It's not all essays, though. (7) Next month, we've got to sign up for a big field trip to Egypt in April. We're there for a ten-day tour of the rock tombs and the pyramids along the Nile and we get to observe and assist in a dig. Then, when we get back, we have to write it all up in a report.

Gary: Lucky you. You get to go on holiday while you're studying. Our coursework isn't that exciting. We're doing an ongoing project on Business Management throughout the year – which includes designing a lot of questionnaires, graphs, bar charts – that sort of

stuff. We have to work in the same groups throughout the year so everyone must pull their weight. And at the end of the year there is (8) a big team PowerPoint presentation on the project and then individual presentations in which we assess our performance within the group and any ways we could have improved it.

{ Track 030 }

4C

You now have some time to look at questions 9-12.

[Pause the recording for 30 seconds]

Now listen carefully and answer questions 9-12.

Judy: Well, you're going to be busy – and so am I. We've got a long list of essays to do starting the week after next, but that's okay. I'm good at word processing. What concerns me is taking notes at the seminars and lectures. I hope that I can keep up. Only I'm not that quick at getting things down and when I try to write fast, I can't understand my own writing. Can we use an iPod or something?

Gary: Well, I don't think they're that clear when you are recording in a big area. Some students take photos of other people's notes afterwards but I think it's better to have one of those (9) mini tape recorders – you know, the ones like the journalists have. I've heard they're really good.

Judy: Yeah, that sounds like exactly what I need, but where can I get hold of one of these recorders?

Gary: The university shop sells them. They're not too expensive either. How much were they? Umm ... I think it was something like 20 or 25 pounds. Anyway, it wasn't too much.

Judy: Great. I haven't been to the shop yet so I can take a look around and buy whatever I need.

Gary: Well, you know that you have to supply your own (10) stationery, as well as text books. They've got a big selection if you need anything.

Judy: I don't think so. I've got all that I need – pens, pencils, notebooks – no difference from college, really. So what's your first lecture on?

Gary: Just a minute. Emm, it says somewhere on my handbook.

Here it is 'The Influence of Globalisation on (11) World Trade' and that's first thing on Monday morning at nine o'clock.

Judy: Sounds like the perfect way to start your week (laughs). Rather you than me.

Gary: I'm sure it'll be okay. What about you?

Judy: Well, I'm luckier than you. Most of my lectures start after ten o'clock and I don't start mine until mid-morning on Tuesday and it says here that it's on 'The History of Archaeology', and it's from (12) 10.30 to 12.

Gary: Well, good luck with that one. I think I prefer mine.

Judy: Anyway, I'm off to the shop now. Don't want to be late for lunch.

Gary: Okay. See you there then!

{ Track 031 }

UNIT SEVEN

TASK 2

You will hear a student and his tutor discussing the student's progress in an assignment.

First you will have some time to look at questions 1-5.

[Pause the recording for 30 seconds]

Now listen carefully and answer questions 1-5.

Tutor: Well, Simon. How are you getting on with your research?

Simon: To be honest, there was quite a lot to cover and I'm not even half way through my materials. *Motivation in the Workplace* seems to be a well-discussed topic and there is a lot of divergence of opinions.

Tutor: Indeed there is. And this can make it difficult to decide which approach you want to take. So that's why you should make sure that you've got a clear idea in your head before you go ahead with your draft. It's too easy to digress and end up discussing a completely different subject.

Simon: Well, I've got quite a few ideas together. First of all, I've been looking at the definition of motivation in the workplace – you know; and what makes you tick so to speak. And I found out that basically you can put it down to internal and external factors such as personal drive and the working environment.

Tutor: Could you be more specific?

Simon: Umm ... according to Maslow's *Hierarchy of Needs*, there are five levels of need. He presents this as a pyramid diagram to illustrate his point. The first and most fundamental one is at the bottom of the pyramid and demonstrates people's physiological needs. These are really basic requirements such as (1) food, water, a healthy body and so on. In the developed world these are things we take for granted but there are those in poorer countries who regard them as a luxury. The next level is to do with (2) safety and security. He states that we need to have a roof over our heads to feel secure and to live in a society with a proper law enforcement system, that sort of thing... Again, something most of us would take for granted. Uh ... both of these levels are based on external factors but this is not always the case. The third one could be seen as being more internal, although not entirely. That's the importance of love and belonging. Maslow believes that humans are (3) social beings and therefore need to bond and interact with others in order to achieve their potential. Without interaction a person becomes introverted and may even suffer from psychological problems.

Tutor: So, how did you apply these theories to the essay itself?

Simon: Well, if these needs are not satisfied, there is a detrimental effect on the general overall performance in the workplace. The lower the level, the more immediate the effect on the person concerned. I've put together a file of psychological case studies to back up my point if you want to take a look.

Tutor: I don't think that will be necessary at this point but I'd like to go through them with you in next Monday's seminar. So what did you make of the final levels?

Simon: Well, these are more directly associated with the workplace. The next one outlines the importance of both self-respect and the respect we receive from others. So love and friendship only accounts partially for our sociological and psychological needs. I suppose you could say that mutual respect and status in the workplace is a prerequisite for a (4) motivated and successful worker. And finally – at the top of the pyramid – self-actualisation.

Tutor: And what does that mean to you?

Simon: Well, I think it's pretty much a universal concept. It means realising your capabilities and utilising them in order to fulfil your potential. It motivates people to do things such as studying for a degree, opening a business, (5) winning a medal in sporting events and that sort of thing. In a word, it's the key to success and self-fulfilment.

Tutor: So what do you conclude from all this?

Simon: Basically, it seems that most people require a reasonably good standard of living in order to reach their potential. For instance, you don't hear of many top bankers or politicians who come from a poor background, do you? Both money and education is added to the equation which often equals success. Um ... so fundamental needs have to be met in order for the employee to succeed. Without these it is often the case that he or she lacks self-respect and consequently the motivation to get ahead.

Tutor: Well, you seem to have covered the main points in the first section. Now let's focus on the workplace itself...

{ Track 032 }

TASK 3

You will hear two students discussing their progress in an assignment.

First you will have some time to look at questions 1-5.

[Pause the recording for 30 seconds]

Now listen carefully and answer questions 1-5.

Simon: That tutorial went pretty well I thought. How did yours go?
Suzie: Yeah, fine. He seemed to be pleased with what I'd found out. So what've you been researching for your essay?

Simon: Oh you know, mainly Maslow's theory and all that.

Suzie: Oh, I haven't had a proper look at that yet. But from what I saw, I found his theories a bit (1) old-fashioned. Mine is more focused around the two-factor theory.

Simon: That's by the American psychologist, Herzburg, right?

Suzie: Uhu ... I've been reading up on it over the last few weeks and it's really interesting. I've made pages of notes and come up with loads of ideas. How come you haven't had a look? It's one of the compulsory topics we need to cover.

Simon: I know, but I've been so tied up with reading other stuff and I just haven't got round to it yet. So what's it about anyway? So, would you recommend it as a top read?

Suzie: I wouldn't go that far but I can tell you that it's worth reading for this essay. It sets out a lot of ideas really clearly and it's really helped me to generate ideas and organise my first draft. Briefly, Herzburg created two categories. The first one is (2) hygiene factors and the second is motivating factors.

Simon: So, how is hygiene associated with motivation?

Suzie: Well actually, it's not really to do with keeping physically healthy; more like keeping psychologically healthy. Some of the examples he gives are: pay, which obviously is one of the main reasons we work; the number of hours we spend in our workplace – he suggests that we can be (3) demotivated by working long hours with poor reward – and the effect that working conditions have on the employee. He also mentions about differences in leadership styles and the relationship between colleagues in the working environment.

Simon: So far that sounds pretty similar to Maslow's theory. What's the difference?

Suzie: Well, there are a number of differences but the main one is that he did not consider Maslow's more basic needs at the bottom of the pyramid to be relevant to modern life. The standard of living has (4) risen a lot since the early twentieth century.

Simon: Ah. I see. You mentioned motivating factors.

Suzie: Yes, these are also important and include the need to experience things like a sense of achievement, challenge and responsibility, and opportunities to gain promotion. Basically, he is saying that it is essential that we should have some (5) control over our working environment and that, generally speaking, people who work in a team are more likely to succeed than those who don't.

Simon: Thanks Suzie. That's given me quite a lot to think about. I'll take a look at it over the weekend.

{ Track 033 }

TASK 4

You will hear a lecturer discussing how to approach the planning of a dissertation with a class of students.

4A

First you will have some time to look at questions 1-6.

[Pause the recording for 30 seconds]

Now listen carefully and answer questions 1-6.

Lecturer: Right. If we could all settle down, we can make a start. Now, I'd like you to take out the handouts that I gave you in the last seminar. I hope that you've all had time to look at them. You'll be referring to them a lot over the next few months. All the basic information that you'll require to write your dissertation is covered on the sheet. The stages you need to cover, criteria that need to be met, the booklist and a full page of (1) helpful tips are all included but I'm sure that you've got some questions of your own, so fire away.

James: Yes, Professor Jenkins. The list of books is really long. How do we choose which ones to read and how many should we be looking at?

Lecturer: Good question James. Well, you're looking at a minimum of (2) ten, any fewer and your bibliography will look rather thin. Of course, in most cases, it won't be necessary to read the entire book. The index in the front will guide you and you should be able to choose which parts are necessary once you've made a rough plan of what you're going to write. As for which ones, well the (3) first four on the list, which are the main reference books, are more or less compulsory. You won't be able to form the basis for your argument without them. I suggest that initially you read them and then, after brainstorming some ideas, choose from the remaining books which ones you think would be useful. There will be individual tutorials held to discuss your choices but if you can't wait you could always email me a rough outline of your plan and proposed list earlier. Which reminds me – don't miss next Tuesday's tutorial – which I strongly recommend you all to attend and it's on (4) research methods. You will be given some useful advice on how to find and approach your materials along with the opportunity to ask any outstanding questions you may have. And in the (5) one on Thursday you will have the chance to go through some of the choices you've made – as a group. Is that clear?

James: Oh yes, thanks. So when do we need to submit our draft?

Lecturer: Well, you'll have three weeks to put together your bibliography and then another two to finalise your draft. So, that will take you into the (6) second week of November which is when it needs to be handed in by. So all being well, you should be well into the essay itself by Christmas.

{ Track 034 }

4B

You now have some time to look at questions 7-13.

[Pause the recording for 30 seconds]

Now listen carefully and answer questions 7-13.

Amelia: Can I ask about something to do with resources?**Lecturer:** Yes, go ahead.**Amelia:** Can we use online materials?**Lecturer:** Well, you can; not all of the sources are (7) reliable, so you'll have to be very careful and use materials from only the recommended sites – which aren't many I'm afraid. They're on the back of the handout under 'Alternative Resources' and you must cite each source you use. You are also encouraged to go through the archives in the main library or if possible interview and record people who've lived through the Second World War. However, don't forget that you (8) must submit the tapescript along with the dissertation. Failure to do so means that you will lose marks. It must be included. Any other concerns?**Lucy:** Professor Jenkins, I've read right through the handout but I couldn't find an exact hand-in date on the sheet.**Lecturer:** That's because it is still to be confirmed. There have been a few changes to the syllabus and this led to a few delays but we expect (9) it to be sometime around the end of April but don't quote me on that – it could be a week or two before or after that date. But you needn't worry. You'll have plenty of time to do it if you pace yourself properly. We'll be monitoring your progress during seminars and tutorials.**Amelia:** So what about the word limit? It says here that it should be between 18 and 20,000 words. Will we get marked down if we only write 18,000 words?**Lecturer:** Well, it would be better if it was a bit longer but you mustn't forget that quality is as important as quantity. I've had some excellent essays which were at the lower end of the word limit but it all depends on your style of writing – some say more with less words if you know what I mean.**Lucy:** Professor Jenkins, this is the first time I've done a dissertation and I'm not sure of the writing style. Are there any examples we can look at?**Lecturer:** Well, obviously not for this particular one but there are various sites that give examples of (10) similar ones. However, you must be careful not to be influenced by what you read. This is your dissertation and must contain your ideas, not theirs. I would therefore suggest you read something which isn't directly related to the topic.**Amelia:** Would you recommend us to use a laptop to write our dissertation? I've got a desktop at home but nothing on campus.**Lecturer:** Not unless you really want to. Well, as you know, we have a large computer suite in the (11) Technology Department which can be accessed until nine in the evening on weekdays and until five on Saturdays. A lot of students prefer to work on their dissertations there and transfer the information onto their flash drive but it very much depends on the student. There are also those who would rather work from a laptop in their own room. Of course, it is sensible (12) to take out insurance if you do as they are very expensive to replace. Anyone interested in doing so should visit the main Student Office. They'll supply you with a leaflet containing all the information you require, including a list of the rates for that and other equipment such as (13) mobile phones, hi-fi equipment, TVs and iPads. Right, are there any more questions? ... No? ... Good. Well, that's it for today then. But, if you should think of anything in the meantime, you can mail it to me and I'll get back to you, ASAP.

{ Track 035 }

UNIT EIGHT

TASK 2

You will hear a lecturer talking about ancient civilisations as part of an Ancient History course.

First you have some time to look at questions 1-7.

[Pause the recording for 30 seconds]

Now listen carefully and answer questions 1-7.

Lecturer: Good afternoon, everyone.

In the last few weeks, we have been looking in depth at the ancient civilisations of South and Central America and the growing sophistication of their culture.

Just to briefly recap on the last lecture, we studied two of the most influential ancient civilisations, the Olmecs found in western Mexico and the Chavin, which were situated along the (1) coast of northern Peru, both of which existed from around 1,200 to 300BC. There is some evidence that points to their existence long before this date. However, this was at the very infancy of their development and, therefore, there is very little to go on. It is safe to say, though, that during this earlier period both civilisations ceased their nomadic hunter-gatherer lifestyles, settled in permanent villages and began (2) fishing and farming the land. This long-term stability laid the foundations for the rapid and sustained growth of their civilisation. More crucially, we should also take into account that there is evidence of a system of writing and (3) religious worship, both of which indicate a highly developed culture.

It is with this in mind that we turn to one of the more well-documented ancient civilisations of South America, the Aztecs. In this introduction I will initially provide you with a thumbnail sketch of their most outstanding achievements before going into further detail later in this lecture. Their demise was much more recent than the Olmecs and the Chavin, as they settled in the valley of Mexico around the 12th century and continued to extend their empire (4) until the early 16th century.

Known to be ruthless and ambitious, the Aztecs came to dominate the surrounding tribes, employing a relentless military campaign carried out over many generations. At their zenith, the Aztecs ruled over 10 million people and became extremely (5) wealthy and powerful. One source of this wealth derived from trading crops such as corn, beans and tomatoes throughout the empire. Their pioneering methods of agricultural irrigation were innovative and highly effective. We shall be analysing them and their implications as a matter of course. Another way of generating revenue was from the (6) taxation of the conquered tribes who lived locally and feared and revered them.

Like the Olmecs and the Chavin, they too had gods, the main one being the sun god, Tonatiuh, to whom many human sacrifices were made – often prisoners taken from neighbouring tribes and with a considerable amount of ritual. This is a fascinating but complex area so we will not have time to look at it here today but it will be covered in depth in Friday's session.

Finally, it is imperative that you keep an open mind and remember that these people did not live in a modern law-abiding society such as our own but one which was fraught with peril and steeped in tradition. Should we only consider the bloodshed and minimise the significance of cultural development, there is the danger of perceiving these people merely as cruel savages. This would be an unfair assumption to say the least. You must not forget that these people were not only literate and numerate but they were also highly skilled (7) musicians, sculptors, poets and engineers, and it is at this area that we will be looking today.

{ Track 036 }

TASK 3

You will hear a lecturer giving a talk on the Industrial Revolution in Britain.

First you have some time to look at questions 1-5.

[Pause the recording for 30 seconds]

Now listen carefully and answer questions 1-5.

Lecturer: Today's lecture forms part of the 19th century Britain module. Last week we took a look at the 'Jacobin Tradition' and the changing attitude of the working class. Today, we're going to explore the origins of one of the most significant phenomena in modern history – the Industrial Revolution. This can be traced back as far as Thomas Savery, who invented a rudimentary steam engine in 1698. Its (1) primary purpose was pumping water out of mines. However, simple as it was, it had far-reaching implications on the technology and society of the time, proving to be the prototype for all the other engines which followed – the engines which powered the Industrial Revolution. Engine performance only really showed a significant improvement with the discovery of smelting coal in 1709. (2) Coal production doubled between 1750 and 1800. From this we can draw two conclusions. Firstly, engines had become powerful enough to delve much deeper into the ground and secondly it also suggests that there was a growing demand for the commodity due to extensive industrial growth. A pioneering spirit was emerging at this time – a time which signalled an extraordinary technological advancement by extraordinary people. One of the most well-known of these inventors was (3) John Kay – J-O-H-N K-A-Y – who invented the 'flying shuttle' in 1733. This was the machine which would enable weavers to double their output. This was obviously a bonus for the newly-established factories in the Midlands, which were growing in response to the rising demand for better quality cloth in the towns and cities. Naturally, many of the workers there saw it as a threat to their jobs and therefore Kay's original prototype was destroyed and his product wasn't introduced on to the market until 1770. This, however, did not halt the march of progress. Other important textile machines were invented in the 1760s. The first one, known as the hand-operated Spinning Jenny, was a multiple spinning wheel, closely followed by (4) Richard Arkwright's water-powered spinning frame. The latter was taken up by large factories and spread from the valleys of Derbyshire to Lancashire and on to Scotland. By 1799, steam-powered engines had really taken off. They were powering an ever-increasing number of machines in paper, flour and textile mills, all of which were driving the economy. It was at this time that a network of canals was being built. As you can imagine, once this infrastructure was put in place, it dramatically improved the (5) speed and efficiency of the transportation of heavy goods such as coal and steel – both essential for the development of industry. It also meant that they could be transported a much greater distance. The upshot of this was that many places which were previously inaccessible were opened up to trade. At this point, I'd like to turn to another form of transportation which was still in its infancy at the time but destined to become one of the most important driving forces behind the Industrial Revolution.

{ Track 037 }

TASK 4

You will hear a lecturer giving an introductory talk to students for their Ancient History course module.

4A

First you have some time to look at questions 1-7.

[Pause the recording for 30 seconds]

Now listen carefully and answer questions 1-7.

Lecturer: So, welcome to your introductory history lecture. Today we will be examining history in its most general terms and attempting to personalise it with questions such as what does it mean to me and how it shapes the world that we live in. Naturally, one lecture is hardly sufficient to cover such an extensive area but I hope to provide you with enough background information to inspire you to do more research for yourselves.

I'm first going to focus on the more personal aspect of what history means to us. In the auditorium today many of us come from diverse cultural backgrounds – Europe, Asia, Australia and so on. We all have our individual cultures, don't we? Where do they come from? Why am I the way I am? This is where History comes in. Think on this: if you had been born in another country, how would your attitude to the world differ?

Take family life, for example; in (1) European and North American culture you can see that families form tight nuclear units. Basically, the parents or parent lives with their children, without any other relatives, including the grandparents. When they come of age, the children often leave home and set up their own lives, eventually buying their own homes. All of this would indicate a prolonged period of affluence in society, which subsequently leads to greater (2) financial independence and personal freedom at a younger age. Some may perceive this as being a positive phenomenon and rightly so – it can be. However, on the flip side of the coin, it can also form the basis for social disintegration with families drifting apart.

However, even in the most affluent societies, during times of recession this trend changes and children often stay with their parents for much longer. This is also true for people who live in (3) economically unstable countries such as those in South America or Africa. It has been observed on countless occasions that financial constraints bring both the family and the community together creating stronger social cohesion. An example of this in Britain was during the Second World War when money was short and food was rationed. People's homes were often bombed and many lost their livelihood but they worked together to repair their lives; women farmed the land when the men were away fighting. This is what is commonly known as (4) community spirit, which comes to light in times of hardship – the slums of Mumbai are one of the best examples of this. Many people are often crowded into one dwelling, food is scarce, disease is rife and there is (5) poor sanitation. Yet, despite all these obstacles, the people seem to be happy with their lives – something, unfortunately, which does not always apply to western society.

These models, however, can only serve as generalisations as there are other factors which may come into play. For instance, they cannot be applied to family life in the oil-rich Middle East where (6) religious laws play a key part in the social pattern. In this case, religious doctrine, not financial dependence, has shaped family life and society as it has done for many centuries. The importance of the extended family is paramount in these countries; with the elders deciding (7) familial, social and political norms.

So we've covered some but by no means all the factors that affect us personally. These and others will be analysed in greater detail later on in the course.

{ Track 038 }

4B

Now you have some time to look at questions 8-14.

[Pause the recording for 30 seconds]

Now listen carefully and answer questions 8-14.

So far we've summed up some of the more evident reasons for our cultural diversity and you will almost certainly find a good few more as we work through the booklist. Now, let's turn to a more panoramic approach to history. Our modern world is almost totally a product of what we have accomplished over the last seven thousand years – when the first (8) Mesopotamian cities were established by the Sumerians – some researchers may go even further back to our first ancestors. However, this takes us back into prehistory when facts were yet to be recorded and this is not covered in our course. It wasn't until the (9) Greek historian Herodotus emerged in the 5th century BC that we had any clear evidence to work from. His findings will be covered in the Ancient History module which will commence in the second term.

So, how has ancient history shaped the world we live in? First of all, we need to take a journey back in time to focus on the topography. This is perhaps the most immediately obvious way that our world has changed. Thousands of years ago, Europe and North America were covered with huge swathes of forest and human settlements were limited to isolated tribal communities who were often nomadic or lived in small villages. Wild animals such as bears and wolves roamed freely and man hunted for food. It is not surprising, therefore, that during this time man had to fight (10) for survival which meant mortality was high.

However, over the centuries, as the population expanded, the woodland was steadily cut down only to be replaced by ever-growing (in both size and number) human settlements. The results of this can be seen today in the form of megacities such as (11) Tokyo, with a population of around 30 million; and there are a number of cities such as Shanghai, Mexico City and New York all boasting a population of over 15 million. And according to projections these figures could rise dramatically.

Mexico City, for example, was shown to have a population of 17.1 million in the year 2000. However, by 2015 the forecast shows that it will have risen to (12) 18.2 million. That's an increase of over a million in a matter of 15 years. Cities such as Rio de Janeiro and Beijing follow the same pattern within the same timeframe with a small but significant increase of 1-2 million. There are others, however, such as (13) Jakarta and Lagos which appear to show an enormous increase – the figure for the latter one, Lagos, jumping from 13.4 million to a staggering 23.2 million; almost doubling the size of the population. So, we have progressed over the course of four or five thousand years from a handful of scattered tribes living off the land to a highly technologically advanced global society with a population of over 7 billion and still growing; and with it the impending and serious repercussions of (14) environmental destruction and mass starvation. How and why did it happen? What will happen in the future? Of course, it's not our job to predict – we're historians. But, needless to say, every fact which comes into being is history in the making and that's what makes our subject so fascinating.

Now, let's move on to the development of political systems and their influence on our lives today.

{ Track 039 }

UNIT NINE

TASK 2

You will now hear part of a lecture given in a Biology course module.

First you have some time to look at questions 1-6.

[Pause the recording for 30 seconds]

Now listen carefully and answer questions 1-6.

Lecturer: Let's just recap on the main points before proceeding. So, what do we know about tardigrades, more commonly known as 'water bears'? Well, we've seen that they are aquatic organisms which resemble microscopic, transparent, (1) eight-legged bears and are seen as probably the most endearing of micro organisms. But they do not necessarily live in the sea or freshwater bodies; they can also occupy water pockets in land moss, beaches and even soil.

Tardigrades can vary in size - ranging from 0.1 to 1.5 millimetres - and are made up of just over 1,000 cells which grow in size rather than multiply. There are around 600 confirmed species and their lifespan may vary from 3 to 30 months depending on the environmental conditions. There are some striking differences between them and other invertebrates; the first one obviously being their appearance which is extremely bearlike; another one is movement - they move slowly, whereas the majority of invertebrates tend to dart around. Most of these have a simplistic form unlike the (2) tardigrada which have an anatomy and physiology similar to macrofauna which, if you remember, is the terminology used to describe larger creatures.

Take, for instance, their general anatomic structure; they have a well-defined head with rudimentary mouth parts, a segmented body, which is divided into four parts with eight short stubby legs each ending in rather lethal looking claws. The hind legs are fitted with backward facing claws - unique to this particular organism. These are used for grasping objects and propulsion in water but are unsuitable for walking. On closer examination, we can see that they also have a basic alimentary canal, which means that they are able to eat and excrete, and possess inner organs such as a brain, stomach and (3) ovaries which store eggs for reproduction. There is no circulatory or respiratory system, but other than that they can feed, mate and fight like any other full-size mammal.

So what makes these microscopic creatures so special? They are some of the smallest and yet toughest creatures on our planet. The tardigrade can survive in environments which would prove deadly for any other species. To prove this point, scientists have even carried out detailed research in deep space where they experimentally subjected them to intense ultraviolet radiation and still they returned to

active life. The terrestrial or land-based tardigrades have proven to be the toughest out of all of the species as they are subjected to the most extreme conditions. The reason behind this is that they are able to go into a cryptobiotic state, (4) by which I mean that their bodies are able to go in a dormant state and then come back to life when the conditions are suitable. These are truly fascinating creatures which have been known to remain in that dormant state for over 125 years. Revival typically takes a few hours depending on the length of time that they have been exposed to the conditions. So how do they do it? Well, let's take a look at the tardigrade in some very different environments.

Firstly, let's analyse their reaction to extreme heat. As I mentioned before, these organisms thrive in water but if by any chance their water source should dry up, as long as it is over a prolonged period of time, tardigrada are able to dry out almost completely, taking on a dry shrunken state which is called a tun, retaining only 3% of their body moisture. Even more surprising is the fact that (5) they can survive in temperatures of up to 303 degrees Fahrenheit.

This may seem to be impressive but it is only just the beginning. They are just as effective at shielding themselves against the extreme cold in the Arctic tundra. In test conditions, they have displayed considerable resilience surviving temperatures of minus 328 degrees Fahrenheit. In the same way, they form a tun of protection but there are also other factors which come into play. The freezing process is a gradual one and as they begin to freeze, they (6) produce proteins which disrupt the formation of ice crystals thus making it possible for revival with thawing. Despite the radical changes which occur in their metabolism, they seem to be none the worse for their transformation.

Now, let's examine how the tardigrade reacts to extreme salinity. In this kind of environment, the tardigrade...

{ Track 040 }

TASK 3

You will hear a lecturer speaking about Renewable Energy.

First you have some time to look at questions 1-7.

[Pause the recording for 30 seconds]

Now listen carefully and answer questions 1-7.

Today we will be continuing with the theme of renewable energy and the innovations which will make it a more viable and widespread phenomenon in the future. So far we've covered the emergence of solar power and its increasing popularity. But, in this lecture, we should be looking at wind-powered turbines and considering their impact on the future of green energy.

Wind power is seen as being one way of tackling our growing demand for energy. So, what do we need to set up a wind farm? Obviously wind - something we're certainly not short of in England - but also, at least for the time being, enormous areas of land often located in natural beauty spots. I'm sure you will have seen the enormous wind turbines as you drive along the coastal roads, looming eyesores out at sea or on nearby hills for mile after mile. These are, ironically, attacked by environmentalists even though they are seen to be one of the most environmentally-friendly solutions currently available. So, what do we know about wind turbines? Well, for a start they come in a variety of different designs. As the impact of environmental policies gathers more momentum, companies are investing a great deal more time and money into developing alternative designs. Today, we're going to examine and compare a number of different models already available on the market.

HAWT (H-A-W-T) or horizontal-axis wind turbines are the most commonly found on British wind farms. (1) They are constructed of a high steel tower which is between 60 and 90 metres, with three revolving blades which range from 20 to 40 metres.

Another type of wind turbine which is being piloted at present is the vertical axis turbine. In this lecture, we will be looking at two different models - the experimental ones built and currently being tested by Professor of bioengineering John Dabiri in his newly-established company in California and the (2) qr5 model, engineered and currently being marketed by a British firm. So why invest in the development of vertical turbines when there is a comprehensive range of horizontal ones on the market? Well, the vertical models demonstrate a number of indisputable advantages. The most obvious of these is that unlike the (3) horizontal-axis turbines, which can require anything up to a mile between them, these models take up considerably less space. Dabiri's model, which he likens to an egg-beater, is

only 10 metres high and the internal rotors are a mere 1.2 metres in diameter. Perhaps, the thing which makes Dabiri's organizational model particularly fascinating is the fact that it was (4) inspired by the movement, flow and geometric positioning within shoals of fish. He imitates this by placing the turbines much closer together than the horizontal-axis wind turbines - if strategically positioned, the air movement or vortices which are generated by each of the turbines can benefit the neighbouring ones.

(5) So, even though the HAWT models produce much more energy individually, over the same area as a typical HAWT wind farm, metre for metre, these vertical turbines collectively can produce 10 times more power.

The qr5 model turbine boasts various characteristics which make it one of the up-and-coming models. First of all, (6) it has been designed to work silently and to create minimal vibration, in contrast to the much noisier operation of the horizontal turbine. Secondly, it is probably the most attractive out of the three turbines, being a helical or twisted shape - a definite plus if you intend to situate it near an area of natural beauty. Being only 5 metres high and three across, it is far more compact than the other two models as well. Therefore, unlike Dabiri's model, (7) it can both operate on top of high buildings and in built-up areas. So far we've covered some basic facts about the type of turbines which are available. Now let's turn to their future impact on energy as a whole...

{ Track 041 }

TASK 4

You will hear a guest speaker talking to students in the Science Department of a university.

4A

First you have some time to look at questions 1-3.
[Pause the recording for 30 seconds]

Now listen carefully and answer questions 1-3.

Good morning, everyone. I've been invited to talk to you about computer-controlled driving by your department. It may seem a bit of a cliché - cars that can drive themselves. You may also think that it could only happen in the movies, but, in truth, it's more science and less fiction than it was - say - about twenty or thirty years ago. As you can see from your ever-evolving phones and computers, technology never stands still. In fact, it has made tremendous progress over the last few decades and is continuing to do so.

Okay. Now, one of the milestones in life, apart from becoming a home owner, is owning and learning to drive your own car; the latter can often be a stressful experience to say the least. There are many of us who have had to endure the stress of taking a driving test not only once or twice but even three or four times. We may find ourselves spending a great deal more than we originally intended to. So why go to all this trouble? Well, the answer is simple. (1) We no longer regard the car as a luxury but a necessity. As an integral part of our lives, it would be unthinkable for many of us not to own one, and yet driving and the problems related to it are one of the most frequently-cited sources of stress.

What if you didn't have to drive anymore? What if the car was programmed to do it for you? You could just sit in the car and do anything that you wanted without having to keep an eye on the traffic. Impossible, I hear you say. Well, not any more.

To illustrate, the first driverless, vision-guided robotic van appeared on the roads of Munich in Germany as early as the 1980s. At this time, the vehicle was still guided remotely using a system of internal cameras. Nevertheless it managed to reach speeds of up to 100 kilometres per hour on empty roads. As you can imagine, this was seen as a significant technological advancement by the automotive industry and subsequently (2) in the same decade the European Commission set up a fund for the development of autonomous cars.

But it wasn't until the 1990s that the technology was present to take it that one step further. In 1997, the American military built a fleet of autonomous vehicles which successfully navigated both off road and through city traffic near San Diego; and in 2007 Google also jumped on the bandwagon, manufacturing a fleet of seven cars which have travelled 140,000 miles on public roads with next to no human intervention and without requiring any additional road infrastructure which would be both costly and time consuming.

So, if that's the case, you may ask why aren't there more of these on

the road? Obviously, they are still in the preliminary stages of testing and have to be completely roadworthy before they are sold on to the public. Complex driving legislation and procedural bureaucracy means that they have to undergo a series of stringent tests, which have already taken decades. (3) What do these tests involve? Well, obviously, both the software and hardware would initially have to meet strict criteria and are nowhere near reaching this point yet. Let's take the example of Talos, a car which was designed and built for the D-A-R-P-A Urban Challenge competition staged in 2007. During preliminary tests, Talos had a near miss with another vehicle at a junction when it was distracted by sensor noise which means that it temporarily lost track of the other car and started to move forwards into its path. This incident proves that these sensory signals, which are the basis for their navigational system, are still no substitute for good old common sense and there is a lot more testing to be done. So, what would the impact be on our lives if we no longer had to drive? Well, of course it is impossible to predict this exactly but information gathered from market research has provided us with some indicators of how people might react to the introduction of an autonomous car. As you might expect, there were conflicting reactions - some being more positive than others.

{ Track 042 }

4B

Now you have some time to look at questions 4-9.
[Pause the recording for 30 seconds]

Now listen carefully and answer questions 4-9.

First, let's take a look at some of the more positive ones. One of the things which drivers find the most frustrating proved to be finding a parking space. Whether they wanted to go to work or do the weekly shop, they complained of having to spend far too much time trying to park. Advocates of the new technology claim that (4) the autonomous car can be programmed to drop you off, find a parking space and then pick you up at a prearranged time - eliminating both the stress involved in finding a parking space and the need for hiring a taxi. Sounds fine - unless something unexpected crops up. These cars aren't designed to cope with the unexpected. Let's say you are delayed for any reason or you decide not to take your car. What happens then?

Another thing which we can be pretty certain about is that in the current climate of rigorous health and safety checks, especially pertaining to anything mechanical, the autonomous vehicles will be far (5) safer than if they were being driven by humans. You may ask how I can make such a bold assumption on such limited evidence.

Well, it goes without saying that humans are being dictated by their emotions and in day-to-day life they are often subjected to conditions which put them under extreme stress. (6) So, in real terms this means that their performance is liable to fluctuate depending on both internal and external factors. Take, for example, a man who's just had a heated argument with his boss and is late for an important appointment. It is highly unlikely that his performance on the road would be as good as if he had left the office in a good mood. As humans, we are prone to tiredness, lapses of concentration, illness and even inebriation whilst driving, all of which lead to accidents and, in many instances, fatalities. This is obviously not so with computerized cars. In fact, some recent car models which are on our roads today have already been equipped with 'driver assistive systems', such as forward and side collision alerts, to inform the driver of a possible accident; adaptive cruise control, which maintains a steady distance between your car and the one in front; etc.

According to statistics, in the United States one third of deaths in young people between 15 and 24 are caused on the roads. The statistics in the UK reflect the same pattern with the highest mortality rate being amongst children and young people between the ages of 10 and 24. Overall, though, (7) the number of fatalities throughout the UK reached 2,222 in 2010 - admittedly a dramatic improvement on the previous years, making Britain one of the safest places in Europe for road safety - a commendable achievement but still representing a terrible waste of life, nonetheless. These statistics obviously do not include the ones who survive and are hospitalized, and all in all it's (8) bound to put a strain on the National Health System. So the onus on the autonomous car is to bring that figure down significantly.

One thing you can be sure about; if more computerized cars are on the roads, car insurance will certainly be impacted upon - especially if

accidents became a thing of the past. The premium will most likely go down – something which, with things as they are, is unlikely to happen in the foreseeable future. (9) But what would happen if even with a million to one chance there was a malfunction? The consequences would be dire as all cars would be locked together in a close formation moving at the same speed and with an equal distance separating them; each vehicle moving predictably. On a high-speed freeway, it would take only one car playing up to cause untold damage. Now, I'd like to turn to some of the more negative viewpoints of ..

{ Track 043 }

UNIT TEN

TASK 2

You will hear a member of the Research Team talking to visitors about the Global Space Centre.

2A

First you will have some time to look at questions 1-4.

[Pause the recording for 30 seconds]

Now listen carefully and answer questions 1-4.

Welcome to Global Space Centre. Thank you for coming. I hope you enjoyed the tour we laid on for you this morning – and the lunch, of course. Let me just introduce myself before we go any further. I'm Linda Paige and I am lucky enough to lead the research team here at the centre. Today, I will be giving the first of three talks on some of the most recent developments in space technology. I'm sure everybody's taken a look at their programmes and is familiar with the itinerary; but I'd like to remind you that each talk is an hour long with a fifteen-minute break and refreshments are available.

You will have noticed, if you've looked at your pamphlets, that all three talks follow a general theme. The question we're asking ourselves today is – are we alone? Is there life on other planets, and, if so, what are the implications for us – the human race?

In my talk, we'll be looking nearer to home – at the planet Mars. Anyone who is familiar with the red planet will instantly know that Mars is the fourth from the sun and is a dusty, barren, inhospitable world (1) with an extremely thin atmosphere and that it is incapable of supporting life – at least life as we know it. But there is evidence to the contrary when you start to examine the topography. During our research, we have come across water erosion features which suggest that there (2) were once rivers and shallow seas – a legacy of a planet which may have supported life at some point in time. It is now that we come to the crux of the matter. As humans and, perhaps more importantly, neighbours of this planet, surely it is our responsibility to find out what has happened to it. If there was life and it was obliterated, could the selfsame thing happen to us? Are we next? With this in mind, we have been (3) sending expeditions to Mars for more than 30 years. Data is gathered both from space and the planet itself by a piece of equipment called a rover. True to its name, the rover is programmed to move over the surface, taking samples and feeding back information to base. Until now these rovers have only been able to do this with varying degrees of success as the (4) Martian dust storms and extreme climate takes a toll on the vehicles; and, up to now, the amount of equipment that rovers have been able to carry has been limited.

{ Track 044 }

2B

Now you have some time to look at questions 5-10.

[Pause the recording for 30 seconds]

Now listen carefully and answer questions 5-10.

Before turning to the future, it is only right that we should examine the history of the Mars expeditions; of which there have been four to date – with varying degrees of success. (5) The first two rovers were sent by the Russians in the days of the international space race. These were called Mars Two and Three and were set to land in 1971. Unfortunately for the Russians, Mars Two crashed on impact and (6) Mars Three failed to operate more or less as soon as it landed. Despite the rocky beginning by the Soviets, this setback did not deter the Americans from going ahead with a series of missions to Mars, beginning with the Viking programme in which two space probes

were launched in 1975. (7) Both Viking Landers One and Two landed successfully in 1976. The landers' dimensions were a mere 1.09 by 0.56 metres and therefore could only carry a small amount of equipment with which to carry out biological testing – dimensionally speaking, not particularly impressive you may think, but remember (8) Viking Two continued to operate on the surface for 1,281 days and served to provide the foundations for the knowledge compiled on the NASA Mars database right up to the beginning of the 21st century. As you can imagine, this was a great achievement for the time and provided the springboard for future missions. This success was followed by the 1997 launch of the (9) Mars Pathfinder, which transported the Sojourner rover to the red planet. Compared with the previous mission this was only moderately successful, operating for just under two months before malfunctioning. This was also a small lightweight robotic rover at 10.6 kilograms, but by this time the equipment had advanced significantly with an onboard computer used for onsite data analysis. Last but not least, (10) the Opportunity which was launched in 2004 and was still operational in October 2011, surpassing the longevity of all other rovers up to date.

{ Track 045 }

2C

Now you have some time to look at questions 11-14.

[Pause the recording for 30 seconds]

Now listen carefully and answer questions 11-14.

So far, so good. So we've seen that the rover design has made palpable progress over the last three decades. We must ask ourselves what the future holds for these pioneers of Martian exploration. Well, many of you are probably aware that the latest rover, the Curiosity, was launched from the NASA base in Cape Canaveral last weekend. At this point you may be asking yourself what's the point? After all, the Opportunity is still functioning perfectly well and there is no reason to assume that it is going to malfunction in the near future. And so, inevitably, there will be those who may think that this programme is just a waste of taxpayers' money. Or even perhaps a mere publicity stunt. Obviously, they have not been filled in with all of the details because this project has, in truth, so much more going for it than any of its predecessors.

Firstly, it is less of a rover and more of a science laboratory. And, unlike its diminutive predecessors, it's the size of a small car and is packed with scientific equipment. When compared to the previous generation of rovers, it is five times as massive and is able to carry ten times the weight. We can only imagine the huge amounts of data it will be able to harvest from its surroundings. It may even pave the way for manned missions to Mars and future colonisation. Of course, we can only speculate at this point but, it is worth noting that in terms of human history it wasn't that long ago that the first men landed on the Moon.

As I said, it is far bigger than any of its predecessors which presented the designers with one outstanding challenge: its landing. Now, the smaller rovers used an airbag system which allowed them to bounce unharmed onto the surface. This was fine for something of their size but would be insufficient for the Curiosity, so that meant that scientists had to devise a brand new landing system from scratch. In order to land, the craft needs to position itself approximately (11) 125 kilometres above the planet's surface. At this stage, the rover is safely cocooned in its aeroshell which is in turn housed within a shield designed to absorb the fierce heat of atmospheric entry. Next, the (12) heat shield is jettisoned leaving the (13) sky crane, still in the aeroshell to slowly descend by parachute with the (14) rover suspended from cables. At about 10 kilometres altitude a parachute opens slowing the descent, and, finally, less than 2 kilometres before touchdown, the aeroshell is ejected and the rover is gently lowered to the surface by the sky crane, the cables are cut by small explosive charges and the sky crane flies away to crash well clear of the rover. So, let's say that the rover lands safely; it then has to go through a series of checks which last for several days before it can function as a laboratory. Initially, all communication connections have to be checked and the exact location has to be verified. Ideally, it should land somewhere in the Gale crater which contains some of the most accessible sedimentary deposits, which are ideal for scientific analysis. Now, what do they expect to discover in this crater? Well, based on the other evidence...

{ Track 046 }

TASK 3

You will hear a guest speaker talking to students in the Science Department about other planets.

3A

First you will have some time to look at questions 1-3.
[Pause the recording for 30 seconds]

Now listen carefully and answer questions 1-3.

Hello, I'm Bob Wilson and I am here to talk to you about the possibility of there being other inhabitable worlds. It may seem strange but ever since I was child, I have looked up at the skies and wondered whether there are other people on other planets doing exactly the same thing as me. Perhaps we are a mere pinpoint of light in the skies amongst millions of others. The question is where do we start looking? The time-honoured expression *a needle in a haystack* comes to mind but there are certain criteria which may help us to narrow down the odds.

I will start by examining the location of possible life-bearing planets. One thing the universe is not short of is planets – fascinating in their wide diversity and because of their sheer number. Surely, there must be more planets out there like our own. Naturally, there are limitations – the first one being the (1) type of star which they orbit. Some of which are far too hot or cold to support life. So the correct temperature is a crucial factor. This, of course, rules out the majority of stars in the cosmos.

Let's take, for example, a fairly typical solar system with a smallish yellow sun which resembles our own. Orbiting it there are seven planets some of which are rocky and others gaseous. Two of these (2) are located in the habitable zone; the others are either searingly close to the sun or occupy the frozen edges of the system. Either way, it is highly unlikely that any of these would be able to support intelligent life. So what about the others in the habitable zone? The likelihood of them being inhabited is still slim. Both Venus and Mars occupy this area and yet neither of them have conditions conducive for life.

So what makes us special? What separates our planet from the others? According to modern theorists, the key ingredients for life are (3) water and greenhouse gases. These gases trap enough heat to warm the planet sufficiently to keep the seas liquid and our planet at a comfortable temperature. I'm sure a lot of our environmentalist friends would throw up their hands in horror but there is a simple logic behind this theory. Carbon dioxide is the primary greenhouse gas in our atmosphere, and this was so even before the Industrial Revolution.

{ Track 047 }

3B

You now have some time to look at questions 4-8.
[Pause the recording for 30 seconds]

Now listen carefully and answer questions 4-8.

The amount of carbon dioxide gas produced is regulated by the carbon-silicate cycle, which is intrinsically linked to the tectonic movements of our planet – which are incidentally lubricated by large bodies of water such as seas and oceans. We're talking here about earthquakes and volcanoes and any other activity which involves the tectonic plates. To put it in a nutshell, the cycle begins with the (4) carbon dioxide in the atmosphere entering water vapour in the clouds, which eventually falls to Earth in the form of precipitation. The rain water itself is turned to a weak solution of (5) carbonic acid, which gradually starts to erode the carbonate and silicate rocks with which it comes in contact. Subsequently, the direct result of this erosion is the production of calcium, biocarbonate and silica, which are deposited (6) into natural water bodies such as rivers and oceans by the rain. These minerals are subsequently absorbed into the shells of sea organisms and become calcium carbonate. When these creatures die, their shells descend to the sea bed and it is at the point where tectonic plates crash together that (7) this calcium carbonate enters the molten mantle where it reacts with other silicate minerals and causes carbon dioxide gas to (8) emerge through volcanic eruptions and other vents.

{ Track 048 }

3C

You now have some time to look at questions 9-12.
[Pause the recording for 30 seconds]

Now listen carefully and answer questions 9-12.

So, the carbon-silicate cycle; what part does it play in global warming? Well, it's simply this: it acts as a giant blanket around the Earth. What happens is the radiation from the sun reaches the Earth and is absorbed into the ground. You can see it labelled on the PowerPoint diagram as (9) incoming solar radiation. It isn't all absorbed, though. As you can see, much of this incoming radiation fails to reach the surface and (10) is reflected away from the atmosphere instead. This means it is deflected harmlessly out into space, therefore maintaining the radiation in the atmosphere to its optimum level. You will also have noticed a group of arrows pointing in opposite directions. These represent the passage of infrared radiation through the atmosphere. A certain amount of (11) this is trapped by the greenhouse gases in the Earth's atmosphere, as well as being emitted from the surface. In this way the heat from the sun is effectively harnessed by our planet rendering our world inhabitable.

Now, let's return to our first point about what makes a planet habitable. So far we've seen that the planet has to be situated in a suitable solar system in the habitable zone. With this criteria fulfilled, it must also have sufficient water or something which equates to it and a way of perpetuating the production of greenhouse gases in order to trap the heat from the sun. Looking at our own solar system and at our neighbouring planets Venus and Mars which are also in our zone, we realise that fulfilling the conditions is not that simple – neither of these have an active tectonic system. Greenhouse gases on Venus have run amok leaving it unbearably hot. The evidence of past volcanic activity is apparent across its whole surface but the water which once most probably existed has evaporated a long time ago, meaning that the tectonic plates are locked together lacking the system of lubrication brought about by large bodies of water such as seas and oceans.

Mars, on the other hand, is a frozen planet whose core has cooled and can no longer power the movement of the tectonic plates.

(12) It is similar to Venus in the way that it lacks liquid water – although there is speculation that some may exist in the ice caps. But unlike Venus, it has an extremely thin atmosphere which affords little protection to its surface and leaves it vulnerable to extensive erosion. So we are all alone in this solar system but how about further afield?

IELTS Listening Exam Guide

{ Track 049 }

Narrator: Listening Paper

Section 1

Pg 50

Spelling Mini-task 1

Match the sounds of the letters in Column A to their written form in Column B. First listen to the example.

Example Sound: G

Narrator: The sound you heard was 'G', so you write the letter G in the box. Now match the rest of the sounds.

Sound 1: H

Sound 2: X

Sound 3: S

Sound 4: M

Sound 5: W

{ Track 050 }

Pg 50

Narrator: Spelling Mini-task 2.

Listen to the words being spelt out and write down what you hear.

1. o-n-o-m-a-t-o-p-o-e-i-a

2. e-v-a-n-g-e-l-i-s-t-i-c

3. Capital 'B'-a-i-r-n-s-d-a-l-e

4. i-n-f-i-n-i-t-e-s-i-m-a-l

5. a-m-e-l-i-o-r-a-t-i-o-n

6. p-r-e-j-u-d-i-c-i-a-l-l-y

7. Capital 'I'-n-v-e-r-n-e-s-s / Capital 'C'-a-l-e-d-o-n-i-a-n / Capital 'T'-h-i-s-t-l-e

{ Track 051 }

Pg 51

Narrator: Numbers Mini-task 2

Listen to the sentences and write the numbers that you hear below.

1. That's going to cost £5,445.

2. Including meals, it will come to £145.50 a night.

3. And here's your change; 25 pence exactly.

4. I was fortunate to come third; he almost caught me on the line.

5. I am quite proud of myself; finishing 181st in the marathon is no mean feat you know!

6. I make it \$15,000.99 based on everything we discussed.

7. The deposit you made at our branch last week was in the sum of €8,005.05.

8. You can call 0845 373 548 for further information.

9. The reference number you should quote is 911 438 882.

{ Track 052 }

Pg 51

Narrator: Dates and Measurements

Mini-task 1

Listen to the sentences and write down the dates that you hear.

1. My date of birth is the tenth of July, 1985. (female)

2. I believe the exams finish on the 14th of February – at least, that's what we were told in the briefing yesterday.

3. My wedding day, the 8th of March 2001, was the happiest day of my life. (female)

4. I expect the build to be finished in about three years' time – December 2014 is what we're targeting.

{ Track 053 }

Pg 51

Narrator: Dates and Measurements

Mini-task 2

Listen to the sentences and write the measurements that you hear below.

1. **Male:** To my recollection, it's about 10 foot 9 inches wide.

2. **Female:** I used to be considerably fitter; that five kilometre run we did yesterday really took its toll on me.

3. **Male:** The container's weight? Oh I'd say around 800 kilograms, give or take a few.

4. **Female:** Ridiculous; why have they come out with this 453 millilitre bottle? Such a stupid number! They could have rounded it up.

{ Track 054 }

Narrator: Putting it all together

Pg 52

Listening Section 1

Task 1

You will hear a woman talking to a man who works for a travel agency. First you have some time to look at questions 1-5.

[PAUSE THE RECORDING FOR 30 SECONDS]

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

Man: Morning. Can I help you?

Woman: I hope so; I wanted to inquire about booking a two-week vacation. I was thinking of somewhere in Africa – to see the wild animals. Would you have anything like that available?

Man: Yes. We've a Safari Holiday offer running for the rest of the month. Tours last a fortnight, so that sounds like what you're looking for.

Narrator: The holiday lasts for 2 weeks, so '2' has been written in the space. Now we shall begin. You should answer the questions as you listen because you will not hear the recording a second time. Listen carefully and answer questions 1-5.

[PAUSE THE RECORDING FOR 30 SECONDS]

Now listen and answer questions 1-5.

Man: Morning. Can I help you?

Woman: I hope so; I wanted to inquire about booking a two-week vacation. I was thinking of somewhere in Africa – to see the wild animals. Would you have anything like that available?

Man: Yes. We've a Safari Holiday offer running for the rest of the month. Tours last a fortnight, so that sounds like what you're looking for.

Woman: Just the ticket! Have you any spaces in June; around the 20th?

Man: June is all booked up, I'm afraid. The nearest date we have to that is May 21st. Are you booking for yourself?

Woman: Actually no; it's a present for my two sons – they're twins and they've just turned 16.

Man: Right. That's no problem; there is a minimum age for this tour in my notes, but it's 14, so your sons are more than welcome to sign up. In fact, they'd probably be quite excited by the prospect of going off on safari – I know I would have loved to at their age.

Woman: That's what I'm hoping.

Man: Let me tell you a little bit about it then and you can see what you think. The tour group isn't based in one place but travels around 20km across the flatlands of the Serengeti Park every day.

Woman: Sounds very nice! Isn't it expensive to go on safari like that though?

Man: It used to be that you couldn't book a tour like this for any less than \$1,000 per person, but these days prices are much more reasonable. We charge \$675.99 and that includes morning and afternoon, though not evening meals.

{ Track 055 }

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

[PAUSE THE RECORDING FOR 30 SECONDS]

Now listen and answer questions 6-10.

Woman: How can I find out about the tour itinerary in detail?

Man: I would recommend that you go directly to the website – safarafari.com. You'll find an answer there for any question you might have about the route and what they're likely to see.

Woman: Is that 'safa' – s-a-f-a – 'rafa' – r-a-f-a – and 'ria' – r-i-a?

Man: Safarafari; you got it!

Woman: What an odd name!

Man: By the way, I should tell you of course that the \$675-odd I quoted you includes flights; they're not an additional expense. What's more, though I'm sure your twins will love their adventure, the holiday promoter has given us a money-back guarantee, so, if they are unhappy and if they don't see all the animals listed on the website at one point or another during the tour, you can reclaim what you've paid.

Woman: Wonderful! It sounds like a terrific holiday and I'll definitely give it some thought.

Man: Don't dwell too long though.

Woman: Oh, why not?

Man: This tour is in demand and there are a limited number of spaces left, so you may miss out if you don't book early.

Woman: I see. Well that's a shame.

Man: Why are you disappointed?

Woman: I don't have that kind of money to hand at the moment even if I did want to book it for them.

Man: Never mind! You don't have to pay it all upfront; all you need to do is place a deposit to reserve your tour tickets; and that's only \$500.

Woman: Hmmmm, yes; I think I could manage that. Thank you. You've been very helpful and informative.

Man: You're very welcome.

{ Track 056 }

Narrator: Putting it all together

Pg 53

Listening Section 1

Task 2

You will hear a man talking to a recruitment agent. First you have some time to look at questions 1-6.

[PAUSE THE RECORDING FOR 30 SECONDS]

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

Woman: Now that I know you are interested and that we may have something for you, can I have your personal details so as to set you up as one of our clients?

Man: Of course. My name's Tom as I said at the start.

Woman: And your last name Tom?

Man: Rourke; that's R-O-U-R-K-E.

Narrator: The man's name is Rourke, so 'Rourke' has been written in the space. Now we shall begin. You should answer the questions as you listen because you will not hear the recording a second time.

Listen carefully and answer questions 1-6.

Woman: Now that I know you are interested and that we may have something for you, can I have your personal details so as to set you up as one of our clients?

Man: Of course. My name's Tom as I said at the start.

Woman: And your last name Tom?

Man: Rourke; that's R-O-U-R-K-E.

Woman: And how should we contact you Tom?

Man: You can send me an email anytime to tjrourke@tech.com; that's T-J.

Woman: Excellent. Now, you don't sound like you are from around these parts – I hope you don't mind me saying?

Man: Not at all; you're quite right. I'm from the South as you can probably tell by my accent.

Woman: I had guessed as much! Now, this is just a formality, but can I get the details of two people you would be happy to act as your references, were we to contact them?

Man: Of course. I assume you need a personal reference and a job ref, right?

Woman: That's correct.

Man: Well, my personal reference is Amily Green; she's a former work colleague of mine.

Woman: And what does Amily do?

Man: I believe she's a company director now. As for my work ref., it's probably best to give you my old line manager's details. Her name is Samantha Glee. Actually, here's a copy of my CV with all their contact information written down.

Woman: Perfect! And how about your industry-related qualifications?

Man: Well, I'm certified to use Navi. You know Navi software, right?

Woman: I can't say I do.

Man: It's a type of publishing software – market leader as far as I know. You spell it n-a-v-i.

Woman: Oh yes, I think I have heard of it. NewTech are behind it, right?

Man: That's the one. I'm also fully qualified to work as a mentor, trainer or staff development officer as I've got my licence to train, awarded by the state body Techna.

{ Track 057 }

Narrator: Before you hear the rest of the conversation, you have some time to look at questions 7-10.

[PAUSE THE RECORDING FOR 30 SECONDS]

Now listen and answer questions 7 to 10.

Woman: Right, well let me tell you what openings we have at the moment and you can tell me what you think.

Man: Go ahead.

Woman: Do you know Bell Limited?

Man: Very well; great company I hear.

Woman: I've heard good things, too. Anyway, they have a vacancy in their Golder's Green office. I can e-mail you the detailed job spec after we finish talking, but the gist of it is that you would be working in the Technical Support department as a technical consultant. Ah, and here we go! This one sounds perfect for you; experience with Navi is essential.

Man: I do seem well suited. Are there any more?

Woman: Nox has an opening at its Sutton Common offices. The ideal candidate will have about 2 years Quaddrome experience they say.

Man: Hmmmm. Well, I'm not certified to use Quaddrome, but I have years of experience with the software. What department?

Woman: Primarily the Graphic Design department, but also the Animation section. These are getting merged together shortly; they're calling the new department the Graphic and Animation Excellence Zone, but that's a while away yet, so for the moment you'd be sort of working between two different departments if you get me.

Man: I understand. Hmm. I don't know if I fancy that. Is there anything else?

Woman: There's a company called COMP PLC.

Man: Don't think I know it.

Woman: No. I think they've just relocated here to Central London from one of the suburbs. They're pretty new in town, but they've already started to develop a reputation for all the right reasons in tech circles.

Man: Worth considering then. Well, let me have a think and get back to you ... (fading)

{ Track 058 }

Pg 53

Narrator: Putting it all together, Listening Section 1

Task 3

You will hear a woman talking to the owner of a computer store. First you have some time to look at questions 1-4.

[PAUSE THE RECORDING FOR 30 SECONDS]

In the exam, an example will be provided, but here we will begin the test straight away.

Listen carefully and answer questions 1-4.

Man: Good afternoon. How may I be of service?

Woman: Well, yesterday, I spoke to your sales rep and he told me to call back today to finalise my order.

Man: I see. James, was it?

Woman: That's right.

Man: Yes, in fact James briefed me on your discussion this morning; I'm in the process of writing up your invoice just now.

Woman: What a coincidence!

Man: Perhaps you can help me by confirming some of your order details.

Woman: Of course.

Man: (Half mumbled, to himself) Hmm, so you made the order yesterday; the 20th of July.

Woman: I think you'll find it was the 21st yesterday.

Man: Oh yes; quite right; I'll just change the date on here. (To himself) Invoice number 251.

You are the owner of Express Freelancing, is that correct?

Woman: Indeed.

Man: And could you confirm your address for me please?

Woman: Certainly, we're on 25 Beechcroft Mews, Streatham Common, SW15 5TW.

Man: Right, is that S-t-r-e-a-t-h-e-m?

Woman: Not quite; it's 'ham' not 'hem' so h-a-m – StreatHAM.

Man: Great.

Woman: Can you give me your reference number for the order, should I ever need to refer back to it?

Man: Of course. Our reference is the purchase order number; 528635478; that's 528635478.

Woman: Thank you.

{ Track 059 }

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

[PAUSE THE RECORDING FOR 30 SECONDS]

Now listen and answer questions 5-10.

Man: Now, I have your order down as 2 print cartridges, correct?

Woman: Yes, that's right. £90 each, wasn't it?

Man: Huh, if it was, we'd be making quite the profit!

Woman: Excuse me?

Man: The unit price is half that; it's actually £90 in total. I expect that's good news!

Woman: Ah! Fantastic! Finding out you have to pay less than you thought is always good news. Have you any more good news for me? I also ordered ten boxes of glossy photo paper – maybe I heard £50 in total, not per box!

Man: In this instance, I'm afraid you heard right the first time! That's £500 for the photo paper then in total. Now, we're going to charge VAT at 22.5% and that'll give us a final total of £722.95.

Woman: Point nine, five?

Man: Did I say .95? My apologies; I meant to say .75.

Woman: Got it.

Man: Now, you'll receive your invoice shortly in the post and we require payment to be made before delivery.

{ Track 060 }

Pg 55

Narrator: Listening Paper Section 2; Mini-task 2; Multiple Choice

Listen to the advertisement about a local bakery and answer questions 1-4. Choose the correct letter, A, B or C in each case.

[PAUSE THE RECORDING FOR 30 SECONDS]

Now listen and answer questions 1-4.

Female: Brentner's Bakery is back! No longer over the dry cleaners, we're now less than a half mile from the river, next to Mulligan's pub. We're open seven days a week, 9 – 6 every day, and on Tuesdays and Thursdays we offer all our stock at a reduced price in what we call our midweek special deal. We only use local ingredients in our recipes, but not only are we known for supporting local producers, when you walk through the door you can always expect a hearty smile from one of the members of our staff. We've worked hard to develop our reputation, and though we are now under new management, and proud to be part of the Bakalak chain of bakeries, nothing has changed here at Brentner's – unless it's for the better. We've scaled up production to offer you even more choice than before, but you'll still get that authentic Brentner's feel when you walk through the door. Our new premises are purpose-built, so we are very excited about the prospect of being able to offer our customers even more. Drop in to Brentner's soon; we missed you while we were away!

{ Track 061 }

Pg 55

Narrator: Mini-task 3; Multiple Choice

Listen to part of a radio interview and answer questions 1 and 2. Choose the two correct options from A-E in each case.

[PAUSE THE RECORDING FOR 30 SECONDS]

Now listen and answer questions 1 and 2.

Male: We're delighted to welcome the chair of the committee Focus, which has been campaigning tirelessly for the last four years for a community centre to be built here in Durkville. Marissa Mali, you must be a very happy woman.

Female: Indeed. This is a great day for myself and the other committee members; the announcement that the centre has finally received approval to be built means that all our hard work and effort have finally paid off. It's been a long and difficult journey to get here; after all, we had our funding request turned down by almost everyone – the local government, local companies and so on. Even the government agency tasked with providing support for community projects turned a deaf ear to us, so it was, at times, very distressing. In the end, we just decided that we had no choice but to attempt to raise the money ourselves, so we turned to the people of the local community for their support. They were absolutely brilliant and we managed to raise £250,000 of the total amount needed. We still had a long way to go though, and it wasn't until we received backing from a very unlikely source that we were finally able to start to contemplate the realisation of our goal. Who would have thought that where local business had refused to step in and help, a large foreign firm with branches just about everywhere on the planet would come forward instead. Funny thing though; as if the funding battle wasn't enough, we were soon into another battle when some people living close by took us to court on the grounds that the community centre would (a) not look very nice at all, nor fit in with the existing architecture and (b) force other businesses out of the area. I'll never understand the grounds for that last statement, but anyway, that's all water under the bridge now. The planning board has finally approved our little plan, so we're building ourselves Lakeview's first ever community centre. How fantastic!

{ Track 062 }

Pg 56

Narrator: Mini-task 4; Map Labelling

Listen to an architect describe the plan for a new community centre and answer questions 1-5. Write the correct letter, A-G, next to questions 1-5.

[PAUSE THE RECORDING FOR 30 SECONDS]

Now listen and answer questions 1-5.

Female: The centre will have one entrance, located at the front of the building, towards the middle point of the front side. As you walk through the entrance hallway, the hallway itself will open out into the Sports Hall, the two zones essentially being one and the same room. To the immediate left as you enter is the Gym, and on the opposite side you'll find the Art and Craft Centre (top-left of the map as you look at it). The only way to access the Recreation Zone is through the Gym. The Recreation Zone is the middle room on the right as you view the map. It's not connected to the other room on that side, the Internet Zone, which is only accessible once you return to the Sports Hall. Opposite the Internet Zone then is the Theatre, and between the Theatre and the Art and Craft Centre lies the Conference Room.

{ Track 063 }

Pg 56

Narrator: Mini-task 5; Diagram Labelling

Listen to a scientist describe a diagram of a whale for a group of students and write the correct letter, A-H, next to labels 1-5.

[PAUSE THE RECORDING FOR 30 SECONDS]

Now listen and answer questions 1-5.

Female: Let's start here, at the tip. Now, obviously that's the tail – it wouldn't take a genius to figure that out. However, the technical term for either side of the rectangular area known to you and me as the tail is a fluke, so let's call this area the flukes rather than the tail. Every whale has one dorsal fin located on the top-side of the body. The function of this fin is to stabilise the animal and help it to turn quickly in conjunction with the tail. Either side of the body – a little further up then – you'll see a pectoral fin. These are equivalent to the arms of us humans. Notice also the, I suppose you would call them lines, going halfway down the underbelly of the whale. We term these the ventral grooves. Topside then, just above the eye, there are a series of blow holes for the whale to, well, breathe essentially. These are the whale's nostrils if you like. Between the eye and the mouth, we have the lip grooves, and then moving to the mouth itself, instead of teeth the whale has what's called baleen; a bone-like structure that functions similarly to teeth for the whale. This particular species, the Blue, sucks in millions of little plankton through its baleen, which almost acts like a filter; stopping anything large and unwanted from getting through. On top of the head, in the nose area if you like, are the tubercles – sort of bumps or protuberances which... (fading)

{ Track 064 }

Pg 57

Narrator: Mini-task 6; Matching

Listen to a recruitment consultant give a talk to a class of school students about different types of job in the catering industry. Write the correct letter, A, B or C, next to questions 1-5.

[PAUSE THE RECORDING FOR 30 SECONDS]

Now listen and answer questions 1-5.

Male: The catering manager is responsible for overseeing all activity in the restaurant. He or she will typically be a degree-holder with several years' prior experience built up. The role of catering manager is not one you can normally walk into fresh out of college. The catering assistant on the other hand is a bit like a PA. He or she needs to do a lot of running around on the manager's behalf, so having your own transport is a must. Many college graduates start out as catering assistants, with the intention of working towards a promotion to catering manager, but a higher level qualification is not by any means a prerequisite for this job. Now, the sous chef has a very important role. He is the head chef's assistant. In the past, most chefs learned their trade in the kitchen, but nowadays, most restaurants require their chefs to have obtained a higher level award; a diploma or degree in cooking typically. This is certainly true of the sous chef, given how important his role in the kitchen is. As for the waiter, a third-level qualification is not a prerequisite obviously. Indeed, the most important thing to have is the right attitude and to be good with people. Other than that, the ability and willingness to work non-standard hours is a definite advantage. You might find that one day you are working a twelve-hour shift and the next you are only in for the morning. It goes like that when you are in the waiting business. The maître d' is in charge of the service area of the restaurant. This is effectively a management role, but not one which demands third-level training. Most maître d's start out as waiters and work their way up. It certainly isn't a quick or easy route into management, but can be quite rewarding when you get there. The trouble is, like the waiter, you have to be prepared for unpredictable hours.

{ Track 065 }

Pg 57

Narrator: Mini-task 7; Matching

Listen to a critic discuss the good and bad points of hotels in the local area. Write the correct letter, A-H, next to questions 1-5.

[PAUSE THE RECORDING FOR 30 SECONDS]

Now listen and answer questions 1-5.

The Great Britain certainly does feel very 'grand'; the rooms have been finished beautifully and, in fact, the whole hotel is immaculately

well-presented. Service is satisfactory, rooms are adequate in size, but the one disappointment perhaps is the lack of atmosphere; staff behave coldly towards guests – or so it seemed to me at any rate. The Savoy is similar in many ways to the Great Britain. It ticks a lot of boxes without being amazingly special in any one area, but I have to say there is one standout feature – that amazingly opulent restaurant it boasts on the roof terrace. It's hard to do it justice, but this is an absolutely fabulous eatery.

The Grand failed to blow me away I have to say. Décor, location and service – meh; I've seen better. Staff – the same. Facilities – meh. I'd heard great things about the restaurant, but was not really blown away by this either. Its one saving grace is perhaps the fact that the accommodation is so roomy; the room I stayed the night in would have put up a worthy challenge in the size stakes to my entire apartment!

There's nothing much I can say about the Wimbledon – nothing positive anyway. Wimbledon is a lovely area, though, which is about all this hotel has going for it...

And as for the Arc, it ticks a lot of boxes and does everything competently, but I felt that it only excelled in one area – the huge selection of activities rooms and general facilities at your disposal.

{ Track 066 }

Pg 58

Narrator: Example 1
Section 1 Question

You will hear a woman talking to a man who runs a local soccer club. First you have some time to look at questions 1-6.

[PAUSE THE RECORDING FOR 30 SECONDS]

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

Man: Morning. Can I help you?

Woman: Oh, I didn't see you there. I hope you don't mind me wandering around the grounds of the club like this, do you?

Man: Not at all; it's a community club, owned and run by members of the community since the day it was founded all the way back in 1866; anyone can come here. Feel free to look around as much as you like, and if you need any help, just let me know.

Narrator: The club was founded in 1866, so '1866' has been written in the space. Now we shall begin.

You should answer the questions as you listen because you will not hear the recording a second time.

Listen carefully and answer questions 1-6.

Man: Morning. Can I help you?

Woman: Oh, I didn't see you there. I hope you don't mind me wandering around the grounds of the club like this, do you?

Man: Not at all; it's a community club, owned and run by members of the community since the day it was founded all the way back in 1866; anyone can come here. Feel free to look around as much as you like, and if you need any help, just let me know.

Woman: Well, actually, I'm here checking the club out for a reason; my youngest son is football mad and I promised him he could join a local club when he turned 10. I don't suppose you would have time to tell me a little about Malden Soccer Club now that I've had the good fortune to run into you, would you?

Man: Of course. What would you like to know?

Woman: Well, I don't know much about football really ... hmm ... let me see, eh ... is it a good club for a kid my son's age?

Man: I certainly like to think so. You say your son is 10; well, our under-12s have won the Conference Cup many times, and, in fact, they hold a record for having won it three consecutive times in the mid-nineties; we're a pretty successful club you know!

Woman: I see. And have you really been going since what was it ... ?

Man: 1866. Though I'm pleased to say I wasn't around back then! We're the longest running club in the area of Greater London.

Woman: I see. And can Danny – eh, that's my son's name – can Danny just turn up and start to play or what happens?

Man: Well, first things first, let me say your timing is perfect because, in answer to your question, Danny can't just turn up and play, he has to take part in the trials for the upcoming season, and they take place on Oak Lane this Friday at a quarter to five.

{ Track 067 }

Narrator: Before you hear the rest of the conversation, you have some time to look at questions 7-10.

[PAUSE THE RECORDING FOR 30 SECONDS]

Now listen and answer questions 7-10.

Woman: Fantastic! So if Danny comes along to the trials, he can play?

Man: Only if he is good enough. We hold regular training sessions every Wednesday and Friday evening at 7p.m., but only for those who make the squad. Unfortunately, we can't accommodate everyone.

Woman: And if he makes it through the trials, does he have to then pay a membership fee or something? Is playing soccer that expensive I mean?

Man: He'll have to buy our team's gear, which would set you back about £120. There was a time when we used to charge an annual membership fee of £300 as well, but these days we charge nothing. We just ask that people donate what they can.

Woman: That sounds very reasonable. Oh, he'll be very excited when I tell him about the trial – I do hope he can make it!

Man: I guess we'll find out on Friday – and you're welcome to come along and watch ... (fading)

{ Track 068 }

Pg 59

Narrator: Example 2

Section 1 Question

You will hear a man talking to a woman who works at a computer store. First you have some time to look at questions 1-3.

[PAUSE THE RECORDING FOR 30 SECONDS]

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

Man: Sorry, would you mind helping me for a moment?

Woman: Certainly, what can I do for you?

Man: Well, I get confused by all this technical jargon written on the labels beside these laptops you have for sale. All I want really is a computer with a webcam so I can chat to my sister in Australia on the internet, but what does all this other stuff mean?

Woman: Good question. Well look, take these three computers you've been looking at here. Why don't I explain them to you, starting with the feature you just mentioned – the camera.

Narrator: The first feature is camera, so 'Camera' has been written in the space. Now we shall begin. You should answer the questions as you listen because you will not hear the recording a second time.

Listen carefully and answer questions 1-3.

Man: Sorry, would you mind helping me for a moment?

Woman: Certainly, what can I do for you?

Man: Well, I get confused by all this technical jargon written on the labels beside these laptops you have for sale. All I want really is a computer with a webcam so I can chat to my sister in Australia on the internet, but what does all this other stuff mean?

Woman: Good question. Well look, take these three computers you've been looking at here. Why don't I explain them to you, starting with the feature you just mentioned? The camera.

Man: That would be great.

Woman: Right, well, looking at the Inspirat, it has a 1-megapixel integrated webcam – that just means it's fitted into the body of the laptop itself. Same goes for the Chaser, the only difference being that it uses a 4-megapixel camera. The higher the number of pixels, the better the image quality will be. This one, the Gel 2.0, might suit you even better though; after all, you said you would be making calls and not only does it have an integrated webcam, it also has an integrated microphone, too.

Man: Oh; that does sound good. Is there anything else I need to consider?

Woman: Well, the power source is important – and by that I mean the battery life. The Inspirat has a 6-cell battery which lasts 5 hours. The Chaser's battery life is very impressive though; a 9-cell battery with 8 hours of life as standard – that's a good deal. As for the Gel 2.0, its battery life is not so impressive – four and a half hours and a 6-cell battery.

Man: Okay. I think 4.5 hours is plenty of battery time, though.

Woman: So long as it meets your needs, that's the main thing. Another good thing about the Gel 2.0 is the fact that it has a large screen – 17.3 inches. That's as compared to the Chaser's 15 inches and the Inspirat's 14.

{ Track 069 }

Narrator:

Before you hear the rest of the conversation, you have some time to look at questions 4-10.

[PAUSE THE RECORDING FOR 30 SECONDS]

Now listen and answer questions 4-10.

Man: And what does this hard-drive memory mean? What's 500 gigabytes when it's at home?

Woman: Basically, bigger is better here. The bigger your hard drive is, the more information you can store on it. The Inspirat gives you a very reasonable 500 gigabytes, but the Chaser goes one better and raises it to 750GB.

Man: What about the Gel 2.0?

Woman: Quite a small hard drive – only 250 gigabytes, but it does come with a free external hard drive, too, which is an added bonus.

Man: I see. And do I get anything extra if I buy one of these? They are very expensive after all.

Woman: You certainly do; we have special offers running on all our products. The Inspirat, for example, comes with a black leather laptop case.

Man: Nice! What about the other products?

Woman: Well, the Chaser comes complete with a colour printer – the Pixtra 500. As for the Gel 2.0, what you get is just a piece of paper, but it is a very important one, it must be said. The manufacturer offers you a 12-month warranty which includes a clause that says a replacement laptop will be provided in the case of any malfunction, however small, provided the laptop has not been misused.

Man: I see. Hmm, that's given me much to think about ... (fading)

{ Track 070 }

Pg 59

Narrator: Example 3, Section 1 Question

You will hear a woman talking to a man who works at a travel agent's. First you have some time to look at questions 1-5.

[PAUSE THE RECORDING FOR 30 SECONDS]

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

Man: Good morning, Andy speaking; how may I help you?

Woman: Hello Andy. My name is Ann Clarke and I want to enquire about your holiday offers if I may, but first, can I have your full name please?

Man: Certainly. It's Andy – A-N-D-Y – Johnson.

Woman: Thank you Andy.

Narrator: The agent's name is Andy, so 'Andy' has been written in the space.

Now we shall begin. You should answer the questions as you listen because you will not hear the recording a second time. Listen carefully and answer questions 1-5.

Man: Good morning, Andy speaking; how may I help you?

Woman: Hello Andy. My name is Ann Clarke and I want to enquire about your holiday offers if I may, but first, can I have your full name please?

Man: Certainly. It's Andy – A-N-D-Y – Johnson.

Woman: Thank you Andy.

Man: And how can I be of service to you today?

Woman: Well, I was wondering about your summer holiday offers – have you any good deals at the moment?

Man: There are two I would strongly recommend actually.

Woman: Oh; go on.

Man: The first is open from the 22nd of June until the 14th of September. Basically, we've developed an Austria holiday package that covers flights and accommodation in a 4* hotel for 8 days.

Woman: Tell me more.

Man: Glad to; the price is inclusive of guided tours and a rental car – that's a pretty good deal. The only thing you don't get as part of the package is your meals, but a lot of people prefer to eat out and buy the food of their choice anyway.

Woman: Sounds pretty good. Anything else I should know?
Man: Well. The hotel is very proud of its luxury spa. Apparently, it's one of the best beauty treatment centres ...

{ Track 071 }

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

[PAUSE THE RECORDING FOR 30 SECONDS]

Now listen and answer questions 6-10.

Woman: That's a really tempting prospect, but you mentioned there were some alternatives?

Man: How about the Netherlands? We have some good value deals there in August from 10th to 25th.

Woman: Perhaps. How long for?

Man: One less night for about the same price, plus it's an accommodation-only deal; you'd have to make your own way there.

Woman: Hmm. I don't think I like the sound of that.

Man: It must be said, though, that there are a good many perks to this holiday; for a start, the hotel is located very close to Amsterdam, the capital city. In fact, it's within walking distance of many of the famous sites. Food is also included in the price – well, to be more precise, breakfast and dinner at any rate.

Woman: It's a tough decision to make; which one do you think children would most enjoy?

Man: Well, the tour provider in Amsterdam caters for families and indeed actually encourages them to come along by offering a special discount when they book together.

Woman: Oh, that sounds like the kind of attitude we'd approve of; you see I'm planning on taking my five children along – and my husband if I can twist his arm.

Man: I would strongly recommend Holland then, on the basis that the tour operator is very family oriented.

{ Track 072 }

Pg 60

Narrator: Example 4, Section 2 Question

You will hear an event organiser explain the route of a charity walk to event participants. First you have some time to look at questions 11-14.

[PAUSE THE RECORDING FOR 30 SECONDS]

Now listen carefully and answer questions 11-14.

Now, if I can have everyone's attention for just a moment please, let's have a look at the map as it's almost time to get on our way. Bottom-left in the corner; that's us at Kingston Gate. You can see a café and toilets up ahead. Our route will take us on what's called Bushy Trail – which I've drawn on the map – northwards past Ham Gate towards the Richmond Entrance, and then on towards Roehampton Gate heading eastwards. That's about halfway round, so perhaps we should stop and have a drink in the café there. Notice there are car parks marked out at Richmond and Roehampton, and in the centre of the park. Well, there's also one between the Robin Hood and Kingston gates, closer to the Kingston side, and still on the main Bushy Trail. That's where we'll head next.

'Why a car park?', you might ask. Well, for the simple reason that there's a lovely grass area nearby and it's the perfect place to have our picnic lunch before moving on again back up the trail towards Robin Hood Gate and then taking a left for the Isabella plantation – a short walk off the main trail on a smaller trail I've highlighted called the Isabella Walk. It's truly spectacular this time of year, believe me. You won't see our final stop on or near the Bushy Trail though. For this one, we're going to head towards the central park area, right next to the main car park, to a place known as Pen Pond. Pen Pond is full of beautiful wild birds and is a big tourist draw.

{ Track 073 }

Narrator: Before you hear the rest of the talk, you have some time to look at questions 15-20.

[PAUSE THE RECORDING FOR 30 SECONDS]

Now listen and answer questions 15-20.

So, here we are at the beautiful Isabella Plantation, an area which I

highlighted at the beginning of our walk. The plantation has gone through various transformations to get to where it is today, starting out life as quite a boggy area, separating two local woods. What you see before you then – the present incarnation – has developed over a number of years through a great deal of hard work. Today, the trees and shrubs have matured, and the Isabella has unrivalled beauty as a woodland, in this area at least, I think you'll agree.

The name itself; well, there is a certain amount of confusion over where it comes from. Some suggest Isabella was the wife or daughter of a prominent member of staff, but most weigh in behind the idea that Isabella in this case is a corruption of the word Isabel, which was used to mean 'dingy' or 'yellow' as far back as the 15th century. You see, the soil originally found in this part of the park had a rather strange yellow tinge to it, so that's the claim those in the know hold to be most likely true.

It was way back in 1831 that the park ranger, Lord Sidmouth, first fenced off the area. He planted some oak, beech and sweet chestnut trees here, not for aesthetic reasons, but primarily as a source of timber, and named the park. More than a century later, work began on creating the little clearings, ponds and streams that have become so familiar. Park Superintendent from 1951 to 1971 George Thompson established an evergreen area around the new Still Pond and also seeded a number of exotic shrub and tree species. The main stream wasn't dug until 1960, and Peg's Pond, the largest water feature in the area was incorporated into the plantation at around the same time. A wild stream was dug more recently in the late 80s and a bog garden was created at the beginning of the 'nineties', and colonised with species of fern and water plantains.

The area now has a huge variety of different species meaning there is something to enjoy year-round. I'm often asked when the best time to visit is, but to tell you the truth, whenever you make the journey, there'll always be something in bloom. If I had to choose, I would say spring though. Granted summer boasts the beautiful irises and lilies, but what can compete with flowering daffodils and magnolias, not to mention the azaleas and rhododendrons? Autumn can be a special time, too, and I've always loved the colouring of the rowan tree at that time of year. That said, for me it would always be spring if I could only visit the once.

{ Track 074 }

Pg 61

Narrator: Example 5; Section 2 Question

You will hear a civil engineer explain the workings of a hydroelectric dam to a group of students on a school outing. First you have some time to look at questions 11-15.

[PAUSE THE RECORDING FOR 30 SECONDS]

Now listen carefully and answer questions 11-15.

Before we go and look at the dam, maybe we should learn a little bit about how it works. I'm passing around this diagram (there's one for everybody, so please pass the sheets on after you've taken one). On the left-hand side is where it all starts; the water builds up in the reservoir and is stored there until it is released and the process of making electricity begins. Look at where the reservoir is connected to the actual generating facility; this is called the Intake and it controls how much water is allowed into the channel. This channel is known as a penstock – very simply, a pipe conducting the water into the generating facility. If you look to the bottom of the pipe, you'll notice the turbine there. The pressure of the water drives the turbine round and round, creating energy which is harnessed in the generator, attached to and directly above the turbine. The generator is stored in a place we term the powerhouse. This is a secure facility normally only open to a select group of staff, so you are in for a real treat today when we go to see it, as few people ever have the opportunity. You may have noticed that there are a series of wires connected to the generator; these are long-distance power lines and they transfer the newly-produced electricity onto the main grid. Of course, when the water has passed through the generating facility it flows back out into the river and is allowed to take its natural course down to the sea. The environmental impact of this generating facility is therefore low and great care has been taken not to disturb the local habitat too much.

{ Track 075 }

Narrator: Before you hear the rest of the talk, you have some time to look at questions 16-20.

[PAUSE THE RECORDING FOR 30 SECONDS]

Now listen and answer questions 16-20.

So, now that we've seen the dam, I'm sure you've been struck by the sheer scale of it. And believe it or not, you are standing inside the dam with the largest generating capacity in the world. Well, let me clarify, Three Gorges in Hubei province actually has the greatest instantaneous generating capacity, but here at Itaipu we can produce more electricity in one year than any other dam on the planet. Impressive, no? Truth be told though, our claim to fame will be very short-lived because a new dam is being built at the Jinsha River Complex that will outperform and out-scale both ourselves and Three Gorges in the not-too-distant future. To give you a better idea of the scale of these constructions, let's compare Itaipu to a dam you might be more familiar with; say Churchill Falls in your hometown in Canada. Itaipu produces almost 100 terawatt hours of electricity every year. Churchill's production capacity is just over one third of that – around 35. Mind you, Churchill's capacity is still very impressive; I mean, being able to produce 5,429 megawatts at any one time is not bad now, is it? You've probably realised that most of the dams we've been discussing are in China. China really does dominate in this department as far as dam construction is concerned. As for the Americas, Churchill bows to Grand Coulee in the size stakes, but it comes in a respectable second. Now, before we move on, does anyone have any question?

{ Track 076 }

Pg 62

Narrator: Example 6; Section 2 Question

You will hear a trail guide talking about Wicklow Mountains National Park trails. First you have some time to look at questions 11-14.

[PAUSE THE RECORDING FOR 30 SECONDS]

Now listen carefully and answer questions 11-14.

I'm delighted to see so many of you have turned up today. It's good to know that the passion for the outdoors is still alive and well in so many of us. Now, before we start our hike, I'm going to go through some of the options there are so that you know for future reference, should you want to come back on your own some time and do one of the routes without me. Of course, I should point out that you don't actually have to walk at all. Though not quite a trail, I've included Lower Mountain Road on my map to show you how you can drive across the national park if you wish. You'll see it's a fairly direct route running from the southeast to the northwest, represented by the solid line I've drawn – that's Lower Mountain Road then. My favourite trail runs along the circumference of the park area; it's called the Valley Circle Walk. Now, that would take a good 8 hours to complete and the good news is we'll be doing just that today! It's hard work, but, trust me, you'll love the views along the way. The most direct hiking route across the park is called Peak Path. See the trail I've marked there which sort of splits the park in two; that's it – Peak Path; walking at a fairly relaxed pace, I'd say you'd have that done in about 3 hours? There's Summit West Trail as well. That follows Peak Path some of the way, and then circles around the western side of the park. So there you have it; now, we'd better get a move on because we've a long day ahead of us.

{ Track 077 }

Narrator: Before you hear the rest of the talk, you have some time to look at questions 15-20.

[PAUSE THE RECORDING FOR 30 SECONDS]

Now listen and answer questions 15-20.

Right, now turn over your map. On the other side there's another illustration which focuses on the features of our trail today. I'll start by pointing out the main ones to you. Where we are now is called Lookout Point. Just south of us is an area where deer are known to graze. The deer are usually nestled between Lookout Point and Roundwood Reservoir, so there's a good chance we'll spot some today. Where our trail meets Peak Path on the west side, there's an

area called the Blessington Lakes. This is spectacular; perhaps the highlight of the entire trail. At the other end of Peak Path is a useful amenity; Hikers' Store – always a good place to pick up some supplies. We won't be going there today on our trail, but O'Reilly's Pub, the highest pub in the country is located midway up Peak Path, or just past the pine forest, if you prefer. North of Hikers' Store on the opposite side of our trail is Peak-view Lake; as the name suggests, this area offers wonderful views of the picturesque Glendalough Lower and Upper Lakes.

{ Track 078 }

Narrator: Listening Paper Section 3

Pg 63

Mini-task 1

Narrator: You will hear two students talking to a lecturer about an assignment in their human resources module. First you have some time to look at questions 1 to 4.

[PAUSE THE RECORDING FOR 30 SECONDS]

Now listen carefully and answer questions 1 – 4.

Lecturer: Here is what you've been waiting for; I awarded you a Grade B; I know you might be a little disappointed, but B is a very good score and assignments have to be of a very high standard to get an A. Well done to you both, Emily and Hal.

Emily: Thank you professor, though we are a little bit disappointed, I must admit. Would you mind terribly explaining where we went wrong?

Lecturer: Of course not.

Emily: Well, the task was to design the disciplinary procedure for a multinational company whose staff are based in virtual offices around the world – most of them, in effect, working from home. We looked at the existing guidelines most companies use and found that the first step is always to have an informal chat with the employee in a meeting room and tell them exactly what the infringement was, so we decided that that should naturally be our Step One.

Lecturer: It's true; most companies do have an informal discussion to start with. The problem here though is that you didn't think about the business model; the logistics of bringing an employee in for a meeting would be complicated. Why not just 'conference call' them over the internet?

Hal: Of course! We overlooked the fact that staff are spread out everywhere and that it's impractical to have a face-to-face.

Lecturer: Precisely.

Emily: Oh I see. And that's the problem with Step Two as well I guess; how can an employee be issued with an oral reprimand in the presence of the HR manager? I think I understand where we went wrong.

Hal: What about step 3?

Lecturer: That's fine for any business model; the first written warning is normally accompanied by a period of probation during which, if the employee steps out of line, immediate action can be taken. The fact that employees are spread out widely is not a barrier to issuing a written warning – at least, not in the same way as it would be to a verbal one, what with the email and so many other communication devices now at our disposal.

Hal: What about our next step then; I thought it sounded fine?

Lecturer: There's nothing wrong with having the employee sent out on paid leave while the matter is investigated further, but I feel that you are missing a few important steps before this should happen. Remember, in business, in order to cover yourself legally, you must have very clear and detailed procedures for disciplining staff and you must follow these to the letter to protect yourself. I just felt that your guidelines weren't detailed enough.

Emily: This is making a lot of sense; thank you, professor.

{ Track 079 }

Pg 64

Narrator: Listening Paper Section 3, Mini-task 2.

You will hear three science students talking to their lab tutor. First you have some time to look at questions 1 to 8.

[PAUSE THE RECORDING FOR 30 SECONDS]

Now listen carefully and answer questions 1 – 8.

Tutor: Now guys, we've talked about doing this lab trial for long enough, it's time to get started. Before I give you the go-ahead to go out and solicit potential participants though, let's make sure you're all clear on the steps that need to be taken at each stage during the trial. Jim, I'll start off with you; tell me about the first phase.

Jim: Okay, well the qualification phase will involve us making sure that we have obtained the informed consent of participants.

Pat: In writing.

Tutor: Thank you, Pat. You'll have a chance to speak in a moment. Continue Jim.

Jim: Well, after they consent to be part of the trial, we'll have to begin carrying out the screening tests to ensure that we pick the right candidates for the trial.

Tutor: Exactly Jim, very good. Over to you Pat.

Pat: Well, once that's been done, we're then into the characterisation phase; basically we start the trial. First, we'll need to ensure the Aerobic Capacity Test goes to plan. Then we'll need to correlate the data and calculate with as much accuracy as possible the Ground Reaction Force.

Sally: What about these scans?

Pat: I'm getting to that Sally. Yes, and last but not least, a series of MRI scans will be conducted in order to confirm our findings.

Tutor: Continue please Sally.

Sally: The last phase is probably the most important to the overall success of the trial; the experimental phase, that is. Each day, trial participants will have to allow us to draw 15 millilitres of blood.

Subjects will then be administered eight treatments, and, of course, they will, at all times, be kept on a strict diet.

Tutor: How will we wind up the trial anybody?

Pat: Isn't that where we do the physical exam for all those who agreed to participate after the trial is over?

Tutor: Exactly.

{ Track 080 }

Pg 64

Narrator: Listening Paper Section 3, Mini-task 3.

Narrator: You will hear two students talking to a lecturer about an upcoming presentation for their Geology 101 class.

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

[PAUSE THE RECORDING FOR 30 SECONDS]

Now listen carefully and answer questions 1 – 5.

Lecturer: Adam and Monique, since you are so nervous, why don't we have a dress rehearsal?

Monique: What do you mean?

Lecturer: Just do your presentation right now in front of me and pretend this is the real thing.

Monique: Oh, okay. What do you think Adam?

Adam: Let's give it a go!

Monique: Welcome everyone. Today, Adam and I are going to talk to you about the water crisis the world is likely to face this century unless something radical is done now to prevent disaster. But before we broach the main theme of tonight's presentation, we would like to talk you through what's known as the Water Cycle. Adam, if you could start.

Adam: Okay, if I could draw your attention to the illustration on the screen; this, basically, is the Water Cycle Monique was referring to. We call it a cycle because, in theory at least, it is a never-ending cycle where the water gets reused and recycled over and over again and never runs out. Starting on the left-hand side as you look at it then, we have rain – precipitation – which falls to the ground. One of two things can happen to this water: (a) it will remain on the surface and find its way into streams, rivers and lakes, and ultimately back to the sea – we call this water *surface runoff*; or, (b) it will be absorbed by soil and rock and find its way into underground channels in a process we call transpiration.

Monique: Percolation Adam!

Adam: Eh uh, yes, sorry, that's what I meant. Some of the surface runoff will evaporate before it ever reaches the sea, some of it may be collected by plants – water of course being vital to the survival of all living things. The underground reserve though, for want of a better term, will travel in what's referred to as a return flow back to the sea or back to the surface in one way or another. Only then will this

water begin to evaporate, so the cycle for underground reserves is much longer than that of over-ground water. That is, unless it is absorbed by the roots of plants. Then it will undergo a process called transpiration; the process by which water moves through the plant route system to the upper organs of the plant, and ultimately back into the atmosphere again. Over to you Monique.

Monique: Therefore, we now know that there are two ways in which the water may return to the atmosphere; through (a) evaporation and (b) transpiration. Once the water returns to the atmosphere, it will start to condense, but before it collects to form clouds, it will be carried by winds over some distance in a process called vapour transport; indicated by the directional arrows between the clouds on our diagram.

{ Track 081 }

Pg 65

Narrator: Listening Paper Section 3, Mini-task 4.

Narrator: You will hear two students interviewing an engineer. First you have some time to look at questions 1 to 3.

[PAUSE THE RECORDING FOR 30 SECONDS]

Now listen carefully and answer questions 1 – 3.

Engineer: So, what would you like to know?

Student 1: Well, we know very little about helicopters to tell you the truth, so let's start with the basics.

Engineer: And your final-year project is to build one from scratch? Good luck! Well, I'll try to help you as best I can. Here; look at this; it's the parts of a helicopter. Let's see what you know.

Student 2: Well, what's that long section at the backend of the helicopter; tail rotor, am I right?

Engineer: No, the rotor is the blade at the very tail-end; what you are looking at is the tail boom, which connects the main body of the helicopter to the rear rotor.

Student 1: So then this's got to be the main rotor – here at the top where the blades are, correct?

Engineer: Right.

Student 2: And what connects the rotor to the helicopter?

Engineer: That would be the drive shaft. Going anti-clockwise from there then, the next thing you come to is the cockpit obviously. Then, on the underside, what are called the skids, which basically are there for the helicopter to land.

Student 1: Which leaves the engine here, right?

Engineer: You got it; engine, transmission etc. Now, on to something a little bit more interesting... (fading)

{ Track 082 }

Pg 65

Narrator: Listening Paper Section 3, Mini-task 5.

Narrator: You will hear two students of construction studies discuss their end-of-term practical exam.

First you have some time to look at questions 1 to 3.

[PAUSE THE RECORDING FOR 30 SECONDS]

Now listen carefully and answer questions 1 – 3.

Student 1: Look, we have to choose our materials carefully; get this wrong and we'll lose a lot of marks. The first layer should be what exactly?

Student 2: The first layer is always compacted granules of one form or another. It's just the foundation; not so important other than for providing stability. We just need to make sure that it's level. So we're talking compacted gravel or something as opposed to macadam.

Student 1: And what goes next?

Student 2: Well, we have to make it moisture resistant, so a shallow layer of moisture-resistant material is what's needed.

Student 1: And on top of that, a mortar bed?

Student 2: No, you're a layer shy. We have to put a base layer of coarse macadam on first.

Student 1: Then what? Paving slabs?

Student 2: No, then the mortar; there are four layers to go on before the surface layer – paving slabs.

Student 1: Here's hoping you're right.

{ Track 083 }

Pg 67

Narrator: Listening Paper Section 4, Mini-task 1.**Narrator:** You will hear part of a lecture in a biology class. First you have some time to look at questions 1 to 7.

[PAUSE THE RECORDING FOR 30 SECONDS]

Now listen carefully and answer questions 1 – 7.

Lecturer: Last time we examined some of the amazing defence mechanisms that animals have evolved to protect themselves and keep their families out of harm's way. Of course, sometimes, when such mechanisms are deployed against humans, the consequences can be very serious indeed. In fact, of the three most dangerous animals in the world, that is, the three responsible for the most fatalities every year, two have evolved highly sophisticated defence mechanisms which are directly responsible for causing said fatalities; these are the Box Jellyfish and the Asian Cobra, the third- and second-most-deadly animals respectively. The most deadly is an innocuous looking insect – the mosquito (the difference with the mosquito being that it does not cause fatalities by deploying a defence mechanism, but simply because it is a carrier of deadly disease which it spreads to humans when it feeds on their blood).

The Box Jellyfish is found chiefly in the Philippines, where the highest number of box-jellyfish-sting-related attacks, which result in fatalities, is recorded every year; probably on account of their being limited access to medical aid. The Box is also found in Australia and in other tropical areas with similar water temperatures. A clue to the Asian Cobra's main habitat is found in its name; the Asian is located primarily on the subcontinent of India, and it is perhaps owing to this fact that it causes so many fatalities – I will explain later. The mosquito, unfortunately, is pretty much everywhere; its global presence makes it not just a very annoying pest, but also a threat to people in many different regions of the world.

Speaking of threats, let's examine what these species are capable of, more closely. The Box has a series of tentacles which it uses to sting its prey. These tentacles contain an extremely potent venom; in fact, any one tentacle contains enough poison to kill 50 people. So, when the Box feels threatened, it can switch the function of its sting from attack to defence and deliver a deadly blow to potential predators. Almost all Box-human encounters are accidental; nevertheless, once the Box is threatened, it will deploy its stingers. It must be said at this point though that not all species of Box carry lethal doses of venom; a sting from some might only cause slight irritation.

The Asian Cobra also comes in contact with a lot of people due to the high population density of the Indian subcontinent. The venom from its bite is potentially lethal if immediate medical assistance is not provided. All too often, in poor, rural regions of India, there is inadequate medical care, so people die needlessly where they could have been saved had anti-venom been administered in time.

The mosquito's threat we know all too well. It is a carrier of several deadly diseases – or at least the parasites responsible for them – malaria being one of the most deadly it carries. Humans become infected once bitten and symptoms appear within one to two weeks, after which the decline in the overall health of the infected person is terribly swift.

Some notes then before we move on and look at this in greater details; in the academic literature we are going to study over the course of the next few weeks, you may see the Box Jellyfish referred to under a different name from time to time; it's also referred to as the WASP Jellyfish – it's not too difficult to see the connection... As for the Asian Cobra – a word of caution; do not assume that just because it is the most deadly in terms of fatalities, it has the most toxic venom of all the snake species; this could not be further from the truth. And as for the mosquito, I described the speed with which infected persons deteriorate as terrible just moments ago; well, how's this for another alarming statistic; each year 70 million people are infected with deadly diseases by the mosquito.

{ Track 084 }

Pg 68

Narrator: Listening Paper Section 4, Mini-task 2**Narrator:** You will hear part of a lecture by a professor from Stanton University's agriculture department. First you have some time to look at questions 1 to 6.

[PAUSE THE RECORDING FOR 30 SECONDS]

Now listen carefully and answer questions 1 – 6.

Now, before we get stuck into the next section of our course; selective-breeding programs, I would like you all to have grasped the idea that each and every breed of animal has distinct traits and that, through crossbreeding, we can enhance a breed's more desirable traits and remove those less so, over time. The best possible example I can give you of breeding programs at work is in the equestrian world. Horses have been, for many many years, subjected to strategic breeding programs.

These programs brought us horses like the Australian Warmblood, which, as the name would suggest, originated in Australia – as the outcome of a program in which different types of Austrian – this is where it gets confusing! – Austrian not Australian – cavalry horses were crossbred. Over time the Australian Warmblood has taken on the more desirable features of a cavalry horse and has earned renown as a hardy and disciplined animal. Today, it is bred mainly for show jumping and dressage.

A more agile and spirited horse breed is that of the Thoroughbred, which was developed in England in a program of crossing oriental stallions and native mares. The result was a fiery animal, known for both its agility and speed, which makes it a perfect racehorse; excellent both over jumps and on the flat.

Like the Thoroughbred, the Irish Sport Horse is another horse of great renown. In fact, it came about from a program of crossing Irish Draughts with the aforementioned Thoroughbred breed. As you would expect, it inherited a natural athletic ability from the Thoroughbred side, but the Draught's influence meant that it was also an excellent jumper, making it perfect not just for eventing, but also in the show jumping arena.

{ Track 085 }

Pg 68

**Narrator: Example 1
Section 3 Question****Narrator:** You will hear two students talking to a lecturer about a class project in their business studies programme. First you have some time to look at questions 21 to 24.

[PAUSE THE RECORDING FOR 30 SECONDS]

Now listen carefully and answer questions 21 to 24.

Lecturer: So, have you come up with a valid business proposal?**Sarah:** I think so; we propose buying a rental property in London.**Lecturer:** Right. Have you thought this through? The task was to set up a business that would be able to operate as a going concern and which could become profitable fairly quickly. How does buying a property in London tie in exactly?**Tony:** Well, we did some research into the housing market and what we discovered is that most analysts believe the market has bottomed out and that now is a good time to invest because your money will go a long way compared to say five years ago.**Sarah:** There is also the fact that London is hosting the biggest sporting event on the planet in less than a year. It's going to attract hundreds of thousands of people to the city and rental prices are going to increase as a result.**Tony:** It'll be a letters' market.**Lecturer:** Granted, you make a valid point, but tell me some more about your proposal; I need to know details of the costs involved etc.**Sarah:** Well, London is a notoriously expensive place for home buyers.**Lecturer:** And that is good why?**Sarah:** It's not, but what it does mean is that a lot of people are simply priced out of the market and forced to rent. Therefore, we believe that if we can acquire a rental property, we will encounter no difficulty letting it, so it's a pretty risk-free investment. And, as we

already pointed out, the number of people looking to rent is only going to rise for the foreseeable future – in the medium term, this is a very safe bet.

Lecturer: Yes, in principle, it's a good idea, but if no one else can afford to get on the property ladder, how will YOU manage to with expenditure for this project being capped at £100,000?

Sarah: We can't buy a freehold property and own a place outright – that would cost something to the tune of £250,000, but we can buy leasehold; that's considerably cheaper.

Lecturer: So you buy the rights to a home for a given period of lease, but technically the house is never in your name, correct?

Tony: Exactly. We can purchase a long-term lease of 50 years on a one-bedroom apartment in Greater London, on the commuter belt. The mortgage repayments will work out at about £700 a month and the average monthly rent on a one-bedroom apartment is about £1,000-£1,200 – that's a profit of £300-£500 a month.

{ Track 086 }

Before you hear the rest of the conversation, you now have some time to read questions 25 – 29.

[PAUSE THE RECORDING FOR 30 SECONDS]

Now listen carefully and answer questions 25 – 29.

Lecturer: Okay. Take me through the steps involved in the buying or 'leasing' process then.

Sarah: Well, first up, we'd need to apply for a mortgage. The bank will look for three months' worth of bank statements, evidence of income and proof of no outstanding debt.

Lecturer: And assuming your application is approved?

Tony: Well, once we know how much we can acquire from the banks, we set a budget and work out the overall cost of the investment including fees, deposit and repayments.

Sarah: Then we decide on a location and research the area. Factors such as commute times, transport links and the crime rate will all have to be considered. Once we are happy we've found the right area, then we have to register with local estate agents and start to scout the market for potential investment opportunities.

Tony: Next thing to do then is arrange some viewings. We'd need to see at least a dozen properties before deciding on the right one for our purposes.

Lecturer: And then you put in an offer, right?

Sarah: Exactly. Then, once our offer is accepted, the next step is completion. There will be some solicitor's fees and insurance fees associated with the process, but they won't be huge. Once all the paperwork is signed, the one thing that then remains is to pay the government stamp duty.

{ Track 087 }

Before you hear the rest of the conversation, you now have some time to read question 30.

[PAUSE THE RECORDING FOR 30 SECONDS]

Now listen carefully and answer question 30.

Lecturer: Okay. It's not a bad idea, but can I tell you what I think.

Tony: Of course.

Lecturer: It's not really in the spirit of the project guys. When we designed this task we envisaged you doing something a little more ambitious. It's all well and good making a few hundred quid a month, but we want a good return on our hypothetical £100,000 investment. To tell you the truth, with a business plan like this, you've no chance of actually being chosen as the winning plan and given the opportunity to avail of the university's £100,000 business grant. We are looking for a real business idea; one that can be grown and developed; one that has some potential. This project just doesn't showcase your talents or tell us much about your business acumen and for that reason I am going to send you back to the drawing board to start again – you'll thank me later!

{ Track 088 }

Pg 70

Narrator: Example 2

Section 3 Question

Narrator: You will hear two students talking to their tutor about a geography trip. First you have some time to look at questions 21 to 24.

[PAUSE THE RECORDING FOR 30 SECONDS]

Now listen carefully and answer questions 21 to 24.

Tutor: Okay, good to see the pair of you, Judith and Shane. How did your assignment go?

Judith: Well, I think.

Tutor: Now, as you are aware, part of your grade for this assignment is based on the interview we are about to conduct. I am going to ask you to talk about your plan; that is, your methodology, and in order to do well you will have to show that you can talk competently about each step in the process and your experiences thereof. Got it? ... Very good. Let's begin then. So, first of all, tell me how you went about starting your assignment?

Judith: Well, we selected an area of the city on which to conduct our study and we did a survey of the area.

Shane: Yes, we literally went around on foot and divided the area into different categories or zones, just as would a planning commissioner. We used three categories: residential, commercial and industrial as we found that this accounted for 97% of all land use, the other three percent being incidental really.

Tutor: Continue.

Judith: Next we went to the library, to the archives. We were able to find old maps of the city from 25, 50, 75 and 100 years ago, as well as copies of all approved planning programs which were introduced over the same period.

Shane: With the actual data from our survey and the historical data we found in the library, we were then able to analyse the extent to which city planning had been (a) consistent and (b) successful.

Tutor: So, having done your field work and collected your raw data, what happened next?

Judith: Well, such was the volume of data we had that we had to start categorising it to make it more manageable to study and draw conclusions from. We decided to divide our study up into periods of 25 years, corresponding to the maps we'd found. Each 25-year period would be examined separately and then compared with the period which followed to see what planning policies were implemented and changed.

Shane: We also had one final category to cover the entire 100-year period of planning history in our city. In this category, we would try to bring all our conclusions together and summarise them.

{ Track 089 }

Before you hear the rest of the conversation, you now have some time to read questions 25 – 28.

[PAUSE THE RECORDING FOR 30 SECONDS]

Now listen carefully and answer questions 25 – 28.

Tutor: Thank you both; that's very good so far. Now, Shane, you mentioned your conclusions, can you give me a summary of what you found out? I'm particularly interested in how planning policy evolved over the course of the 100 years your study pertains to.

Shane: Well, for the first 25 years, so from 100 to 76 years ago, the focus was on building outward; away from the city centre, so we saw a lot of new residential zones develop in the suburbs. As a planning policy for the time, this was sound, but it would have huge repercussions later as Judith will explain.

Judith: Yes. This urban sprawl was fine in an era when cars were scarce and population density was not an issue, but fast-forward to today and we find the legacy of that planning policy. There is a huge commuter belt around London. The logistics of getting to work and back again every day are a nightmare; such is the volume of traffic on the road, and parkland areas and open spaces are hard to come by.

Shane: Another major difference between now and then is the importance that was placed on land zoned for agriculture; this was

arguably the most valuable land of all. How times have changed!
Judith: And how quickly the change came about; between 75 and 51 years ago, there was a real drive to create new industry in and around the city. Many planning incentives existed for entrepreneurs and business people with the wherewithal to invest. A lot of agricultural land was rezoned for industry and the local council started to plough a lot of money into infrastructure – particularly new roads, which were necessary to cope with the increased volume of traffic.
Shane: But the decision to focus on infrastructural projects on a very large scale was really only made in the next period we examined; 50-26 years ago. There was also a shift from building outwards to building upwards and skyscrapers became a very common sight throughout the city. A huge increase in the population of the city also put the focus back onto residential zones, which was the main priority of planning policy makers of the time; that and a continuance of the efforts to attract new industry. The type of industry being attracted was no longer heavy industry like it was in the 75-51 years ago period, but rather light industry. The focus was now on the tertiary sector and areas like financial services.

{ Track 090 }

Before you hear the rest of the conversation, you now have some time to read questions 29 – 30.

[PAUSE THE RECORDING FOR 30 SECONDS]

Now listen carefully and answer questions 29 – 30.

Judith: In the last 25 years then, there have been attempts to limit the building of skyscrapers as certain social problems have become synonymous with high urban buildings which are used as residential flats. Planners have made it more difficult for new residential applications to go through and developed much tougher criteria, which builders and developers must meet before their projects are given the green light. On the other hand, incentives to develop land for business and commercial purposes exist in abundance and the focus is definitely on attracting 'new' commerce, in particular I.T. firms. Heavy industry has almost disappeared from the city entirely and is now based in more rural areas.

Tutor: Very good. Let me just interrupt you for a moment; there's something I've been meaning to ask... (fading)

{ Track 091 }

Pg 71

Narrator: Example 3: Section 3 Question

Narrator: You will hear three students talking together about their movie project. First you have some time to look at questions 21 to 29.

[PAUSE THE RECORDING FOR 30 SECONDS]

Now listen carefully and answer questions 21 to 29.

Janet: So, we've seen the film, now how does this work - are we supposed to come to some agreement on how it should be reviewed, or can we each give our different opinions in the write-up?
Max: Good question Janet. Professor McCloskey said that the whole point of this exercise is to critique the movie as a team, so I think we must write as a collective and have one collective view of the overall quality of the movie.

Ralph: All well and good Max, but our likes when it comes to film are not ... how can I put this? ... remotely the same; do you really see this working? I think blood will be shed before the night is out!

Max: Agreed Ralph; we have different tastes, but I don't necessarily see that as a barrier to our being able to compose a team critique; in fact, if we each come at it from different angles, we will end up with a more thorough and fair assessment of the movie perhaps.

Janet: I'm with Max, Ralph; let's try to make this work. How did you feel about the concept? I thought it was quite a novel idea.

Ralph: I liked the idea even less than I liked the execution; I found it old and unoriginal.

Max: You are intent on making this as easy as possible Ralph, aren't you? I agree, Janet, that the idea was a good one, but I would side with Ralph on the execution; I think the directing was poor, and, without good direction, the cast is all at sea – lost and confused as to what it is supposed to be doing.

Janet: You're right; the plot never really came together and wasn't

handled delicately enough. I wasn't impressed with the token action scenes either – I mean, what was that all about? Were they really necessary?

Max: I totally agree, Janet. They should have edited those scenes out; by trying to appeal to a wider audience, they only lessened the movie's credibility.

Ralph: I did like the performance of the two lead members of the cast though. I thought they held awkward and unnatural-sounding dialogue together and made it almost seem credible.

Janet: But where was the spark? This was supposed to be a love story... I'm not sure the chemistry between these two was right.

Max: Again, that comes down to the director, doesn't it? Poor casting on his part.

Ralph: Like I said; I found them quite credible. No complaints from me in that department.

Janet: Was it really necessary for the movie to drag on quite so long though?

Max: Totally agree; it was far too slow in the middle.

Ralph: Have either of you even read the novel?

Max: Em, no.

Janet: Not yet.

Ralph: It was 100% necessary for the movie to be that long – there was no other way to possibly do justice to the original story.

The issue I have is not with the length but with just about everything else – direction, the script etc. It's such a poor attempt to adapt the novel.

Janet: Special effects?

Ralph: Like all these so-called Hollywood blockbusters it was all show and no substance. Loved the special effects – but thought they were totally unnecessary.

Max: I agree, they were excellent, but I thought they added something to the movie.

Janet: Totally agree, Max; I found them so entertaining.

Ralph: What about the ending?

Janet: So moving.

Max: Yeah, nearly brought me to tears. It may have been slow in parts, but what a climax!

Ralph: I'll give you the book to read; then you can tell me what you think about that 'climactic' ending! So Hollywood and so tasteless.

{ Track 092 }

Before you hear the rest of the conversation, you now have some time to read question 30.

[PAUSE THE RECORDING FOR 30 SECONDS]

Now listen carefully and answer question 30.

Max: Can we agree on anything Ralph?

Ralph: To disagree. Seriously, why should I listen to what you say when you didn't even bother to read the novel first? Do you think this is a joke? I'm on this course because I love cinema; I'm not here for an easy ride just to beef up my grade average or something.

Max: What are you suggesting?

Ralph: That you have about as much interest in what we are doing as I have in listening to you give your opinions about things you haven't researched properly – zilch.

Max: I guess I should have read the book Ralph, but aren't you being a little harsh? More to the point, I don't like your accusatory tone.

{ Track 093 }

Pg 72

Narrator: Example 4: Section 4 Question

Narrator: You will hear a lecturer talking to his class about the market for first-time house buyers. First you have some time to look at questions 31 – 40.

[PAUSE THE RECORDING FOR 30 SECONDS]

Now listen carefully and answer questions 31 – 40.

Good evening and welcome to the seminar. Let's get right to it, shall we? I'll continue where I left off last time when I started talking about the current market conditions. Fundamentally, if your intention is to go into real estate, you are going to have to get to know the market inside-out. That doesn't just mean tapping up potential sellers whose

properties you can add to your portfolio; it also means focusing on the needs of the buyers, too – listening to their concerns, helping them to estimate their price range, and being prepared to go the extra mile; after all, the best type of publicity is word of mouth.

One class of buyer in particular is going to ask you a lot of questions. Right now, they will seem like fairly insignificant clients though; not much disposable income; barely enough scraped together for a deposit – you'll wonder if, in comparison with your clients of greater means, the first-time buyers, to whom I have of course been referring, are really worth the effort you put in for such a modest return. The truth though, as every good estate agent knows, is that helping these guys make their way up to the rung one or two on the ladder is the best way to guarantee your company's medium-term future.

Once you have a foothold on the property ladder, the climb is typically an upward one. Young couples move home on a regular basis, typically upscaling to a bigger house each time. If you can build up a positive working relationship with them; then, you may enjoy repeat business and benefit from their customer loyalty. In the long run, the commission from multiple deal closures is going to bring in a lot more revenue than one sale for a wealthy client, so dismiss the first-time buyer at your peril.

As an agent, think of yourself sometimes in an advisory capacity also. If you are going to work with first-time buyers, you are going to have to be able to advise them on financial matters and how to raise funds, which is often the biggest hurdle to their securing a property. Know the various lending and support facilities which exist for those starting out. Often, there are financial support mechanisms for low-income buyers; be aware of these. At the moment, for example, there are several government-backed schemes, the most well-known of which is the HomeBuy scheme. To qualify for relief under the scheme, you must have a cumulative household income of less than £60,000 a year. Government relief aside, there exist many private initiatives, too. Developers recognise the need to be sensitive to the low-liquidity situation of most first-time buyers. They've therefore come up with a range of schemes including cash-back, mortgage-relief and loan-aid measures.

Working in the industry, you need to know these schemes in more than just name though, so let's have a closer look at HomeBuy, the most popular. Under HomeBuy Direct, you have to contribute at least 70% of the purchase price of your new home, usually met by a deposit and mortgage. The remaining 30% is paid for by the government by way of an interest-free term loan. Well, to be more precise, the loan is interest free for the first five years, but after that interest will accumulate, albeit at a much lower rate than you would pay through commercial lenders. This is a very attractive prospect; effectively, the government is giving you one third of the money you need to pay for your home, and you have five years within which to repay it.

There is also the Shared Ownership scheme. This gives buyers the chance to purchase a share in their home – as little as 25% of the home can be bought in this way. The remainder of the property can be paid for by way of subsidised rent. Effectively, you are still renting, but at a more generous than market rate and you have your foot in the door and are on your way to owning your first property. You have the option to purchase the remaining shares in your property as and when you can in what is known as 'staircasing'; you gradually up your share of the ownership step-by-step until, over time, you come to own your house outright. The additional shares can typically be bought in 10% increments.

{ Track 094 }

Pg 73

Narrator: Example 5
Section 4

You will hear a tutor giving a practical demonstration of how to touch up a photograph for a graphic design class. First you have some time to look at questions 31 – 33.

[PAUSE THE RECORDING FOR 30 SECONDS]

Now listen carefully and answer questions 31 – 33.

'Photoshop' has now become a verb in the English language; surely

an indication of the huge impact of this tremendous piece of software that's effectively revolutionised the world of graphic design and, sadly it must be said, also made many a mediocre photographer look rather good. The truth is, in our world, the ability to touch up an image set for publication is, well, essential.

Today, we are going to look at the face; the area which often requires the most touching up, so please do pay close attention.

We're going to make use of three different wrinkle-removal tools: Spot Healing, Clone Stamp and Patch. Each one has its own uses and advantages, and these will become obvious as we move through the demonstration. The Spot Healing brush is particularly effective at working with wrinkles in areas of fairly even tone where little contrast exists; areas of the forehead and neck being a prime example.

The Clone Stamp tool is more effective at removing eye wrinkles though, not to mention tackling the edges of the profile, which are often spoiled by out of place hair – it only takes one to ruin a shot! As the Clone Tool doesn't have the blending properties of the Healing Brush though, it is perhaps best used in Lighten mode at a reduced Opacity of about 50%. This prevents any duplication of detail becoming obvious at a cursory glance. In fact, if cloning is done correctly, the modified area can be so well disguised as to only become evident under high magnification.

The Patch tool is what I would recommend for larger areas such as cheeks. The contours of the cheeks typically provide subtle changes in shading you see, which are a challenge for the Spot Healing brush. The only major downside of the Patch tool is that a merged layer must be created for it to work on; a blank layer won't do.

[PAUSE THE RECORDING FOR 30 SECONDS]

Now listen carefully and answer questions 34 – 40.

Okay, look at the image on the screen; I'm going to start my demonstration. Let's begin by examining the face. Create a new layer and name it the 'spotting' layer. Switch to full-screen mode and identify any problem areas in close-up. The first thing we'll tackle is the small blemishes. We'll remove these with the Spot Healing brush. Select 'Sample All Layers' in the Tool Options bar, then slowly work away all spots and moles. Avoid interfering with edge details though, so steer clear of the lips etc.; we'll broach those problem areas with the Cloning tool. Switch to Clone Stamp then and set it to 'Current and Below' in Tool Options. Source from an appropriate adjacent position, and click over the blemish.

Okay, so once minor blemishes have been removed, it's time to focus on the neck section. Create a new layer and name it 'Neck Lines'. We're going to use the Spot Healing brush again here. Click away the neck lines bit-by-bit. Use a brush that is slightly larger than the line thickness itself. For areas near the edge, just as before, we switch to the Clone Stamp tool. The under-chin lines can be very stubborn. Here, we're better setting the Clone Stamp tool to Lighten mode and using a Brush Opacity of 50%. Source underneath and work over the area at least twice. Ensure that you re-source each time you repeat the process.

Next, create a new adjustment layer and select 'Merge Visible' in the Layers menu. A merged version of all your touching up so far is then created on the new layer. We can call this layer Merge 1. Now, let's introduce the Patch tool for the first time. Draw around your first laughter line on the cheek – be sure to include a fair bit of the surrounding information. Now, move the pointer inside your selection and drag it to an area of clean skin. Repeat this process for each remaining line and then clean up using a combination of Spot Healing and Cloning.

Once that's done, we move on to the crows' feet; the areas to the outside of both eyes, which are typically wrinkle-ridden. Create a new layer called 'Eye Wrinkles' and start to touch up using the Spot Healing brush. Steer well-away from the eye area itself though. For this bit, you've got to use the Clone tool in extreme close-up mode. Once again, set it to Lighten and 50% opacity and brush over the wrinkles stopping each time just before the eye.

{ Track 095 }

Pg 74

Narrator: Example 6: Section 4*You will hear a history lecturer talk about the personalities involved in the Irish War of Independence.**First you have some time to look at questions 31 – 40.***[PAUSE THE RECORDING FOR 30 SECONDS]***Now listen carefully and answer questions 31 – 40.*

Now, last week we started to examine the facts surrounding the War of Independence, but to truly understand the circumstances that led first to the guerrilla war itself, and then to a truce and eventual peace, we must take a closer look at the personalities involved. On the Irish side there was Eamon De Valera; hero and sole-surviving commandant of the failed Easter 1916 uprising. For much of the War of Independence, De Valera was incarcerated so his role in the armed struggle was actually quite limited. However, as a symbolic figure representing the cause of independence, he was extremely powerful. His high profile enabled him to raise awareness of and garner support and sympathy for the Irish cause following his infamous escape from a maximum security British prison – in itself, a real publicity coup for the rebels. De Valera was an extremely intelligent and astute politician; he was also completely devoted to the cause of a united Ireland and was unwilling to compromise on this point. His perceived stubbornness is largely what led to the failure of the first series of negotiations with Lloyd George.

Then there was the soldier: Michael Collins. While De Valera was fighting for the hearts and minds of the people of the world, Collins was fighting the might of the British Empire. Previous efforts by those that had preceded him in this role had failed spectacularly, largely on account of the combatants' refusal to engage the enemy other than in conventional battle. Collins had no qualms about fighting the unconventional battle though, seeing his chances of victory any other way as very slim indeed. So he launched a vicious guerrilla campaign against the British forces in Ireland with deadly success. Militarily, Collins quickly gained the respect and admiration of the British. However, when the truce was called, he then had to prove himself as a politician. Though a man of passion and charm, in truth, he was no match for the cunning of Lloyd George, the British Prime Minister when it came to negotiating a platform for peace.

On the other side then, Lloyd George's reputation as a wily politician of great diplomatic skill had been formed long before either De Valera or Collins had ever come on the scene. George was a very calculating man. He knew that Ireland could not continue its fight against the British indefinitely and he read the situation on the ground there very well; the appetite of the people was for peace. He also knew that the rebellion had hurt his country very much already. His army had suffered embarrassing defeats and the 'Irish Problem' was a real drain on resources at a time when Britain was only just recovering from the Great War. George himself was also growing old and the sun was setting on his political career. These negotiations were his swansong and for egotistical reasons, he also didn't want to be seen to be capitulating. His age, therefore, was both a strength and a weakness. His political influence was diminishing with age, but his desire to land one more big blow for country, ego and legacy was very strong.

Lord Birkenhead was the Prime Minister's right-hand man in all this. A renowned lawyer and orator, and a staunch anti-nationalist, he had no sympathy whatsoever for the Irish cause. Prior to the beginning of the negotiations phase, he took a very hard-line view and wanted the Irish upstarts crushed. His attitude was to change however, much to the disbelief of his fellow unionists in parliament, during the negotiations, when he developed a warm working relationship with Collins and other members of the Irish team. He was instrumental in the drafting of the eventual peace treaty and, if anything, was a force for unity rather than discord.

IELTS Listening TEST

{ Track 096 }

Narrator: *You will hear a number of different recordings and you will have to answer questions based 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. At the end of the test you will be given ten minutes to transfer your answers to the answer sheet. Now turn to Section 1.

{ Track 097 }

Pg 76

Section 1:

You will hear part of a telephone conversation between a job-seeker and a recruitment agent. First you have some time to look at questions 1-6.

[Pause the recording for 30 seconds]

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

JS: (Job-seeker): Yes, so that's Janet Thompson. Would you like me to spell it?

RA: (Recruitment Agent): If you wouldn't mind, thank you – just the surname, please.

JS: No problem; it's T-H-O-M-P-S-O-N.

Narrator: *The job-seeker's surname is Thompson, so you write Thompson in the space provided. You should answer the questions as you listen because you will not hear the recording a second time. Listen carefully and answer questions 1-6.*

JS: (Job-seeker): Yes, so that's Janet Thompson. Would you like me to spell it?

RA: (Recruitment Agent): If you wouldn't mind, thank you – just the surname, please.

JS: No problem; it's T-H-O-M-P-S-O-N.

RA: Great. Now Janet, before we go through the openings I have here in front of me, might I just take a few more details to complete your profile on my system?

JS: Of course, what would you like to know?

RA: Well, let's start with your email address, please.

JS: OK; janthompson@haught.net.

RA: I see. Is that Jan as in J-A-N?

JS: No, that wasn't available, I had to make do with J-A-N-N; here, let me spell it for you again, just to be sure; J-A-N-N-T-H-O-M-P-S-O-N @ haught.net.

RA: Much obliged. And could I ask; do you have your referee details to hand?

JS: Yes, what do you need?

RA: I need one work reference and one character reference from a friend or colleague.

JS: OK, for a work reference, there's Jane Foot; she's my former boss at Bermuda Girls' School; Head of English.

RA: OK.

JS: My personal referee is Monica Carmody; Mon and I have been best friends since we met in Bermuda in 1991, when she was Deputy Head of English under Mrs Foot.

RA: Perfect. And you mentioned, of course, that you are an English teacher, but are there any additional subjects you are qualified to teach?

JS: Yes, I have a Diploma in Special Needs, and I can also do history to GCSE level.

RA: Very good.

{ Track 098 }

Narrator: Before listening to the rest of the conversation you have some time to look at questions 7 - 10.

[Pause the recording for 30 seconds]

Now listen and answer questions 7 - 10.

JS: Do you think I stand a good chance of finding something?

RA: Oh, better than good, in fact, we have some positions we can offer you today. You see, it's not so difficult to find a temporary role; tell you the truth, there are plenty of them around, but getting a permanent position will prove a little more trying though. Would you be prepared to take up a position short-term?

JS: Of course. Anything that pays!

RA: Excellent; well, there are three positions that I can offer you right now, the first as a teacher of English in La Salle school - I'm sure you know it; right in the city centre.

JS: Yes; near where I live actually.

RA: Even better! Well, it's a six-month contract, and the very attractive thing about this role is that the Head of English at La Salle will, if she is satisfied with your performance after six months, offer to make you a permanent member of staff.

JS: Wow! That's food for thought.

RA: It certainly is, bearing in mind what I said before about how hard it is to find a permanent role. The second position I have to offer you is in a school near Chelsea. It's called the Chelsea Free School - are you familiar?

JS: I can't say that I've heard of it.

RA: Well, this contract is for one year, which is a lot better, looking at it from a short-term job-security perspective than the first role I mentioned, but you also have to realise that you are a temporary replacement for a female teacher who has taken maternity leave. There is no prospect of the position being made permanent.

JS: I see.

RA: I have one other vacancy at the minute, though I doubt you will find it quite so appealing. It's situated in rural Cambridgeshire - I'll spell that just in case you want to take it down; C-A-M-B-R-I-D-G-E-S-H-I-R-E; and the school simply goes by the name Cambridge - though it is not in any way related to the other more well-known establishment of the same name.

JS: I was just going to ask that! What a lovely location though, eh?

RA: Yes, but there's a catch; it's only a six-week contract to cover for someone on extended sick leave.

JS: I see. Well, I guess that's ruled out then. What sort of salary can I (fading)

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

[Pause the recording for 30 seconds]

Now turn to Section 2.

{ Track 099 }

Pg 77

Narrator: Test 1, Section 2. You will hear a flight attendant talking to passengers on an airplane. First you will have time to look at questions 11 - 15.

[Pause the recording for 30 seconds]

Now listen carefully and answer questions 11 - 15.

Good morning everyone. I hope you all slept soundly overnight. I'm pleased to confirm that our flight is running on schedule and we expect to arrive in Christchurch at 8:00 a.m. local time; that's about 50 minutes from now. I've been advised by our pilot to warn you that there may be some turbulence on our descent, so please remain seated and have your seatbelt on at all times. As you may have heard, a fairly severe tropical depression is headed for New Zealand, and, in fact, is reaching the west coast of the south island as we speak. Thankfully, we are landing on the east coast, where the weather is still relatively good. Wind speeds are steady at around 15 mph and the sky is generally overcast, though the sun may creep out from time to time as the morning progresses. That said, when the storm reaches this afternoon, conditions will deteriorate rather quickly. Please exercise extreme caution if you are travelling anywhere on the island today. As I said, the storm has already made landfall on the west / north-west coast and we are getting reports of high seas and very strong winds of around 75 mph, with gusts up to 110 in Collingwood. Heavy and thundery rainfall is also being reported

there. The Southern Alps are experiencing severe blizzard conditions and there is a virtual whiteout on the roads. There are accumulations of up to three foot of snow already so please, under no circumstances, be tempted to take the mountain road from Christchurch to Bluff - use the coastal route for the entire journey if you must go down south. Over in the west, in Hokitika, and the southwest, in Milford, conditions are bad with heavy rain, high winds and high seas. In fact, several tornados were reported in Hokitika and also in Lewis, which is slightly further inland. Also inland, on the northern edge of the Southern Alps, Arthur's Pass should be avoided at all costs. Roads are closed due to the heavy snowfall. Kaikoura has reported wind speeds of 45 mph, with occasional gusts a bit stronger, but so far it has escaped the heavy rain. At present, it is windy and cloudy there.

{ Track 100 }

Narrator: Before you hear the rest of the discussion you have some time to look at questions 16 - 20.

[Pause the recording for 30 seconds]

Now listen and answer questions 16 - 20.

Hello again ladies and gentlemen, we should be landing in approximately 10 minutes' time. Just an update for you on the weather conditions in and around Christchurch; we expect the storm to reach us by approximately 1 p.m. Town officials are closing all roads out of town as conditions are simply going to be too dangerous, with the risk of falling trees and flying debris too high. Roads will have officially been closed for 30 minutes by the time we land at 8 a.m. Passengers whose travel plans did not entail an overnight stay in Christchurch, we would like to extend our apologies to you, on behalf of the Christchurch town council, for the inconvenience caused. However, it is in the interests of safety that these steps have been taken. Those of you without accommodation should go straight to our customer service desk at the airport, where a council official will be waiting to take you to temporary shelters in the town. Those of you who are staying in Christchurch should go to your hotel and follow the instructions of staff there. It may yet be necessary to evacuate you down to the shelters as well. This decision will be made by hotel staff, who are monitoring the situation very carefully. The storm has made a direct hit on the island; the storm eye is expected to arrive in Christchurch at about 4 p.m., after which a brief period of calm will be experienced. The western wall of the storm will then hit at approximately 4:30 and the extreme winds and heavy rain should have improved by about 7 p.m. All roads will be reopened from 9 p.m. onwards; however, we are advising people to refrain from driving unless absolutely necessary as conditions will be extremely hazardous with a risk of flooding everywhere. Flash flooding is a real danger for the valley-towns of the south, in particular, as mountain rivers and tributaries have already swelled to record levels. High winds have already caused massive power cuts in West-coast towns and a string of major tornadoes have caused havoc across the midlands. If at all possible, stay in Christchurch until tomorrow morning when the clean-up will begin. And, above all, stay safe.

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

[Pause the recording for 30 seconds]

Now turn to Section 3.

{ Track 101 }

Pg 78

Narrator: SECTION 3

You will hear a discussion between two psychology students and their tutor. First you have some time to look at questions 21 - 24.

[Pause the recording for 30 seconds]

Now listen carefully and answer questions 21 - 24.

T (Tutor): So, how did you find the lecture yesterday?

S1 (Student 1): Reasonably interesting, but he sort of rushed through Maslow's work, which, considering it's been covered before is fine for everyone else except me, who missed the last lesson.

T: Why don't you fill him in then, Tina?

S2 (Student 2): Me? OK. Well, basically, it's simple enough; we all have certain needs, and what Maslow did was group them into categories. Depending on how successful your life has been, or what

stage of life you are at, your needs change and you shift from one of Maslow's categories into another. First there's your basic needs (interrupted)

S1: Physiological needs the professor said, is that right?

T: Very good.

S2: These needs are pretty obvious; they're our most basic ones – things every human needs to survive and function, like air, water, food, clothing and shelter. It's not rocket science this bit; Maslow just points out that until we've satisfied those basic needs, our desires don't evolve into anything more complex and we don't seek any greater form of fulfilment.

S1: Isn't that a bit irrelevant today?

T: Not really. Millions of people in the developing world are still fighting to fulfil these needs – fighting for their very lives every day.

S1: Good point.

S2: So anyway, Maslow represented what he called his hierarchy of needs on a pyramid, or, in 2D, a triangle.

S1: With Physiological being at the base presumably?

S2: Yes; it's obvious, isn't it?

S1: What's at the other end of the spectrum then?

S2: Well, to be at the pinnacle you've got to have mastered the other levels of need. Then you are in the Self-actualisation zone. This is a place where you are very at one with yourself and looking to make the absolute most of your skills, talent and potential. You can only focus on maximising these though of course if, as Maslow reminds us, you are fulfilled in every other sense.

S1: And what are these in-between levels then?

S2: Well, after you've found food and water and shelter and so on, the next step is to fulfil your safety requirements.

T: Safety does not just mean your physical safety though – that's far too simplistic. It's also about your emotional safety, your job security and so on.

S1: And let me guess; after that it's the need for esteem?

S2: No. Maslow reasoned that after your physiological and safety needs are fulfilled, the next-most-urgent requirement is for friendship, intimacy, companionship and so on. You know, on an emotional level; building a family, having relationships et cetera. Only then, after you've found a sense of belonging, does the need for esteem take precedence, he argues.

S1: Presumably that's the need to feel accepted and valued?

T: Yes, but more on that later. Do you feel more comfortable now?

S1: Yes, thank you both.

{ Track 102 }

Narrator: Before you hear the rest of the discussion you have some time to look at questions 25 - 30.

[Pause the recording for 30 seconds]

Now listen and answer questions 25 - 30.

T: OK. Now that you are both familiar with Maslow's Hierarchy of Needs, let's look at a few cases in point. Case 1; A Crime Boss in the Slums of Mumbai; what do you think?

S1: Surely very low. Physiological, I'd have said.

T: But he has food and shelter.

S2: A shed is hardly shelter. And how is living from hand-to-mouth every day adequate from a nutritional perspective?

T: Of course, you're right if you look at it objectively, but remember that human psychology is far more complicated than that. When quizzed, this person surprised researchers. First of all, he regarded his shed as adequate shelter and was completely content there. Secondly, he genuinely felt satisfied with his level of food intake.

Thirdly, being the crime boss of the slums, he felt very safe, arguing that no one would ever touch him. He had no self-esteem issues either, since he had the respect of his fellow slum-dwellers – it may have been fear, but he perceived it as respect, that is all that matters – and was quite content with who he was.

S1: I see, so it's not just about the reality of your situation, but also how you perceive that reality.

T: Exactly, most people would be very low on the hierarchy in his position, feeling like they wanted and needed much more. He did not. Now, what about Case 2; A Multi-Millionaire Rock Star.

S1: Well, you'd naturally assume he's fulfilled his physiological and safety needs, but when you read on through his profile; look here, he's plagued by paranoia and thinks someone is trying to kill him. On that basis, given his state of mind, he must believe that his safety is compromised, so safety must be his primary concern.

T: Very good.

S2: And look here at Case 3; A Property Magnate. Having suffered badly during the recession, his portfolio of properties is in danger of being repossessed; in fact, look; he is in danger of losing everything and being left without even enough to support himself. Wow, so I guess he's gone from very high up right down to the bottom.

T: Exactly. Even his basic needs are no longer secure. An excellent example of how there can be movement both ways on the pyramid.

S1: Case 4; A Housewife. She must have some esteem issues, surely.

T: Read on; she is quite content and well-respected and loved by her friends and family. What's more, being a housewife is all she has ever wanted to do, and she has excelled at the task. Therefore, forget esteem, this lady has maximised her potential in her eyes; she's right at the top.

S2: And Case 5?

T: A very sad case; it is what it is. There are always innocent victims of war and he was left with nothing, not even a home over his head. Every day is a struggle to survive. How sad.

S1: And last but not least, Case 6; another Rock Star, though a different story. He says the only thing he craves is friendship; he has everything, but is awfully lonely. I think it's obvious where he is on Maslow's Hierarchy.

T: Indeed.

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

[Pause the recording for 30 seconds]

Now turn to Section 4.

{ Track 103 }

Pg 79

Narrator: SECTION 4

You will hear part of a talk about what happened at the Fukushima Power Plant after the March 2011 Earthquake. First you have some time to look at questions 31-36.

[Pause the recording for 30 seconds]

Now listen carefully and answer questions 31-36.

To really understand what went on at Fukushima after the tragedy which was the March 11th tsunami, I'm going to have to give you a brief introduction to nuclear power and an insight into how a nuclear power plant like Fukushima functions.

Look at the diagram here on the screen. To the left there is a rather massive building; this is known as the containment building and it is, safety-wise, the most fundamental aspect of a nuclear power plant. Containment buildings are typically constructed of steel or reinforced concrete. The Fukushima one was made of a mixture of both. Notice the concrete domed roof, which was so prominent in the aerial photographs which were taken after the tsunami hit. The containment building is, of course, always completely airtight to prevent leakage of radioactive material in the event of a malfunction or failure of plant systems. It should also be natural-disaster-proof and Fukushima's was, given the regularity with which they occur in Japan, able to withstand huge-magnitude earthquakes. It also withstood the giant tsunami which struck. The containment building itself, therefore, did its job, but more on this later.

The containment building houses the reactor core, which is where all the nuclear reactions take place. You will also notice the four cooling rods. These rods can be raised and lowered as required to control reaction speed and soak up neutrons. Now if you look to the right-hand side of the containment building, you'll notice the coolant system, which basically regulates the temperature of the core and prevents it from overheating. You have hot water from the coolant system flowing into the heat exchanger and cold water flowing back into the containment building. This hot water is then transferred through the feed pumps into the Turbine Hall, where it is harnessed to drive the turbines and generate electricity. But before the energy can be distributed into the national grid, it must be sent through a new conductor. And this is the function of the missing piece of the puzzle; the transformer. The transformer allows electricity to be conducted from the turbines into the national grid. And that, ladies and gentlemen, is how nuclear-powered electricity is generated, more or less.

{ Track 104 }

Narrator: Before you hear the rest of the talk you have some time to look at questions 37 - 40.

[Pause the recording for 30 seconds]

Now listen carefully and answer questions 37-40.

So what went wrong at Fukushima? Well, let's begin at the beginning. When the earthquake struck, the reactors automatically shut down. Of course, there were six reactors at Fukushima, so think of it as six plants like the one in the diagram running independently of one another. In actual fact, only three of the reactors needed to be shut down as reactors 4-6 were being inspected, so had already ceased to be operational. When the reactors shut down, no more electricity was being produced, so a new source of power was needed to run the cooling systems and prevent the reactor core from overheating. This is where the plant's onsite diesel generators came in. They were immediately powered on and the reactor cores' temperatures were being regulated again.

So far so good, but 50 minutes after the earthquake, the tsunami hit, breaching the plant's 5.7-metre defensive sea wall. The tsunami flooded the basements of the 6 turbine halls and disabled the diesel generators. And this is where the problem began. You see, the containment buildings actually did their job and reactors 1-6 were not compromised by the earthquake or the subsequent tsunami. However, site engineers and safety personnel had failed to take into account the possibility of the sea wall being compromised. Once this happened and the turbine halls flooded, the diesel generators were useless. It was going to be a race to get the coolant systems up and running again in time to stop meltdown or fallout from occurring.

With the generators down, power was now being supplied by batteries with a life of no more than 8 hours each – the last resort the plant had in an emergency of this nature. Furthermore, inside Reactor 1, even some of the batteries had failed. The reactor core was not being cooled sufficiently and both temperature and pressure inside the containment building were rising. Eventually, a day after the tsunami, there was an explosion in the reactor building and the roof collapsed. Engineers made a desperate attempt to cool the reactor core by pumping salt water into it, but the damage had already been done and the reactor had begun leaking. It was confirmed later that same day that meltdown had occurred.

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

[Pause the recording for 30 seconds]

That is the end of the listening test.

In the IELTS test you would now have ten minutes to transfer your answers to the Listening Answer Sheet.

IELTS LISTENING - KEY

UNITS 1-10

UNIT 1

Page 5

Comprehension questions

1. Because he does not know how to fill in the census form
2. The spelling/pronunciation of the man's name
3. Possible answers: the term "census" is probably unknown so this could lead to confusion over the context; the recognition of letters 'D' and 'T', and his surname; the spelling speed and the fact that it cannot be repeated.

Page 6

Task 2

- 1.b-b 2.b-a 3.b-a 4.a-a 5.b-b

Page 7

Task 3

- 1.M-A-C A-D-D-A-M-S 2.B-R-A-I-T-H-W-A-I-T-E
3.EH10 6PZ 4.C-L-O-U-G-H-B-O-R-O-U-G-H
5.C23 XAE 6.P-R-I-S-C-I-L-L-A 7.W-H-Y-A-L-L-A
8.C-A-I-R-N-S 9.BRS 329

Page 8

Task 4

- 1.S-T-A-M-B-O-U-R-N-E 2.BS15 3FD
3.C-U-C-K-M-E-R-E 4.LE2 1JA 5.L-E-S-L-E-Y
6.B-E-X-S-T-O-N-E 7.TR3 6EP 8.Y-O-N-G H-E-O-N

UNIT 2

Page 9

Lead-in questions

- 1.C 2.D 3.A 4.E 5.B

Page 9

Task 1

1. 51% - 17% - 48% 2. 40.6 / 15.33 / 20.8
3. 5:2 / 18:4 / 100:1 4. 1/4 - 9/10 - 7/8
5. 14 (degrees) / -7 (degrees) / 30 (degrees)

Page 9

Task 2

1. Possibly a financial consultant or even the manager at a bank 2. What type of account is the best for his purposes, overdraft facilities etc. 3. Answers may vary

Page 10

Task 3

- 1.c 2.c 3.b 4.a 5.b 6.c 7.a 8.b 9.c 10.c 11.a
12.a 13.b 14.c 15.b 16.a 17.c 18.a

Page 11-12

Task 4

- 1.a 2.a 3.c 4.b 5.1 year 6.3.7% 7.4.15%
8.PL 348600 H 9.943002939 10.£855
11.56306672 12.258476

Page 12

Post-listening Activity

- 1.T 2.F 3.F 4.T 5.T 6.F 7.F 8.T

UNIT 3

Focus on predictive skills

Page 13

Task 1

Possible answer: The language is formal therefore the questioner most probably does not know the other person. As it is on campus, we can assume at least one of them will be a student. Moreover, we can also ascertain that the speaker is going to note down the answers from which we can conclude that this will lead on to some kind of survey.

Page 14

Task 2

- 1.No, he is in a hurry 2.She tells him it will be brief and that it is being done to improve on-campus facilities
3.No he doesn't. We are expecting to hear which ones he uses the most first. Perhaps he answers as he does because he feels that he ought to use them more often and therefore feels rather guilty, especially in the case of the library 4.Possible answers: lack of resources, understaffed, too crowded, etc.

Page 14-15

Task 3

- 1.30 2.3 3.Free/no cost 4.(own) music 5.10
6.special offer 7.vegetarian 8.-garden.com
9.(Thursday) 14th December 10. 0786 587 644

Page 15-16

Task 4

- 1.system 2.instructions 3.help / assist 4.variety
5.expensive 6.parking space(s) 7.entrance
8.second/2nd 9.Braithwaite 10.Sports Journalism
11.0774 562 008

Page 16

Post-listening Activity

- 1.introductory 2.prediction 3.instructions 4.noun
5.answers

UNIT 4

Page 17

Lead-in activity

- 1.aeroplane 2.school 3.street
4.stadium 5.beach

Task 1

Page 17

1A

- 1.Letters representing the information because the spaces are not big enough for whole words 2.Answers may vary
3.Answers may vary: approximately 20 seconds
4.Answers may vary: the most logical is from the entrance and/or the lowest numbered answer

Page 18

1B

1. Tour guide
2. The gift shop near the River Street entrance
3. They might think the gift shop was near the Fairfax Road entrance

Page 18

Task 2

1. boat hire station
2. children's playground
3. cafe

Page 19

Task 3

1. TV lounge
2. kitchen
3. office

Page 19

Task 4

1. 6th-form College
2. grocer's (shop)

Page 20

Task 5

1. 30' / 30 minutes / half an hour
2. (by) boat
3. every 15 minutes
4. D 5. B 6. E 7. A 8. C 9. H

UNIT 5

Page 21

Lead-in activity

1. stalls - art gallery
2. curator - theatre
3. soundtrack - museum
4. miniature - cinema
5. watercolour - campsite

Page 21

Task 1

verb: (is) touring - being staged - could make
 adjective: special - three - glad
 noun: musical - West End - Anne French

Page 22

Task 2

1. modern
2. two miles
3. international
4. Lady in
5. abstract art
6. fortnight / 2 weeks
7. end of January
8. (full) adult price / £6.20
9. Students' Union Office

Page 23

Task 3

1. ten-day
2. sleeping bag
3. catch the train
4. fifteen days
5. horse riding
6. luxury caravan
7. climbing

Page 24-25

Task 4

1. (a) US tour/ trans-Atlantic tour
2. her local theatre
3. 12 / twelve years ago
4. wasn't that/very good
5. 3 / three years ago
6. Australian
7. (have) died
8. reunited
9. (traditional) Irish
10. in Your Heart
11. Romantic comedy
12. rely on
13. mid-June

Page 26

Post-listening Activity

1. c
2. c
3. b
4. a
5. a
6. c
7. c
8. a
9. b
10. a

UNIT 6

Page 27

Lead-in activity

Humanities: History, English Language/Literature, Music, Art

Mathematical and Physical Sciences: Chemistry, Engineering Science, Physics, Computer Science

Medical Sciences: Psychology, Medicine, Biochemistry

Social Sciences: Geography, Archaeology, Law, Economics

Lead-in activity

Page 27

Task 1

1. the number of hours per lesson
2. the amount / type of coursework
3. the way they do an assignment/homework
4. the lecturers / seminars

Page 28

Task 2

1. c
2. a
3. b
4. c

Page 28

Task 3

1. c
2. c
3. b
4. b

Page 29

Task 4

1. 3 weeks
2. on campus
3. Economics
4. earn big money
5. Archaeology
6. c
7. a
8. c
9. mini tape recorder
10. stationery
11. World Trade
12. 10.30 am

Post-listening Activity

Page 29

1.

a) (Manchester) (Glasgow) Exeter I spent all my time reading in the library

b) (cost £330) (it's £410) costs £350

Page 30

2. {look at page 118}

UNIT 7

Page 31

Lead-in activity

2.

- a. differen(-) people
- b. spea(-) fast
- c. studen(-) facilities
- d. ta(-)e photographs
- e. descri(-)e charts

Page 31

Task 1

"you to take out the handouts that I gave you in the last seminar. I hope that you've all had time to look at them. You'll be referring to them a lot over the next few months"

Page 32

Task 2

1. food
2. Safety and Security
3. social beings
4. motivated and successful
5. winning a medal

Page 32

Task 3

1.old-fashioned 2.hygiene 3.demotivate 4.risen 5.control

Page 33

Task 4

1.helpful tips 2. ten/10 3.books 4.research methods
5.Thursday seminar 6.in November 7.reliable
8.tapescript 9.of April 10.dissertations
11.Technology Department 12.insurance 13.c

Page 34

Post-listening Activity

1.F 2.T 3.F 4.T 5.T 6.F 7.T 8.F 9.F 10.T

UNIT 8

Page 35

Lead-in activity

preparatory/prepare discussion/- education/educate
analytical/analyse production/productive

Page 35

Task 1

1.Because the lecturer uses the word introductory and uses the phrase 'general terms', this is the case when the lecturer introduces a subject. It is only later on that he goes into more detail 2.He personalises the lecture so that the listeners can relate to it individually
3.Students' own answers may include references to technological development, medical advances, political changes etc 4.The noun is examination 5.The verb is to inform 6.It is a noun because it is preceded by the verb {to do} and the adjective {more}

Page 36

Task 2

1.(the) coast 2.farming and fishing 3.religious worship
4.16th century 5.wealth 6.taxes 7.engineers

Page 36

Task 3

1.pumping 2.produced 3.John Kay 4. water 5.faster

Page 37

Task 4

1.European 2.financial independence
3.unstable economically 4.community spirit 5.poor
6.religion 7.family/familial 8.cities 9. from Greece
10.for survival 11.Tokyo 12.to 18.2 million
13.increase 14.of the environment

Page 38

Post-listening Activity - 1

INTRODUCTION: In the first part of today's lecture - I will start by examining - First of all

SEQUENCING: First of all - Secondly, I'll explain - Finally, I intend to

CHANGING TOPIC: Now, let's take a look at - I'd now like to move on to - Having looked at

CONCLUDING: To sum up then - So we've seen that

Post-listening Activity - 2

{look at page 119}

UNIT 9

Page 39

Lead-in activity

1.a 2.b 3.b

analysis - a careful detailed study of something

laws - rules which are controlled by nature

energy - the force which causes things to move or work - e.g. electricity

ecosystem - the way all living things exist together - e.g. bacteria, plants and animals

organisms - individual animals or plants

interact - to have an effect on each other

species - different types or groupings of animals or plants

matter - the material all things are made of

Page 40

Task 1

Question: c

Page 41

Task 2

1.a 2.b 3.c 4-6.b,d,f

Page 41

Task 3

1.A 2.C 3.A 4.B 5.A 6.C 7.C

Page 42

Task 4

1.c 2.b 3.b 4-6.a,c,e 7-9.b,d,f

Page 42

Post-listening Activity

1.easier 2.grammatical 3.clue 4.vary 5.instructions
6.forget 7.drop 8.distractors 9.underline

UNIT 10

Page 43

Statistics for the Global Space Centre

1.A - For the bar charts labelled 'Number of Visitors' the answer is **A** because of the phrase 'has grown steadily.'

2.B - For the pie charts labelled 'Talks and Seminars' the answer is **B** because the proportion of university students attending is too low in the other one.

Page 44

Task 1

1. too cold / too far (from the sun) 2. habitable (worlds) / could support life 3.too hot / too near (the sun)

Page 45-46

Task 2

1.extremely thin 2. rivers and seas 3.more than 30 years
4.dust storms, extreme climate 5.(the) Russians 6.failed to operate 7.1976 8.1,281 days 9.Mars Pathfinder
10.the Opportunity 11.125 kilometres 12.heat shield
13.sky crane 14.rover

Page 46-47-48

Task 3

1.hot or cold 2.habitable zone 3.Greenhouse gases
4.carbon dioxide 5.erode 6.natural water bodies/ rivers and oceans 7.react 8.volcanic eruptions 9.incoming solar 10.reflected 11.greenhouse gases 12.c

Page 48

Post-listening Activity

1. Possible answers: t&d / s&f / m&n / b&p / g&k / l&r / s&z
2. Because numbers such as thirteen and thirty sound similar in mid sentence
3. This is done by looking at the title, if available, and underlining any key information in the text and by thinking about what kind of answer belongs in each space – e.g. a number, a place or a date. You should also consider whether it could be a noun, a verb or an adjective
4. Because it gives you a clue to where you should start on the plan or map
5. Content words are usually nouns, verbs and adjectives and they contain the main ideas
6. It means other information which may confuse you while listening
7. They often substitute key words and may be part of an answer 8. It cannot
9. The number of answers per task may vary. You may have to match a letter to a statement. You may have to find the correct or incorrect answer from a list of possibilities
10. You may find bar and pie charts or flow diagrams. You may also come across an illustration of a process, cycle or how something works.

IELTS Listening GUIDE

Page 50

Mini-task 1

- Sound 1: H Sound 2: X Sound 3: S
Sound 4: M Sound 5: W

Page 50

Mini-task 2

1. onomatopoeia 2. evangelistic 3. Bairsdale
4. infinitesimal 5. amelioration 6. prejudicially
7. Inverness Caledonian Thistle

Page 51

Mini-task 1

- Pound - Pence Dollar - Cents Euro - Cents

Page 51

Mini-task 2

1. £5,445 2. £145.50 3. 25p / 25 pence 4. 3rd / third
5. 181st 6. \$15,000.99 7. €8,005.05
8. 0845 373 548 9. 911 438 882

Page 51

Mini-task 1

1. 10th July 1985 2. 14th February
3. 8th March 2001 4. December 2014

Page 51

Mini-task 2

1. 10 foot 9 inches / 10' 9" 2. 5km (kilometers/kilometres)
3. 800kg (kilograms) 4. 453ml (milliliters/millilitres)

Page 52

Task 1

1. May 21st 2. 14 3. 20km 4. \$675.99
5. evening meals 6. safararia 7. flights
8. guarantee 9. book early 10. deposit

Page 53

Task 2

1. tjourke 2. Welsh 3. Company Director
4. Line Manager 5. Navi 6. train 7. experience
8. Graphic Design 9. Animation 10. Central London

Page 53

Task 3

1. 21 July (or similar) 2. 251 3. Streatham
4. 528635478 5. Cartridge 6. £45.00 7. £90.00
8. Photo Paper 9. 22.5 10. £722.75

Page 54

Mini-task 1

- 1.B 2.D 3.I 4.F 5.H 6.G 7.J 8.E 9.C 10.A

Page 55

Mini-task 2

- 1.A 2.C 3.A 4.A

Page 55

Mini-task 3

- 1.B-D 2.B-E

Page 56

Mini-task 4

- 1.B 2.C 3.A 4.D 5.F

Page 56

Mini-task 5

- 1.E - Flukes 2.G - Dorsal Fin 3.H - Pectoral Fin
4.F - Ventral Grooves 5.C - Baleen

Page 57

Mini-task 6

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

Page 57

Mini-task 7

- 1.E 2.H 3.C 4.A 5.G

Page 57

Mini-task 8

- 1.two 2.ten 3.monologue 4.once 5.time to read the related questions 6. (i)Multiple choice (ii)Diagram Labelling (iii)Map Labelling (iv)Matching

Page 58

Example 1: Section 1 Question

1. Conference Cup 2. 3 consecutive 3. Greater London
4. Trials 5. Oak Lane 6. 4:45 7. Training sessions
8. make the squad 9. gear 10. nothing

Page 59

Example 2: Section 1 Question

1. webcam and microphone 2. as standard 3. 17.3 inch
4. 500GB 5. 750GB 6. 250GB 7. external
8. laptop case 9. colour printer 10. warranty

Page 59

Example 3: Section 1 Question

1. flights & accommodation 2. guided tours 3. rental car
4. Meals 5. luxury spa 6. (the) Netherlands 7. Amsterdam
8. walking distance 9. Breakfast & dinner (or food)
10. Special discount

<p>Page 60 Example 4: Section 2 Question 11.A 12.D 13.E 14.F 15.A 16.B 17.A 18.C 19/20.D-E</p> <p>Page 61 Example 5: Section 2 Question 11.D 12.C 13.B 14.E 15.G 16.F 17.A 18.B 19.E 20.C</p> <p>Page 62 Example 6: Section 2 Question 11.Lower Mountain Road 12.Valley Circle Walk 13.Peak Path 14.Summit West Trail 15.F 16.G 17.C 18.A 19.D 20.E</p> <p>Page 63 Mini-task 1 1.B 2.C 3.E 4.A</p> <p>Page 64 Mini-task 2 1.informed consent 2.screening tests 3.Aerobic Capacity 4.Ground Reaction Force 5.a series of 6.Draw 15ml 7. 8 treatments 8.physical exam</p> <p>Page 64 Mini-task 3 1.A 2.F 3.E 4.G 5.B</p> <p>Page 65 Mini-task 4 1.F 2.B 3.E</p> <p>Page 65 Mini-task 5 1.E 2.B 3.C</p> <p>Page 67 Mini-task 1 1.tropical areas 2.subcontinent 3.global presence 4.tentacle 5.lethal venom 6.toxic venom 7.deadly diseases</p> <p>Page 68 Mini-task 2 1.cavalry horses 2.show jumping 3.oriental stallions 4.and speed 5.on the flat 6.eventing</p> <p>Page 68-69 Example 1: Section 3 Question 21.C 22.B 23.A 24.A 25.A 26.I 27.H 28.G 29.D 30.C-D</p> <p>Page 70 Example 2: Section 3 Question 21.G 22.A 23.D 24.F 25.A 26.C 27.C 28.B 29.A 30.C</p> <p>Page 71 Example 3: Section 3 Question 21.A 22.A 23.B 24.B 25/26.B-C 27.A 28/29.B-C 30.C</p> <p>Page 72 Example 4: Section 4 Question 31.deposit 32.how to raise 33.financial support</p>	<p>34.household income 35.private initiatives 36.purchase price 37.loan 38.interest 39.rent 40.shares</p> <p>Page 73 Example 5: Section 4 Question 31.wrinkles 32.eye(s) 33.subtle 34.mode 35.spots and moles 36.Tool Options 37.click away 38.brush thickness 39.repeat 40.wrinkles</p> <p>Page 74 Example 6: Section 4 Question 31.armed struggle 32.symbolic 33.politician 34.cause 35.unconventional 36.passion and charm 37.political career 38.influence 39.force 40.working relationship</p> <p style="text-align: center;">PRACTICE TEST</p> <p>Page 76 SECTION 1 1.jannthompson 2.Head of English 3.best friend(s) 4.English Teacher 5.special needs 6.history 7.permanent 8.one year (contract) 9.maternity leave 10.rural Cambridgeshire</p> <p>Page 77 SECTION 2 11.F 12.A 13.H 14.D 15.B 16.A 17.C 18.B 19.C 20.C</p> <p>Page 78 SECTION 3 21.E 22.A 23.C 24.B 25.E 26.B 27.A 28.E 29.A 30.C</p> <p>Page 79 SECTION 4 31.concrete domed roof 32.reactor core 33.cooling rods 34.coolant system 35.turbine hall 36.transformer 37.automatically shut down 38.breaching 39.Generators 40.confirmed</p>
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Post-listening Activity - page 30 - 2

2. Now, look at Task 4's dialogue; find the distractions and underline them. The first two examples have been done for you. Please note there will not be a distraction for every answer.

- Gary Hi Judy. (Judy: Hi Gary!) How are you? I haven't seen you in ages.
Judy I know. It's been over two months now. Did you have a good holiday then?
Gary Great thanks. You?
Judy Yes, thanks. I was wondering if I would see you here. This was your first choice, wasn't it? (uhu) It's nice to see a familiar face. I'm so glad we got in to the same department.
Gary Yeah, me too. I was really nervous before they sent me confirmation of the course. I spent three weeks checking my emails at least five times a day.
Judy Yeah, I know what you mean. So what did you think of the induction?
Gary To be honest, it was a bit long. They went on for ages about each department and all the facilities. I didn't realise the university was so big.
Judy Me neither. Are you staying on campus, then?
Gary Yeah, for the time being. Thinking of moving into a flat though, when I find my feet.
Judy Same here. So what are you studying? You were thinking of going in for Law last year, weren't you?
Gary That's right. But my friends talked me out of it. It's far too competitive and it takes a long time to train. No, the future is in business. You know, trade and commerce and that sort of thing.
Judy So, let me guess. You're doing the Economics course.
Gary Yes, that's right.
Judy But isn't that competitive, too?
Gary Well, yes it is. But it's worth it. After I graduate, I'm in with a good chance of earning big money and I won't have to wait for years. How about you?
Judy Well, I'm certainly not going into business like you – all those numbers and statistics. The one thing I can't stand is maths. Anyway, I've always been a bit of a History buff myself – and that's why I chose Archaeology. The course covers ancient civilisations from all over the world. I find it really fascinating. You know, we can learn so much about the present from the past.
Gary Yeah, well you haven't convinced me. Digging around, looking for pottery and old bones – that's not my thing. Anyway, have you spoken to any of your lecturers, yet?
Judy No, but I got emailed a whole list of stuff – about fifteen pages in all. The book list goes on and on. There are about 55 – no – 56 books we need for research and that doesn't include reference books.
Gary Good job you've got the whole year to read them. You should have taken my course. I've only got a few books down on my list and half are optional. Most of the material is online. Did they send you any information on the coursework for the year?
Judy Yes, but the last two essays were missing some information. Apparently, they are updating some of the assignments and we'll be told later on this term. It's not all essays, though. Next month, we've got to sign up for a big field trip to Egypt in April. We're there for a ten-day tour of the rock tombs and the pyramids along the Nile and we get to observe and assist in a dig. Then, when we get back, we have to write it all up in a report.
Gary Lucky you. You get to go on holiday while you're studying. Our coursework isn't that exciting. We're doing an ongoing project on Business Management throughout the year – which includes designing a lot of questionnaires, graphs, bar charts – that sort of stuff. We have to work in the same groups throughout the year so everyone must pull their weight. And at the end of the year there is a big team PowerPoint presentation on the project and then individual presentations in which we assess our performance within the group and any ways we could have improved it.
Judy Well, you're going to be busy – and so am I. We've got a long list of essays to do starting the week after next, but that's okay. I'm good at word processing. What concerns me is taking notes at the seminars and lectures. I hope that I can keep up. Only I'm not that quick at getting things down and when I try to write fast, I can't understand my own writing. Can we use an iPod or something?
Gary Well, I don't think they're that clear when you are recording in a big area. Some students take photos of other people's notes afterwards but I think it's better to have one of those mini tape recorders – you know, the ones like the journalists have. I've heard they're really good.
Judy Yeah, that sounds like exactly what I need, but where can I get hold of one of these recorders?
Gary The university shop sells them. They're not too expensive either. How much were they? Umm ... I think it was something like 20 or 25 pounds. Anyway, it wasn't too much.
Judy Great. I haven't been to the shop yet so I can take a look around and buy whatever I need.
Gary Well, you know that you have to supply your own stationery as well as text books. They've got a big selection if you need anything.
Judy I don't think so. I've got all that I need – pens, pencils, notebooks – no difference from college, really. So what's your first lecture on?
Gary Just a minute. It says somewhere on my handbook. Here it is 'The Influence of Globalisation on World Trade' and that's first thing on Monday morning at nine o'clock.
Judy Sounds like the perfect way to start your week (laughs). Rather you than me.
Gary I'm sure it'll be okay. What about you?
Judy Well, I'm luckier than you. Most of my lectures start after ten o'clock and I don't start mine until mid-morning on Tuesday and it says here that it's on 'The History of Archaeology', and it's from 10.30 to 12.
Gary Well, good luck with that one. I think I prefer mine.
Judy Anyway, I'm off to the shop now. Don't want to be late for lunch.
Gary Okay. See you there then!

UNIT EIGHT (from page 38)**TASK 4**

You will hear a lecturer giving an introductory talk to students for their Ancient History course module.

4A

First you have some time to look at questions 1-7.
Now listen carefully and answer questions 1-7.

Lecturer: So, welcome to your introductory history lecture. Today we will be examining history in its most general terms and attempting to personalise it with questions such as what does it mean to me and how it shapes the world that we live in. Naturally, one lecture is hardly sufficient to cover such an extensive area but I hope to provide you with enough background information to inspire you to do more research for yourselves.

I'm first going to focus on the more personal aspect of what history means to us. In the auditorium today many of us come from diverse cultural backgrounds – Europe, Asia, Australia and so on. We all have our individual cultures, don't we? Where do they come from? Why am I the way I am? This is where History comes in. Think on this: if you had been born in another country, how would your attitude to the world differ?

Take family life, for example; in European and North American culture you can see that families form tight nuclear units. Basically, the parents or parent lives with their children, without any other relatives, including the grandparents. When they come of age, the children often leave home and set up their own lives, eventually buying their own homes. All of this would indicate a prolonged period of affluence in society, which subsequently leads to greater financial independence and personal freedom at a younger age. Some may perceive this as being a positive phenomenon and rightly so – it can be. However, on the flip side of the coin, it can also form the basis for social disintegration with families drifting apart.

However, even in the most affluent societies, during times of recession this trend changes and children often stay with their parents for much longer. This is also true for people who live in economically unstable countries such as those in South America or Africa. It has been observed on countless occasions that financial constraints bring both the family and the community together creating stronger social cohesion. An example of this in Britain was during the Second World War when money was short and food was rationed. People's homes were often bombed and many lost their livelihood but they worked together to repair their lives; women farmed the land when the men were away fighting. This is what is commonly known as community spirit, which comes to light in times of hardship – the slums of Mumbai are one of the best examples of this. Many people are often crowded into one dwelling, food is scarce, disease is rife and there is poor sanitation. Yet, despite all these obstacles, the people seem to be happy with their lives – something, unfortunately, which does not always apply to western society.

These models, however, can only serve as generalisations as there are other factors which may come in to play. For instance, they cannot be applied to family life in the oil-rich Middle East where religious laws play a key part in the social pattern. In this case, religious doctrine, not financial dependence, has shaped family life and society as it has done for many centuries. The importance of the extended family is paramount in these countries – with the elders deciding familial, social and political norms.

So we've covered some but by no means all the factors that affect us personally. These and others will be analysed in greater detail later on in the course.

4B

Now you have some time to look at questions 8-14.
Now listen carefully and answer questions 8-14.

So far we've summed up some of the more evident reasons for our cultural diversity and you will almost certainly find a good few more as we work through the booklist. Now, let's turn to a more panoramic approach to history. Our modern world is almost totally a product of what we have accomplished over the last seven thousand years – when the first Mesopotamian cities were established by the Sumerians – some researchers may go even further back to our first ancestors. However, this takes us back into prehistory when facts were yet to be recorded and this is not covered in our course. It wasn't until the Greek historian Herodotus emerged in the 5th century BC that we had any clear evidence to work from. His findings will be covered in the Ancient History module which will commence in the second term.

So, how has ancient history shaped the world we live in? First of all, we need to take a journey back in time to focus on the topography. This is perhaps the most immediately obvious way that our world has changed. Thousands of years ago, Europe and North America were covered with huge swathes of forest and human settlements were limited to isolated tribal communities who were often nomadic or lived in small villages. Wild animals such as bears and wolves roamed freely and man hunted for food. It is not surprising, therefore, that during this time man had to fight for survival which meant mortality was high.

However, over the centuries, as the population expanded, the woodland was steadily cut down only to be replaced by ever-growing (in both size and number) human settlements. The result of this can be seen today in the form of megacities such as Tokyo, with a population of around 30 million; and there are a number of cities such as Shanghai, Mexico City and New York all boasting a population of over 15 million. And according to projections these figures could rise dramatically.

Mexico City, for example, was shown to have a population of 17.1 million in the year 2000. However, by 2015 the forecast shows that it will have risen to 18.2 million. That's an increase of over a million in a matter of 15 years. Cities such as Rio de Janeiro and Beijing follow the same pattern within the same timeframe with a small but significant increase of 1-2 million. There are others, however, such as Jakarta and Lagos which appear to show an enormous increase – the figure for the latter one, Lagos, jumping from 13.4 million to a staggering 23.2 million; almost doubling the size of the population.

So, we have progressed over the course of four or five thousand years from a handful of scattered tribes living off the land to a highly technologically advanced global society with a population of over 7 billion and still growing; and with it the impending and serious repercussions of environmental destruction and mass starvation. How and why did it happen? What will happen in the future? Of course, it's not our job to predict – we're historians. But, needless to say, every fact which comes into being is history in the making and that's what makes our subject so fascinating.

Now, let's move on to the development of political systems and their influence on our lives today.

Succeed in IELTS Listening & Vocabulary

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Giám đốc - Tổng Biên tập

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