

# IELTS Practice Tests Plus Volume 1

## Listening Practice Test 1

### HOW TO USE

You have 2 ways to access the listening audio

1. Open this URL <https://link.intergreat.com/xjhuh> on your computer
2. Use your mobile device to scan the QR code attached



## Questions 1-3

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

Choose the correct letters A-D.

Example

**Which course does the man suggest?**

A. 2 days      C. 5 days

**B. 4 days**      D. 6 days

1 How much is the beginner's course?

A  \$190

B  \$320

C  \$330

D  \$430

2 What does the club insurance cover?

A  injury to yourself

B  injury to your equipment

C  damage to other people's property

D  loss of personal belongings

3 How do the girls want to travel?

A  public transport

B  private bus

C  car

D  bicycle

## Questions 4-7

Complete the form below.

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

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## TELEPHONE MEMO

Name: Maria Gentle

Address: C/o Mr & Mrs 4 \_\_\_\_\_

5 \_\_\_\_\_ Newcastle

Fax no: 0249 6 \_\_\_\_\_

Type of Card : 7 \_\_\_\_\_

### Question 8

Check **TWO** letters A-G

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

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

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

### Question 9

Choose **TWO** letters A-G.

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

- A  camping
- B  youth hostel

- C family
- D backpackers' inn
- E caravan park
- F bed and breakfast
- G cheap hotel

### Question 10

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

Which weekend do the girls decide to go? 10

### Questions 11-20

Complete the notes below.

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

**GOODWOOD CAR SHOW**

Type of car: Duesenberg J-type

Number made: 11

Type of body: 12

Engines contained capsules of mercury to ensure a 13  trip.

Top speed: 14  kilometres per hour.

Sold as a 15

Main attraction: 16

Type of car: LeyatHelica

Number built: 17

Car looks like a 18  without 19

Steering used the 20

### Tip

Section 2 is always a talk by **one speaker**. Look at the **questions** and the **title** of the task. Try to **guess** the **context** from the language and the **picture**.

Note that **all the questions** here are note completion format. Turn the **notes** into **questions** in your head, e.g. **Number made** = How many were made? Do this for all the questions before you listen.

Decide what **type** of information is missing (noun, number, adjective?).

The questions follow the **order** of the text.

There are two parts to this listening. This will help to **orientate** you.

## Questions 21- 22

Complete the notes below.

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

### Research details:

Title of project: 21 \_\_\_\_\_

Focus of project: entertainment away from 22 \_\_\_\_\_

### Tip

There might be **2 to 4 people speaking** in section 3. The voices will sound quite **different**.

The questions follow the **order** of the text.

Note how many different types of questions there are. In this case there are four: note completion, charts and diagrams, multiple choice and completing a chart

Look through the questions to get an idea of the topic.

Look **carefully** at the graphs. Reading the questions and **underlining key words** will help you **make sense** of the graphs, e.g. Question 24: '**relative popularity ...**

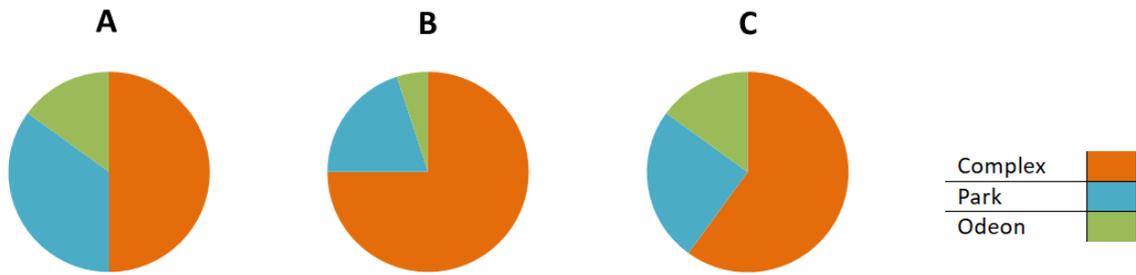
**cinemas**'. Each column in the bar chart represents how popular each cinema is in relation to the other. Look at C: *Which is the most popular cinema in this graph?*

*Which is the least popular?*

## Questions 23-26

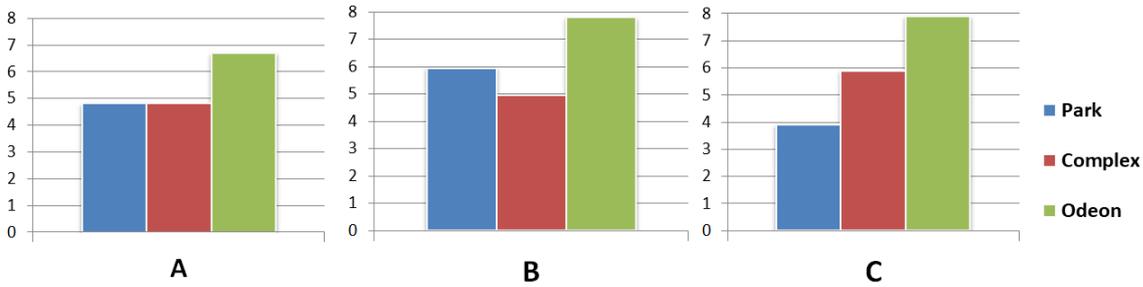
Choose the correct letters A-C.

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



- A Chart A
- B Chart B
- C Chart C

24 Which graph shows the relative popularity of different cinemas?

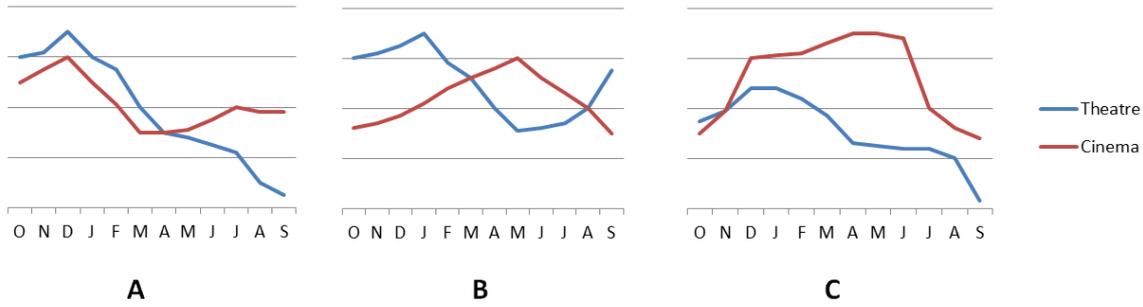


- A Graph A
- B Graph B
- C Graph C

25 What did Rosie and Mike realise about the two theatres?

- A The prices were very similar.
- B They were equally popular.
- C They offered the same facilities.

26 Which graph shows comparative attendance for cinema and theatre?



- Graph A
- Graph B
- Graph C

### Questions 27-30

Complete the chart about the different music clubs below.

Choose the correct words in the list.

A	Poor
B	OK
C	Excellent

Club	Type of music	Quality of venue
The Blues Club	Blues	27 <input type="text"/>
The Sansue	South American	28 <input type="text"/>
Pier Hotel	Folk	29 <input type="text"/>
Baldrack Cafe	Rock	30 <input type="text"/>

## Questions 31-32

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

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

Two main types of impact:

break up ground surface, e.g. off-road vehicle use

remove protective plants, e.g. 32 \_\_\_\_\_

## Questions 33-36

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

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

## Questions 37-40

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

### Drying-up of Aral Sea

Intensive 37 \_\_\_\_\_ in Central Asian Republics

↓

Drop in water in major tributaries

↓

Total volume of water in lake reduced by 38



Increase in wind-blown material



Lake has increased its 39



Serious effects on 40  nearby



## Solution:

### Part 1: Question 1 - 10

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

### Part 2: Question 11 - 20

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

### Part 3: Question 21 - 30

- |                  |                            |
|------------------|----------------------------|
| 21 Out and About | 22 (the) university campus |
| 23 B             | 24 B                       |

25 B

27 A

29 B

26 A

28 C

30 C

**Part 4: Question 31 - 40**

31 human activity/activities

33 Dirty Thirties/30s

35 machine operators

37 irrigation

39 salinity

32 farming and drainage

34 dry thunderstorms

36 drought

38 two-thirds

40 crops/plants/agriculture

## SECTION 1

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

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

**MAN:** Which course are you interested in?

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

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

**MARIA:** OK.

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

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

**MAN:** The introductory is \$190; the beginner's course, which is what you'd probably be looking at, is \$320 - no, sorry **Q1 330** - it's just gone up - and the pilot course is \$430.

**MARIA:** Right.

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

**MARIA:** Does that cover me if I break a leg?

**MAN:** No, I'm afraid not - it's only 3rd party and covers you against **Q2 damage to other people or their belongings**, but not theft or injury, You would need to take out your own personal accident insurance.

**MARIA:** I see! And what's the best way to get to your place? By public transport or could we come by bike? We're pretty keen **Q3 cyclists**.

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

**MARIA:** Maria Gentle.

**MAN:** And your address, Maria?

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

**MAN:** So it's care of ...

**MARIA:** Care of Mr and Mrs. **Q4** McDonald.

**MAN:** Like the hamburgers!

**MARIA:** Yes, exactly.

**MAN:** McDonald ...

**MARIA:** The post office box address is probably best. It's **Q5** PO Box 676. Newcastle.

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

**MARIA:** Yes, actually, there is. It's 0249 that's for Newcastle and then **Q6** double seven five four three one.

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

**MARIA:** By **Q7** credit card, if that's OK. Do you take Visa?

**MAN:** Yes, fine. We take all major cards, including Visa.

**MARIA:** OK then. Thanks very much.

**MARIA:** Hi, PAULINE.

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

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

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

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

**PAULINE:** Such as?

**MARIA:** Well it says here. Clothes: wear stout boots, so no sneakers or sandals I suppose, and clothes suitable for an active day in the hills, preferably a long-sleeved **Q8** t-shirt. That's probably in case you land in the stinging nettles! It also says we should bring a packed lunch. We do not recommend soft drinks or flasks of coffee. Water is really the best thing to drink. We'd also need to bring suntan lotion and something to **Q8** protect your head from the sun!

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

**MARIA:** Well look! They seem to operate a campsite too, because it says here that it's only \$10 a day to pitch a **Q9** tent. That'd be fine, wouldn't it? And that way we'd save quite a bit because even a cheap hotel would cost money.

**PAULINE:** Urn..or perhaps we could stay in a **Q9 bed and breakfast** nearby. It gives a couple of names here we could ring. I think I might prefer that. Hotels and youth hostels would all be miles away from the farm and I don't fancy a caravan.

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

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

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

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

**MARIA:** OK, then. Let's make it the one **Q10 after the exams.**

**PAULINE:** Fine - we'll need a break by then. Can you ring and ...

## SECTION 2

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

Well, here I am, standing in front of one of the most prestigious cars ever built, the Duesenberg, a fantastically expensive, luxurious car built in the early part of the 20th century and bearing all the glamorous qualities of the jazz age. How many were there? Well, only **Q11 473** Duesenberg J-types were ever built and the model here is one of the rarest.

Each had a short 125-inch chassis or framework and the body was always in the form of an **Q12 open two-seater.**

The technology behind the car's 6.9-litre engine was extraordinary. It featured capsules of mercury in the engines to absorb vibration and provide an incredibly **Q13 smooth** ride.

In fact, these cars offered unparalleled performance ... in an age when 160 kilometres per hour was considered very fast, the Duesenberg promised a top speed of **Q14 180 kilometres** per hour and could do 140 kilometres per hour in second gear.

Duesenberg, who designed the car, sold it as a **Q15 frame and engine** ... this was typical of the age again and many prestige manufacturers such as Rolls-Royce did exactly the same. Owners able to afford the hefty \$9,000 price tag for the basic car would then commission a coachwork company to build a body tailored to their own individual requirements.

The Duesenbergo's great attraction for the driver, was its **Q16 instrument panel** which offered all the usual features but also several others including a **Q16 stop-watch.**

It was the Duesenberg's technology that lay behind its success as a racing car and they dominated the American racing scene in the 1920s winning the Indianapolis Grand Prix in 1924, '25 and '27.

On to another celebrity, the 1922 Leyat Helica. Only **Q17** 30 of these French propellor cars were built and the model here at Goodwood, which was the fourth to be made, is thought to be the only surviving example still capable of running.

The brains behind this car was Marcel Leyat who was an aviation pioneer first and foremost, and the influence of flying is quite apparent in the car. The Leyat very strongly resembles a **Q18** light aircraft with its front propellor but in this case it's minus any **Q19** wings of course!

It's quite odd to think that this car was whirring through France, just as the Duesenberg was blasting down roads at 160 kilometres per hour across the Atlantic. The Leyats were used regularly in France in the 1920s and were even produced in saloon and van form, as well as two-seater. The Leyat matched its propellor drive with its equally bizarre steering which used the **Q20** rear rather than the front **Q20** wheels! But despite looking rather frail, it was a tough machine. In fact, when troops tried to steal it during the Second World War, the car's baffling design was clearly beyond the would-be thieves and it ended up being driven into a tree, breaking the propellor.

And now for the Firebird ...

## SECTION 3

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

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

**Mike:** Yes, so we've called our project '**Q21** Out and About' ...

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

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

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

**Rosie:** Yes, we deliberately omitted those as we really wanted to examine outside entertainment in the town as opposed to on the **Q22** university campus.

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

**Tutor:** Right.

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

**Mike:** So if you look at this chart ... in terms of audience size, **Q23** the multi-screen complex accounts for 75% of all cinema seats, the Park Cinema, accounts for 20% of seats and the late-night Odeon has just 5% of seats.

**Rosie:** As you probably know, the Complex and the Park show all the latest films, while the late-night cinema tends to show cult films. So, when we interviewed the students, we thought the Complex would be the most popular choice of cinema ... **Q24** but surprisingly it was the late-night Odeon.

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

**Tutor:** Yes, and that adds to the cost, of course, and **Q24** detracts from the popularity, evidently.

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

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

**Mike:** Yes. But the thing about the theatres is that there's a whole variety of seat prices. Also, the types of performance vary ... **Q25** so students tend to buy seats at both and like using both for different reasons and if they want cheap seats at the Ashtop, they can just sit further from the front.

**Rosie:** What we did find that was very interesting is that there are periods during the year when students seem to go to the theatre and periods when they go to the cinema and we really think that's to do with budget. If you look at this graph, you can see that **Q26** there's a peak around November/December when they go to the theatre more and then a period in April/May when neither is particularly popular and then theatre viewing seems to trail off virtually while the cinema becomes quite popular in June/July.

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

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

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

**Mike:** That's right.

**Rosie:** We looked at three small music venues and we examined the quality of the entertainment and venue and gave a ranking for these: a cross meaning that the quality was poor, a tick meaning it was OK and two ticks for excellent. First of all, The Blues Club, which obviously specialises in blues music. This was a pretty small place and the seating was minimal so we didn't give that **Q27** a very good rating.

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

**Rosie:** Then The Sansue which plays a lot of South American music was a big place, **Q28** very lively, good performers so two ticks for that one.

The Pier Hotel is a folk venue ... a good place for local and up-and-coming folk artists to play. Not the best of venues as it's in a basement and a bit dark but the quality of the entertainment was reasonable and the lighting was very warm so we felt it **Q29** deserved an average rating.

Finally, there's the Baldrock Cafe which features big rock bands and is pretty popular with students and we enjoyed ourselves there as well, so **Q30** top marks for that one.

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

## SECTION 4

Lecturer: In the last lecture, we looked at the adverse effects of desert dust on global climate. Today we're going to examine more closely what causes dust storms and what other effects they can have. As you know, dust storms have always been a feature of desert climates, but what we want to focus on today is the extent to which human activity is causing them. And it is this trend that I want to look at, because it has wide-ranging implications.

So - what are these **Q31** human activities? Well, there are two main types that affect the wind erosion process, and thus the frequency of dust storms. There are activities that break up naturally wind-resistant surfaces such as off-road vehicle use and construction and there are those that remove protective vegetation cover from soils, for example, mainly **Q32** farming and drainage. In many cases the two effects occur simultaneously which adds to the problem.

Let's look at some real examples and see what I'm talking about. Perhaps the best-known example of agricultural impact on desert dust is the creation of the USA's 'dust bowl' in the 1930s. The dramatic rise in the number of dust storms during the latter part of that decade was the result of farmers mismanaging their land. In fact, choking dust storms became so commonplace that the decade became known as the **Q33** 'Dirty Thirties'.

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Researchers observed a similar, but more prolonged, increase in dustiness in West Africa between the 1960s and the 1980s when the frequency of the storms rose to 80 a year and the dust was so thick that visibility was reduced to 1,0 metres. This was a hazard to pilots and road users.

In places like Arizona, the most dangerous dust clouds are those generated by **Q34 dry thunderstorms**. Here, this type of storm is so common that the problem inspired officials to develop an alert system to warn people of oncoming thunderstorms. When this dust is deposited it causes all sorts of problems for **Q35 machine operators**. It can penetrate the smallest nooks and crannies and play havoc with the way things operate because most of the dust is made up of quartz which is very hard.

Another example - the concentration of dust originating from the Sahara has risen steadily since the mid-1960s.

This increase in wind erosion has coincided with a prolonged **Q36 drought**, which has gripped the Sahara's southern fringe. Drought is commonly associated with an increase in dust-raising activity but it's actually caused by low rainfall which results in vegetation dying off.

One of the foremost examples of modern human-induced environmental degradation is the drying up of the Aral Sea in Central Asia. Its ecological demise dates from the 1950s when intensive **Q37 irrigation** began in the then Central Asian republics of the USSR. This produced a dramatic decline in the volume of water entering the sea from its two major tributaries. In 1960, the Aral Sea was the fourth-largest lake in the world, but since that time it has lost **Q38 two-thirds** of its volume, its surface area has halved and its water level has dropped by more than 216 metres. A knock-on effect of this ecological disaster has been the release of significant new sources of wind-blown material, as the water level has dropped.

And the problems don't stop there. The **Q39 salinity** of the lake has increased so that it is now virtually the same as sea water. This means that the material that is blown from the dry bed of the Aral Sea is highly saline. Scientists believe it is adversely affecting **Q40 crops** around the sea because salts are toxic to plants.

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

## KEY WORDS TABLE

Keywords in the questions	Similar words in the transcript
salty, saline	salinity, virtually the <b>same</b> as <b>sea water</b>
<b>Lake has become more salty</b>	The <b>salinity</b> of the lake has <b>increased</b>
Serious <b>effects</b> on crops nearby	it is adversely <b>affecting</b> <b>crops</b> around the sea

Total volume of water in lake <b>reduced</b> by two-thirds	it has <b>lost two-thirds</b>
OK	<b>reasonable</b> / it deserved an <b>average rating</b>
Excellent	<b>two ticks</b> for that one / <b>top marks</b> for that one
Poor	we <b>didn't</b> give that a very <b>good rating</b>
<b>Increased wind erosion</b> has occurred along with <b>long-term drought</b>	<b>This increase in wind erosion</b> has <b>coincided</b> with a <b>prolonged drought</b>
<b>Dust deposits</b> are <b>hazardous</b> to machine operators	When this <b>dust is deposited</b> it causes <i>all sorts of problems</i> for machine operators
<b>Worst dust clouds</b> arise from dry thunderstorms.	In places like Arizona, <b>the most dangerous dust clouds</b> are those generated by dry thunderstorms.