



IELTS Mock Test 2022 April

Listening Practice Test 1

HOW TO USE

You have 2 ways to access the listening audio

1. Open this URL <https://link.intergreat.com/Ot2XA> on your computer
2. Use your mobile device to scan the QR code attached



Questions 1-5

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

The applicant wants to apply for a visa to **Australia** (Example)

VISA APPLICATION FORM

| | |
|-----------------|--------------------------------------|
| Name: | Kelly 1 <input type="text"/> |
| Address: | 106 2 <input type="text"/> , Hawaii. |
| Nationality: | 3 <input type="text"/> |
| Age: | 4 <input type="text"/> |
| Marital status: | 5 <input type="text"/> |

Questions 6-8

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

6 According to the applicant, who lives in Australia?

- A His cousin.
- B His uncle.
- C His sister-in-law.

7 The applicant wants to visit Australia because he wants to_.

- A do some travelling.
- B develop his business.
- C work.

8 The applicant can have a visa for_.

- A 6 months.
- B 12 months.
- C 30 days.

Questions 9-10

Complete the sentences below.

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

The applicant must go to the visa office between

9 _____

What two things must the applicant take to the visa office?

10 _____

Questions 11-16

Complete the table below.

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

HOW TO KEEP OFF BURGLARS FROM YOUR HOME

| | Don'ts | Do's |
|------------------------------|--|--|
| How to secure the window | 11 _____ during the night | Use a 12 _____ for your window. If you are beyond the earshot of your neighbours, install (Example) a plexiglass sheet. |
| How to secure the door | Open the door to anyone 13 _____ | Install a 14 _____ in the front door Prepare a stepping ladder or stepping box for the kids. |
| How to secure your valuables | Leave them where they can be seen 15 _____ | Make a valuables 16 _____ Engrave your valuables. |

Questions 17-18

Circle the correct letter, A, B or C.

17 To ensure safety in your courtyard, you should install a light_

- A near the door.
- B near each of your windows.
- C somewhere high out of reach.

18 Why is there a need to trim hedges or bushes in your courtyard?

- A Because they may be used by burglars as good hiding places.
- B Because they do not help in creating an occupancy illusion.
- C Because they may block the views from the windows or peepholes.

Questions 19-20

Choose **TWO** letters, A-E.

What may help in creating an occupancy illusion when one is on vacation?

- A Turn on your TV all day long.
- B Ask a neighbour to park in your driveway.
- C Close all your shades.
- D Unlock your garage door.
- E Have someone house sit your home.

Questions 21-25

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

| Forms of dog training | Examples |
|-----------------------|--------------------------------|
| Obedience training | sit 21 _____ |
| Spoken training | 22 _____ |
| Guard training | patrol 23 _____ |
| Attack training | knock someone down 24 _____ |
| Search training | 25 _____ |

Questions 26-30

Write the appropriate letters A-C against 26- 30.

According to the speakers, for which the following kinds of training most useful?

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| | |
|---|------------------|
| A | small dogs |
| B | intelligent dogs |
| C | large dogs |

| Example | Answer |
|--------------------|--|
| Obedience training | B |
| Physical training | 26 <input type="text"/> <input type="button" value="v"/> |
| Search training | 27 <input type="text"/> <input type="button" value="v"/> |
| Attack training | 28 <input type="text"/> <input type="button" value="v"/> |
| Barking | 29 <input type="text"/> <input type="button" value="v"/> |
| Biting | 30 <input type="text"/> <input type="button" value="v"/> |

Questions 31-33

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

Features of the Research on How Children Learn to Speak

| |
|--|
| People have an 31 _____ in children's learning. |
| 32 _____ It leads us to a greater understanding of language. |
| 33 _____ Researchers encounter great difficulties. |

Questions 34-36

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

| Discussing Topics of the 1st Part of the Talk |
|--|
| Start by talking about 34 _____ with the use of diaries, recordings and tests included, then discuss 35 _____, which including: speech in infants under one year-children become aware of their own language; speech in children under 5 years – their linguistic 36 _____ becomes possible. |

Questions 37-40

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

Focus of the 2nd Part of the Talk

A review of 37 _____ to development of linguistic skills including teaching
38 _____ language and 39 _____.

And also some thoughts about approaches to develop children's awareness of 40 _____.



Solution:

Part 1: Question 1 - 10

- | | |
|------------------------|----------------------------|
| 1 Okamura | 2 Kingstone Street |
| 3 Japanese | 4 32 |
| 5 Married | 6 C |
| 7 B | 8 A |
| 9 Monday; (and) Friday | 10 photos; (and?) passport |

Part 2: Question 11 - 19

- | | |
|-----------------------|-----------------------------|
| 11 Leave windows open | 12 pickproof locking device |
| 13 you don't know | 14 (a) peephole |
| 15 from the window | 16 inventory |
| 17 C | 18 A |
| $\frac{19}{20}$ B,E | |

Part 3: Question 21 - 30

- | | |
|---------|----------|
| 21 stay | 22 speak |
| 23 bark | 24 bite |

25 sniff

27 B

29 A

Part 4: Question 31 - 40

31 interest

33 complex

35 (language) learning process

37 educational approaches

39 reading

26 C

28 C

30 B

32 important

34 research methods

36 (terms) analysis

38 spoken

40 writing/written language

SECTION 1

V = Visa officer; A = Applicant

V: Good morning, visa office. How can I help you?

A: Good morning. I'd like to apply for a visa to **Example Australia**, please.

V: Certainly, sir. I'll just get a form and then I'll need to take some details down. OK. Here we go. Right, can I have your name, please?

A: **Q1** Yes, it's **Okamura**. Kelly Okamura.

V: And how do you spell that, please?

A: K, E, double L.,

V: No, your family name, please.

A: Oh, sorry. It's O-K-A-M-U-R-A.

V: O-K-A-M-U-R-A. And your address?

A: Apartment 106 Kingston. **Q2 Kingstone Street**. Hawaii.

V: Kingstone Street. Hawaii?

A: Yes, that's correct.

V: So you're an American ?

A: **Q3** Actually, I was born in Japan, but moved to Hawaii six years ago.

V: And can I have your age please, Mr. Okamura?

A: **Q4** I'm 32.

V: **Q5** And are you married?

Q5 A: Yes. I am. My wife's Chinese.

V: And will your wife accompany you to Australia?

A: Yes, she will. In fact that's the reason we want, to go. Her sister lives in Sydney.

V: **Q6** Do you have any relatives living in Australia?

Q6 A: I used to have an uncle, but he died several years ago. Now there's only my sister-in-law and my wife's cousin.

V: So the purpose of your trip is to visit your wife's relatives . Am I correct?

A: Well, not exactly. **Q7** Mainly because I have my own trading company and I will be looking for business opportunities. Although I do want to do some traveling as well. You know, see some of the sights, that sort of thing. Although I don't intend to work in Australia.

V: And your wife? What will she be doing?

A: She'll be studying English. She wants a student visa .

V: And how long do you plan to stay?

A: About one year, I guess.

V: Well, I'm afraid a standard tourist visa is only valid for 30 days , **Q8** although in your case we can issue you with a business visa. Business visas last for six months. But you will be able to renew it. We can give your wife a twelve-month visa though.

A: Six months is OK. So what do I need to do now?

V: **Q9** Come along to the office any time during weekdays. But it must be office hours. We close at 5:30. **Q10** And bring along two passport size photos and your passport of course. Your wife will also need two photos. So that's four passport size photos in total.

A: OK. Thank you for your help. Bye.

V: Bye.

SECTION 2

Keep them out! There's no fail-proof way to keep out a burglar, but every little bit of deterrence helps. Even if you can't afford a security system, you can take a few minutes to make your home a little safer. Some relatively simple steps will greatly decrease the odds of a break-in, which means you can enjoy more peace of mind. And isn't that what 'home' is all about?

Think like a burglar : If you were one, how would you get into your home? evaluate your home from the inside and out, day and night. You might even try a 'mock' break-in, trying window jams and locks on the house's perimeter . To keep out a burglar, the first thing to do is to secure the windows. Though windows are relatively easy to break, the loud noise of shattering glass will deter a thief if you're near other houses.

Q11 Don't leave your windows open during the night whether you're at home or away. That's a common-sense precaution, but a surprising number of people forget to do just that.

Q12 Use a pick proof locking device for your windows. Make sure the frames are solid.

If you're beyond the earshot of your neighbours, they won't hear the glass breaking. Consider installing a plexiglass sheet for the more accessible windows. This will make entry through them more difficult.

Your doors should also be secured . **Q14** If you don't have a peephole, install one in the front door. If you have one, make sure that you and your family are in the habit of using it.

Q13 Don't open the door to anyone you don't know, especially at night. If the peephole is out of the reach of your children, keep a stepladder or stepping box by the door for them to use.

If there's any glass within two feet of your front door lock, consider a locking device that would be out of reach if that glass is broken.

Now, a few tips on how to protect your valuables . **Q15** Don't leave your valuables (stereo, computer, jewellery, etc.) where they can be seen from the window. If you don't want to hide everything from sight, consider blinds .

Q16 Make a valuables inventory . Keep a record of your expensive and personally significant items, not just a listing, but a photographic or video tape record if possible. Store this inventory at another location. This is helpful for both the police and the insurance agency to identify the stolen goods.

Use an engraving pen to mark these items with some kind of personal identifying information,

such as your initials , in an inconspicuous place. This also helps record your possessions in case of any other mishap, such as fire or flood.

Don't stop your security awareness at the outside walls of your house. Your yard areas (if any) also deserve your attention. In general, don't leave anything around the yard that might help a burglar get into your house. Ladders, stackable boxes or any garden tools should be put away, preferably in a locked cabinet.

Q17 Install a light in your yard that is sensitive to movement. Place it high and out of reach.

Q18 Trim hedges or bushes that are near doors or windows. These can be good hiding places.

Don't place outdoor furniture tables nearby the house. These could become an easy stepladder to the roof.

When you are on vacation , create the occupancy illusion . Maybe you laughed at your mother for leaving the lights on and the radio playing while she left for vacation, but she had the right idea. Those steps aren't quite enough, so try these strategies :

Buy electronic timers that turn lights on and off at different times. Hook up a timer to your TV for a few hours each evening. Turn up the volumes, too- not enough to annoy the neighbors , just enough that a lurker at the windowsill couldn't miss hearing it.

Have your newspaper and mail delivery suspended . If you don't have time to do this, ask a neighbour to pick them up for you.

Q19 Ask a neighbour to park in your driveway or parking place.

Q20 Think about having someone house-sit your home. If he's a relative or friend, he may cost you no more than the contents of your refrigerator. You can also find professional house-sitters, or house-sitting services, but find someone to stay while you're away.

Leave your shades as they are normally, or at least don't close up every one. One sign of a vacant house is closed shades during the day. Lock your garage door with a padlock.

SECTION 3

A = Anne; M = Merton

A: So, that research paper we have to do next is the one about different styles of training dogs .

How do you think you'll approach writing it?

M: You know. I've been thinking about it, and I feel that the best way to write it is to divide the paper into two main parts. In the first part, we'd be analyzing some examples of each style of training dogs...

A: Right, first, what the styles are. After that we can talk about how each style can be used so that the dogs learn something different from each one.

M: Indeed. Maybe we could draw a chart and compare examples of each style of training, one at a time. So, the different kinds of training would be... simple **Q21** obedience training.

A: There you would have things like teaching them to **Q21** sit or stay in one place, and so on.

M: Right, so included here would be simple audio commands, **Q22** like 'speak'.

Q22 A: Yes, basic commands are just spoken words, aren't they? And then there would be the more **Q23** guard training...where the dogs are trained to know a specific place well. Patrolling and barking are probably the best examples because most people have seen them in many places... especially in homes.

M: And this would lead us to the **Q24** attack dog training, which is physical as well as spoke training the dog **Q24** to knock someone down, and even bite if they have to.

A: Right, so there's another category as well... **Q25** 'Sniffing' dogs, which make up the **searching category**. I've read that in the UK, every major airport or government building has these dogs to search for all kinds of

M: I can believe that. Well, we have a good list to build on. We're finally getting started now. so let's try to figure out when each type of dog training should be used. I guess we can start by trying to figure out the best situation for each type of dog training.

A: Hmm, what do you mean?

M: What I mean is whether each type of training should be used with different kinds of dogs. We could use basic obedience training, for example, and ask whether it's more useful for a small dog, a medium-sized dog, and so on. In this case, I'd say obedience training is best with small dogs, because they tend to get excited easily and this will help keep them out of trouble.

A: Okay, that makes sense.

M: Then, let's look at physical training. Even though some people think it's ideal for every breed of dog. I think it's better suited to the larger kinds. Small dogs usually just aren't smart enough to understand the physical commands, and they can even get hurt from them.

The specialized 'sniffing' training is the same... I think it's better with the more intelligent breeds of dogs and it's hardly ever useful with really small dogs. Attack training, however, can be useful for every kind of large dog as long as the dog is treated well and given a lot of attention and care.

A: All right, and what about guard training? Barking is an ideal way for small dogs to guard a home. I know they aren't big enough to stop a person, but making some noise is often all a dog needs to do. Other kinds of guard training like biting, though, are different. I'd always plan to teach that to a smart dog, giving them a chance to use their brains and defend their homes.

M: I'd have to agree...trainers often just teach large dogs to bark at a person when they think something isn't right, but if the dogs know how to use physical skills in a bad situation they could save their owner's life someday.

A: Yes, I suppose that different people would have different needs for their pets.

M: Right, and different trainers would recommend different methods for different breeds.

Great thanks to volunteer **Ha My Hanh** has contributed these explanations and question markings.

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SECTION 4

Today, in our series of lectures on human language, we are going to be looking at the way in which children acquire language. The study of how people learn to speak has proved to be one of the most fascinating, important and complex branches of language study. So let's look at these three features in turn.

Firstly, why is it fascinating? This stems from the natural interest people take in the developing abilities of young children. People are fascinated by the way in which children learn, particularly their own children.

Secondly, it is important to study how we acquire our first language, because the study of child language can lead us to a greater understanding of language as a whole. The third

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point is that **Q33** it's a complex study and this is because of the enormous difficulties that are encountered by researchers as soon as they attempt to explain language development, especially in the very young child.

In today's lecture we will cover a number of topics. **Q34** We will start by talking about research methods. There are a number of ways that researchers have investigated children's language and these include the use of diaries, recordings and tests, and we'll be looking at how researchers make use of these various methods. **Q35** We will then go on to examine the language learning process, starting with the development of speech in young infants during the first year of life. This is the time associated with the emergence of the skills of speech perception, in other words, an emergence of the child's awareness of his or her own ability to speak. We will continue with our examination of the language learning process, this time by looking at language learning in the older child, that is in children under five. **Q36** As they mature, it is possible to begin analysis in conventional linguistic terms, and so in our analysis we will look at phonological, grammatical and semantic development in pre-school children.

Q37 In the second part of the talk I would like to review some educational approaches to the question of how linguistic skills can be developed. In other words, how can we assist the young child to learn language skills at school? **Q38** Initially we will look at issues that arise in relation to spoken language, **Q39** we will then look at reading and review a number of approaches that have been proposed in relation to the teaching of reading. Finally we will conclude today's talk with **Q40** an account of current thinking about the most neglected area of all: the child's developing awareness of written language...

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