



IELTS Mock Test 2022 March

Listening Practice Test 1

HOW TO USE

You have 2 ways to access the listening audio

1. Open this URL <https://link.intergreat.com/XFo2O> on your computer
2. Use your mobile device to scan the QR code attached



Questions 1-5

Complete the form below.

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

SOCIOLOGY RESEARCH PROJECT SURVEY

| Example | Answer |
|-----------------------------------|------------------------|
| Survey on: | community center |
| Age: | 1 <input type="text"/> |
| Postcode: | 2 <input type="text"/> |
| COMPUTER FACILITIES ALREADY USED | |
| Where? | 3 <input type="text"/> |
| SPORTS FACILITIES ALREADY USED | |
| Where? | 4 <input type="text"/> |
| EDUCATION FACILITIES ALREADY USED | |
| Where? | 5 <input type="text"/> |

Questions 6-10

Complete the form below.

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

IMPROVEMENTS FOR THE COMMUNITY CENTRE

| | |
|---|---|
| New sports: | 6 <input type="text"/> |
| Classes organized only for: | 7 <input type="text"/> |
| Education classes: | 8 <input type="text"/> |
| Willing to pay about: | £ 9 <input type="text"/> for new classes. |
| Possible frequency of visits, if improvements made? | 10 <input type="text"/> a week |

Questions 11-15

Choose the correct letter, A, B or C.

11 The Dark which makes up Hampstead Heath is

- A very large.
- B fairly large.
- C fairly small.

12 According to the speaker, Hampstead underground station is

- A the shallowest in the system.
- B the deepest in the system.
- C the oldest in London.

13 The speaker suggests that after their walk people might want to

- A have a meal in the famous restaurants.
- B avoid Hampstead village as it is very busy.
- C visit Hampstead village to look at the shops.

14 The houses in the Vale of the Heath are built

- A on the edge of the heath.
- B on the heath itself.
- C opposite the heath.

15 The speaker advises walkers to remove their headphones to

- A hear the silence away from the traffic.
- B ensure they are not being followed.
- C listen to the noises in the park.

Questions 16-20

Which activity can be done at each of the following locations on the heath?

Choose **FIVE** answers below and write the correct letter, A-G, next to questions 16-20.

| Activities | |
|------------|-----------------|
| A | have picnics |
| B | go fishing |
| C | view London |
| D | have a swim |
| E | attend concerts |
| F | watch plays |
| G | have snacks |

Locations on the Heath

16 Kenwood House

17 grassy slopes

18 open-air stage

19 ponds

20 Parliament Hill

Questions 21 -25

How do the speakers describe the green urban planning options?

Choose **FIVE** descriptions from the box and write the correct letter, A-G, next to questions 21-25.

| Descriptions | |
|--------------|---------------------|
| A | dangerous |
| B | too expensive |
| C | too many objections |
| D | disruptive |
| E | unpractical |
| F | successful |
| G | unsuccessful |

- 21 green belt
- 22 decentralization
- 23 newtowns
- 24 brownfield sites
- 25 pedestrianized zones

Questions 26-28

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

26 Which area is Jack having the most problems with?

- A** Understanding the statistics.
- B** The lack of material.
- C** The selection of statistics.

27 What has been central to Curitiba's success?

- A** Central government intervention.
- B** Working together with residents.
- C** Giving responsibility to strategists.

28 Why does the transport system work so well?

- A** There are cheap fares for the poor and elderly.
- B** Bicycles can use the bus lanes.
- C** There is a low car ownership.

Questions 29-30

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

Which does the tutor suggest are the **TWO** areas Jack needs to focus on?

- A** the amount of parkland

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- B** the employment strategy
- C** the pedestrianized zones
- D** the recycling scheme
- E** the suburban areas

Questions 31-40

Complete the notes below.

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

| ECONOMICS COURSE GUIDELINES |
|---|
| During lectures |
| Students: |
| will receive information about economics and the 31 _____ to concentrate on |
| will be provided with information about the subject will be provided with a framework for further study |
| will have an opportunity to be taught by a 32 _____ in the field |
| will take part in the learning culture in 33 _____ |
| Common problems students have with techniques used in lectures |
| may not develop 34 _____ : no immediate questions |
| newer techniques help improve 35 _____ more than lectures |
| How to avoid problems and make learning easier |
| leave time to read 36 _____ on the booklist |
| test yourself with quizzes |
| if you have had a 37 _____ , revise what you previously learned |
| use the web to do more 38 _____ |
| check the sources of information on the web are 39 _____ |
| 40 _____ with your classmates |



Solution:

Part 1: Question 1 - 10

- | | | | |
|---|-----------------------------|----|-----------------------|
| 1 | fifty nine/59 | 2 | HA87UP |
| 3 | (local) library | 4 | swimming pool |
| 5 | (further education) college | 6 | badminton, (and) yoga |
| 7 | pensioners | 8 | arts and crafts |
| 9 | 2/two | 10 | 3/three times |

Part 2: Question 11 - 20

- | | | | |
|----|---|----|---|
| 11 | A | 12 | B |
| 13 | C | 14 | B |
| 15 | C | 16 | G |
| 17 | A | 18 | E |
| 19 | D | 20 | C |

Part 3: Question 21 - 29

- | | | | |
|----|---|----|---|
| 21 | F | 22 | E |
| 23 | B | 24 | A |

25 D

27 B

$\frac{29}{30}$ C,D

26 C

28 A

Part 4: Question 31 - 40

31 priorities

33 higher education

35 learning outcomes

37 gap year

39 reliable

32 researcher

34 student understanding

36 all items

38 background research

40 discuss ideas

SECTION 1

(K = Katie; R = resident)

K: Hi, good afternoon sir, er ... excuse me! Could you spare a minute please?

R: Oh, hello. Sorry, I was in a world of my own ... I didn't hear you there.

K: No problem. My name's Katie and I'm a second year sociology student. We're doing a research project on the importance of **Example community centres** to local residents . May I ask, are you a resident of Molton?

R: Yes, I am.

K: That's perfect. Would you mind answering some questions about the facilities you use? It won't take very long...

R: Of course, I'd be happy to answer any questions you have. far !

K: Great! OK. the first questions are to do with you. So can I ask how old you are? We need to know for statistical purposes later.

R: Well, I'd like to say 16 but **Q1 I'm 59**, 60 next week in fact.

K: Congratulations for next week! Now I just need your postcode, and then we'll get started.

R: Right, well that's an easy one. It's HA8 .

K: 7-A-8 ... H-Q-P, was that right?

R: No my dear, it's **Q2 H-A-8-7-U-P**.

K: Right... OK. Sorry for the confusion.

R: That's quite alright. Now what about these questions?

K: Yes, let's get started ... So one of the most important things we need to know is which of the facilities you already use.

R: Right OK.

K: OK, what about computer facilities? Do you currently use public computers anywhere in town?

R: Yes. I do. I go to my **Q3 local library**.

K: Great,... just jotting that down. OK, what about local sports facilities?

R: Yes, I get down to the **Q4 swimming pool** at least twice a week.

K: And education facilities? Are you currently attending any courses?

R: Yes, I go to Spanish classes every Friday at the **Q5 further education college**.

K- That's great! I must say, you're very active.

K: OK, we're halfway through. The next bit is all about how the community centre could be improved , if at all, that is.

R: I see. Well, I'll give it a go!

K: Well firstly, I'd like to find out your views on sports facilities. Which sports do you think the community centre should offer that it doesn't already?

R: Mmm... Well, I'm not going to say swimming as there's no point having two pools in a town of this size. Let me think ... um, what, about yoga? I know it's very popular these days. Yes, **Q6 yoga and badminton**. I used to play you know.

K: Really?

R: Yes, and I was quite good though I'm probably a bit rusty now. It's been years.

K: OK, do you think the classes should be split into groups?

R: Yes, that's a good idea. I know that if there were classes only for **Q7 pensioners**. I'd definitely be more likely to play. I'm not as fast as I once was, you know.

K: OK, I'll just write that, down ... Great! Now, we're nearly done. I just need to ask you some

questions about education. What kind of classes do you think the centre should offer that it doesn't already?

R: Well, I suppose the kind of thing that's no longer offered at the local college, em ... things like **Q8 arts and crafts**. Those kinds of classes have now closed as they weren't financially viable , apparently.

K: Yes, I heard about that. It was such a shame. Those kinds of classes are so important for the psychological well-being of those most vulnerable in a community. OK, I've written that down. Now, I need to ask you whether you would be willing to pay for any of the services we were just talking about.

R: Umm, as long as it wasn't too much, I have nothing against contributing. Something like **Q9 two pounds** per class seems like a reasonable rate for an old man like me!

K: OK, era ... and lastly then, I just need to know how regularly you think you will use the new facilities if the community centre makes the changes you have suggested.

R: Well, I'd say **Q10 three times** a week, which is more than I go at the moment. I only bother on Mondays and Wednesdays , as there's nothing else on during the week that interests me. But I would definitely get out of the house more if they were to make those kinds of changes.

SECTION 2

Hi and welcome to the walking audio tour service, which offers guided audio tours of over 30 walks around London. The full list of the walks is available on our website. You have chosen the Hampstead Heath Tour Part 1, which was, in fact, the first, of the walking tours that were recorded. Your walk takes you through part of the heath, a **Q11 huge**, wild, open parkland where Londoners and visitors to the city can come and enjoy some leisurely and refreshing exercise. The heath is one of the gems of north London. When you enter the parkland, you will feel as if you are walking in the wild countryside , but you are actually still in an urban area .

The walking tour begins here at the exit to Hampstead underground station, which is **Q12 the deepest station on the London Underground system** . We hope that you enjoy your experience, whether you are on your own or sharing your walk with a companion ... So let's begin your tour. We hope you enjoy it!

If you turn right as you exit Hampstead station , and stay on the right hand side of the road, the main thoroughfare , Heath Street, will take you up the hill to the heath itself. You are now walking away from the main shops and cafes in Hampstead village, but you can return to visit,

these after your walking tour **Q13** for some window shopping. The village is busy during the daytime and the evenings.

Now back to Heath Street. As the road winds northwards up Heath Street, you will pass some shops and restaurants on your way to the heath. When you reach the top, the first part of the heath that you will see on your right is the Vale of the Heath, which has some spectacular houses, **Q14** built on the heath itself beside a large pond . If you go along a little further you will come to a fork in the road, where one road – North End Way – turns to the left and goes northwest away from the heath; and on your right is Spaniards Road, which turns north-east, cutting through the parkland. Walk along this latter road a little way and look for the first opening on your right, where a path leads you down into the wild parkland.

As you descend along the pathway, you will find that the noise of the busy road, that is just on your left, disappears completely. You might want, to take off your headphones to **Q15** enjoy the delight of the sounds of the parkland. Don't imagine that there is only silence! There is the noise of the trees and the wildlife that lives there. As you walk along the path, you will come across several paths coming from the right to join the path that you are on, but keep going until you come to the first fork in the path. Now take the path that goes to your left, which will bring you shortly to the open spaces around Kenwood House.

You can either walk through the woods and enjoy being among the trees, or you can savor the other charms the heath has to offer. You are now at Kenwood House, which is a museum open to the public. It has been used as the setting for several well-known films, and is used as a venue for a wide range of functions . For some **Q16** light refreshments, there is the café at Kenwood House. Below Kenwood House itself, you can see the **Q17** grassy slopes, which are an ideal place for picnics and for children to run around and play games. Just beyond this picnic area is an **Q18** open air stage where music concerts are held in the summer months. You might even see the stage being prepared for a concert while you are there.

You might want to explore this part of the heath at your leisure . But before you leave the heath altogether, there are two other notable features that are worth visiting. On the east side of the heath are several large **Q19** ponds for segregated and mixed bathing. And if you would like **Q20** a view of London, you can visit Parliament Hill, which gives you a good panorama of London that is in fact protected by law.

SECTION 3

(J – Jack; T – tutor)

J: Hi! Am I bothering you? Is it OK to see you now?

Hi Jack! No bother. Please come in. As your tutor this year, it's my responsibility to oversee your assignments. Now, where are my notes? Oh yes, here they are. OK. I see that we were going to look at your case study on the challenges of urban planning in the 21st century and how to make it as 'green' as possible. How's it all going?

J: Actually, I'm pretty happy with it. Can I talk you through it to make sure I'm on the right track?

T: Of course, please do. I'll stop you if I have any questions.

J: OK, well I started by giving an overview of what 'green' urban planning has been up until now. Firstly, there's the idea of a green belt. This is the one that everyone's heard of, but I found that while it was **Q21 successful** for a short time and in limited cases, it grossly over-simplified things.

T: Well that's a good and practical start. What else did you look at? I hope that you also considered the idea of decentralization ?

J: Yes, that was really interesting, as although there were no objections to it and it looked good on paper, it just, **Q22 didn't work in practice.**

T: Yes, a conundrum indeed. However, I think you'll find that there are many fads that come and go in this area. It isn't the first and it won't be the last to simply disappear off the face of the planet. Well this is all very good so far. What did you look at next?

J: I then researched the 1960s fad of building new towns on new sites, but I found that although there are isolated cases of success, they tended to **Q23 cost too much time and money** to build.

T: Keeping to that theme, have you considered the idea of brown field sites? That is sites that previously had another use, being converted into residential areas?

J: Like the idea of buildings that were once banks being turned into restaurants? That kind of thing?

T: Yeah, that's right.

J: No, I hadn't thought of that.

T: Well. I'd say it's a pretty important option in most urban areas today. Even though there have been **Q24 issues with safety**, if the land were contaminated in any way, at least it tends to

attract no objections from local residents.

J: OK, thanks. I'll make sure I put that in.

T: Anything else?

J: Well, I'm not sure about this last one, but I thought the idea of pedestrianizing central areas was an interesting concept. Do you think it's valid here?

T: Oh, it's certainly not a bad idea. The only thing is that it would probably intensify the problem of congestion in inner city areas and would **Q25 disrupt** local residents' sleep, if the construction work were to happen during the night. The use of loud excavators to re-pave the area would be inevitable.

J: Yes, I take your point, but in some older cities, I think it's one of the few viable options .

T: Well as long as you state that, then it can definitely be included.

J: OK, so that's my introduction to urban planning sorted , but now I come to the main part, which is the case study. It was really difficult to choose as there are so many good examples, but in the end I settled on Curitiba, which is the capital of the south Brazilian state of Parana.

T: Ah, yes. Nice choice. How's the research coming along?

J: Well, to be honest, I'm finding the amount of material a bit too much. There's such **Q26 a diverse range of statistics that it makes it almost impossible to be selective .**

T: Well, tell me a bit more about what you've discovered, and then we'll see if we can come up with a plan to tackle the problem.

J: Well, it's fascinating. Local authorities managed to achieve so much since the 1960s , principally because rather than waiting for central government initiatives they chose **Q27 a cohesive strategy where residents were consulted.** Then they took their ideas and implemented them into local government planning to come up with a plan everybody was happy with.

T: A ha! A bottom-up approach . Do go on ...

J: Well, the transport system is a real example of the town's eco-friendly image. Even though they have one of the highest number of cars per person in the country, they also have the highest number of people using public transport . **Q28 This is because poor and elderly**

residents are able to benefit from a social fair that allows them to use the system for less. This has led to low levels of pollution which also encourages citizens to use bicycles more.

T: Well, that's really impressive Jack. Well done. But I do have some suggestions to help you with finalizing your case study.

J: Please...

T: If you are going to prove Curitiba's success, you need to refer to specifics . You mentioned Q29 pedestrian only areas in your introduction, how about that?

J: Yes, OK.

T: And what about the amount of parking for all of those cars?

J: I didn't come across that in my research, but I can look it up.

Yeah, I think it's important.

J: And what about considering where people live in relation to their place of work? If they live in the suburbs , how about mentioning how far they need to travel in order to get to work?

T: And don't forget about their Q30 recycling strategy, including how easy it is and how much they recycle, making sure you include statistics to back it up.

J: OK, got it.

T All in all Jack, you've really done your homework and I very much look forward to receiving your final draft.

J: Thanks professor. You've been a great help.

SECTION 4

Good morning everyone and welcome to the Stanley University School of economics . I will be one of your lecturers on the course and my name is Professor Whitefield. Before the academic year really gets underway, I would like to take you through some of what you can expect and to give you some general course information.

Firstly, you'll be attending lectures during which you will receive information about economics

and the **Q31 priorities** that you will need to focus on. The lectures will provide you with information about the subject in a relatively condensed format. In addition, they should also provide a suitable framework for further study. Typically, this is also the first time that students get the chance to meet a **Q32 researcher** at the forefront of the discipline. Traditionally, lectures are seen as an essential part of the learning culture for **Q33 higher education**, in which undergraduate study is viewed as an induction into academic discipline and a way of viewing the world.

However, although all I have said until now is true, every year undergraduate students experience problems with the techniques used in lectures. Being fully warned will hopefully help you with adjusting to these issues. The first problem is that there is little opportunity for the development of **Q34 student understanding**. That is, if you misunderstand something, there is no immediate opportunity to ask. Secondly, when newer teaching approaches are used, such as problem solving, **Q35 learning outcomes** are improved. However, these will still not replace the validity of listening and learning from an expert.

Now, before you start despairing there are several things that you can do in order to make the learning process, and consequently your student life at the university, easier. First and foremost, be prepared! You will be given a reading list. Don't just throw it away or forget about it; make sure you leave enough time to go through **Q36 all items** on it. Once you've done that, an ideal thing to do would be to test yourself on the contents. Prepare a mini quiz while reading, and go back to it before the lecture and just check you know the answers. Now for most of you, this won't be the first time that you're studying economics, but you may have taken a **Q37 gap year** or had a period of time working. If this is so, and even if it isn't in fact, it always makes sense to go back and refresh your memory on those relevant theories you learned about before, as we'll definitely be referring to them. Okay, there's just a couple more ideas I'd like to suggest before I'll take any questions you may have. We are lucky enough to be living in a digital age, so use resources like the web to do some extra **Q38 background research**. There's no shortage of information nowadays, but just be sure that you're using **Q39 reliable** resources. Finally, and this is an important one: make sure you **Q40 discuss ideas** with your peers. They are in the same boat as you after all, and you will probably find that it helps make your learning more memorable. All in all, take charge of your learning and you will find that you succeed. Now, do you have any questions before we go on to...