

Master IELTS General Training Volume 6

Listening Practice Test 2

HOW TO USE

You have 2 ways to access the listening audio

1. Open this URL <http://link.intergreat.com/4Sz1o> on your computer
2. Use your mobile device to scan the QR code attached



Questions 1-3

Fill in the details missing from the order form below.

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

Example

Customer Name: Max Jones

Suit Range: 1

Cost: £ 2

Payment Method: 3

Questions 4-10

Complete the order form below.

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

Customer Requirements

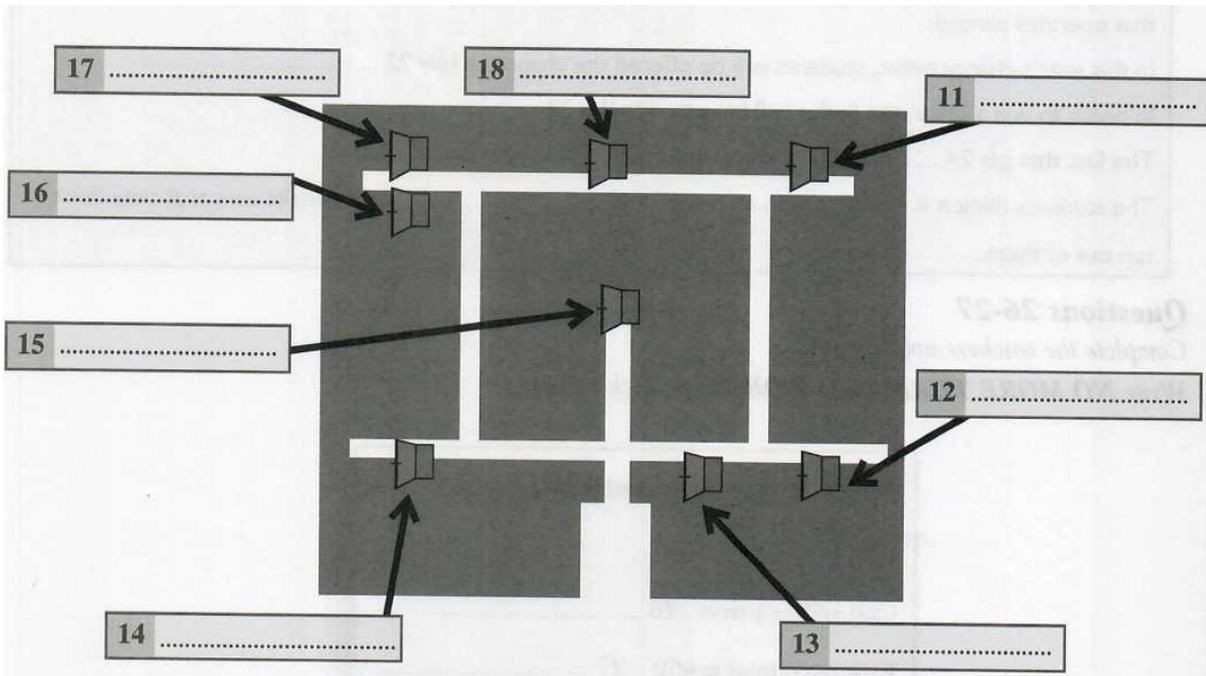
	<table border="1"><tr><td>Waist</td><td>36</td></tr><tr><td>Leg</td><td>4</td></tr><tr><td>Colour</td><td>Dark-grey</td></tr></table>	Waist	36	Leg	4	Colour	Dark-grey		<table border="1"><tr><td>Style</td><td>7</td></tr><tr><td>Colour</td><td>Dark-grey</td></tr></table>	Style	7	Colour	Dark-grey		
Waist	36														
Leg	4														
Colour	Dark-grey														
Style	7														
Colour	Dark-grey														
			<table border="1"><tr><td>Neck Size</td><td>8</td></tr><tr><td>Colour</td><td>9</td></tr></table>	Neck Size	8	Colour	9								
Neck Size	8														
Colour	9														
	<table border="1"><tr><td>UK Size</td><td>5</td></tr><tr><td>Style</td><td>6</td></tr><tr><td>Colour</td><td>Black</td></tr></table>	UK Size	5	Style	6	Colour	Black		<table border="1"><tr><td>Size</td><td>Medium</td></tr><tr><td>Colour</td><td>Dark-grey</td></tr><tr><td>Style</td><td>10</td></tr></table>	Size	Medium	Colour	Dark-grey	Style	10
UK Size	5														
Style	6														
Colour	Black														
Size	Medium														
Colour	Dark-grey														
Style	10														

- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____

Questions 11-18

Label the map below with the names of the different areas of the museum.

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



- 11 _____
- 12 _____
- 13 _____
- 14 _____

15 _____

16 _____

17 _____

18 _____

Questions 19-20

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

19 The Digital Art exhibition has been open

- A** for just under four weeks.
- B** for just under one month.
- C** for just over 30 days.

20 Taking photographs of the exhibits

- A** is forbidden in the Digital Art room.
- B** is not allowed in any part of the museum.
- C** is only allowed in a new section of the museum.

Questions 21-25

Complete the sentences below.

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

The aim of the project is to raise money to support a ²¹ _____ specifically rather than one that operates abroad.

In this year's charity event, students will be offered the chance to buy ²² _____

In order to win a prize, the finder will have to ring the ²³ _____

The fact that gas ²⁴ _____ cost £20 each is the only drawback.

The students think it is best to put in an order of ²⁵ _____ to make sure that they don't run out of them.

Questions 26-27

Complete the teachers notes below.

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

Notes on costs and potential profit:

Unit cost: £0.50

Unit selling price: £ ²⁶ _____

Estimated total profit: £ ²⁷ _____

Questions 28-30

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

28 How did the students find an event sponsor?

- A** They asked a company to sponsor the event.
- B** They spent £1,000 promoting the event to attract sponsors.
- C** They were approached by a company interested in being a sponsor.

29 What does the sponsor want in return?

- A** £1,000 of the profits and their logo on every balloon
- B** to print their logo on the products they sell
- C** approval from the teacher that it is okay to go ahead with the sponsorship

30 How many containers of gas are they going to need if they do as the teacher suggests at the end of the conversation?

- A** 10
- B** 2
- C** 20

Questions 31-40

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

31 What aspects of sailing will the course concentrate on?

- A** design and rigging
- B** direction control and performing basic boat movements
- C** complex manoeuvres and control of direction

32 What is the purpose of a rudder?

- A** to help boats travel downwind
- B** to improve direction control
- C** to act like a natural wind effect

33 What does a centreboard prevent?

- A** the boat from grounding
- B** undesirable sideways movement
- C** boats from sinking in shallow water

34 Why is it better to have a removable centreboard?

- A** in order to travel in deep water
- B** in order to be able to ground the boat in shallow water
- C** in order to prevent the boat from getting stuck

35 Which of the three basic manoeuvres are the most difficult?

- A** sailing into the wind
- B** sailing across the wind
- C** sailing with the wind

36 What is tacking?

- A** sailing downwind
- B** sailing straight upwind
- C** sailing upwind in a zig-zag direction

37 What happens if you sail your boat too directly into the wind?

- A** the sail stops working properly
- B** it is hard to keep your boat travelling in a consistent direction
- C** your boat will start to tack

38 When do boats sail at their fastest speeds?

- A** sailing into the wind
- B** while reaching
- C** sailing with the wind

39 It is implied that sailors have more control over the amount of wind resistance that they get from their sails when they are

- A** sailing into the wind.
- B** reaching.
- C** sailing with the wind.

40 When will the people on the course get to go sailing for the first time?

- A** that same afternoon, weather permitting
- B** at the end of their first practical lesson
- C** the next day if the weather is suitable



Solution:

- | | |
|-------------------------|----------------------------|
| 1 Standard (range) | 2 25 |
| 3 Cheque | 4 30 |
| 5 10 | 6 (traditional) leather |
| 7 bowtie | 8 17 and a half |
| 9 dark-green | 10 one-button |
| 11 Landscape (section) | 12 Modern Art Studio |
| 13 Modern Art (section) | 14 Classical Art (section) |
| 15 Main Exhibition Hall | 16 History of Art/room |
| 17 Digital Art (room) | 18 Still Life (section) |
| 19 C | 20 C |
| 21 local charity | 22 balloons |
| 23 special | 24 canisters |
| 25 500 balloons | 26 1.50 |
| 27 500 | 28 C |
| 29 B | 30 C |
| 31 B | 32 B |
| 33 B | 34 C |
| 35 A | 36 C |
| 37 A | 38 B |
| 39 B | 40 C |



Section 1

You will hear a telephone conversation between a customer and a shop assistant. First you have some time to look at questions 1-3. [Pause 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.

Jenny: Good morning. Jenny's Suit Rental. Jenny speaking. How may I be of service?

Max: Hi there. My name is Max **Example Jones**; that's J-O-N-E-S, and I'm looking to rent a suit out for a special occasion.

Narrator: The customer's name is Max Jones, so you write J-O-N-E-S 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 1-3.

Jenny: Good morning. Jenny's Suit Rental. Jenny speaking. How may I be of service?

Max: Hi there. My name is Max Jones; that's J-O-N-E-S, and I'm looking to rent a suit out for a special occasion.

Jenny: Certainly, Max. We charge a set fee for our services; you can either choose from our designer range and pay £50 to rent your suit out, or choose from our **Q1 standard range** at a cost of £25. So, what will it be?

Max: The first option please, Jenny. **Q2 £25**, did you say?

Jenny: Unfortunately not, the designer range is twice that price.

Max: In that case, I'll take the second option; standard, was that it?

Jenny: That's right. Now, before we go any further, may I ask how you intend to pay?

Max: Do you accept **Q3 cheques**?

Jenny: Yes, but only in exceptional circumstances; we prefer cash or credit card.

Max: Well, as I haven't got one, does this count as those circumstances?

Jenny: Yes, that will be fine. Make it payable to Jenny's Suit Rental.

Max: Will do!

Narrator: Before listening to the rest of the conversation, you have some time to look at questions 4-10. [Pause 30 seconds] Now listen and answer questions 4-10.

Jenny: Now Max, can I take your measurements please and a few details about what sort of suit you have in mind?

Max: Certainly.

Jenny: Let's start with the trousers then, shall we? What is your waist size and leg length?

Max: I used to be a 32 waist you know, but these days it's more like 36; too many cream pies!

Jenny: I've been there! And about the leg? 34?

Max: I wish! I'm afraid I'm somewhat lacking in the height department; not even a 32; **Q4 30**, I'm afraid!

Jenny: Never mind!

Max: As for the colour, could you do a dark-grey suit?

Jenny: In fact, we have a very smart one of those in just your size; you're in luck! Now, what about shoes? Same colour?

Max: No, I think I'd prefer something darker.

Jenny: Okay, let's go with traditional black then, shall we? What about size?

Max: I'm a size 45.

Jenny: Hmm. By my calculations that's a **Q5 10** in our sizes. And style?

Max: What've we got?

Jenny: We do suede, nubuck and **Q6 traditional leather.**

Max: Definitely the last one.

Jenny: Very well. And will you be wanting a necktie?

Max: Do you do **Q7 bowties**?

Jenny: Of course; I'll put one of those down on your order; dark-grey I presume?

Max: Perfect! To match the suit. I think I fancy a light-blue shirt by the way.

Jenny: **Q9 Might I recommend a green? Green would go very well with the suit**
[Access https://ieltonlinetests.com](https://ieltonlinetests.com) for more practices

you are renting.

Max: Light or dark?

Jenny: **Q9** I'd say dark.

Max: Dark it is then! My neck size is **Q8 seventeen and a half**; hard to believe that little over a year ago I could fit into a 15, isn't it?

Jenny: Those cream pies again, right?

Max: You've got it!

Jenny: Now, what about your suit jacket? Same colour as the trousers obviously, but what size?

Max: Medium should be fine.

Jenny: Are you sure?

Max: Yeah. And have you got any of those three-button ones?

Jenny: I'm afraid not; the one- and two-button suit jackets are far more popular at the moment. In fact, the **Q10 one-button** is all the rage.

Max: Let's have that one then.

Jenny: No problem. Now... (fading)

Narrator: That's the end of Section 1. You have half a minute to check your answers. [Pause 30 seconds]

Now turn to Section 2.

Section 2

You will hear a tour guide talking to her tour group. First you will have time to look at questions 11-18. [Pause 30 seconds] Now listen carefully and answer questions 11-18.

Tour guide:

So here we are in front of the entrance hall on the ground floor of this rather splendid twentieth-century building, once the home of Lord Redford of Graves, but which now, of course, has been converted into the National Art Museum.

Now, look straight ahead towards the end of the entrance hallway to where it narrows; that door will take you into the **Q15 Main Exhibition Hall**.

Alternatively, if you take the first right, you'll come to the **Q13 Modern Art section**, and next to that is the **Q12 Modern Art Studio** where you can see

professional artists at work on their latest masterpieces; fascinating! Taking a left off the entrance hallway on the other hand, will lead you to the **Q14 Classical Art section**. If you look at the map on the entrance wall here, you will notice that there are two corridors running towards the back of the ground floor, one on the left and one on the right. They both lead onto the rear corridor, which is home to a further four exhibition rooms. On the far right, we have the **Q11 Landscape section**; in the centre of the corridor is the **Q18 Still Life section**, and on the far left of the corridor, there are two rooms.

As you walk down the corridor towards them, the one on your left is the **Q16 History of Art room** and the one opposite is the **Q17 Digital Art room**.

Right; let's get started then, shall we?

Narrator: Before you hear the rest of the discussion, you have some time to look at questions 19-20.

[Pause 30 seconds]

Now listen and answer questions 19-20.

Our first port of call will be the Digital Art room down at the end. **Q19 This exhibition has been open little more than a month**, but has proved hugely popular with visitors so far. It is an interactive exhibition space and visitors are encouraged to touch and feel the exhibits to their heart's content; though, of course, **Q20 I shouldn't need to remind you that this is forbidden in the rest of the museum, as is the use of cameras, so please ensure that you do not take any pictures once you leave the Digital Art room.**

Narrator: That's the end of Section 2. You have half a minute to check your answers. [Pause 30 seconds]

Now turn to Section 3.

Section 3

You will hear a discussion between two students and their teacher on a planned charity event. First you have some time to look at questions 21-25. [Pause 30 seconds]

Now listen carefully and answer questions 21-25.

Teacher: So, are you making any progress with your plans for our annual charity event? I guess, first things first, have you decided what charity it will be in aid of this year?

Mark: We were thinking about Help the Children of Africa sir.

[Access https://ieltonlinetests.com](https://ieltonlinetests.com) for more practices

Laura: Well, that's Mark's idea sir, but I myself prefer a **Q21** local charity called the Meals on Wheels.

Teacher: I'd have to agree with Laura on this one, Mark. After all, we're supposed to be giving back to the local community and, although helping African children is a very worthy cause, it's a little outside our remit.

Mark: That settles that I guess!

Teacher: Moving on from the beneficiary question, have you made a decision on what type of event it will be?

Laura: Yes, we plan on doing something a little different this year: we're calling the event 'Balloonathon'. Basically, we're going to offer **Q22** balloons for sale to all the students.

Teacher: Balloons? I don't see where you are going with this.

Why would they want to buy a balloon?

Mark: Well, here's the thing: we don't actually give them the balloon. Instead, we'll write their name on it along with a special phone number and then we'll release all the balloons into the air. When they fall to the ground, if a person finds one and rings the **Q23** special number, then both he and the student who've bought the balloon will win a gift voucher.

Teacher: That sounds like an excellent idea guys; well thought out. This Balloonathon has a real novelty value attached to it don't you think?

Laura: Exactly what we said, sir.

Mark: The only drawback is that the gas you put in the balloons is rather expensive.

Teacher: How much?

Mark: About £20 per **Q24** canister, and we'll need about ten.

Teacher: And how many balloons are you planning to blow up?

Mark: Well, there are over 1,000 students in the school, so if even one third of the students buy one, we'd need about 350 balloons. We've decided to order **Q25** 500 so we don't run out. The good thing is we can return the canisters of gas if we don't use them and the balloons aren't expensive so there's no real risk of us spending a lot of money without getting a good return.

Teacher: You two have really thought this one out. I'm impressed!

Narrator: Before you hear the rest of the discussion, you have some time to

look at questions 26-30. [Pause 30 seconds]

Now listen and answer questions 26-30.

Laura: Thank you, sir.

Teacher: So how much money do you think we can raise?

Laura: Well, each balloon costs about 1p, and when it's filled with gas it's going to cost us about 50 pence. We reckon that if we sell our balloons at a price of £ **Q26 1.50**, and we sell all 500 of them, we'll end up making a profit of £1 per balloon, so that's £ **Q27 500** in total.

Teacher: That's fantastic!

Mark: And it gets better sir; we've secured a sponsor for our event who's going to give us £1,000.

Teacher: How did you find a sponsor?

Mark: **Q28** The balloon company we approached about buying the balloons asked us if we'd be interested in letting them sponsor us too.

Teacher: What's in it for them?

Mark: **Q29** They're going to print their logo on every balloon.

Teacher: I think you've done a good deal there.

Laura: Thank you sir. So do we have your approval to confirm our order?

Teacher: Absolutely, but you know I think we can sell more balloons if we set our minds to it, so why not order double the amount; 1,000 instead of 500?

Laura: **Q30** We're gonna need more than ten canisters of gas then.

Teacher: Double the amount presumably.

Laura: Correct.

Teacher: Okay, let's go for it. Let's make this year's charity event our most successful ever.

Narrator: That's the end of Section 3. You have half a minute to check your answers. [Pause 30 seconds]

Now turn to Section 4.

Section 4

You will hear part of a lesson about sailing for beginners. First you have some

time to look at questions 31-40 [Pause 1 minute]

Now listen carefully and answer questions 31-40.

Even a basic floating structure like a log raft with a piece of linen attached to a makeshift mast will sail before the wind if you know what you are doing. Now sailing in other directions is a different story altogether though. To sail in multiple directions, a boat must be designed and rigged so that the force of the wind moves it across the wind or into the wind, as well as moving it with the wind. This design and rigging process can be quite complicated but luckily, none of you will have to worry about that as all our boats are primed for the off. What you guys need to focus on is **Q31 controlling your direction and learning some of the basic manoeuvres**; these two aspects of sailing will form the core of your training over the coming weeks on this course.

Let's start with direction control. A boat with no means of control will travel straight downwind no matter what direction it's pointing in. **Q32 Using a rudder to counteract the wind's natural effect on the sail is the first step, therefore, in learning to control the direction you sail in. With a rudder, the bow of the boat can be pointed in any direction you desire.**

Q33 But we need more than just a rudder, otherwise there is nothing to stop the boat from sliding sideways when it is moving across the wind. That's where the keel or centreboard comes in. This will prevent any unwanted sideward movement. **Q34 In our boats we use a removable centreboard. Why? Because this enables them to sail in shallow waters.** If your centreboard is fixed in place permanently then your boat will ground when you encounter areas of water which aren't very deep. With the rudder for steering and the centreboard to prevent sideward movement, your boat is now capable of travelling in numerous directions!

Q35 Of the three basic sailing manoeuvres, which are: (1) sailing with the wind, (2) sailing across the wind and (3) sailing into the wind the latter of the three is by far the hardest. **Q37 Sailing into the wind is called tacking to windward. In reality, no boat can actually sail directly into the wind. If it does so, its sail will start to flap and become useless.** **Q36 That's where tacking comes in; boats sail upwind by following a zig-zag course.** You can generally head to within 45 degrees of the wind direction before your sail starts to flap and this is what we aim to do when we tack. Because the wind seldom blows with the same force and in the same direction consistently sailing into the wind requires great skill. Skilled sailors learn to sense the subtle changes in wind direction as they sail along and make minor adjustments for these. It will take you a lot of practice before you can do

this effectively.

Q38 Sailing across the wind is called reaching. Boats tend to clock their fastest speeds when reaching. Sailing with the wind is called running, but, contrary to what people might expect, running is not as fast as reaching. **Q39** This is because the sailor is not able to create his own wind resistance; how much resistance is created is entirely down to the strength of the wind which is pushing against the sail.

Q40 This afternoon, we'll have our first practical lesson. You will get to know your boats on dry land first though, and will not be taking them out onto the water until tomorrow, and only then if weather permitting. Let's break for lunch now for half an hour or SO, okay?

Narrator: That is the end of Section 4. You now have half a minute to check your answers. [Pause 30 seconds]

That is the end of the listening test. You now have ten minutes to transfer your answers to the Listening Answer Sheet.