



# IELTS Mock Test 2023

## January

### Listening Practice Test 4

## HOW TO USE

You have 2 ways to access the listening audio

1. Open this URL <https://link.intergreat.com/W86h5> on your computer
2. Use your mobile device to scan the QR code attached



## Questions 1-7

Complete the following notes by using **A NUMBER** or **NO MORE THAN THREE WORDS** for each answer.

### University Geography Field Trip

Time:	next week (a two-day trip)
Destination:	the Warrangamba Dam and 1 _____
Matching course:	Environmental Science
Departing time of coach:	at 2 _____ next Monday
Length of journey there:	3 _____ roughly and three hours back
First day's activity:	4 _____
Spending the night:	in 5 _____
Meals provided:	in the form of 6 _____
Sydney's daily water consumption:	equal to the water to fill 7 _____ full-size Olympic swimming pools
Second day's activity:	go to the water plant to see how to purify the water for drinking

## Questions 8-10

Choose **THREE** letters, A-F

Which **THREE** things does Cesar recommend bringing?

- A  binoculars
- B  camera
- C  penknife
- D  map
- E  raincoat
- F  mobile phone

## Questions 11-15

Complete the sentences below.

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

The last programme in the present series is 11 \_\_\_\_\_

Miss Patty Ching has been rewarded as 'Consumer of the 12 \_\_\_\_\_' for her persistent effort to see through a result of a complaint.

She took 13 \_\_\_\_\_ of photographs on her tour in Europe.

What happened to her photos after she gave them to Top-Class Photo Services for developing? 14 \_\_\_\_\_

The photo services compensated her 15 \_\_\_\_\_ dollars for the loss in the end.

## Questions 16-20

Choose the correct letter, A-D.

16 What is the problem that many listeners write about?

- A Sale prices.
- B Bad quality stuff.
- C Faulty goods.
- D Bad assistant.

17 How much was the sale price of the belt that Mr Alvin liked?

- A \$200.
- B \$100.
- C \$150.
- D \$300

18 Why should the consumer make a complaint about bad articles or service?

- A To cause a fuss.
- B It won't do what is claimed for.
- C Ask the shopkeeper for a favour.
- D The shopkeeper should be responsible for it.

19 What should a consumer do when complaining in person?

- A Get a receipt for what you buy.
- B Speak to someone in authority.
- C Talk directly to the assistant.
- D Ask to see the seller.

20 What should a customer do when complaining on the phone?

- A Speak directly to the owner.
- B Ask for the manager.
- C Write a complaining letter.
- D Find out with whom you discuss the matter.

## Questions 21-22

Complete the notes below.

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

### Student Record Card

Name:	David Simons	
Address:	15 Market Ave., Hornsby	
Student Number:	21 <input type="text"/>	
Prerequisites completed		
	YES	NO
Screen Studies Course:	√	
18 credit points:		√
If no, reasons:	22 <input type="text"/>	

## Question 23

Complete the notes below.

Write **TWO DATES** for the answer,

The final date of the examination should be 23

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## Questions 24-25

Choose the correct letters, A-D.

24 Dr Richardson explains that the set exercises

- A require reference to a wide range of resources.
- B should be at least 250 words in length.
- C focus on key terms and concepts in media studies.
- D do not have answers.

25 Dr Richardson explains that essays 1 and 2

- A are to be the same length.
- B should both be analytical.
- C both emphasize studies of audiences.
- D should be especially easy for David.

## Questions 26-28

Complete the table by writing **ONLY ONE** appropriate letter (M, T, A or J) as explained below.

M	mechanical
T	theoretical
A	analytical
J	journalistic

### Assignments

### Description

Set exercises

26

Assignment 1

T A (Example)

Assignment 2

27

Assignment 3

28

How does Dr Richardson describe each of the assignments ?

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### Question 29

Choose the correct answer.

29 Which two time slots does Dr Richardson suggest David use for his essay?

- A  The six o'clock and the midmorning.
- B  The breakfast and the six o'clock.
- C  The midmorning and midnight.
- D  The midday and the ten o'clock.

### Question 30

Answer the question below.

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

What will David do before he decides which part of the programmes to use?

30 \_\_\_\_\_

### Question 31

Choose the correct letter, A – C.

31 What does John Upton compare a computer virus to?

- A  A biological organism.
- B  A corrupt programme.
- C  An irritating person.

### Questions 32-35

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

In 1949 32 _____ of virus was presented by John Neumann an addicted computer fans
↓
33 _____ game was developed by a group of Americans for 34 _____ on computers.
↓

Development of a new 35 _____ in the 1980s.
↓
Birth of computer virus

### Question 36

Choose the correct letter, A-C.

36 What does the speaker find surprising?

- A The rise in the number of software infections.
- B The determination of those who develop viruses.
- C The fact that people blame their own computers.

### Questions 37-40

List **FOUR** ways of combating viruses. Write **NO MORE THAN THREE WORDS** for each answer.

37 \_\_\_\_\_

38 \_\_\_\_\_

39 \_\_\_\_\_

40 \_\_\_\_\_



## Solution:

### Part 1: Question 1 - 8

- |                               |   |
|-------------------------------|---|
| 1 (the) Water Treatment Plant | 2 8 o'clock/ 8 am                       |
| 3 2.5 hours                   | 4 visit (the) dam / see dam functioning |
| 5 (a) youth hostel            | 6 breakfast (and) supper / evening meal |
| 7 600                         | $\frac{8}{10}$ B,E,F                    |

### Part 2: Question 11 - 20

- |                      |                    |
|----------------------|--------------------|
| 11 Consumer's Choice | 12 (the) month     |
| 13 (about) 360       | 14 (They) vanished |
| 15 2,000             | 16 A               |
| 17 C                 | 18 D               |
| 19 B                 | 20 D               |

### Part 3: Question 21 - 30

- |   |   |
|---|---|
| 21 C97H85                                     | 22 has / got an exemption /(has) practical experience |
| 23 June 20(th); June 25(th) (in either order) | 24 C  |
| 25 B  | 26 M  |



27 A

29 A

**Part 4: Question 31 - 40**

31 A

33 Core Wars

35 pastime

37 be (very) careful

39 understand (viruses)

28 J

30 collect a sample / collect sample programmes

32 (the) first model

34 intellectual entertainment

36 B

38 avoid trouble

40 be (well) prepared



## Audio Script:

### Part 1

R = Rachel; C = Cesar

R: Hi, Cesar. How are you?

C: Good, thanks, Rachel. I'm fine. I was going to ring you tonight so it's a good thing I've run into you. I wanted to remind you about the field trip – the **Example two day field trip** next week.

R: What field trip?

C: The geography field trip to the Warragamba Dam and the **Q1 Water treatment Plant**. It's a compulsory part of the first year environmental Science course. Didn't you know about it?

R: No! I must have missed that piece of information; this is news to me! But give me the details, please!

C: Sure! Well, we have to meet outside the Library next Monday at 7 in the morning or you can meet us at 7:45 at the bus station in time to catch the coach which departs at **Q2 8 o'clock**.

R: Oh, alright. And how long does it take to get to this place?

C: Well, once we're on the coach, it will take about two. Er..., no! Actually more like **Q3 two and a half hours** at that time of day. And it could take as long as three hours to come back the next day because of the evening traffic.

R: And what's the purpose of the trip?

C: Didn't you get the course outline? You don't seem to know anything about this course!

R: Well, remember, I only started at the university a month ago, so I joined the course two weeks late and I've been trying to catch up ever since!

C: Oh, of course! Well, we spend the first day **Q4 visiting the dam**. I believe we actually go inside the wall of the dam, which is really quite interesting – to see the dam functioning, you know, how much they regulate the water supply each day, depending on how much water is needed downstream in Sydney.

R: Oh. OK. And um, so, if this is a two-day trip, where are we staying? Not camping by the dam, I hope!

C: No, no. Not camping. They do actually have some overnight cabins near the dam for visiting groups, but we're spending the night in **Q5 a youth hostel**, in a town nearby. That's all been arranged by the university.

R: And what about meals? Should we take our own food along?

C: No, you won't need to do that. The hostel provides two meals, **Q6 breakfast and an evening meal** and we can find a cheap place to buy lunch.

R: Great! So, is this the only dam that supplies water for Sydney?

C: There are a couple of others too, but this is the main one.

R: Well, with a population of over four and a half million people, I suppose we douse thousands of litres each day.

C: Absolutely! In fact, according to my notes here, they pump the water through something like 20,000 kilometres of pipes and canals and store the water in 262 service reservoirs. And each day we use enough water to fill **Q7 600 Olympic swimming pools**.

R: And what's happening on the second day?

C: Urn...well, we're coming back to town and going to the Water Treatment Plant to see how they purify the water for drinking.

R: Oh, that should actually be quite interesting. **Q8 I'll bring my camera**.

C: Yes, that's a good idea because we're supposed to include original photos for the final piece of work at the end of the course. And make sure you bring a notebook and pen or pencil.

R: OK. I'll do that.

C: You'll probably need some good walking shoes and spare clothes, too. And I would recommend that you bring **Q9 a waterproof coat of some sort because the chances of it raining** are pretty good next week. And a hat, perhaps?

R: Sorry, no. I draw the line at a hat!

C: Fair enough. And by the way, do you have **Q10** a mobile phone?

R: I do actually.

C: Well, bring that along because that way we can keep in touch more easily.

R: Provided that mobiles work up there, of course!

C: That's a point!

R: Do I need a map?

C: No, I wouldn't bother. We won't need to do any map reading.

R: OK, then. See you on Monday, and thanks very much for letting me know.

## Part 2

D = Denis; W – Wendy

D: Hello, everyone. Welcome again to '**Q11** Consumer's Choice', which is the last in our present series. Isn't that right, Wendy?

W: Yes, that's right. But we'll be back again after summer break with a new series well . We'll tell you more about that later. But, first, in today's program, we start off with the missing photographs . We'll tell you a story of Miss Patty Ching, one of our listeners will. We'll tell you how she has qualified for our 'Consumer of **Q12** the Month' award with her determination. Denis?

D: Thank you, Wendy. Well, Miss Patty Ching went on a holiday to Europe last month. This was her first ever trip abroad and one for which she'd been saving for ten years . Her tour took her around 12 countries in 21 days. And being a keen photographer, she took lots of photographs; **Q13** 10 rolls of film, to be exact. About 360 photographs. When Patty got back home, she gave all her photos to Top-Class Photo Services for developing. And they **Q14** vanished . She never saw them again. Of course, she was furious with the company and complained . They apologised and offered her compensation : 10 free rolls of film. This made her even more angry. And she rejected this completely inadequate offer and asked for two thousand dollars . The company refused her request. So Patty wrote them a letter, telling them to pay up in 10 days or

she would take them to court. She received no reply. So she did take them to court. But two days before the case was due to be heard, she received a cheque for **Q15 \$2,000**. Top- Class had obviously made their minds up on how the judge would decide. Patty's case provides a lesson to all of us. If we want our rights as consumers , we've got to fight for them. So for her determination and spirit we name Patty our 'Consumer of the Month.'

W: Thank you, Denis. And now I'd like to deal with the problem that many of our listeners write about – **Q16 sale prices**. When we go to a sale and see a sign on something saying 50% off or \$300 reduced to 100, how do we know the prices really have been reduced? One of our listeners, Mr Alvin Lok tells his story: 'In a department store where I sometimes shopped, I saw a leather belt priced at \$100, too expensive to me. But I liked it and thought I might buy it next time the store had a sale. The store did have a sale. And I went back to look for the belt. It was there all right, but the ticket on it now read 200 dollars **Q17 reduced to 150**. The sale price was actually higher than the normal / What can we, as consumers, do in a case like this? The answer to Alvin's question is that at the moment all we can do is to complain to the store's management and bring these cases to the attention of the public. Bad publicity might help to put a stop to this dishonest practice. Of course making a fuss about faulty goods or bad service is never easy. Most people dislike making a fuss. But if something you have bought is faulty or does not do what was claimed for it, you are not asking for a favour to get it right. **Q18 It is the shopkeeper's responsibility to take the complaint seriously** and to replace or repair a faulty article or put right poor service, because he is the person with whom you have entered into an agreement. The manufacturer may have a part to play but that comes later. So it's quite proper and reasonable to make a complaint about faulty goods or bad service.

D: Well, Wendy, what do you think is the right way to do that?

W: Well, the most important thing about making complaints , I think, is that they should be made to **Q19 a responsible person in authority**. Go back to the shop where you bought the goods, taking with you any receipts you may have. Ask to see the shop assistant in a large store. In a small store the assistant may also be the owner or you can complain directly. In a chain store ask to see the manager. If you telephone, **Q20 ask the name of the person who handles your enquiry**, otherwise you may never find out who dealt with the complaint later.

Even the bravest person finds it difficult to stand up in a group of people to complain, so if you do not want to do it in person, write a letter. Stick to the facts and keep a copy of what you write. At this stage you should give any receipt numbers , but you should not need to give receipts or other papers to prove you bought the article . If you are not satisfied with the answer you get, or if you do not get a reply, write to the managing director of the firm, shop, or organisation . Be sure to keep copies of your own letters and any you receive.

D: Well, thank you for your good advice. It's nice for every consumer to take an action when he or she gets bad goods or service. And of course, the Consumer's Choice will continue to press for the government to bring in laws similar to those in other countries to protect consumers by making it illegal to cheat them in this way. And now I'd like to tell you about our new consumer hotline which came into operation last month. So far we have received...

## Part 3

R = Dr Richardson; D = David Simons

[doorbell rings]

R: Enter, please.

D: Good afternoon, Dr Richardson.

R: Good afternoon. You're David Simons, is that right? .

D: Yes. I've an appointment to talk about the course requirements with you.

R: Fine. Now why don't you take a seat over there and I'll just get some details from you. First, can I have your home address and your student number?

D: That's 15 Market Avenue, Hornsby and my **Q21** student number is C97H85.

R: OK. Now I see here that you've already completed 18 credit points , but that you haven't done the Screen Studies course which is normally a prerequisite for this course. Why is that, David?

D: Oh, the course coordinator gave me **Q22** an exemption because I've worked for a couple of years in the movie and television business and they considered my **Q22** practical experience fulfilled the same requirements.

R: Fine. Shall we go over the course requirements first, and then you can bring up any queries or problems you might have. It might be most useful to start with a few dates. The final examination will be in the last week of June, that's the week of the 23rd . But the final date hasn't been set. It should be the **Q23** 25th or the **Q23** 20th. But you don't have to worry about that yet. Before that, as you can see in your study guide, there are three essay assignments and some set exercises. I'll deal with these first. **Q24** these set exercises are concerned with defining concepts and key terms. They do have fixed answers not in the wording but in the content. To that extent they are quite **Q26** mechanical, and provide an

opportunity for you to do very well as long as your answers are very specific and clear.

D: Yes, I see there are about twenty terms here. How long should the answers be?

R: You shouldn't exceed 250 words for each term.

D: Right, that looks easy enough. And the third assignment seems fairly straightforward too. Just a **Q28** **journalistic** type review of a recent development in television. It's not so different from what I've done in my work.

R: Yes, it should be fairly easy for you, but don't exceed 1,000 words on that one. Essays 1 and 2 are the long ones. The first essay should be about 2,000 words and the second 2,500 to 3,000, and **Q25** the approach for both should be **Q27** **analytical**. In the first one, your focus should be on TV and the audience, and you should primarily consider the theoretical issues, particularly in relation to trying to understand audience studies. In the second, I'll want you to focus on analysing television programmes.

D: Should I concentrate on one particular type of programme for that?

R: Not necessarily. But you must be careful not to overextend yourself here. A comparison between two programmes or even between two channels is fine, or a focus on one type of programme, such as a particular series, works well here.

S: So if I wanted to look at television news programmes, that would be OK? '

R: Yes, there would be no problem with that. In fact it's quite a popular choice, and most students handle it very well.

S: Good. I'll probably do that, because it's the area I want to work in later.

Later during the course, Dr Richardson gives David some advice and warnings about his essay.

[doorbell rings]

R: Ah, come in and sit down, David. You wanted to talk to me about your second essay, is that right?

D: Yes, Dr Richardson. I just want your comments on what I'm planning to do. I'm doing the essay on the differences between TV news programs at different hours of the day.

R: How many time slots are you planning to consider?

D: Well, I think I'd look at all of them. That'd be five slots. The breakfast news, the mid-morning news and the midday news, that's three. Then there's the six o'clock news, then ten o'clock and midnight programmes, so that's six, not five.

R: Mm, that's rather a lot. And you'd have a lot of different audiences to consider. Why don't you just do two. Say **Q29 the mid-morning and then six o'clock?** That should give you two fairly contrasting approaches with two main audience compositions .

D: Oh, just two then?

R: Yes, I think that'd be much better. Now how many actual programmes do you plan to work with?

D: I suppose you think analysing a whole week of news programmes would be too many.

R: Well, that depends on how much of each programme, if you concentrate on one particular type of news item, say the sports news or local items, it might be alright.

D: Yes, I can see that would be a good idea. I won't make a decision now, before I **Q30 collect a sample of programmes** over a whole week. I'll look at them and see what items appear throughout the week.

R: Yes, that's a sound approach. Now we're getting close to the deadline. Can you finish it in time?

D: Yes, I think so. I've completed the reading and I know what my basic approaches, so it's really just a matter of pulling it all together now.

R: Fine, David. I'll look forward to reading it.

## Part 4

T = Tutor; J = John Upton

T: Well, good afternoon. Last week we were looking at the positive effects that computers have had on our society . This week we'll talk about one of the negatives – computer viruses . In today's session John Upton will be sharing some of the findings of his research project. So, over to you, John...



J: Thanks. Mr Yardley asked me to talk to you about the project I did from last term. Actually, it's really very rewarding to do this research project about computer viruses. OK. So what is a computer virus? Well, it is a software program that has been designed, tested and released by a human programmer with the single intention of corrupting and destroying useful programmes. Put in simple terms, it's away of causing lots of trouble for ordinary people, just to be a nuisance ! It's known as a virus because, although it's not **Q31 a biological organism**, it functions in a similar way, in that it seeks out a host; that is, a body, in which to live and multiply – your computer – with the end result of destroying that host.

Let's go back 50 years. In 1949 in the early days of computer technology, John Van Neumann presented **Q32 the first model of a computer virus programme** in his paper Theory and organization of Complicated Automata. Soon after this paper was published , we find reference to a game known as 'Core Wars'. **Q33 Core Wars** was initially created for intellectual **Q34 entertainment** by three Americans working on large mainframe computers. Remember, in those days computers were the size of a couple of rooms. By the 1980s for the small sum of \$2 postage anyone could get details on how to play 'Core Wars' and very soon after, we see the emergence of a new **Q35 pastime**, one where people spent time creating programs that could escape the game and destroy other programmes. In this way, the first computer viruses were born.

Like their biological counterparts, computer viruses are picked up through casual habits. Virus programmes are often intentionally placed within useful programmes in the public domain, or they're included in software which is not official – that is software you might have acquired on the black market, which, of course you don't do!

**Q36** It seems quite hard to believe that anyone would go to this level of deceit to intentionally corrupt the data of others, but the rise in the number of computer software infections, and the amount of lost data that we are seeing these days, is proof that these virus programmers are going to extremes to do just that. They are going out of their way to create programmes that hide inside legitimate software applications and cause all sorts of errors that the average end – user will then mistake for hardware failure – in other words they will think that the problem lies with their own computer.

So, what can we do to combat these people? Well, the first thing is to realize that virus programmers succeed because people are not always careful about where they get their programmes from. So, number one, **Q37 be very careful**. And I don't just mean that you should be careful about the source of your software, you also need to take care with e-mails and avoid any messages which are suspicious-looking looking. For instance a message that says 'I love you1 or 'win \$50'. So the second golden rule is **Q38 avoid trouble**. Now there are other things

we can do to protect ourselves. We can try to find out exactly how the viruses work, how they accomplish their aims. In other words, we need to **Q39 understand them**. And, of course, there is a good selection of anti-virus software available on the market now as well as on the Internet to combat the virus plague , so another way of protecting ourselves and our computers is to be **Q40 well prepared** . And before I leave you, let me just say that if you ever run into one of those virus guys , tell them what you think of them!