



# IELTS Mock Test 2025 September

## Listening Practice Test 2

### HOW TO USE

You have 2 ways to access the listening audio

1. Open this URL <https://ieltsolinetests.com/ielts-mock-test-2025-september-listening-practice-test-2> on your computer
2. Use your mobile device to scan the QR code attached



## Questions 1 -10

Complete the form below.

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

### Tom's Computer Maintenance

Customer Information form	
<b>Date:</b> Sunday, 12th May	
<b>Example:</b>	
<b>Reason for call:</b> <u>computer problem</u>	
<b>What happened:</b> the screen 1 <input type="text"/>	
<b>Troubleshooting checklist:</b>	
- restarted computer	
- The computer is 2 <input type="text"/> - not running on battery	
<b>Activity when the problem occurred:</b> 3 <input type="text"/>	
<b>Possible diagnosis:</b> a virus	
<b>Name of</b> 4 <input type="text"/> <b>programme in use:</b> no answer.	
<b>Appointment</b>	
<b>Location:</b> 5 <input type="text"/>	
<b>Time scheduled for visit:</b> 6 <input type="text"/>	
<b>Street address:</b> 14 7 <input type="text"/> Crescent, 2F3	
<b>Customer name:</b> Sandra 8 <input type="text"/>	
<b>Name on buzzer:</b> the same as above	
<b>Fee:</b> £ 9 <input type="text"/> for the first hour's work, then £40 per hour	
<b>Estimated time for job:</b> less than 10 <input type="text"/>	

## Questions 11-17

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

11 The speaker's job requires

- A**  a great deal of walking.
- B**  extensive travel.
- C**  clean water.

12 Why is this story being told?

- A**  to promote Charity-Water
- B**  for entertainment purposes
- C**  to encourage Helen

13 Why do the charity workers usually surprise communities?

- A**  It makes people happy.
- B**  It is difficult to spread news.
- C**  It makes their work easier.

14 When villagers heard of the charity workers' arrival, they

- A**  had a party.
- B**  were suspicious.
- C**  took no notice.

15 Helen is feeling

- A**  ecstatic about her new life.
- B**  curious about the charity workers.
- C**  nostalgic about her old life.

16 What did the speaker notice about Helen?

- A**  that she had bathed recently
- B**  the care she took with her appearance
- C**  that she was wearing a green uniform

17 Making someone feel beautiful was

- A**  part of the speaker's job description.
- B**  an unexpected bonus for the speaker.
- C**  of little importance to the speaker.

## Questions 18-20

In what **THREE** ways did the new well improve Helen's life?

Choose **THREE** letters **A - G**.

- A**  Her children enjoyed better health
- B**  It increased her household income
- C**  It gave her more free time
- D**  She got a leadership position
- E**  She had more choices and options
- F**  She made new friends in her village
- G**  It allowed her to go to school.

## Questions 21-25

Complete the sentences below.

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

Jessica is interviewing Dr. Kitching for 21 \_\_\_\_\_ for the school newspaper.

Everyone Jessica knows is rather 22 \_\_\_\_\_ about how to ask for references.

Dr. Kitching gives Jessica permission to 23 \_\_\_\_\_ their conversation.

Dr. Kitching writes more than 24 \_\_\_\_\_ a year.

The majority of 25 \_\_\_\_\_ are in the spring or early summer when students start thinking about their future.

## Questions 26-30

Complete the flow-chart below.

<b>A</b>	message
<b>B</b>	meeting
<b>C</b>	information
<b>D</b>	exam
<b>E</b>	telephone call
<b>F</b>	course
<b>G</b>	email

Choose **FIVE** answers from the box and write the correct letter **A - G** next to questions **26 - 30**.

### Steps to take when asking for a reference after graduation

Start with a(n) 26 <input type="text"/>
↓
Say what 27 <input type="text"/> you took and when you took it.
↓
Give any 28 <input type="text"/> to identify yourself.
↓
Follow up with a(n) 29 <input type="text"/>
↓
Ask for a(n) 30 <input type="text"/>

## Questions 31-40

Complete the notes below.

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

**Date:** 6th November

### **Lecture Topic: Primate Behaviour**

Review - last lecture we talked about how physical features apply to:

- living primates
- classification
- 31 \_\_\_\_\_
- Human evolution is not just about how people have 32 \_\_\_\_\_, but also about how our behaviour evolved.
- The most notable thing about humans is not just that they walk on two legs but that they can 33 \_\_\_\_\_

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### **Primate Cognitive Abilities**

Cognition = the amount of 34 \_\_\_\_\_ that goes into a behaviour,

It's difficult to come up with 35 \_\_\_\_\_ to measure cognition.

How sentient are the 36 \_\_\_\_\_?

Sentient = there is 37 \_\_\_\_\_ conscious thought

Behaviours that support the presence of conscious thought in primates:

- Various sorts of 38 \_\_\_\_\_ (helping others without benefit)
- "Machiavellian intelligence" or deliberate 39 \_\_\_\_\_
- Chimps can be language trained - highly intelligent
- Cognition and intelligence in primates has deep 40 \_\_\_\_\_ ramifications.



## Solution:

### Part 1: Question 1 - 10

- |                      |                 |
|----------------------|-----------------|
| 1 went blank         | 2 plugged in    |
| 3 using the internet | 4 Antivirus     |
| 5 Morningside (area) | 6 7:45          |
| 7 Branston           | 8 Sarrencen     |
| 9 60                 | 10 half an hour |

### Part 2: Question 11 - 20

- |      |                          |
|------|--------------------------|
| 11 B | 12 A                     |
| 13 C | 14 A                     |
| 15 A | 16 B                     |
| 17 B | 18 $\frac{18}{20}$ C,D,E |

### Part 3: Question 21 - 30

- |               |                  |
|---------------|------------------|
| 21 an article | 22 puzzled       |
| 23 record     | 24 50 references |

25 (the) requests

26 E

27 F

28 C

29 G

30 B

**Part 4: Question 31 - 40**

31 the fossil record

32 changed physically

33 reason and/or imagine

34 thought

35 experiments

36 great apes

37 presence of

38 altruism

39 social deception

40 moral and political



## Part 1

*You will hear a conversation between a computer technician and a woman whose computer has crashed.*

*First you have some time to look at questions 1 to 4.*

*(Pause the recording for 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.*

M = computer technician, F = woman whose computer has crashed.

M: Hello. Tom's computer maintenance; how may I help you?

F: Hello. I...um... seem to have a **Example** problem with my computer.

It's really inconvenient too, because I've a deadline tomorrow I'm rushing to meet.

*The answer is "computer problem" so the reason for the phone call has been filled in for you. Now we shall begin. You should answer the questions as you listen because you will not hear the recording a second time. Listen carefully and answer questions 1 to 4.*

[REPEAT]

F: Suddenly the screen **Q1** went blank. Blue. A blank, blue screen.

I don't know If you can do something about it?

M: Ah, the dreaded blue screen. I think I can do something about it -it's my job after all. There are a few different scenarios, though, that could be going on with your computer. You've tried re-starting it, right?

F: Oh, yes. Nothing.

M: And it's **Q2** plugged in, not running on battery?

F: Yes.

M: Are you sure? Can you check again?

F: Ok, (pause) ... Yes, It's plugged in.

M: Ok. Can you give me a bit more information about what happened?

F: The screen went blank.

M: No, I mean, what activity were you doing when the problem occurred? Your

computer was on, I presume; you were working, right? What did you do immediately before the blank screen appeared? Were you **Q3 using the internet?**

F: Yes, I was, is it a virus?

M: That seems likely. What **Q4 anti-virus** software are you using?

F: Uh... I'm not sure. How embarrassing!

M: Never mind. I'll have to come and have a look at your computer.

F: Ok, that's great.

M: Alright, let's see. What about tomorrow morning about 10?

F: Oh, no. That won't do I'm afraid. I've got a very important project on the computer that absolutely must be finished and handed in by 9 a.m. tomorrow. By ten it's too late, I'm afraid. Can't you come now?

M: Well, I'm at a job at the moment, and my wife and kids are expecting me home by 8 for dinner.

F: Can you at least suggest someone else who can work? I know it's Sunday evening, but surely there's somebody, I mean, people have emergencies! (beginning to sound stressed) I've been calling numbers in the phone book, and you're the only one out of about twelve that even answered!

M: Just a moment, don't panic. Where are you located?

F: I'm in the **Q5 Morningside area.**

M: Well, you're in luck. I have to pass your area on my way home anyway. Now I should be finished here by half past seven, so what about around **Q6 seven forty-five?** Is that ok?

F: That's great, thank you.

M: What's your address?

F: 14 **Q7 Branston** Crescent 2F3

M: That's b-r-a-n-i-s-t

F: No, sorry, b r a n s t o n crescent

M: Oh, alright; and your name?

F: Sandra **Q8 Sarrencen**, That's [s a double r e n c e n]

M: And the name on the buzzer?

F: The same.

M: Alright, I'll be there shortly.

F: Thanks. Ah, can I ask you how much it's going to cost?

M: Certainly. My call-out fee is **Q9 60 pounds**, and that covers the first hour's work, and after that the fee is 40 pounds an hour.

F: Oh, gosh. That's rather expensive. How long do you think it will take?

M: If we're lucky it will be fairly quick. Honestly, though, if it takes much more than **Q10 half an hour** I'll have to finish it tomorrow morning. But I doubt that will happen.

F: I hope not! Will you take a cheque, or do you prefer cash?

M: A cheque is fine.

F: OK, so, I'll be waiting...

M: OK, bye.

*That is the end of Part one. You now have half a minute to check your answers.*

*(Pause the recording for 30 seconds)*

*Now turn to Part two.*

## Part 2

*You will now listen to a talk by the Water Project Manager of a charity called 'Charity-Water'.*

*First you have some time to look at questions 11 to 17.*

*(Pause the recording for 30 seconds)*

*Now listen carefully and answer questions 11 to 17.*

As Charity-Water's Water Project Manager, **Q11 I travel to some of the most desperate places on earth in search of clean water.** And while the landscape changes, there's always one thing that remains the same: the women are always walking. Whether I'm in the mountains of Haiti, in rural Liberia, or the jungles of the Central African Republic, the women are always carrying water. **Q12 To give you an idea of the work that Charity-Water does, I'll tell you the story of one of these women.**

Driving down a bumpy road in the middle of Northern Uganda, our truck suddenly swerves off the road and up over an embankment. **Q13 We usually prefer to surprise communities by our arrival because it makes it easier to monitor how our water points are functioning without hundreds of people watching.** But once you

visit a few communities in the neighbourhood, rumours of your presence spread like wildfire. **Q14** We jump out of the truck and walk into a party.

This is when I met Helen Apis. She told me about the new freshwater well in her village. **Q15** "I am happy now," Helen beamed. "I have time to eat, my children can go to school. And I can even work in my garden, take a shower and then come back for more water if I want! I am bathing so well."

A few of the men chuckled to hear a woman talk about bathing. **Q16** But all I noticed was Helen's glowing face, the fresh flowers in her hair, and the lovely green dress she wore for special occasions. Touching her forearm, I replied, 'Well, you look great.' "Yes," she paused. Placing both hands on my shoulders and smiling, she said, "Now, I am beautiful." That really hit me. My job is to focus on sustainable development, health, hygiene and sanitation; to make sure Charity-Water's projects are working in 20 years. **Q17** But nowhere on any of my surveys or evaluations was a place to write. "Today we made someone feel beautiful."

*Before you hear the rest of the talk, you will have some time to look at questions 18 to 20.*

*(Pause the recording for 30 seconds)*

*Now listen carefully and answer questions 18 to 20.*

Before she had clean water, Helen would wake up before dawn, take her only two 5-gallon Jerry Cans, and walk almost a mile and a half to the nearest water point, which happens to be at a school. Because there simply wasn't enough water for the area's population, she'd wait in line with hundreds of other women who also valued clean water. Helen's only other option was to skip the wait and collect contaminated water from a pond.

Helen spent most of her day walking and waiting. She told me each day she'd say to herself, "How should I use this water today? Should I water my garden so we can grow food? Should I wash my children's uniforms? Should I use it to cook a meal? Should we drink this water?" With two children, one husband and 10 gallons, Helen had to make choices. I saw the shame in her eyes when she described how she would return from her long trek to find her two young children waiting for her. They were often sent home from school because their uniforms were dirty.

With the new well in her village, her life was transformed. **Q18 Q19** She now had choices: free time; options. **Q20** Also, Helen had been chosen to be the Water Committee Treasurer, collecting nominal fees from 51 households to use for the maintenance of their well. Water Committees are often the first time women ever get elected to leadership positions in villages. Last month, Helen was standing in line waiting for water. This month, she's standing up for her community. And now,

she is beautiful.

*That is the end of Part two. You now have half a minute to check your answers.*

*(Pause the recording for 30 seconds)*

*Now turn to Part three.*

## Part 3

*You will hear a conversation between a student, Jessica and Dr. Kitching, a university advisor.*

*First you have some time to look at questions 21 to 25.*

*(Pause the recording for 30 seconds)*

*Now listen carefully and answer questions 21 to 25.*

J = Jessica K = Dr. Kitching

J: Hello Dr. Kitching, my name's Jessica. I work for the student newspaper. I called you last week to ask if I could interview you for **Q21 an article** about how to ask for references.

K: Oh, yes; I remember! Come in. Have a seat.

J: Thank you. Do you have a few minutes now to do the interview?

K: Yes, that's fine.

J: Great! I got the idea to do this article because, well, everyone I know is rather **Q22 puzzled** about how to get references from professors when they need them for applications for jobs or postgraduate studies. And I thought, since you're a professor, and you've been working as a student advisor for many years also, what better person to ask.

K: Yes, I have got some advice I can share on this topic. Where shall we begin?

J: First of all, do you mind if I **Q23 record** our conversation?

K: No. I don't mind.

J: Thanks. Do you write many references yourself?

K: Oh yes, I certainly do! Let's see, it's variable of course, but I'd say I average at least **Q24 50** per year.

J: My goodness! That's nearly five per month! It's more than one per week!

K: Yes, it's a lot. And of course, most of **Q25 the requests** are made in the spring or

early summer, when students are starting to think seriously about where they will be heading after they graduate in June.

J: Do most professors do so many?

K: Yes, it's part of the job. Of course, because I'm an advisor, students probably feel like I know them rather better than some professors, so I probably get a few more than I would otherwise.

*Before you hear the rest of the conversation, you have some time to look at questions 26 to 30.*

*(Pause the recording for 30 seconds)*

*Now listen and answer questions 26-30.*

J: Alright, so what do we students need to know in terms of asking for references or letters of recommendation? It's incredibly daunting, actually, particularly since we have such large classes. I'm not sure if my professors even know who I am!

K: Yes, that's probably the biggest issue students face in getting references. You will invariably have to contact former Professors even if you have never spoken to them outside of class. Following on this, if I were giving a first-year student advice, I would say to make sure you've had contact with several Professors outside of class so you won't be a stranger. All it takes is visiting during office hours, even if it's just to say "Hello, I'm enjoying your lectures".

J: But what if we didn't do that?

K: Then you'll just have to contact your professor anyway.

**Q26** Make a telephone call: tell him or her who you are, and what classes you attended, this sort of thing. Remember, for your professor, recalling an average student out of hundreds and hundreds isn't easy. **Q27** So tell him or her what course you took, and what semester and year it was. Include what grade you got and anything memorable. Perhaps you spilled your coffee. Though at the time it wasn't funny it might be enough for Professor Brown to remember you and it won't shed any negative light on you; it was an accident. Or perhaps, although you never spoke outside of class, you went up and asked a question that was a great one.

**Q28** Any information you can give to identify yourself is going to help you out.

J: Should I visit Professor Brown in person?

K: Yes, that would be ideal. I would suggest giving the information first over the phone, **Q29** then follow up by e-mailing it to your professor. During the phone conversation, **Q30** ask if you could meet briefly. This will be both a physical reminder of who you are and also another chance to make a good impression.

J: Isn't it very difficult to write references for all these students you've never spoken to or really even met?

K: Yes; for example, I was recently called by a student from 20 years ago! He lived in another country. I really didn't recall him. He told me a little about himself and I looked back at his records. I told him that all I could do was verify that he was in my class, that he showed up for all the classes and that he received a 3.4 in my class. Sometimes I'm very surprised that students who did very poorly in my class ask me for a reference.

J: What do you do in that case? Give a poor reference?

K: I, like most Professors I know, never say anything negative about the student; however it is what is unsaid that can say it all. So you really want to make sure you're remembered in a positive way and have left a good impression.

J: Ok, thanks very much for all this information. The story should come out in our next printing, so if you're interested I'll drop one copy over to you.

K: I'll be looking forward to seeing it.

*That is the end of Part three. You now have half a minute to check your answers.*

*(Pause the recording for 30 seconds)*

*Now turn to Part four.*

## Part 4

*You will hear a lecture about the behaviour of primates the group of animals that includes monkeys and humans.*

*First you have some time to look at questions 31 to 40*

*(Pause the recording for 1 minute)*

*Now listen carefully and answer questions 31 to 40*

Good morning; today's lecture will be about primate behaviour. Up until now I've talked mostly about physical features: how they apply to living primates; how we use them for classification; how they apply to **Q31 the fossil record**. But human evolution isn't simply about how we've **Q32 changed physically** over the last 70 million years: it's also about how our behaviour has changed.

Now, if I asked you to define what is meant by the term "human", you could probably, hopefully, give me a list of characteristics that physically define us. But at a philosophical level, I would hope that what you'd be really proud of is not that we normally walk on two legs, but that we can **Q33 reason and imagine**. Descartes put

it succinctly: "I think, therefore I am" although, admittedly, not quite in this context.

This lecture isn't about human behaviour per se, but about primate behaviour in general, and animal behaviour too, since just as we can use the physical characteristics of living primates to give us clues and insights into the physical characteristics of human ancestors, so we hope that the behaviours of non-human primates will be similarly enlightening for the behaviour of our ancestors.

To begin, let's talk a bit about primate cognitive abilities. I don't want to mention a lot of different behaviours without first mentioning cognition. Cognition is the amount of **Q34 thought** that goes into a behaviour. There is a world of difference between an animal hitting a nut with a rock and cracking it by accident, and an animal thinking to itself: "I can't bite into this nut. I know, I need something to use as a hammer to crack it." However, it can be very difficult coming up with **Q35 experiments** to differentiate these two.

Pause (4 seconds)

We can easily test mental skills, such as recall and discrimination, using methods such as the Wisconsin general test apparatus and various training experiments. But it's much harder to work out the degree of thought required. This is still a big problem in evaluating the status of **Q36 great apes**. Just how nearly "sentient" are they? Sentient, for those of you who don't remember, means there is the **Q37 presence** of conscious thought.

There are various behaviours that could be seen to support the presence of conscious thought in primates. Various sorts of **Q38 altruism**, or helping others without directly benefiting, can be found in certain great apes. The animals team up to achieve various goals: for example, hunting, in chimps. This would seem to require a degree of cognition. Another feature that has come to light recently is "Machiavellian Intelligence". Work, especially with baboons, seems to indicate that there is a lot of deliberate **Q39 social deception** going on: sneaky mating; passing the blame onto others; using infants for defence. At first glance, this seems very complicated behaviourally, but again, it can, just about, be explained in a fairly minimally cognitive way. Highly trained chimps, such as the signing chimp, Washoe, and the computer-aided communication of Kanzi also indicate a high level of intelligence. An interesting fact is that these language-trained chimps do much better in the standardised intelligence tests too, indicating that we probably underestimate primate intelligence in our traditional experiments. It seems that primates are not all that interested in the colour of pencils; they want to know the latest gossip about their friends - sound familiar?

And of course, cognition and intelligence in primates is a thorny problem, with deep **Q40 moral and political** ramifications.

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*That is the end of Part four. You now have half a minute to check your answers.*

*(Pause the recording for 30 seconds)*

*That is the end of the listening test. In the IELTS test you would now have ten minutes to transfer your answers to the listening answer sheet.*