

Prepare for IELTS General Training Volume 1

Listening Practice Test 2

HOW TO USE

You have 2 ways to access the listening audio

1. Open this URL <https://link.intergreat.com/HFmA9> on your computer
2. Use your mobile device to scan the QR code attached



Questions 1-8

Complete the notes below.

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

NOV 14,
Dear Diary,
Venue: New Malden Theatre (Example)
Show 1 _____
Seats 2 _____
Row 1, B, C and D
Start time: 2:00 p.m.
3 _____ 3:00 p.m.
Finish time: 4:15 p.m.
Ticket (£): 45.00 4 _____
Total Price (£): 90.00 (5 _____ one free)
Remember!
- £30 cancellation fee for cancellations within 10 days of the 6 _____
- Dates are not 7 _____
- £ 8 _____ per seat to change your seating arrangements

Questions 9-10

Complete the form below.

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

John and Amanda Houghton

1001

Date:

Pay to the order of 9 £90.000

Ninety pounds only GBP

Memo Booking Ref: 10

Authorized signature(s)

1001

John and Amanda Houghton

DATE:

**PAY
TO THE
ORDER OF**

9

£90.00

Ninety pounds only

GBP

MEMO Booking Ref: 10


AUTHORIZED SIGNATURE(S)

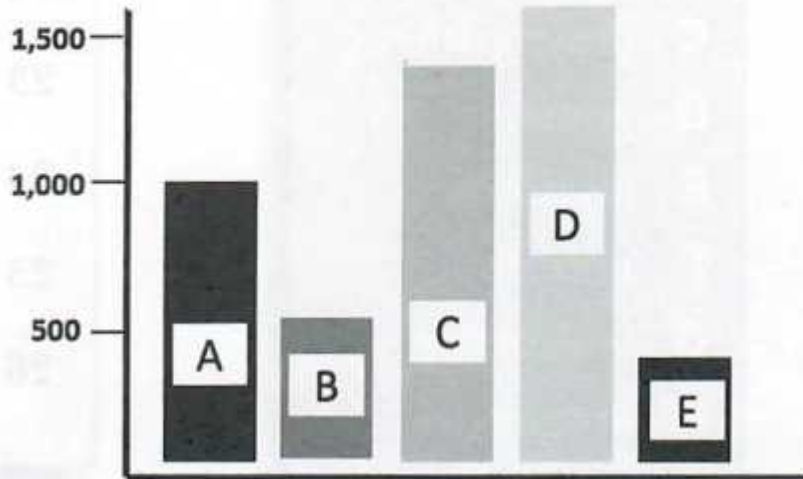
Questions 11-13

Label the chart below.

Write the correct letter, A-E, next to questions 11-13.

New Profit by Department for y/e 31st December

£ (thousands)



11 Online Sales Department

12 Retail Sales Department

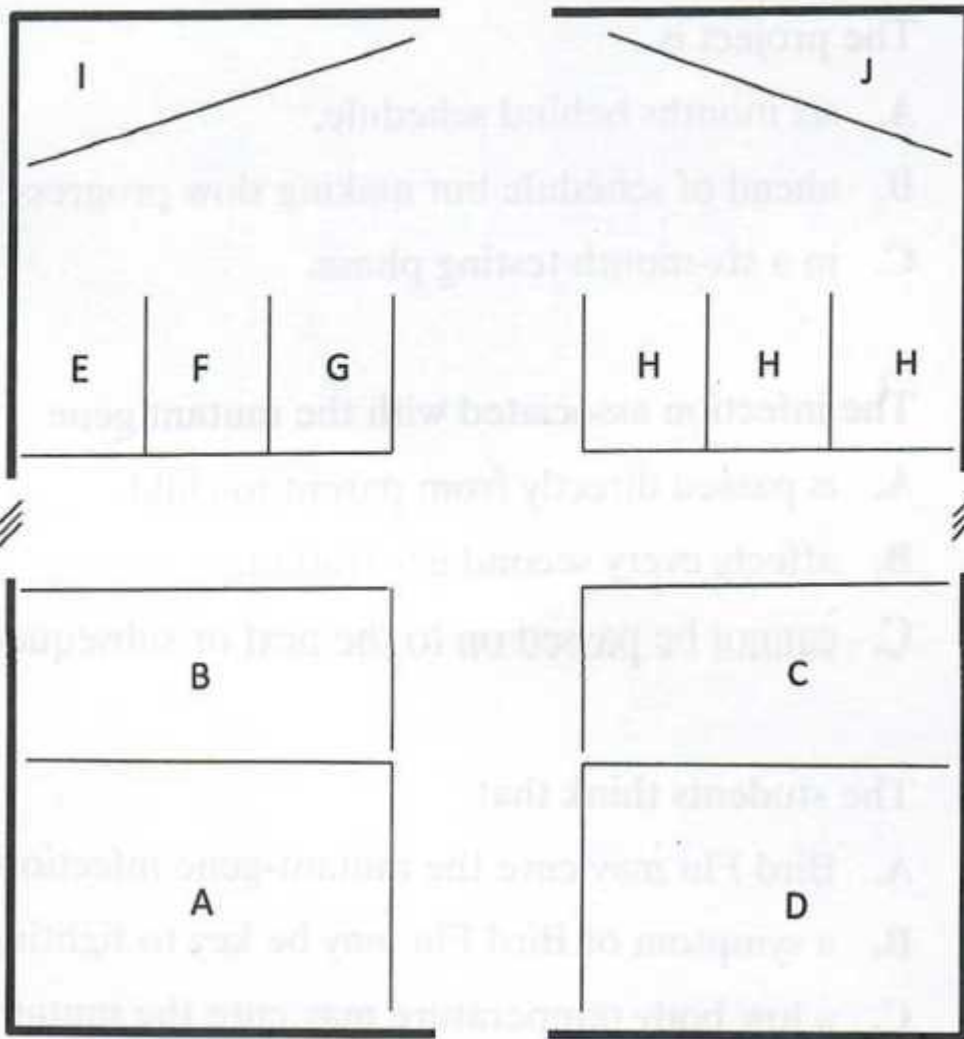
13 Design Department

Questions 14-20

Label the floor plan below.

Write the correct letter, A-J, next to questions 14-20.

New Floor Plan



- 14 Customer Service
- 15 Human Resources
- 16 Legal
- 17 Manager
- 18 Finance
- 19 Marketing
- 20 Research

Questions 21-26

Which attitude is associated with the following people during the conversation?

Choose six answers from the box and write the correct letter, A-H, next to questions 21-26.

	Attitudes
A	critical
B	relaxed
C	unsympathetic
D	grateful
E	insincere
F	unrealistic
G	welcoming
H	imaginative

- 21 The Biophysics Team at Kelheim
- 22 The Professor's Manager at Kelheim
- 23 The Professor's Employees at Kelheim
- 24 The Kelheim Directors
- 25 Dr Michael Stout
- 26 The Professor's Current Students

Questions 27-30

Choose the correct letter, A, B or C.

27 The students

- A haven't found the mutant gene yet.
- B haven't been able to study the mutant gene on its own yet.
- C haven't been able to confirm the results of their tests yet.

28 The project is

- A six months behind schedule.
- B ahead of schedule but making slow progress now.
- C in a six-month testing phase.

29 The infection associated with the mutant gene

- A is passed directly from parent to child.
- B affects every second generation.
- C cannot be passed on to the next or subsequent generation.

30 The students think that

- A Bird Flu may cure the mutant-gene infection.
- B a symptom of Bird Flu may be key to fighting the mutant-gene infection.
- C a low body temperature may cure the mutant-gene infection.

Questions 31-40

Complete the notes below.

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

CONDUCTING AN ARCHAEOLOGICAL DIG

- First find a suitable dig site by surface-collecting - aim to locate a midden (place where 31 _____ used to be dumped).
- If surface-collecting does not prove fruitful, quiz 32 _____ to see what they know about the area and redirect your search based on any firm tips you receive.
- Separate your finds into categories. Then clean the ones you think are important - avoid using 33 _____ as this can cause damage to delicate pieces.
- Use your findings to 34 _____ the area where digging should commence.
- Gather your tools together. If you don't have the right tools, the faculty permits students to 35 _____.
- Make a box screen if you haven't got one. Use four 36 _____ to make the box frame, connecting them with L-brackets. Add a mesh frame to the base using heavy-duty staples 37 _____. A two-by-four-foot screen is best for anyone who is going to 38 _____.
- Now the actual digging of the 39 _____ can commence. Dig one large enough that you will not be in your own way while working in it, and highlight the edges using string or cord so that they are 40 _____.



Solution:

Part 1: Question 1 - 10

- | | |
|--------------------------|-----------------|
| 1 Lions and Penguins | 2 Royal Circle |
| 3 Interval | 4 per person |
| 5 buy two get | 6 performance |
| 7 flexible | 8 10 charge |
| 9 Starr Theatre Bookings | 10 BUKTHTR14582 |

Part 2: Question 11 - 20

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

Part 3: Question 21 - 30

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

25 G

27 B

29 B

26 D

28 B

30 B

Part 4: Question 31 - 40

31 refuse/rubbish

33 (washing) detergents

35 borrow equipment

37 or nails

39 pit

32 local people

34 pinpoint

36 planks of wood

38 sift by hand

40 clearly defined

Section 1

You will hear part of a telephone conversation between a customer and a booking agent. First you have some time to look at questions 1-8. [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.

BA (Booking agent): So you said you lived in Sheen, is that right?

C (Customer): Yes, and ideally we'd like to see something close by.

BA: OK. In that case, I can suggest New Malden Theatre, only a five-minute walk from Sheen.

Narrator: The venue is New Malden Theatre, so you write 'New Malden Theatre' 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 1-8.

BA (Booking agent): So you said you lived in Sheen, is that right?

C (Customer): Yes, and ideally we'd like to see something close by.

BA: OK. In that case, I can suggest New Malden Theatre, only a five-minute walk from Sheen.

C: Perfect! What's on there at the moment?

BA: Well, there's a matinee show and an evening show. The matinee show is called Lions and Penguins and the evening show is the renowned John Millington play War Horse Breakfast.

C: Oh yes, I think I've heard of that one. Hmm... might not be best for the kids though, I'll stick with **Q1 Lions and Penguins** please.

BA: Great! Now did you say there were three of you?

C: That's right.

BA: Oh, you're in luck! There are only three seats left in the **Q2 Royal Circle** and they're all together.

C: Nice! But won't that be expensive?

BA: Not at all. We have a special offer running.

C: Oh, I'll take them then!

BA: So that's the Royal Circle, Row 1, B, C and D.

C: Let me just make a note of that... got it.

BA: Now the matinee performance starts at 2:00 p.m. and you should be seated about 15

minutes before the curtains open. The **Q3 interval** will be at three for 15 minutes and the play will finish at 4:15.

C: OK, I've made a note of that. Now, tell me more about this special offer, please.

BA: Well, tickets are £45 (interrupted)

C: Oh, that's good, isn't it?

BA: **Q4 Per person.**

C: (sounding deflated) Oh.

BA: But we're running a deal this week where if you buy two you get another at no cost.

C: **Q5 Buy two get** one free?

BA: Right. And that means you'll be charged £90 in total.

C: That's not so bad. Well, thank you very much for your help.

BA: Eh, just a moment before you go, please; I'm obliged to read you out the terms of purchase.

C: Very well.

BA: OK. There is a cancellation fee, which only applies if you cancel within ten days of the **Q6 performance**, and that's £30.

C: So, SO long as I cancel more than 10 days beforehand I won't get charged?

BA: Right. And just to let you know, the dates are not **Q7 flexible**. If you want to change when you go to see the performance, you have to cancel and start again.

C: (sounding hurried) OK.

BA: (quicken) And one last thing: if you want to change your seats, there's a **Q8 10 charge** per person, or per seat if you like.

C: Got it (interrupted)

BA: Em, there is also the matter of payment...

Narrator: Before listening to the rest of the conversation you have some time to look at questions 9-10.

[Pause 30 seconds]

Now listen and answer questions 9-10.

C: Of course. Sorry, I completely forgot. Will you accept a cheque?

BA: Yes, that'll be absolutely fine. You can make it out to **Q9 Starr Theatre Bookings**: that's Starr - S-T-A-R-R Theatre Bookings; it's my surname not the word, so, don't forget, two Rs.

C: OK. Two Rs.

BA: And just write the booking reference on the cheque to help me match the payment to your entry on our system.

C: Of course.

BA: It's **Q10** BUKTHTR14582. That's BUKTHTR14582.

C: Great. Thanks ever so much.

BA: You're welcome. Now, I won't keep you any longer; you seem in an awful hurry.

C: Yes, sorry about that. I am. Thank you. Bye bye.

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 manager talking to his staff. First you will have some time to look at questions 11-13. [Pause 30 seconds] Now listen carefully and answer questions 11-13.

Manager:

Now, if I can have everyone's attention a moment; I have some announcements to make. First of all, we've just received the results for 2011 from head office and I want to congratulate all of you for another highly successful year. Once again, **Q11** the Online Sales Department has **outperformed the rest of the company**. This literally wouldn't have been possible without you. Sadly, after taking a hit in the stock markets, our investment arm, Investment Traders, is down at the bottom of the pile - but then these are hard times for the stock markets and a poorer-than-normal performance was to be expected. A little more surprising is how well **Q12** the Retail Sales Department did. Indeed, if it continues to perform like this it will threaten **Q13** the second-most profitable arm of the business - Design, but **Q12** for the moment it must content itself with third place. As for profits in the Wholesale Division, well, they've stayed pretty static at around £500,000. Overall, the message coming down from head office is: keep up the good work.

Narrator: Before you hear the rest of the discussion you have some time to look at questions 14-20.

[Pause 30 seconds] Now listen and answer questions 14-20.

Now, I have some more important news from head office; it has just been confirmed that we are moving down to the headquarters' building on Cavendish Way. The move will take place on Monday. I'm handing you out a floor plan of our new office. Take a look at it and we'll go

through it together. As you can see, it's a little different to where we are at the moment, but I'm sure it'll feel like home in next to no time. Notice the fire escapes - very important from a health and safety perspective - either side of the floor. These are only to be used in exceptional circumstances. There are two main entrances at either end of the floor, which staff can use on a regular basis. **Q14** Now, Tina, your customer service team is going to be placed in the open plan area to the right just behind the fire escape. There are three different semi-open cubicles all allocated to your department, so divide your guys up as you wish into teams. On the other side of the floor, near the left fire escape, there is a cubicle allocated to each of the legal, human resources and sales teams. Sales, you guys will be nearest the fire escape; **Q15** HR, in the middle, **Q16** legal at the other end. OK? **Q17** Now, Frank, my assistant manager, will be behind you guys at the back in the left-corner office. I'll be opposite him in the other corner office. Moving to the front of the floor now; well, starting from the front entrance, **Q18** nearest to you on the plan, on the left-hand side we've got the finance team and **Q19** above them marketing. **Q20** On the other side we've got the research guys opposite marketing, and, closest to the door, that is going to be our new conference room. So guys, all I can say to you is try to settle in on Monday morning. Welcome to headquarters!

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 three students and their lecturer. First you have some time to look at questions 21-26. [Pause 30 seconds]

Now listen carefully and answer questions 21-26.

L: That's right; I started out working as a researcher in Kelheim Laboratories - though it's a long time ago now.

S1: What was it like then - em, starting out I mean? That'll be us next year.

L: It largely depends on your work environment really. **Q21** My team in the Biophysics Department were not very understanding of how it feels to be a new guy and really were quite hard on me. From day one they expected me to pull my weight and they reprimanded me for any mistakes I made. There was no time for me to find my feet and get comfortable.

S1: That sounds awful.

L: Well, it was to begin with, and it certainly took a long time for me to gain their respect, but, once I had done, the work environment became far more pleasant, and, indeed, we ended up making a great team.

S2: How long did you stay there?

L: 6 years.

S2: You did a fair stint then.

L: Yes, well, you see I was offered a promotion in my fifth year to assistant manager. Needless to say, I jumped at the chance. **Q22** I'd got to know the manager really well during my time there though, and I knew, based on how quick he was to point out what you were doing wrong all the time, that it would be a challenge to have to work closely with him, but I've never been one not to accept a challenge.

S2: So how did you and he get on?

L: Well, it didn't matter as he was only there another 6 months. He took early retirement on account of a heart condition, and, before you knew it, there I was managing the entire operation.

S1: Was that difficult for you?

L: Not at all. I was very fortunate to then be managing the same team as I had been a part of for so long. **Q23** They were at ease with me and the way I did things, so the department functioned really well for a time.

S1: Only for a time?

L: Yes, until I got into a dispute with the directors. You see, **Q24** being new to management, I'd never dealt with directors or the like before, and their expectations were just not very practical: they had their head in the clouds if you ask me! Anyway, they expected me to get instant results in our lab work. Needless to say, I wasn't prepared to rush the delicate experiments we were conducting along too quickly. I stood my ground and made it clear that I had no wish to pressure my team and that, in my eyes, they could have as much time as they liked to find out what they were looking for. This didn't go down too well with the directors and they got rid of me.

S2: You mean you were sacked?

L: In a manner of speaking. Well, they told me to leave of my own accord or I would be removed. I left!

S1: And is that when you started to lecture?

L: Yes. And I've been doing it ever since. When I first arrived, Dr Michael Stout was still a member of staff here.

S2: You mean the Programme Director?

L: Well, he wasn't back then. **Q25** I have Michael to thank for showing me the ropes. He was very considerate of the new faculty members and assisted me no end. And now, here I am, 20 years a lecturer. How time flies!

S1: **Q26** Well sir, we're very glad to have you as ours; that's for sure.

S2: Yeah, you make all the stuff sound so interesting unlike some of them.

S3: Couldn't agree more; honestly, I almost fall asleep in the other classes.

L: Now, come on! I'm neither that good, nor are your other lecturers that bad!

Narrator: Before you hear the rest of the discussion you have some time to look at questions 27-30.

[Pause 30 seconds] Now listen and answer questions 27-30.

L: Right, now let's get down to business. We didn't meet for idle chat. Tell me, John, how's the project coming along?

S1: Well, we haven't been able to isolate the mutant gene yet, so, to be honest, I'd say it's slow progress.

L: **Q27** But you have at least identified the mutant gene, correct?

S1: **Q27** Yeah, but until we isolate it, testing cannot commence so the whole project is on hold at the moment.

L: I think you are being a little too hard on yourselves. **Q28** After all, correct me if I'm wrong, but did we not say a timeframe of maybe six months just to identify the culprit?

S1: **Q28** Yes, but having done that so quickly in the space of a week, it's frustrating to have to wait now.

L: Patience is a skill you have yet to acquire, John!

S1: I guess!

S2: We have managed to establish that the gene mutation bypasses every other generation.

L: Intriguing; so the infection is not passed directly from parent to child?

S2: No. **Q29** If the parent is infected, the child will be a silent carrier. who will go on to infect any children he or she has.

L: That's an important discovery.

S2: Yes, and we've also found a way to switch off the mutant gene -we think.

L: Go on.

S2: One of the volunteers we have been studying was a carrier six months ago, but the mutation is no longer in his DNA. Having studied his health records, it seems that he caught a strain of Bird Flu on a trip to Malaysia. He had a near-death experience, but has since made a full recovery.

L: **Q30** Do you suspect the Bird Flu virus somehow has a curative effect?

S3: **Q30** We don't think it was the virus, but the accompanying fever. His body temperature was raised to 105. We have a hypothesis that the mutant gene couldn't cope with such an excessive internal body temperature.

L: Excellent work. So, by the sounds of it, a cure might not be too far away?

S2: If we can isolate the gene, then we can begin further research to confirm our hypothesis.

L: Now I understand why you are so eager.

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 lecture about the process of conducting a small-scale archaeological dig. First you have some time to look at questions 31-40. [Pause 1 minute]

Now listen carefully and answer questions 31-40.

It is encouraging to see so many students here after hours to attend what is an optional lecture; I am very heartened. Thank you all for coming. Today's lecture is about bringing what you have learned to life - or, at least, showing you how to bring it to life, or put it into practice. If you are truly passionate about archaeology, you will not wait until your first official dig or field trip with the university to get started. Why? Because it is so easy to do one yourself. Every weekend, each and every one of you can be going out scouting the land for potential dig sites and conducting your own amateur digs to gain what would be priceless onsite experience which will stand to you if and when you qualify. So, my goal for today is to show you what you need to do.

And it is really quite simple, so let's start with the obvious; first of all, you have to identify a suitable dig site. The best way to go about doing this is by surface-collecting, or walking around an area looking for things out of the ordinary. Ideally, you'll look to find a 'midden'; that is m-i-d-d-e-n. an archaic term for a **Q31 refuse** site, Remember, dumps are a feature of modern existence, but in the near and distant past, people would simply dig a random hole and designate it as the spot to throw rubbish in, and that's your 'midden'. Alternatively, if your surface-collecting doesn't yield many finds, consider asking the **Q32 local people** of the area what they know. Sites are often found by word of mouth. Or if that doesn't work, use the state files - remember, they are normally only ever open to qualified archaeologists, so you, the students of UCD, are in a very privileged position indeed to be able to access them.

Now, once you have found a site with some potential and collected some surface finds, it's time

to evaluate what you have collected. The objective is to identify the area of your prospective dig site which was the most densely populated, as this will yield the best results come dig time. Clean and categorise each surface artefact you find. Separate the modern trash, the unidentifiable items, the ceramics, the bone and shell tools, etc. and then begin the process of cleaning the finds you think are important. Use plain water as **Q33** washing detergents can damage delicate pieces and cause etchings and the like to vanish. A soft brush will remove encrusted mud from any crevices quite effectively, too, so please avoid scratching or picking at finds for obvious reasons.

Now, having done this groundwork, you should be in a position to **Q34** pinpoint the area which is likely to produce the best results, and, therefore, ready to start your dig. **Q35** Borrow equipment from the faculty here if you do not have the right tools at home. We are always happy to assist students who show an interest in conducting archaeological work in their free time. You will need a trowel, flat-blade shovel, dust pans, assorted brushes, measuring tape, folding sticks, plastic bags in assorted sizes, markers, a clipboard, line level, string, stakes, gloves and fluorescent survey tape, and, most important of all, a screen. You can make a DIY box screen pretty handily.

You'll need four **Q36** planks of wood, cut to measure, either to fit together as a square or rectangular box. Make the box frame out of these using L-brackets. Attach a one-quarter-inch mesh frame to the base of the box using heavy-duty staples **Q37** or nails. If you are going to **Q38** sift by hand, then design your box to 2 foot by four foot dimensions (a) because it is easier to handle and (b) because it will fit neatly on your table. If you plan on fabricating a larger sifting device, then I would recommend a six foot by four foot screen; that's quite big enough.

Now, with your tools in hand, it is time to start the dig proper. Firstly, you will need to dig a **Q39** pit. I'd caution against the temptation to dig a very small one - say a one-by-one. Why? Simply because you'll be getting in your own way as your dig progresses. A two-by-three or three-by-four should give you enough room to work in. Place a stake and an eyehook at each corner of the pit and pull some string or cord through each stake to keep the edges of the pit **Q40** clearly defined. Let's break here for five minutes to (fading)... 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 answer to the Listening Answer Sheet.