



Candidate Number

Candidate Name _____

International English Language Testing System

Listening

Practice test

40 minutes

Time 40 minutes

Instructions to candidates

Do not open this question paper until you are told to do so.

Write your name and candidate number in the spaces at the top of this page.

Listen to the instructions for each part of the paper carefully.

Answer all the questions.

While you are listening, write your answers on the question paper.

You will have 10 minutes at the end of the test to copy your answers onto the separate answer sheet. Use a pencil.

At the end of the test, hand in this question paper.

Information for candidates

There are **four** parts to the test.

You will hear each part **once** only.

There are **40** questions.

Each question carries one mark.

For each part of the test, there will be time for you to look through the questions and time for you to check your answers.

Section 1 Questions 1–10**Questions 1–5**

Complete the notes below.

Write no more than two words and/or a number for each answer.

Transport from Bayswater

Example	Answer
Destination	Harbour City

- Express train leaves at **1**
- Nearest station is **2**
- Number 706 bus goes to **3**
- Number **4** bus goes to station
- Earlier bus leaves at **5**

Questions 6–10

Complete the table below.

Write no more than one word and/or a number for each answer.

Transport	Cash fare	Card fare
Bus	6 \$	\$1.50
Train (peak)	\$10	\$10
Train (off-peak) – before 5pm or after 7 pm)	\$10	8 \$
9 ferry	\$4.50	\$3.55
Tourist ferry (10	\$35	–
Tourist ferry (whole day)	\$65	–

Section 2 Questions 11–20

Questions 11–14

Which counsellor should you see?

Write the correct letter, **A**, **B** or **C**, next to questions 11–14.

- | |
|---|
| <p>A Louise Bagshaw
B Tony Denby
C Naomi Flynn</p> |
|---|

- 11** if it is your first time seeing a counsellor
- 12** if you are unable to see a counsellor during normal office hours
- 13** if you do not have an appointment
- 14** if your concerns are related to anxiety

Questions 15–20

Complete the table below.

Write no more than two words for each answer.

Workshop	Content	Target group
Adjusting	what you need to succeed academically	15 students
Getting Organised	use time effectively, find 16 between study and leisure	all students
Communicating	talking with staff, communicating across cultures	all students, especially 17
Anxiety	18, breathing techniques, meditation, etc.	students about to sit exams
19	staying on track for long periods	20 students only

Sample Listening A: Questions

SECTION 3 Questions 21 – 30

Questions 21 and 22

Page 5 of original Listening paper

Complete the notes below.

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

UNDERSTANDING THE WORLD'S OCEANS

The Robotic Float Project

- Float is shaped like a **21**
- Scientists from **22** have worked on the project so far

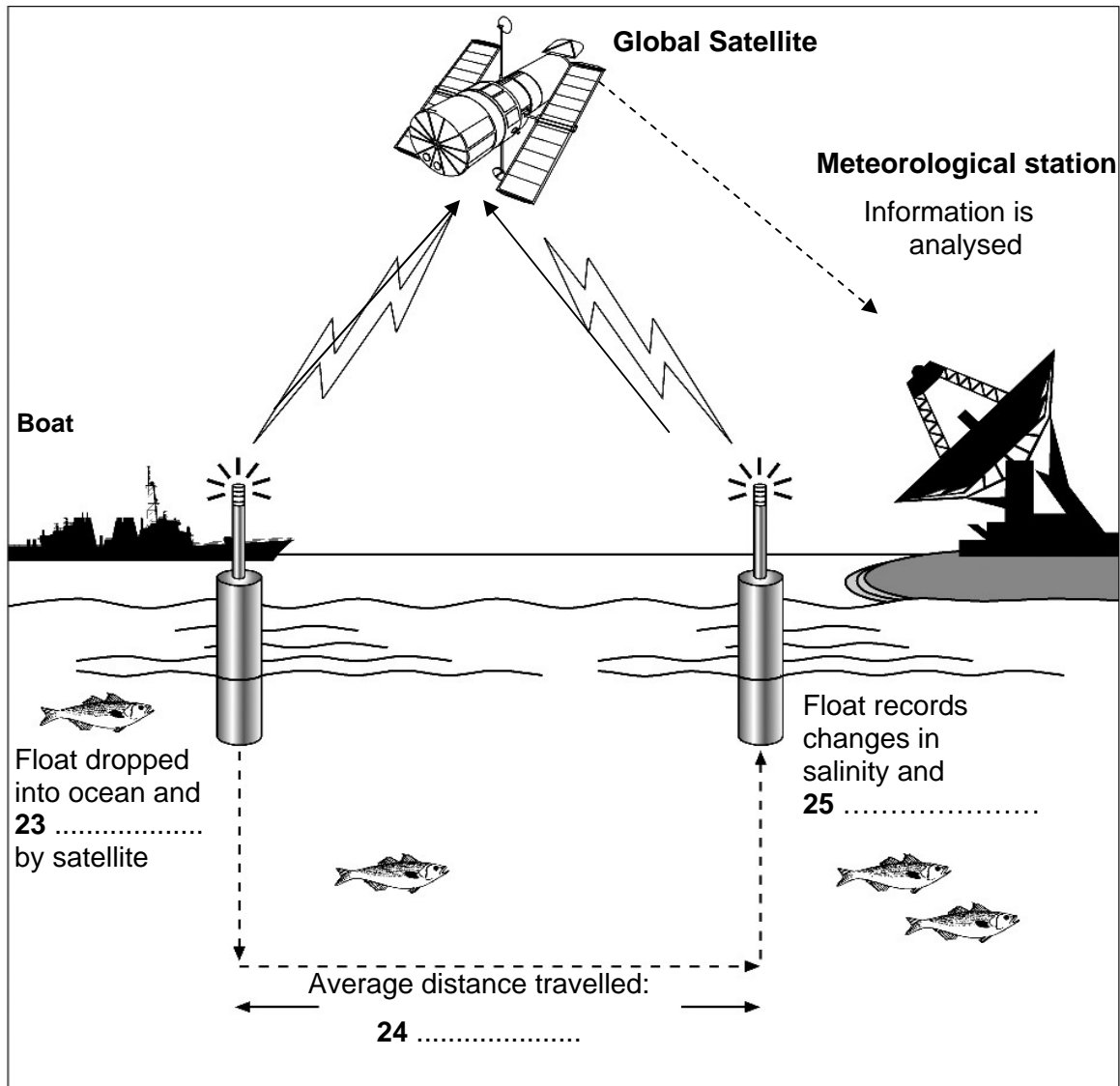
Questions 23 – 25

Page 6 of original Listening paper

Complete the notes on the diagram below.

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

THE OPERATIONAL CYCLE



Questions 26 – 30

Page 7 of original Listening paper

In what time period can the float projects help with the issues 26-30 below?

- A** At present
- B** In the near future
- C** In the long-term future

Write the correct letter, **A**, **B** or **C**, next to questions 26-30.

- 26** El Niño
- 27** Global warming
- 28** Naval rescues
- 29** Sustainable fishing practices
- 30** Crop selection

Questions 31–35

Complete the table below.

Write one word only for each answer.

Time Perspectives		
Time Zone	Outlook	Features & Consequences
Past	Positive	Remember good times, e.g. birthdays. Keep family records, photo albums, etc.
	31	Focus on disappointments, failures, bad decisions.
Present	Hedonistic	Live for 32 ; seek sensation; avoid pain.
	Fatalistic	Life is governed by 33 , religious beliefs, social conditions. Life's path can't be changed.
Future	34	Prefer work to play. Don't give in to temptation.
	Fatalistic	Have a strong belief in life after death and importance of 35 in life.

Questions 36–40

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

- 36** We are all present hedonists
- A** at school
 - B** at birth
 - C** while eating and drinking
- 37** American boys drop out of school at a higher rate than girls because
- A** they need to be in control of the way they learn
 - B** they play video games instead of doing school work
 - C** they are not as intelligent as girls
- 38** Present-orientated children
- A** do not realise present actions can have negative future effects
 - B** are unable to learn lessons from past mistakes
 - C** know what could happen if they do something bad, but do it anyway
- 39** If Americans had an extra day per week, they would spend it
- A** working harder
 - B** building relationships
 - C** sharing family meals
- 40** Understanding how people think about time can help us
- A** become more virtuous
 - B** work together better
 - C** identify careless or ambitious people

Transcript

Narrator:

Test 1

You will hear a number of different recordings and you will have to answer questions on what you hear. There will be time for you to read the instructions and questions and you will have a chance to check your work. All the recordings will be played once only. The test is in 4 sections. At the end of the test you will be given 10 minutes to transfer your answers to an answer sheet. Now turn to section 1.

Section 1

You will hear a conversation between a clerk at the enquiries desk of a transport company and a man who is asking for travel information. First you have some time to look at questions 1 to 5.

[20 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.

Woman: Good morning, Travel Link. How can I help you?

Man: Good morning. I live in Bayswater and I'd like to get to Harbour City tomorrow before 11am.

Woman: Well, to get to Bayswater ...

Man: No, no. I live in Bayswater – my destination is Harbour City.

Woman: Sorry. Right; so that's Bayswater to Harbour City. Are you planning to travel by bus or train?

Narrator:

The man wants to go to Harbour City, so Harbour City has been written in the space. 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 5.



- Woman: Good morning, Travel Link. How can I help you?
- Man: Good morning. I live in Bayswater and I'd like to get to Harbour City tomorrow before 11am.
- Woman: Well, to get to Bayswater ...
- Man: No, no. I live in Bayswater – my destination is Harbour City.
- Woman: Sorry. Right; so that's Bayswater to Harbour City. Are you planning to travel by bus or train?
- Man: I don't mind really, whichever option is faster, I suppose.
- Woman: Well, if you catch a railway express, that'll get you there in under an hour ... Let's see – yes, if you can make the 9.30am express, I'd recommend you do that.
- Man: Great. Which station does that leave from?
- Woman: Helendale is the nearest train station to you.
- Man: Did you say Helensvale?
- woman: No, Helendale – that's H-E-L-E-N-D-A-L-E
- Man: What's the best way to get to the Helendale station then?
- Woman: Well, hang on a minute while I look into that ... Now, it seems to me that you have two options. Option one would be to take the 706 bus from the Bayswater Shopping Centre to Central Street. When you get there, you transfer to another bus which will take you to the station. Or, the second option, if you don't mind walking a couple of kilometres, is to go directly to Central Street and get straight on the bus going to the train station.
- Man: Okay. Which bus is that?
- Woman: The 792 will take you to the station.
- Man: I guess the walk will be good for me so that might be the better option. What time do I catch the 792?
- Woman: There are two buses that should get you to the station on time: one just before nine o'clock and one just after. But look, at that time of the morning it might be better to take the earlier one just in case there's a traffic jam or something. The 8.55 is probably safer than the 9.05.
- Man: Yeah, I don't want to miss the train, so I'll be sure to get on the five-to-nine bus.



Narrator:

Before you hear the rest of the conversation, you have some time to look at questions 6 to 10.

[20 seconds]

Now listen and answer questions 6 to 10.

Man: By the way, how much will I have to pay in fares?

Woman: Well, you can get a ticket on the bus for \$1.80 cash and you'll need \$10 each way for the train. Wait, do you have a Travel Link Card?

Man: No, but I can get one before tomorrow.

Woman: Okay, well that'll make it considerably cheaper then. The bus will cost \$1.50 each way, and the train will be – the train to Harbour City will ... still cost \$10.00 because you'll be travelling during peak hours in the morning, so no savings there, I'm afraid. However, if you could come back at an off-peak time ...

Man: What does that mean?

Woman: Well, if you could start your return journey before 5pm or later than half past 7 in the evening ...

Man: Actually, I wasn't planning on coming back till at least 8 o'clock anyway.

Woman: In that case, you can make quite a saving if you use your Travel Link Card. You did say you were planning to purchase one, didn't you?

Man: Yes, I'll pick one up later today.

Woman: Good – that would mean that your return train journey would only cost you \$7.15 with your card.

Man: Thank you.

Woman: Is there anything else I can help you with?

Man: Actually, there is. Do you know if I can use the Travel Link Card on ferries?

Woman: If you're thinking of the Harbour City ferries that go back and forth between the north and south bank, those are the commuter ferries, then yes. A one-way trip costs \$4.50 but with your card you'd make a 20% saving and only pay \$3.55.

Man: So, \$3.55 for the commuter ferry ... What about the tour boats?



Woman: You mean the tourist ferries that go upriver on sightseeing tours? No – they only take cash or credit card. They're not part of the Travel Link Company.

Man: Oh, I see. I don't suppose you know the cost of a tour?

Woman: In actual fact, I do, because I took a friend on the trip upriver just last week. We decided on the afternoon tour and that was \$35 each but I understand that you can do the whole day for \$65.

Man: Thank you. You've been a great help.

Woman: My pleasure. Enjoy your day out.

Narrator:

That is the end of section 1. You now have half a minute to check your answers.

[30 seconds]

Now turn to section 2.

Narrator: Section 2

You will hear a guidance counsellor talking to a group of students. First you have some time to look at questions 11 to 14.

[20 seconds]

Listen carefully and answer questions 11 to 14.

Speaker:

Hello everyone. I'm the counselling administrator here at St. Ives College and I've been asked to come and talk to you about our counselling team and the services that we offer.

We have three professional counsellors here at St. Ives: Louise Bagshaw, Tony Denby and Naomi Flynn. They each hold daily one-on-one sessions with students, but which counsellor you see will depend on a number of factors.

If you've never used a counsellor before, then you should make an appointment with Naomi Flynn. Naomi specialises in seeing new students and offers a preliminary session where she will talk to you about what you can expect from counselling, followed by some simple questions about what you would like to discuss. This can be really helpful for students who are feeling a bit worried about the counselling process. Naomi is also the best option for students who can only see a counsellor outside office hours. She is not in on Mondays, but starts early on Wednesday mornings and works late on Thursday evenings, so you can see her before your first class or after your last class on those days.

Louise staffs our drop-in centre throughout the day. If you need to see someone without a prior appointment then she is the one to visit. Please note that if you use this service then Louise will either see you herself, or place you with the next available counsellor. If you want to be sure to see the same counsellor on each visit, then we strongly recommend you make an appointment ahead of time. You can do this at reception during office hours or by using our online booking form.

Tony is our newest addition to the counselling team. He is our only male counsellor and he has an extensive background in stress management and relaxation techniques. We encourage anyone who is trying to deal with anxiety to see him. Tony



will introduce you to a full range of techniques to help you cope with this problem such as body awareness, time management and positive reinforcement.

Narrator:

Before you hear the rest of the talk, you have some time to look at questions 15 to 20.

[20 seconds]

Now listen and answer questions 15 to 20.

Speaker:

Each semester the counselling team runs a number of small group workshops. These last for two hours and are free to all enrolled students.

Our first workshop is called Adjusting. We've found that tertiary education can come as a big shock for some people. After the structured learning environment of school, it is easy to feel lost. In this workshop, we will introduce you to what is necessary for academic success. As you might expect, we're targeting first-year students with this offering.

Getting organised follows on from the first workshop. Here, we're going to help you break the habit of putting things off, get the most out of your time and discover the right balance between academic and recreational activities. With Getting organised, we're catering to a broader crowd, which includes all undergraduates and postgraduates.

Next up is a workshop called Communicating. The way people interact here may be quite different to what you're used to, especially if you've come from abroad. We'll cover an area that many foreign students struggle with – how to talk with teachers and other staff. We'll cover all aspects of multicultural communication. International students tend to get a lot out of this class, so we particularly encourage you to come along, but I must say that sometimes students from a local background find it helpful too. So, everyone is welcome!

The Anxiety workshop is held later on in the year and deals with something you will all be familiar with – the nerves and anxiety that come when exams are approaching. Many students go through their entire academic careers suffering like this, but you don't have to. Come to this workshop and we'll teach you all about relaxation and how to



breathe properly, as well as meditation and other strategies to remain calm. We've tailored this workshop to anyone who is going to sit exams.

Finally, we have the Motivation workshop. The big topic here is how to stay on target and motivated during long-term research projects. This workshop is strictly for research students, as less-advanced students already have several workshops catering to their needs.

Well, that's it, thanks for your time. If you have any questions or want more information about our services, do come and see us at the Counselling Service.

Narrator:

That is the end of section 2. You now have half a minute to check your answers.

[30 seconds]

Now turn to section 3.

Narrator: **Section three.**

You will hear a part of a seminar entitled *Understanding the World's Oceans* given by a climate scientist. First, you have some time to look at questions 21 to 25 on pages 5 and 6.

Now listen carefully and answer questions 21 to 25.

Scientist: Thanks to all of you for coming along today to hear about how the robotic float project is helping with ocean research. Well, first of all, we'll look at what a robotic float does and its use. So let's start with the device itself. It looks a bit like a cigar, and it's about one and a half meters long. More importantly, it's full of equipment that's designed to collect data, so it can help us in building up a profile of different factors which work together within the world's oceans.

Audience: Sounds like a big project. Isn't it too big for one country to undertake?

Scientist: That's quite true, but this project is a really good example of international cooperation. Over the last five years, scientists from 13 countries have been taking part in the project and launching floats in their area of ocean control. And next year, this number will rise to 14 when Indonesia joins the project.

Audience: That's impressive.

Scientist: But let's move on to how floats work. The operational cycle goes like this: Each of the floats is dropped in the ocean from a boat at a set point and activated from a satellite, then the float immediately sinks about 2000 meters. That's two whole kilometers down in the water. It stays at this depth for about 10 days and is carried around by the currents which operate in the ocean at this level. During this time, it's possible for it to cover quite large distances, but the average is 50 kilometers.

Audience: So, what is it actually recording?

Scientist: Well, at this stage nothing, but as it rises to the surface it collects all sorts of data. Most importantly, variations in salinity, that's salt levels, and the changes in temperature - a bit like underwater weather balloons. Then, when it gets back to the surface all the data is collected, is beamed up to the satellite. After about five hours on the surface, the float automatically sinks, beginning the whole process again.

Narrator: Before you hear the rest of the conversation, you have some time to look at questions 26 to 30 on page 7.

Narrator: Now listen and answer questions 26 to 30.

Audience: What happens to the data?

Scientist: Well, the information is transferred direct to onshore meteorological stations like our one in Hobart and within four hours the findings can be on computers, and they can be mapped and analysed.

Audience: You say you're building models of the world's ocean systems, but how are they going to be used, and more importantly when?

Scientist: Some of the data has already helped in completing projects. For example, our understanding of the underlying causes of El Nino events is being confirmed by float data. Another way we're using float data is to help us to understand the mechanics of climate change, like global warming and ozone depletion. That's part of an ongoing variability study, but the results are still a long way off. However, this is not the case with our ocean weather forecasting. Because we know from the floats what the prevailing weather conditions will be in certain parts of the ocean, we can advise the Navy on search and rescue missions. That's happening right now. And many yachtsmen owe their lives to the success of this project. In addition, the float data can help us to look at the biological implications of ocean processes.

Audience: Would that help with preserving fish stocks?

Scientist: Yes, and advising governments on fishery's legislation. We're well on the way to completing a project on this. We hope it will help to bring about more sustainable fishing practices. We'll be seeing the results of that quite soon.

Audience: It sounds like the data from floats has lots of applications.

Scientist: Yes, it does. It's also a powerful agricultural tool. If we were aware of what the weather would be like, say next year, we could make sure that the farmers planted appropriate grain varieties to produce the best yield from the available rainfall.

Audience: That sounds a bit like science-fiction, especially when now we can't even tell them when a drought will break.

Scientist: I agree that this concept is still a long way in the future, but it will come eventually, and the float data will have made a contribution.

Narrator: That is the end of section three. You now have half a minute to check your answers.

Narrator: Now turn to section four on page eight.

Narrator: Section 4

You will hear a talk on the topic of time perspectives. First you have some time to look at questions 31 to 40.

[20 seconds]

Listen carefully and answer questions 31 to 40.

Speaker:

Today, I'm going to be talking about time. Specifically I'll be looking at how people think about time, and how these time perspectives structure our lives. According to social psychologists, there are six ways of thinking about time, which are called personal time zones.

The first two are based in the past. Past positive thinkers spend most of their time in a state of nostalgia, fondly remembering moments such as birthdays, marriages and important achievements in their life. These are the kinds of people who keep family records, books and photo albums. People living in the past negative time zone are also absorbed by earlier times, but they focus on all the bad things – regrets, failures, poor decisions. They spend a lot of time thinking about how life could have been.

Then, we have people who live in the present. Present hedonists are driven by pleasure and immediate sensation. Their life motto is to have a good time and avoid pain. Present fatalists live in the moment too, but they believe this moment is the product of circumstances entirely beyond their control; it's their fate. Whether it's poverty, religion or society itself, something stops these people from believing they can play a role in changing their outcomes in life. Life simply "is" and that's that.

Looking at the future time zone, we can see that people classified as future active are the planners and go-getters. They work rather than play and resist temptation. Decisions are made based on potential consequences, not on the experience itself. A second future-orientated perspective, future fatalistic, is driven by the certainty of life after death



and some kind of a judgement day when they will be assessed on how virtuously they have lived and what success they have had in their lives.

Okay, let's move on. You might ask "how do these time zones affect our lives?" Well, let's start at the beginning. Everyone is brought into this world as a present hedonist. No exceptions. Our initial needs and demands – to be warm, secure, fed and watered – all stem from the present moment. But things change when we enter formal education – we're taught to stop existing in the moment and to begin thinking about future outcomes.

But, did you know that every nine seconds a child in the USA drops out of school? For boys, the rate is much higher than for girls. We could easily say "Ah, well, boys just aren't as bright as girls" but the evidence doesn't support this. A recent study states that boys in America, by the age of twenty one, have spent 10,000 hours playing video games. The research suggests that they'll never fit in the traditional classroom because these boys require a situation where they have the ability to manage their own learning environment.

Now, let's look at the way we do prevention education. All prevention education is aimed at a future time zone. We say "don't smoke or you'll get cancer", "get good grades or you won't get a good job". But with present-orientated kids that just doesn't work. Although they understand the potentially negative consequences of their actions, they persist with the behaviour because they're not living for the future; they're in the moment right now. We can't use logic and it's no use reminding them of potential fall-out from their decisions or previous errors of judgment – we've got to get in their minds just as they're about to make a choice.

Time perspectives make a big difference in how we value and use our time. When Americans are asked how busy they are, the vast majority report being busier than ever before. They admit to sacrificing their relationships, personal time and a good night's sleep for their success. Twenty years ago, 60% of Americans had sit-down dinners with their families, and now only 20% do. But when they're asked what they would do with an eight-day week, they say "Oh that'd be great". They would spend that time labouring away to achieve more. They're constantly trying to get ahead, to get toward a future point of happiness.

So, it's really important to be aware of how other people think about time. We tend to think: "Oh, that person's really irresponsible" or "That guy's power hungry" but often what we're looking at is not fundamental differences of personality, but really just different ways of thinking about time. Seeing these conflicts as differences in time perspective, rather than distinctions of character, can facilitate more effective cooperation between people and get the most out of each person's individual strengths.

Narrator:

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

That is the end of the listening test. You now have 10 minutes to transfer your answers to the listening answer sheet.