

D. LISTENING

Exercise 1: In this unit, you will practise the skills you need to understand a monologue in an academic situation and complete short-answered and multiple-choice questions. Read the information about Section 4 of the IELTS Listening test. Choose two answers for each question.

In Section 4 of the IELTS Listening test, you will hear a monologue in an academic situation. You will hear this only once. As usual, you will have 30–45 seconds to read the questions before listening.

- 1 In this part of the test, what might you hear?
 - ☐ One person talking for a long time, without stopping.
 - ☐ Two or more university students trying to solve a problem.
 - ☐ A lecturer talking about a specific subject.
 - ☐ A manager giving advice to company workers about how to do something.
- 2 What might you be asked to do in this part of the test?
 - ☐ Listen carefully for specific information.
 - ☐ Decide what your opinion is on the topic.
 - ☐ Make your own notes on the information you hear.
 - ☐ Complete a summary of what you hear.

Exercise 2 : Read the information. Then match the topics in the box with the introductory sentences from the lecture.

A lecture is made up of several main points. A good lecturer will always introduce a new main point. This makes it easier for the listener to understand what the lecture is about. The lecturer doesn't usually give important details in these introductory sentences, but listen carefully, because they will help you to understand the general topic of the section.

Early forms of transport

How New Zealand was affected by the introduction of trains

The future of steam trains

The use of trains for personal transport

What the trains transported

- 1 Before the railways were built, transport could be slow and unreliable.
- 2 But once the railways were built, everything changed: farmers could send their milk by train.
- 3 Another thing we should think about is the impact that the development of the railways had on the New Zealand landscape.
- 4 Now, one interesting difference between the railway in New Zealand and railways in other countries is that New Zealand trains have always been used to carry more goods than people.
- 5 Many railway lines are no longer used, which is a great shame in my opinion, although the government is still deciding whether it is possible to create a new network in the city centre, for electric trains, of course.

Exercise 3: In this unit, you will hear one speaker talking about a topic related to transport. This is a common topic in IELTS so it's a good idea to familiarise yourself with key vocabulary related to transport. Match the words in the box with the correct definitions.

commute

construct

goods

impact

petrol

steam

transport

unreliable

- 1 not able to be trusted or believed:
- 2 to build something or put together different parts to form something whole:
- 3 an effect that something has, especially something new, on a situation or person:
- 4 the hot gas that is produced when water boils:
- 5 to take goods or people from one place to another:
- 6 items for sale or possessions that can be moved:
- 7 a liquid used as fuel for cars or other forms of transport:
- 8 to make the same journey regularly between work and home:

Exercise 4 : Listen and complete the notes. Write ONE WORD ONLY for each answer
(🎧 Track 2.1)

- 1 Before railways were built, people transported goods by sea and on a _____.
- 2 Railways were used to transport products such as milk, wood, coal and _____.
- 3 In the 1900s, as railways were built, trees were cut down, and lots of _____ were built next to the lines.
- 4 Because the price of _____ has gone up, trains are becoming more popular with passengers.
- 5 Working steam trains can be seen at the _____.

- Remember what type of information you need to listen for.
- The speaker may mention several of these types, but only one is correct.
- Complete each gap with a word that the speaker uses.
- Make sure your spelling is correct, and that you have only used one word in each gap.

Exercise 5 : In the next exercise you are going to listen to the next part of the talk. Read the information. Then match the categories with the things which could be included in those categories.

A *category* is a way of describing a group of things. For example, *weather* is a category. *Rain, sun, snow*, etc. can be categorised as types of weather. Often, a lecture will be divided into sections – each section talking about a different category.

- | | | |
|----------------------|---|---|
| 1 finance | ● | ● arguments, unhappy |
| 2 type of land | ● | ● snow and fog |
| 3 material | ● | ● mountains and dense bush |
| 4 workers | ● | ● councils, department |
| 5 government | ● | ● diggers, carpenters, blacksmiths, mechanics |
| 6 weather conditions | ● | ● economy, capital |
| 7 disagreements | ● | ● iron, wood |

Exercise 6 : Listen and decide which problem each of the following railway lines had. Choose five problems and write the correct letters, A–G, next to the railway lines 1–5. (♻ Track 2.2)

- Look quickly at the names of the five railway lines (1–5). The speaker will mention these in order. (The place names may look difficult to pronounce, but you will be able to recognise them when the speaker says them!)
- The speaker will talk about each railway line separately. Listen for key words in the talk which match the categories in the list of problems (finance, type of land, material, workers, etc.).
- Choose one problem for each railway line before the speaker moves on.

Problems

A a lack of finance

B the type of land

C unsuitable material

D a lack of workers

E lack of government interest

F terrible weather conditions

G disagreements between planners

Railway line

1 Christchurch to Ferrymead ____

2 Invercargill to Makarewa ____

3 Napier to Gisborne ____

4 North Island ____

5 Raurimu ____

Exercise 7. Complete the sentences below. Write **NO MORE THAN THREE WORDS** for each answer. (♻ Track 2.3)

Example:

Answer:

Most people lived in homes made of mud

- 1 The city probably functioned as the of the region.
- 2 The name 'Zimbabwe' may mean
- 3 Construction is thought to have started in the century.
- 4 The Great Enclosure was probably a home.
- 5 was probably held back by the relatively poor soil.
- 6 is no longer believed to be the reason for founding the city here.
- 7 The city was rich because it was a
- 8 A shortage of and other resources probably contributed to the city's decline.
- 9 Nobody lived in the city after approximately

Exercise 8. You are going to hear a radio interview with Gary Phillips, the head of an advertising agency. Listen to the first part of the interview.

Questions 1-6 (Track 2.4)

Complete the sentences below. Write **ONE WORD ONLY** for each answer.

1. Early advertising provided only_____.
2. In the late nineteenth century, manufacturers advertised because they needed to increase the _____ for their goods.
3. Companies were able to make a large _____ by selling luxury goods.
4. Increased _____ meant that companies risked going out of business if they didn't advertise.
5. Persuasive advertising tries to involve people's _____.
6. Persuasive advertising stresses the _____ of buying particular products.

Questions 7-11 (Track 2.5)

Which technique does each product exemplify? Choose your answers from the box.

<i>Example:</i>	<i>Answer:</i>
children's clothing	H
7 running shoes	
8 furniture	
9 washing powder	
10 snacks	
11 engine oil	

- | | |
|---|---|
| A | wide product range |
| B | humour |
| C | a claim that is suggested and not expressed |
| D | a name that young children can remember |
| E | celebrity endorsement |
| F | repetition |
| G | greater value for money |
| H | creating a brand |