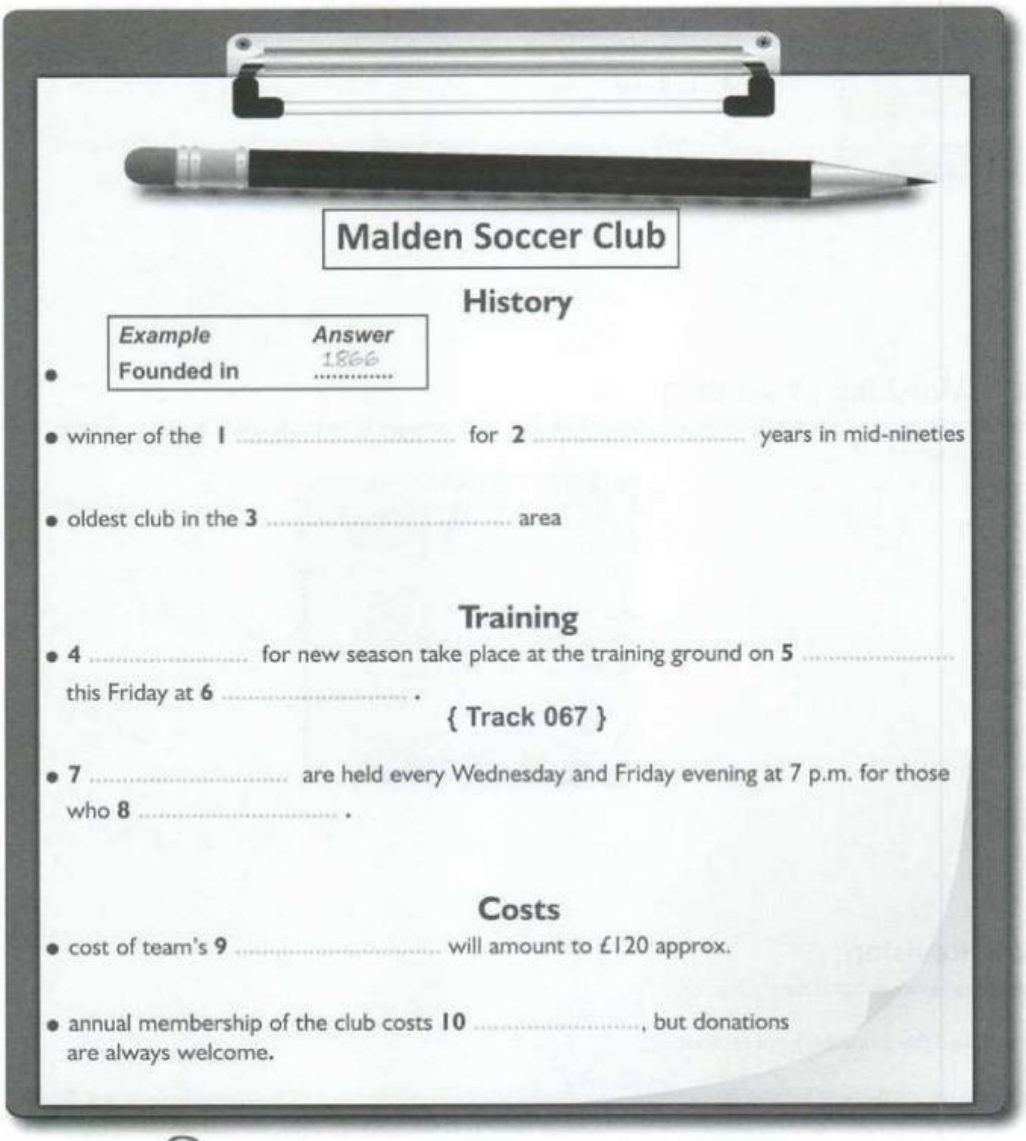
LISTENING PRACTICE

Example 1: Section 1 Question { Track 066 }

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

Note:
The following pages contain additional practice material for Sections 1 and 2.



Malden Soccer Club

History

Example	*Answer*
Founded in	1866

- winner of the **1** ..... for **2** ..... years in mid-nineties
- oldest club in the **3** ..... area

Training

- **4** ..... for new season take place at the training ground on **5** ..... this Friday at **6** ..... .

{ Track 067 }

- **7** ..... are held every Wednesday and Friday evening at 7 p.m. for those who **8** ..... .

Costs

- cost of team's **9** ..... will amount to £120 approx.
- annual membership of the club costs **10** ....., but donations are always welcome.

Remember:

- The words you hear are often different from the words in the notes, except for the word(s) you have to write; try to practise paraphrasing, therefore, to help you see how information can be communicated in different ways while still retaining its meaning.
- Use the time you have before the recording starts to look at the gaps and try to predict what kinds of information you should be listening for, i.e. place names, numbers etc.

LIVEWORKSHEETS

LISTENING PAPER: SECTION 1 & 2

Example 2: Section 1 Question { Track 068 } { Track 069 }

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

Model / Feature	Inspirat	Chaser	Gel 2.0
Example: camera	1.0 MP integrated webcam	4.0 MP integrated webcam	integrated **1.** _____
Power	6-cell battery: 5 hours of battery life	9-cell battery: life: 8 hours **2.** _____	6-cell battery: 4.5 hours of battery life
Display	14 inch	15 inch	**3.** _____
Hard Drive Memory	**4.** _____	**5.** _____	**6.** _____ and free **7.** _____ hard drive
Extras	black leather **8.** _____	Pixtra 500 **9.** _____	one year's **10.** _____

Example 3: Section 1 Question { Track 070 }

Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer. { Track 071 }

Example	*Answer*
Agent name:	*Andy* Johnson

From 22 Jun to 14 Sep in Austria:

Offering 1 _____ in a 4* hotel for 7 nights.

Includes 2 _____ and 3 _____.

4 _____ are extra.

Hotel boasts 5 _____.

From 10 Aug to 25 Aug in 6 _____:

Offering a 6-night, accommodation-only holiday.

Hotel located near 7 _____ and within

8 _____ of many of the city's best-known landmarks.

9 _____ included in the price.

10 _____ for families.

Remember:

Look at numbers 1-10. They go across the table row-by-row. We know, therefore, that we will hear the information in the table in the same order: row-by-row (with row 1 coming first). If the numbers went down column-by-column, we would hear the information in column 1 first, followed by column 2 and so on.

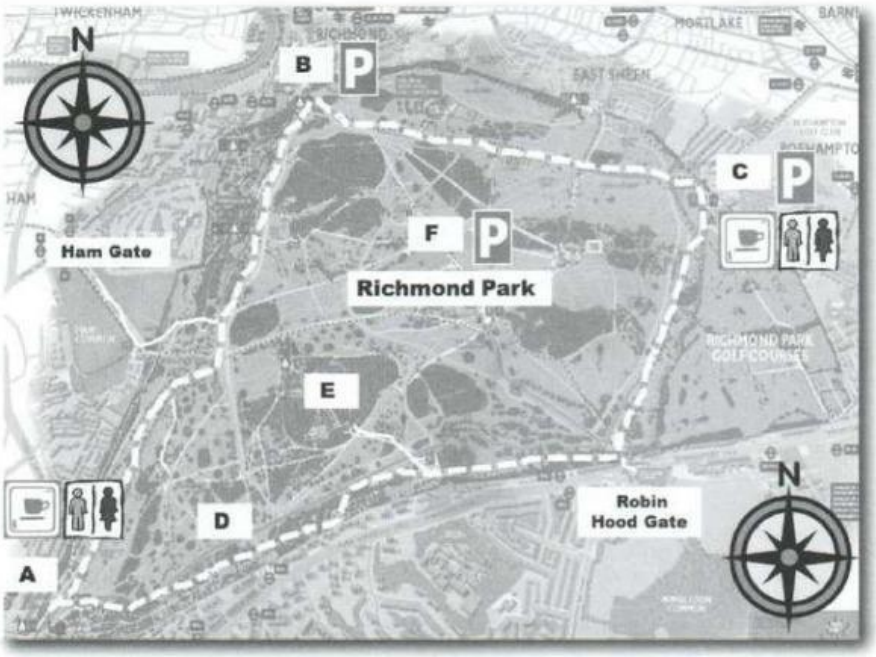
LIVEWORKSHEETS

IELTS Listening Exam Guide

Example 4: Section 2 Question { Track 072 }

Questions 11-14

Write the correct letter, A-F, next to questions 11-14.



Remember:

- The questions will always be in the order they appear on the recording. In this case, the map-items are, therefore, obviously in a random order.
- Always study the task carefully in the time allowed before the recording begins; here, we can learn a lot about the position of things like the car parks and toilets, as well as the names of different points on the map, which will help us answer the questions.
- Read the questions carefully; for question 19/20, 2 options should be selected; not 1.

11 Kingston Gate .....

12 Car Park .....

13 Isabella Plantation .....

14 Pen Pond .....

{ Track 073 }

Questions 15-18

Choose the correct letter, A, B or C.

15 The plantation is
- **A** an area of woodland.
- **B** an area of preserved bogland.
- **C** an open area separating woods.

16 The park's name probably derives from
- **A** a staff member's relative.
- **B** a past feature of the park.
- **C** the daughter of a one-time park ranger.

17 The plantation contains
- **A** man-made water features.
- **B** natural streams and ponds.
- **C** one pond and several streams.

18 We can imply that
- **A** all plant species found there are native to the park.
- **B** a collector is responsible for planting the entire area.
- **C** some plant species have been introduced from other areas.

Questions 19 and 20

Choose the two correct letters from A, B, C, D and E.

19/20 Which plants flower in spring?
- **A** irises
- **B** lilies
- **C** rowans
- **D** magnolias
- **E** daffodils

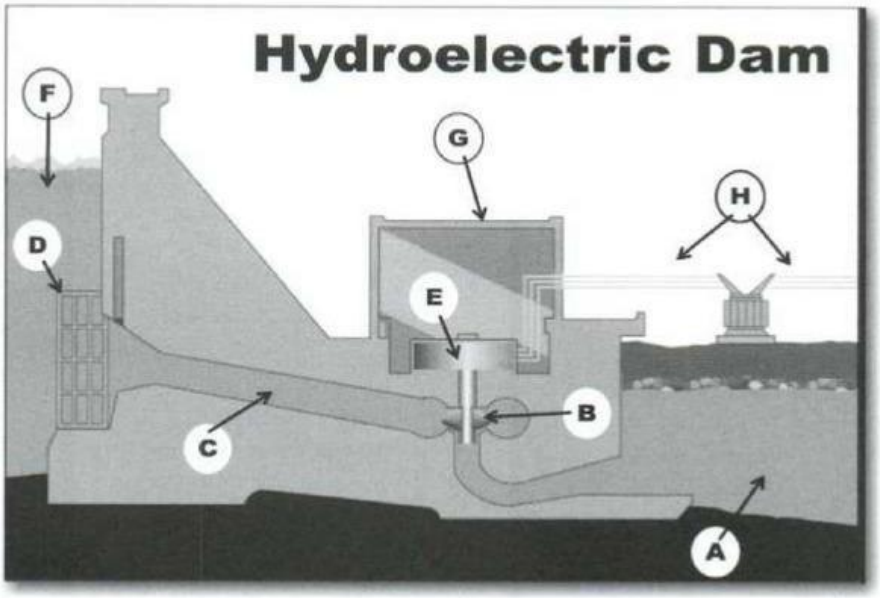
LIVEWORKSHEETS

LISTENING PAPER: SECTION 1 & 2

Example 5: Section 2 Question { Track 074 }

Questions 11-15

Write the correct letter, A-H, next to questions 11-15.



11	Intake	.....
12	Penstock	.....
13	Turbine	.....
14	Generator	.....
15	Powerhouse	.....

Remember:

- There will always be more options than you need. In this case there are 8 options, A-H, and only 5 are required. It is important, therefore, to listen very carefully and look for features that differentiate items close together on the diagram in order to identify each answer correctly.
- Often, diagram and map tasks test your knowledge of language used to express where things are, so be familiar with prepositions of place, direction-giving language etc.
- Do not leave any answer blank when filling in your answer sheet. You should guess any questions that you did not get the answer to; negative marking does not apply (there is no penalty for guessing and getting an answer wrong).

{ Track 075 }

Questions 16-20

Choose five answers from the box and write the correct letter, A-H, next to questions 16-20.

16	Three Gorges Dam	.....
17	Itaipu Dam	.....
18	Jinsha River Complex	.....
19	Churchill Falls Dam	.....
20	Grand Coulee	.....

A	Largest annual generating capacity
B	Largest dam under construction
C	Largest dam construction in North America
D	Largest existing dam construction
E	35 TW-hours annual production capacity
F	Largest instantaneous generating capacity
G	Oldest construction in the Americas
H	5,429 TW-hours annual production capacity

Remember:

- The dams are in the order you hear them, so listen for each one in turn.
- Three options are not needed.
- The options may not read exactly as they are said in the recording; some words may have been paraphrased - this is done to test your range of vocabulary.

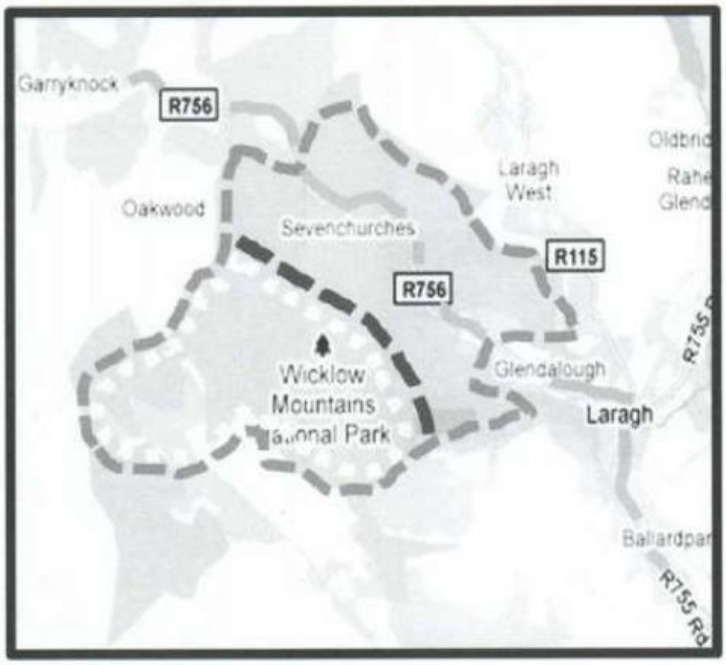
LIVEWORKSHEETS

IELTS Listening Exam Guide

Example 6: Section 2 Question { Track 076 }

Questions 11-14
Write NO MORE THAN THREE WORDS for each answer.

Wicklow Mountains National Park Trails



Trail Name:

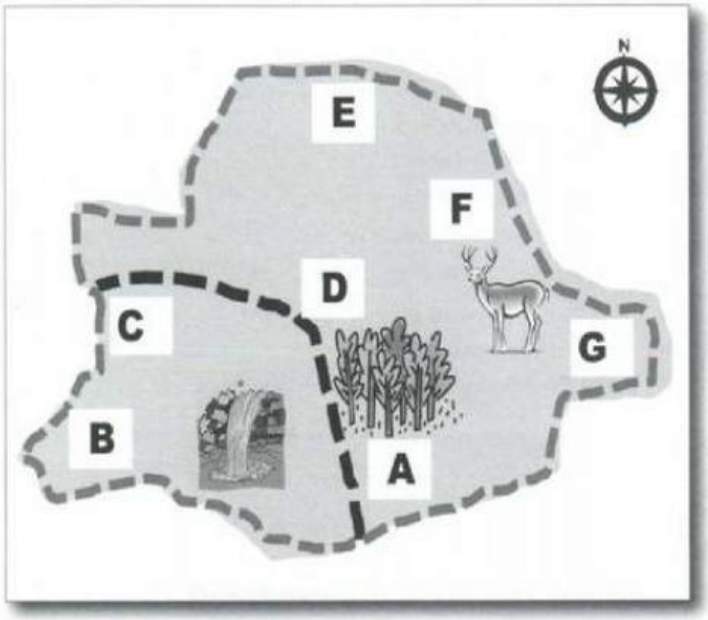
11 .....

12 .....

13 .....

14 .....

Questions 15-20 { Track 077 }
Write the correct letter, A-G, next to questions 15-20.



15 Lookout Point .....

16 Roundwood Reservoir .....

17 Blessington Lakes .....

18 Hikers' Store .....

19 O'Reilly's Pub .....

20 Peak-view Lake .....

Remember:

- Read the question carefully and, in the case of tasks like 11-14 above, know the word limit for your answers. This will help you focus on the key words you are looking for.

LIVEWORKSHEETS

WRITING PRACTICE

LESSON AIMS

- Task 1: Describing data trends
- Word formation in trend vocabulary

1 Draw a line graph and a pie chart to show the information in Tables A and B. Does the data surprise you? Which shows a trend, the line graph or the pie chart?

A

Total foreign students studying in OECD* countries	
1975	0.8m
2011	4.3m

B

% of all foreign students studying in OECD countries	77
% of all foreign students studying in non-OECD countries	23

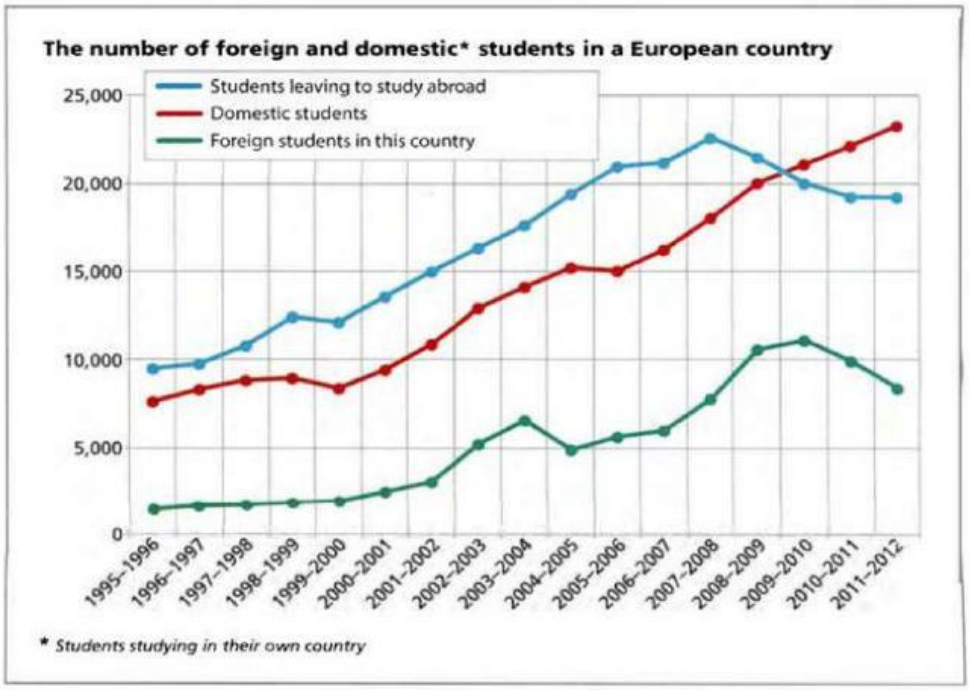
Organisation for Economic Cooperation and Development (a club of wealthy countries)

2 Are you planning to work or study abroad? Why? / Why not?

Prepare to write

3 Check the meaning of the words in bold in these questions. Then look at the line graph below and answer the questions.

1 Does the data show a **rising** or **falling trend** in student numbers overall?
2 When did the number of foreign students in the country **peak**?
3 Which category saw the **steadiest** rise in student numbers?
4 Which category showed the most **fluctuation**?
5 Did the percentage of students who are from other countries rise or **drop** in 2011?



4 Rewrite the questions and your answers from Exercise 3 as five statements.

Example: 1 Overall, the data shows a rising trend in student numbers.

LIVEWORKSHEETS

5 Read this task relating to the graph on page 16 and the extracts from two sample answers below. Then answer the *You're the examiner* questions.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Candidate 1

The line graph reveals trends in student numbers for a European country from 1995 to 2012, including both students who have entered and those who have left. Growth in numbers was significant in all sectors, but was particularly notable for foreign students, given their low starting point. Their numbers grew five-fold over the period shown, despite a small decline at the end ...

Candidate 2

The line graph shows international and domestic students in a European country. The x-axis shows dates from 1995 to 2012; the y-axis shows student numbers. The green line is for international students. Their numbers increased dramatically from 1995 to 2009, from just over 1,000 to 8,000, despite considerable fluctuations. These were probably caused by global economic problems ...

You're the examiner

Which candidate has successfully ...

1 made comparisons?
2 selected important features?
3 included data?
4 done what the task requires (and no more)?

Language focus

6 Complete this continuation of Candidate 1's answer using the correct form of the words in brackets.

The number of [1]_____ (*student*) who [2]_____ (*leave*) the country for study purposes also [3]_____ (*grow*), doubling from a starting point of around 10,000. However, there was a [4]_____ (*note*) fall in numbers in both students entering and leaving the country towards the end of the period. They [5]_____ (*peak*) in 2007–2009 and [6]_____ (*fall*) back by around 2,000. The [7]_____ (*grow*) in 'home' students (those who didn't go abroad) was in fact much [8]_____ (*consist*). It continued [9]_____ (*grow/ steady*) from a starting point of 6,500 throughout the period. [10]_____ (*reach*) 24,000 by 2012. By the end of the period, it [11]_____ (*overtake*) the number of students leaving. Despite the changes, it is important to note that a far greater number of students [12]_____ (*go*) abroad to study than entered the country.

LIVEWORKSHEETS

VOCABULARY PRACTICE

Health and exercise

2.1 3a **You will hear part of a health talk. Listen and complete the summary below. Write NO MORE THAN TWO WORDS.**

The heart is a (1)..... . A diet high in (2)..... can slow down the (3)..... and lead to heart problems. A heart attack is caused when an artery that (4)..... to the heart becomes (5)..... . Patients must be given (6) ..... immediately. A stroke is caused when there is a blockage in an artery that leads to the (7)..... . A stroke can have a major effect on your body and as yet there is no (8) ..... . A healthy diet will keep your arteries (9) ..... and can lower the (10) ..... of a stroke or heart attack.

Vocabulary note

The following words are often used with the word *health*.
Nouns: *health* ***benefits***, *health* ***risks***, *health* ***problems***, *health* ***care***, *health* ***education***, *health* ***system***
Adjectives: ***in good*** *health*, ***in poor*** *health*, ***in excellent*** *health*
We can use *healthy* to describe things other than your body: *a healthy* ***appetite***, *a healthy* ***diet***, *a healthy* ***economy***, *a healthy* ***disrespect for authority***

2.2 3b **Now listen to part 2 of the talk and answer the questions.**

1 Write down three types of aerobic exercise that are mentioned: .....

2 Listen again and find words that mean the same as the following:

A in a fixed pattern .....*regular*.....
B quickly .....
C little by little .....
D a strong suggestion .....
E speed .....
F doing something to excess .....
G get better .....
H every second one .....

Error warning

Note that *health* is a noun and *healthy* is the adjective. We write or talk about *education and* ***health*** or *mental* ***health***. NOT ~~*education and healthy*~~ or ~~*mental healthy*~~. We say someone is *strong and* ***healthy*** NOT ~~*strong and health*~~

3 **WORD BUILDING Complete the table below. You do not need to write anything in the shaded areas. Write the opposites where indicated (*opp.*).**

Vocabulary note

-tion at the end of a word usually indicates that the word is a noun: ac*tion*, repeti*tion*.
-tious indicates an adjective: repeti*tious*

Noun	Verb	Adjective
allergy		
benefit		
harm		*opp. =*
health		*opp. =*
infection	*opp. =*	

Noun	Verb	Adjective
nutrition		
		obese
	prevent	
		recommended
variety		

LIVEWORKSHEETS

4.1 PRONUNCIATION 3c **Put the words into the correct box according to their sound, then practise saying the words. Listen and check your answers.**

~~bath~~, ~~bathe~~, birth, breath, breathe, death, growth, health, mouth (v), mouth (n), teeth, teethe, writhe

θ *(an unvoiced sound as in **th**ink)*	ð *(a voiced sound as in **th**is)*
bath	*bathe*

4.2 3d **Complete the sentences with words from 4.1. Then listen to the recording to check your answers. Practise saying the sentences.**

1 I took a deep ..... before diving into the water.

2 The baby is crying because he's ..... . He got two new ..... only yesterday.

3 Old people should take care of their ..... .

4 He's been so happy since the ..... of his son.

5 The pain was so bad she was ..... in agony.

6 He can't ..... . You need to get him to hospital.

5 **Improve this essay by replacing the words in *italics* with ONE OR TWO words from this unit.**

In the future we won't have to worry about what we eat. We'll just take a tablet to give us all that our body needs and cooking will become a thing of the past.

In our modern world we often look for quick solutions to our problems. We expect to be able to achieve a great deal with little effort. But I don't believe we can apply this notion to our diet and still remain healthy. Preparing a healthy meal can take a lot of time. First you need to have fresh ingredients. Pre-packaged foods can contain a lot of unhealthy additives and so they are not as [1] *good for your body* as fresh food. You also need to make sure to include a [2] *lot of different* foods to make sure that you receive all of the vitamins and minerals that are [3] *very, very important* to a healthy diet. It is not surprising then that some people want to find a simple solution to this in the form of a pill. Fast foods are very high in fat, sugar and salt and so we should eat them in small amounts. For some people, however, these foods have become their staple diet and as a result they are [4] *fat*. If we want to [5] *stop* this from becoming an even bigger problem in the future then we need to address this situation now. While vitamin tablets may be of some benefit, they are unlikely to be effective in the fight against [6] *people getting too fat*.

Health authorities need to increase public awareness of these issues, but we also need to be realistic. Fast food is popular not only because it is convenient but also because it is tasty. Perhaps we should [7] *strongly advise* that people who eat fast food every day should at least [8] *swap* fast food with fresh food *on every second day*. Finally, we eat for pleasure as well as nutrition and for this reason I believe that pills will never replace well-cooked food.

1 ..... nutritious ..... 3 ..... 5 ..... 7 .....

2 ..... 4 ..... 6 ..... 8 .....

6 **Answer the questions. Write one or two sentences.**

1 Do you think young people are more or less fit than 50 years ago? (Why? / Why not?)

.....

2 In what way is your diet different from when you were a young child?

.....

3 What changes do you think will occur in our diet in the future?

.....

LIVEWORKSHEETS

Test practice

Academic Reading

Read the following passage and answer questions 1–14.

The causes, diagnosis and prevention of stress

In prehistoric times, the physical changes in response to stress were an essential adaptation for meeting natural threats. Even in the modern world, the stress response can be an asset for raising levels of performance during critical events such as sports activities, important meetings, or in situations of actual danger or crisis. If stress becomes persistent and low-level, however, all parts of the body's stress apparatus (the brain, heart, lungs, vessels and muscles) become chronically over- or under-activated. This may produce physical or psychological damage over time. Acute stress can also be harmful in certain situations.

Psychological effects of stress

Studies suggest that the inability to deal with stress is associated with the onset of depression or anxiety. In one study, two-thirds of subjects who experienced a stressful situation had nearly six times the risk of developing depression within that month. Some evidence suggests that repeated release of stress hormones disrupts normal levels of serotonin, the nerve chemical that is critical for feelings of well-being. Certainly, on a more obvious level, stress diminishes the quality of life by reducing feelings of pleasure and accomplishment, and relationships are often threatened.

Nevertheless, some stress may be beneficial. For example, although some research has suggested that stress may be a risk factor for suicide (a 2003 study found a higher risk for suicide in women reporting both low and very high stress), those with moderate stress levels had the lowest risk.

Heart disease

The effects of mental stress on heart disease are controversial. Stress can certainly influence the activity of the heart when it activates the sympathetic nervous system (the automatic part of the nervous system that affects many organs, including the heart). Such actions and others could theoretically negatively affect the heart in several different ways.

Nevertheless, evidence is still needed to confirm any clear-cut relationship between stress and heart disease. For example, a 2002 study in Scotland found no greater risk for actual heart disease or heart events even in men who reported higher mental stress. In fact, higher stress was associated with fewer heart events, although men with high stress levels did tend to complain of chest pain and to go to hospital for it more often than those with lower stress levels.

Evidence has linked stress to heart disease in men, particularly in work situations where they lack control. The association between stress and heart problems in women is weaker and there is some evidence that the ways women cope with stress may be more heart-protective. In one study, for example, men were more apt than women to use alcohol or eat less healthily in response to stress than women, which might account for their higher heart risks from stress. Different stress factors may affect genders differently. In one study, work stress was associated with a higher risk for heart disease in men, but marital stress – not work stress – was associated with more severe heart disease in women with existing heart problems.

Eating problems

Stress can have varying effects on eating problems and weight. Often stress is related to weight gain and obesity. Many people develop cravings for salt, fat and sugar to counteract tension and, thus, gain weight. Weight gain can occur even with a healthy diet in some people exposed to stress. In a 2000 study, lean women who gained weight in response to stress tended to be less able to adapt to and manage stressful conditions. The release of cortisol, a major stress hormone, appears to promote abdominal fat and may be the primary connection between stress and weight gain in such people.

LIVEWORKSHEETS

In contrast, some people suffer a loss of appetite and consequently lose weight. In rare cases, stress may trigger hyperactivity of the thyroid gland, stimulating appetite but causing the body to burn up calories at a faster than normal rate. Chronically elevated levels of stress chemicals have been observed in patients with anorexia and bulimia. Some studies, however, have not found any strong link between stress and eating disorders.

Pain

Chronic pain caused by arthritis and other conditions may be intensified by stress. However, according to a study on patients with rheumatoid arthritis, stress management techniques do not appear to have much effect on arthritic pain. Some studies have clearly linked job dissatisfaction and depression to back pain, although it is still unclear if stress is a direct cause.

Tension-type headaches are frequently associated with stress and stressful events. Some research suggests that headache sufferers may actually have some biological predisposition for translating stress into muscle contractions.

Sleep disturbances

The tensions of unresolved stress frequently cause insomnia, generally keeping the stressed person awake or causing awakening in the middle of the night or early morning. In fact, evidence suggests that stress hormones can increase during sleep in anticipation of a specific waking time. However, there is some hope for sufferers in this area as relaxation therapy has been found to reduce stress levels and consequently improve the quality of sleep.

Questions 1–4

Do the following statements agree with the information given in the passage?
Next to questions 1–4 write

True	if the statement agrees with the information in the passage
False	if the statement contradicts the information in the passage
Not Given	if there is no information on this

1 Stress was originally an important way of keeping humans safe. .....

2 If stress continues for a long time, all of the body's organs are affected. .....

3 The study into the psychological effects of stress involved people with a history of depression. .....

4 Increased stress causes the body to produce more serotonin. .....

Questions 5–6

Choose the correct answer A, B, C or D.

5 The 2003 study into the link between stress and suicide found that

A fewer women suffer from stress than men.
B stress reduces the risk of suicide in some women.
C a larger number of men commit suicide than women.
D women with low stress levels are less likely to commit suicide.

LIVEWORKSHEETS

6 In 2002, a Scottish study showed that
- **A** there is a strong link between stress and heart problems.
- **B** there is a link between high stress levels and hospital visits.
- **C** a reduction in stress would reduce the risk of heart attacks.
- **D** men with high levels of stress felt no physical symptoms.



Test Tip

For *classification* items, locate the part of the text which refers to the three options you are given. Read this part of the text carefully and look for ideas that match the ideas in the questions. Remember, the wording will not be the same as in the question!

Questions 7–9

Classify the following characteristics as being associated with
- **A** only men
- **B** only women
- **C** both men and women

Write the correct letter A, B or C next to questions 7–9.

7 There may be a variety of causes of stress. .....

8 Their way of dealing with stress can protect the heart. .....

9 Increased heart disease is linked to stress at home. .....

Questions 10–13

Classify the following characteristics as being associated with
- **A** pain
- **B** weight
- **C** sleep

Write the correct letter A, B or C next to questions 10–13.

10 The problem is reduced if stress is lowered. .....

11 An increase in the severity of this problem may be related to work. .....

12 Stress may cause levels to increase or decrease. .....

13 This problem may be the result of the body's natural reaction to stress. .....

LIVEWORKSHEETS