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Smooth 14. 180 15. 16. dashboard/tools/stop-clock 17. 30 18. 19 light aircraft/aircraft. Wings 20. Rear Wheels Listening Section 3 21. Exit and about 22. University/Campus 23. B 24. B 25. B 26. 27. poor 28. excellent 29. OK 30. excellent listening section 4 31. Human Activity/Activity 32. agriculture and drainage 33. Dirty thirties/30s 34. Dry thunderstorms 35. 36 machine operators. Drought 37. irrigation 38. two-thirds 39. salty/salt/toxic 40. Crop/Plant/Agriculture Parts text containing the answer is highlighted with the number of questions given in brackets. If you are still struggling with IELTS Listening tests, please refer to IELTS Listening's advice. IELTS Listening To Section 1 Man: Hi 'Paragliders' Paradise. How can I help you? Maria: Hi. I'm interested in this paragliding course. Man: What course are you interested in? Maria: Well, I'm not sure. What's available? Man: Well ... we have an introductory course that lasts for two days. Maria: Ok. Man: Or there is a 4-day beginner course, which is what most people do first. I would usually recommend that one. And there is also an elementary pilot course that takes five to six days depending on the conditions. Maria: We could try a beginner's course. What prices are we looking at? Man: Introductory is \$190; The beginner's course, which is what you're probably looking at, is \$320 - no, sorry 330 - it just went up - and the pilot rate is \$430. Maria: Yes. Man: And you also have to become a member of our club so that you are insured. It will cost you \$12 a day. Everyone has to take insurance, you see. Maria: Will it cover me if I break my leg? Man: No, I'm afraid not - it's only a third party and covers from harming other people or their belongings, but not theft or injury, you will need to take your own personal accident insurance. Maria: I see! And the best way to get to your place? On public transport or could we ride a bike? We are quite keen cyclists. Man: It's public transport, although there is a bus from Newcastle; most people get here by car though, because we're a little off the beaten track. But you can go here well. I'll send you a map. Let me take some details. What is your name? Maria: Maria Tender. And your address, Maria? Maria: Well, I'm a student, staying with my family in Newcastle. Man: So it's about caring about... Maria: Caring for Mr. and Mrs. MacDonald. Man: Like hamburgers! Maria: Yes, that's right. Man: McDonald ... Maria: The mailbox address is probably better. This is PO Box 676. Newcastle. Man: Is there a fax number because I can fax you? Maria: Yes, in fact, there is. That's 0249 for Newcastle and then twice seven five-four-three-two. Man: Okay. Now, if you decide to do one of our courses, you will need to book in advance and pay when you book. How would you pay? Maria: On credit card, if that's ok. Do you take a Visa? Yes okay. We take all the main cards, including Visa. Maria: Good then. Thank you very much. Maria: Hi, Pauline. Polina: Hi, Maria! What are you reading? Maria: Just some information from the paragliding school - it looks a lot of fun. Do you want to go for paragliding? Pauline: Of course! Do you have to buy a lot of equipment and stuff? Maria: Not really. The school provides equipment, but we have to bring a few things. Pauline: Such as? Maria: Well, it says here. Clothing: Wear thick boots, so no sneakers or sandals I suppose, and the clothes are suitable for an active day in the mountains, preferably a long-sleeved T-shirt. This is probably the case if you land in searing nettles! He also says we should bring a packed lunch. We do not recommend soft drinks or coffee flasks. Water is really the best thing to drink. We also need to bring suntan lotion and something to protect your head from the sun! Pauline: Okay, that sounds reasonable. Where are we going to stay? Maria: Look! They seem to work camping too, because he says here that it's only \$10 a day to pitch a tent. That would be great, wouldn't it? And so we would save quite a bit because even a cheap hotel would cost money. Polina: Um, or maybe we could stay in bed and breakfast nearby. It gives a couple of names here we could call. I think I'd rather. Hotels and youth hostels would all be miles from the farm and I don't think the caravan. Maria: No, I agree. But let's take the tent and pray for the good weather. Pauline: OKAY - let's do it. And what about the next Mary? No, I can't - I'm going on a geography trip. Pauline: ...and then this before the exams, and I really need to learn. Maria: Okay, then. Let's do it this After the exams. Pauline: Okay - we're going to need a break by then. Can you call and... IELTS Listening Section 2 Reporter: The Goodwood Museum is currently celebrating some of the most extravagant car design types in its Festival of Speed. Here's our reporter Vincent Freed, who is on site to tell us about some of the cars on display. Well, here I am, standing in front of one of the most prestigious cars ever built, the Duesenberg, a fantastically expensive, luxury car built in the early 20th century and carrying all the glamorous qualities of the jazz era. How many were there? Well, only 473 Duesenberg J-types have ever been built, and the model here is one of the rarest. Each had a short 125-inch chassis or frame, and the body was always in the form of an open two-seater. The technology behind the 6.9-liter engine of the car was extraordinary. It featured mercury capsules in engines to absorb vibration and provide incredibly smooth driving. In fact, these cars offered unprecedented performance, in an era when 160 kilometers per hour was considered very fast. Duesenberg promised a top speed of 180 kilometers per hour and could make 140 kilometers per hour on the second gear. Duesenberg, who designed the car, sold it as a frame and engine ... it was typical of age again and many prestige producers such as Rolls-Royce did the same. Owners able to afford a hefty \$9,000 price tag for a basic car will commission coachwork companies to build a body tailored to their own individual requirements. Duesenberg's big attraction for the driver was its dashboard, which offered all the usual features, but also several others, including the stop clock. It was The Technology Of Duesenberg that lay behind his success as a race car, and they dominated the American racing scene in the 1920s winning the Indianapolis Grand Prix in 1924, '25 and '27. On to another celebrity, 1922 Leyat Helica. Only 30 of these French propeller cars have been built, and the model here in Goodwood, which was the fourth to be made, is considered the only surviving example still capable of working. The brains behind this car was Marcel Leyat, who was a pioneer of aviation in the first place, and the impact of flying is quite obvious in the car. Leyat very much resembles a light aircraft with a front propeller, but in this case it is minus any wings, of course! It's rather strange to think that this car was whirring through France, just as Duesenberg was blasting down roads at 160 kilometers per hour across the Atlantic. Leyats were regularly used in France in the 1920s and were even produced in the form of a sedan and van, as well as two-seaters. Leyat rivals his propeller drive with his equally strange control that used rear, not front wheels! But But looking rather fragile, it was a tough machine. In fact, when troops tried to steal it during World War II, the incomprehensible design of the car was clearly beyond all the thieves, and he was eventually driven into a tree, breaking the screw. IELTS Listening Section 3 Tutor: Good Morning Everyone. Well, I think we can start right away by getting Rosie and Mike to make their presentation. Do you want to start, Rosie? Rosie: Yes, well, the urn, we did a survey about local entertainment. Basically, we tried to figure out how students talk about entertainment in the city and how much they use it. Mike: Yes, that's why we called our project Out and About Mind Capitalization because it's a name. Teacher: Yes, it's a good name! 'Get out and o'. Rosie: We wanted to find out how well students use entertainment venues in the city... whether they get to see the latest plays, movies ... that sort of thing. Teacher: Now, we have our own facilities on campus, of course... Rosie: Yes, we deliberately omitted the ones we really wanted to explore outside of entertainment in the city, as opposed to a campus. Mike: In fact, there were many areas to choose from, but in the end we limited ourselves to looking at three common categories: film, theater and music. Teacher: Right. Rosie: Okay. Well, first of all the movie. There are three main places in the city where you can watch movies. There's a new multi-screen cinema complex, an old park cinema, and a late night Odeon. Mike: So if you look at this chart... In terms of audience size, the multi-screen complex makes up 75% of all cinema seats, Movie Park, accounts for 20% of seats and the late night Odeon has only 5% seats. Rosie: As you probably know, the complex and the park show all the latest movies, while night theaters tend to feature cult movies. So when we interviewed the students, we thought that the complex would be the most popular choice of cinema ... but surprisingly it was a night odeon. Mike: Yes, and most students said that if they wanted to see a new movie, they were waiting for it to be shown in the park because the complex is more expensive and further out of town, so you have to pay more to get there as well. Teacher: Yes, and it adds to the cost, of course, and distracts from the popularity, obviously. Rosie: Well, then, we looked at the theaters. The results here were interesting because, as you know, there is a theater on campus that is popular. But there is also a stage theatre in the city which is very old and architecturally quite beautiful. And there's a large, modern theater, Ashtop, that was recently built. Tutor: So you just saw two theaters in town? Mike: Yes. But the fact is that in theaters there are a number of prices for places. In addition, performance types vary... so that's what usually buy seats in the and how to use both for different reasons, and if they want a cheap place in Ashtop, they can just sit further from the front. Rosie: What we found that was very interesting is that there are periods throughout the year when students seem to go to the theater and periods when they go to the movies and we really think it has to do with the budget. If you look at this graph, you can see that there is a peak around November/December when they go to the theater more and then the period in April/May when none of them is particularly popular, and then the theater viewing seems to trail off almost while the movie is getting quite popular in June/July. Teacher: Hmm. I think you're probably right in your conclusions. Mike: Well, finally, we were looking at the music. And this time we really investigated the kind of small music clubs that offer things like folk or specialize in local bands. Teacher: So not musicats as such. Mike: That's right. Rosie: We looked at three small music venues and we reviewed the quality of the entertainment and the venue and gave a rating for them: the cross meant the quality was bad, the tick sense was ok, and the two ticks for the excellent. First of all, The Blues Club, which obviously specializes in blues music. It was a fairly small place and the accommodation was minimal so we didn't give it a very good rating. Mike: No! We don't recommend that one really. Rosie: Then Sansue, who plays a lot of South American music was a great place, very lively, good performers so two ticks for this one. Hotel Pier is a popular venue ... A good place for local and up-and-coming folk artists to play. Not the best of places as it is in the basement and a bit dark but the quality of the entertainment was reasonable and the lighting was very warm so we felt it deserved an average rating. Finally, there's Baldrock Cafe, which has a great rock band and is quite popular with students, and we enjoyed there as well, so top marks for that. IELTS 4: In our last lecture, we looked at the adverse effects of desert dust on the global climate. Today we will look more closely at what causes dust storms and what other effects they may have. As you know, dust storms have always been a feature of the desert climate, but today we want to focus on the extent to which human activity causes them. And that's what I want to look at, because it has broad implications. So, what kind of human activity is this? Well, there are two main types that affect the process of wind erosion, and therefore the frequency of dust storms. There are activities that are broken down by natural wind-resistant surfaces, such as the use and off-road vehicles, and there are those that remove protective vegetation from the soil, such as mainly agriculture and drainage. In many cases, two two occur simultaneously, which adds to the problem. Let's look at some real examples and see what I'm talking about. Perhaps the most famous example of the agricultural impact on desert dust is the creation of a dust bowl of the United States of the 1930s. The sharp increase in the number of dust storms in the second half of this decade was the result of farmers mismanagement of their land. In fact, choking dust storms has become so common that the decade has become known as the Dirty Thirties. Researchers observed a similar but longer increase in dust in West Africa between the 1960s and 1980s, when the frequency of storms rose to 80 per year and dust was so thick that visibility was reduced to 1.0 meters. It was dangerous for pilots and road users. In places like Arizona, the most dangerous dust clouds are those generated by dry thunderstorms. Here, this type of storm is so widespread that the problem has inspired officials to develop an alert system to warn people of an impending thunderstorm. When this dust is deposited it causes all sorts of problems for machine operators. It can penetrate into the smallest nooks and crannies and play havoc with the way things work because most of the dust is made up of quartz, which is very difficult. Another example is the concentration of dust originating from the Sahara has been steadily increasing since the mid-60s. This increase in wind erosion coincided with a prolonged drought that swept the southern sahara. Drought is usually associated with increased dust-gathering activity, but in fact it is caused by low rainfall, leading to the loss of vegetation. One of the most advanced examples of modern human-caused environmental degradation is the drying up of the Aral Sea in Central Asia. Its ecological demise dates back to the 1950s, when intense irrigation began in the then Central Asian republics of the USSR. This has caused a sharp decline in the volume of water entering the sea from the two main tributaries. In 1960, the Aral Sea was the fourth largest lake in the world, but since then it has lost two thirds of its volume, its area has been halved and the water level has fallen by more than 216 meters. The effect of this environmental disaster was the release of new significant sources of wind material, as the water level decreased. And the problems don't stop there. The salinity of the lake has increased, so now it is almost the same as sea water. This means that the material that is blown out of the dry channel of the Aral Sea is very saline. Scientists believe this has a negative impact on crops around the sea because salts are toxic to plants. Plants.

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