

boost of vitamin C, for example, one of the best things to eat are blueberries. For Vitamin D, the best examples are fish, mushrooms and eggs and for vitamin E, nuts and seeds.

Right so let's go on to ...

Practice Test 4

Listening Section 1



Woman: Hello. Eastwood Community Centre.

Man: Oh, hello. My name's Andrew Dyson. I'm calling about the evening classes you offer.

Woman: OK, Mr Dyson, are there any classes in particular that you're interested in?

Man: Yes, you've got a class called 'Painting with watercolours', I believe.

Woman: That's right. It's a popular class so this term it'll be moving to the hall, so they've got more room.

Man: Right. I know it's on Tuesdays but what time exactly?

Woman: It was 6.30 last term, but let me just have a look at the details. OK, it'll be 7.30 this time, probably it suits more people.

Man: Well, it's my wife who's really interested and that'll be good for her because she's home from work by 7.15 – that'll give her just enough time to get there. Um, what does she need to bring?

Woman: OK, well paints are provided by the tutor, I know that. Um, the information says she'll need just a jar for water – and some pencils for drawing. There are also lots of aprons here, so she needn't worry what she's wearing. And the cost for four classes is £45, including paints, as I said.

Man: OK, now we're both quite keen on the Maori language class.

Woman: There are spaces on the next course, so you could join that.

Man: Oh, good. Which room will that be in?

Woman: When you come in through the entrance of the community centre building, you'll need to go straight up the stairs in front of you, all the way to the top. And it's the small room you'll find there.

Man: I see. All right, and let me just check when it's starting. I heard from someone that the July course has been delayed until August.

Woman: I'm afraid so. And we're halfway through the June course at the moment so there's not much point you taking that.

Man: I guess we'll have to wait, then.

Woman: Well, when you do come, the tutor recommends bringing a small recorder with you just so you can listen again later, and er, the cost for five classes is currently £40.

Man: OK, useful information to know. Um, there's one more class I'm interested in – that's the digital photography class.

Woman: Oh, I've taken that class myself. The tutor's very good. That'll be in room 9 and it's starting in two weeks' time – in the evening – every Wednesday at 6 o'clock.

Man: Um, obviously I need to bring the camera with me. I suppose it'd be useful to have the instructions that go with the camera, too.

Woman: I'd say so. Um, some people bring along a lot of accessories like extra lenses, but there's really no need for this class. It's mainly focusing on composition really, and getting the most out of the basic camera.

Man: That's exactly what I need. And how much does it cost?

Woman: Let's see. For four classes, it's £35, but if you take eight, it works out as £55, so you're making a bit of a saving – £15 that is.

Man: I see.

[pause]

Man: OK, now just another question for the watercolours class; I've just remembered that my wife asked me to find out about the level – who's it for?

Woman: OK, well you don't have to be very skilled or anything like that. It's designed for beginners, actually. People who might see art as a hobby rather than as a professional opportunity.

Man: That sounds like my wife. And er, who do I talk to if I want to find out some more about the Maori language classes?

Woman: Probably best to talk to the tutor directly. He'll be in the office in about half an hour. His name's Jason Kahui. That's K-A-H-U-I.

Man: Good – I'll give him a call.

Woman: Oh, if you do decide to come to the photography class, don't forget to look at your camera battery and make sure it's charged. I know it sounds obvious but I've seen a few people suddenly find the camera's stopped working right in the middle of class.

Man: Yes, I can imagine it'd be easy to forget that. Oh, that reminds me, in the final week of the photography course, is it right that there's a visit to a show in the local area? I work in the city, you see, so I might have to come home early for that one.

Woman: Yes. They'll decide the date once the class has started. Is there anything else I can ...

Listening Section 2



Good morning – it's great to see so many people here. Thank you all very much for coming. Well, as you know, the community gardens at Hadley Park are really not looking as good as they should, quite bad really, and although the local council has a budget to deal with some of the problems, we do need volunteers for other tasks. If you don't mind, I'm going to divide you into two groups. So, everyone on this side of the room is Group A, and the rest of you are Group B. So, Group A, there are a couple of things we'd like you to help with. Um, first of all, don't worry about any litter or empty bottles you see lying about – one of the local schools has offered to help out with that as part of their own environmental project. The priority for you will be to give us a hand with the new wooden fencing – it needs constructing along parts of the bicycle track, as there are parts which have now fallen down or broken – as

I'm sure you've seen. You've probably also noticed that some of the pathways that come from the bicycle track are quite narrow – and there are plans to make them wider – but the council will be dealing with that later in the year, and they've also promised to produce some informational signs about the plants in the gardens. Hopefully they'll be up in a few weeks' time. The other thing we're doing is getting rid of some of the foreign species that are growing in the gardens and putting back some native plants and trees. So, you'll be doing some digging for us and getting those into the ground.

So, Group A, there's some items you'll need to bring along with you. I was going to say 'raincoats' but the forecast has changed so you can leave those at home. I'd definitely recommend a strong pair of boots. waterproof would be best; it's quite muddy at the moment, and your own gloves would also be advisable. Tools will be available – spades and hammers, that kind of thing. You just need to make sure they go back in the trucks. And, there's no need to worry about food and drink as we'll be supplying sandwiches and coffee – possibly some biscuits, even!

[pause]

OK, Group B, your turn. Does everyone have a copy of the plan? Great. OK, we'll all be meeting in the car park – that's on the bottom of the plan, see? Now, if you've been assigned to the vegetable beds, to get there, you go out of the car park and go up the footpath until you reach the circle of trees – there they are – in the middle of the plan, and you see that the footpath goes all the way around them. Well, on the left-hand side of that circular footpath, there's a short track which takes you directly to the vegetable beds. You can see a bamboo fence marked just above them. All right? OK, if you're helping out with the bee hives, pay attention. Look again at the circle of trees in the middle of the plan, and the footpath that goes around them. On the right side of that circle – you can see that the footpath goes off in an easterly direction – heading towards the right-hand side of the plan. And then, the path splits into two and you can either go up or down. You want the path that heads down and at the end of this, you see two areas divided by a bamboo fence – and as we're looking at the plan, the bee hives are on the right of the fence – the smaller section, I mean. Now don't worry – all the bees have been removed! You just need to transport the hives back to the car park. OK, for the seating, look at the circular footpath, at the top of it, there's a path that goes from there and takes you up to the seating area, alongside the bicycle track and with a good view of the island, I suppose. OK, if you're volunteering for the adventure playground area, let's start from the car park again and go up the footpath, but then you want the first left turn. Go up there, and then you see there's a short path that goes off to the right – go down there and that's the adventure playground area, above the bamboo fence. That fence does need repairing, I'm afraid. Right, what else? Oh yes, the sand area. We've got that circular footpath in the middle – find the track that goes east, towards the right-hand side of the plan, and where that track divides, you need the little path that goes up towards the bicycle track. The sand area is just above the bamboo fence there. And finally, the pond area. So, it's on the left-hand side of your plan

– towards the top – just above the fruit bushes and to the left of the little path. OK, as I said already, hopefully we'll ...

Listening Section 3



Anna: Hi, Robert.

Robert: Hi. Sorry I'm late. I was just printing off some pages about food waste in Britain.

Anna: Do you want to include *Britain* in the presentation? I thought we were concentrating on the USA?

Robert: Well, it is a *global* problem, so I thought we ought to provide some statistics that show that.

Anna: Fair enough. What did you find out?

Robert: Well, I was looking at a British study from 2013. It basically concluded that 12 billion pounds' worth of food and drink was thrown away each year – all of it ending up in landfill sites. Over eight million tons – and that wasn't including packaging.

Anna: An incredible amount.

Robert: Yes, and they were only looking at what households threw away, so there's no information about restaurants and the catering industry. But one thing the study did investigate was the amount of milk and soft drinks that were wasted, and I think it was probably quite unique in that respect.

Anna: Interesting. You know, in the other European reports I've read – there's one thing they have in common when they talk about carbon dioxide emissions.

Robert: I know what you are going to say. They never refer to the fuel that farms and factories require to *produce* the food, and the carbon dioxide *that* releases?

Anna: Exactly. We could really cut down on carbon emissions if less food was supplied in the first place. To my mind, the reports talk too much about the carbon dioxide produced by the trucks that deliver the fresh goods to the shops and take the waste away. They forget about one of the key causes of carbon dioxide.

Robert: Absolutely. If the reports are actually going to be useful to people, they need to be more comprehensive.

Anna: Who do you mean by 'people'?

Robert: Well, the government, industries ... people making television programmes. Have you seen any documentaries about food waste?

Anna: Not that I remember.

Robert: My point exactly. These days they all seem to be focusing on where your meat, fruit and vegetables are sourced from. We're being encouraged to buy locally, not from overseas. That's probably a good thing but I'd still like to see something about waste.

Anna: Yes, it's the same with magazine articles – it's all about fat and sugar content and the kind of additives and colouring in food – but nothing about how it reaches your table and what happens after it ends up in the bin.

Robert: Well, we've only got 15 minutes for this presentation, so I think we'll have to limit what we say about the consequences of food waste. What do we want to concentrate on?

of teeth. Quite impressive – and a good example of Maori craftsmanship and symbolism.

Right, turning to the purpose and function of the kites, they certainly had multiple uses. Primarily, the flying of kites was a way of communicating with the gods and when the kites rose into the air, the Maori used them to deliver messages – perhaps requesting a good harvest, good fortune in war, a successful hunting expedition. So, these kites were incredibly valuable to a community – treasured objects that one generation would pass to the next. People would also fly kites for other reasons, for example, to attract the attention of a neighbouring village. This was done when a meeting was required between Maori elders – a convenient method, indeed. And finally, when it comes to war, there are traditional stories that describe how when a Maori warrior found himself surrounded by his enemies, a kite could actually provide the possibility of escape – the kites were powerful enough to take a man up into the air; and for this reason, they could also be used to lower him into enemy fortifications so that an attack could begin from the inside.

Well, I'm happy to say there seems to be a revival and growing interest in kite-making, and ...

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Practice Test 5

Listening Section 1



Staff member: Hello. City Transport Lost Property. How can I help you?

Woman: Oh, hello. Yes, I'm, er, calling about a suitcase I lost yesterday. I don't suppose I'll get it back but I thought I'd try.

Staff member: Well, some people do hand lost items in so you might be lucky. Let's put the details into the computer.

Woman: OK.

Staff member: Right, so, let's start with a description of the suitcase.

Woman: OK, well, it's small, and it's the type you can pull along on wheels.

Staff member: How about the colour?

Woman: Yes – it's black but not exactly plain black – it has some narrow stripes down it, sort of grey. Actually – no, they're white now I think about it.

Staff member: OK, I'll just add that information. Now were there any items inside it?

Woman: Yes. I had a big bunch of keys in there. Luckily my assistant manager has an identical set so she's going out this morning to get some copies made.

Staff member: So, they're for your office?

Woman: That's right. My house keys were in my pocket, thank goodness.

Staff member: Anything else?

Woman: Um, there were a lot of documents, but they're saved on my laptop anyway, so, er, they don't matter so much. But the thing I'm really worried about – I mean, I haven't even taken it out of the box yet – is a camera I just bought. That's really why I'm calling. I can't believe

I've lost it already.

Staff member: I see. Well, let's hope we can find it for you. Was there anything else?

Woman: I don't think so.

Staff member: Any credit cards?

Woman: They were in my handbag. And I had my passport inside my jacket pocket.

Staff member: Money, clothing, any personal items?

Woman: Oh, let me think. I had an umbrella. It was black, no blue, but obviously that isn't as important as the other things.

Staff member: No, but it all helps us identify your property and get it back to you. Anyway, I just need to ask you for some basic details about your journey. So it was yesterday, was it?

Woman: That's right. In the afternoon – around 2 pm, maybe 2.30.

Staff member: OK. So that'd be May the 13th.

Woman: Yes. I was heading to Highbury. That's where I live.

Staff member: All right, and you mentioned a passport, I think. So you were coming from the airport, I presume.

Woman: Yes – and I was looking forward to getting home so much – and what with being tired and everything – I think that's why I just forgot about the case.

Staff member: And how were you travelling when you lost your property? I mean, what kind of transport were you using?

Woman: I thought about getting the train, but that would have meant a bus journey as well, and I couldn't be bothered so I decided to take a taxi eventually. That's where I must have left it.

Staff member: Well, that's good news in a way. It's more likely that a driver would have found it and handed it in.

Woman: I hope so.

Staff member: Well, I need your personal details now. Can I have your full name, please?

Woman: Yes. It's Lisa Docherty. I'll spell that for you. It's D-O-C-H-E-R-T-Y.

Staff member: Thank you. And next, if I could have your address – the best address to send you the property if we manage to locate it?

Woman: Sure. It's number 15A River Road – and that's Highbury, as I said.

Staff member: Thank you. Just a moment. There's just one final thing – that's your phone number.

Woman: I guess my mobile would be best. Er, hang on, I can never remember my own number. OK, I've got it. It's 07979605437.

Staff member: Very well. I think that's everything we need at this end. I'll have a look at the data on ...

Listening Section 2



Welcome to everyone here. I hope you enjoy your stay in our village and enjoy the local scenery. I'll tell you a bit about the forest and mountain tracks in a minute, but first, I'll just give you an idea of where everything is in the village. So, we're here

in the tourist information centre, and when you come out of the centre, you're on Willow Lane, just opposite the pond. If you want to get to the supermarket for your supplies of food and water, go right, that's the quickest way, and then turn right at the top of Willow Lane, and it's the second building you come to, opposite the old railway station. If you're planning on doing some serious climbing and you need some equipment, we do have an excellent climbing supplies store just five minutes' walk away. Turn left once you're outside the tourist information centre, take Willow Lane all the way up to Pine Street – you want to go left along here – then keep walking and go past Mountain Road on your right, until you come to the next turning on the left – head down there, and you'll come to the climbing supplies store. If you get to the small building that sells ski passes, you'll know you've gone too far. You also need to head to Pine Street for the museum – it's small but well worth a visit if you're interested in the history of the village and the old gold mining industry. So, when you reach Pine Street from here, you'll see the old railway line on the other side of the road – turn left into Pine Street, and keep going until you come to Mountain Road, and just up here, the museum will be on your left, just behind the railway line. Don't worry about crossing over the tracks. The trains stopped running through here in 1985. If you're planning on following one of the easier forest walks, you might like to hire a bicycle. To get to the hire shop, again you need to head to Pine Street. On the left-hand side of Pine Street, you'll see the Town Hall, go down the little road that you come to just before it, and you'll find the bike hire shop just behind the hall. They have a good range of bikes so I'm sure you'll find something that suits your needs. Last but not least, if you're hungry after a long day's trek I can recommend our local café. Again, when you leave the tourist information centre, turn right and follow Willow Lane until it joins Pine Street – and right opposite – on the far side of the railway tracks – is the café.

[pause]

OK, let me tell you a little bit about the different tracks we have here. All of them start at the end of Mountain Road – and you'll find a parking lot there where you can leave your vehicles. Let's start with North Point track. It's a gentle route through lowland forest – good for biking and probably the one for you if you have small children. There's a wooden hut where you can stay at the end of the track but be aware that it's really just an overnight shelter, and you'll need to take your own sleeping bags and cooking equipment. Another option is the Silver River track. As the name suggests, you'd be following the river for most of the way, and you get to see some of our beautiful native birds, but the track also goes through a densely forested area. Unfortunately, the signposting isn't very good in places and you do need good map-reading skills to avoid becoming disoriented, which happens to visitors a little too frequently, I'm afraid. Valley Crossing will take you through some stunning scenery but there are several points along the way where you'll need the level of fitness required to get over some pretty big rocks. Stonebridge is one of the shorter tracks, but very steep as it takes you up to the waterfall, and you do need to be in good condition to manage it. Lastly, the Henderson Ridge track will

take you all the way to the summit of the mountain. Do bear in mind, though, that at this time of year the weather is very changeable and if the cloud suddenly descends, it's all too easy to wander off the track. It's best to check with us for a weather report on the morning you think you want to go. On the way to the summit, there's a hotel which provides comfortable rooms and quality meals, so it's worth climbing all ...

Listening Section 3



Tutor: Well James, I've had a look over your case study and for a first draft, it looks promising.

James: I have to be honest, when you told us we had to write about a furniture company, it didn't sound like the kind of thing that would interest me, but since then, I've changed my mind.

Tutor: Why's that?

James: Well, as you know, *Furniture Rossi* is an Australian company, still comparatively small compared to some of the high street stores, but it's got plans to expand into foreign markets. So I chose it for that reason. It's going through a transition – it's a family-run business aiming to build a global brand.

Tutor: All right, and you've made that clear in your writing. One thing, though, that I think you've overlooked is why Luca Rossi started a furniture company here in Australia in the first place.

James: Well, he'd just got an arts degree, hadn't he? And people were trying to talk him into an academic profession but he wanted a practical job – something he thought would be more satisfying in the long run. His grandfather had been a craftsman. He'd made furniture in Italy and he'd passed this skill on to Luca's father, and well, Luca thought he'd like to continue the tradition.

Tutor: Yes, that was the motivation behind his decision. And what was it, do you think, that gave *Furniture Rossi* a competitive edge over other furniture companies?

James: I wouldn't think it was price. It's always been at the higher end of the market, but according to my research, it was to do with the attitude of the employees – they were really focused on giving good customer service.

Tutor: Yes, Luca Rossi insisted on that. Their promotional campaigns also emphasised the fact that the wood only came from Australian forests, but that was the case with their rivals, too, so it wouldn't have made them stand out. OK, we'll have a careful look at the *content* of your case study in a minute, but I just want to make a general comment first, before you start writing your second draft.

James: OK.

Tutor: Yes, what I'd like to see more of is your opinion, a bit more critical thinking, rather than the bare facts. But it's good to see you've been careful with your referencing, this time.

James: Thanks. And I read and re-read my work so I'm pretty sure there aren't any errors with the language.

Tutor: Yes, it's fine. Oh, but there's one other thing I could probably mention at this point.