

IELTS Listening Practice Test 44

You will hear a number of different recordings and you will have to answer the 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 only once.

Section 1

You will hear a telephone conversation between a language student and an advisor. First, you have some time to look at questions 1 to 6.

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.

Advisor: Homestay Language Learning. Lisa McDowell here. How can I help you?

Student: Hello. My name is Dan.

Advisor: Hello, Dan.

Student: And I'm going to be living with a family in Edinburgh for three months. So I'd like some advice on what to bring with me. I'm flying in via Singapore on the 15th.

Advisor: Right. Well, perhaps most important of all, are your documents. Vaccination certificate, sponsor letter, the certifying letter from us for immigration.

The documents are essential so A has been written in for you. 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 6.

Advisor: Homestay Language Learning. Lisa McDowell here. How can I help you?

Student: Hello. My name is Dan.

Advisor: Hello, Dan.

Student: And I'm going to be living with a family in Edinburgh for three months. So I'd like some advice on what to bring with me. I'm flying in via Singapore on the 15th.

Advisor: Right. Well, perhaps most important of all, are your documents. Vaccination certificate, sponsor letter and the certifying letter from us for immigration.

Student: Yes. I've got all those in order, I think. What I'm really wondering about are money and clothes and things for my room, the personal effects in other words.

Advisor: Okay. Let's start with cash. You'll already have money in your bank account here, of course, but make sure when you get here, you have some cash on you. Pounds. That is not Euros or dollars.

Student: How much do you suggest?

Advisor: I'd see 50 as an absolute minimum.

Student: Okay. Now, the next thing is which clothes to bring. What do you think?

Advisor: Well as I'm sure you know, it can get pretty cold here. So you will need some warm clothing. There are shops near here, that sell winter clothes quite cheaply. So you really do need to bring much. Do you make sure though that you have at least one set sweater and a jacket with you when you arrive here. The temperature's likely to be a lot lower than in Singapore.

Student: Thanks for the warning. Now something else, I'm not sure about, is whether to bring my computer? It's a laptop so it won't take up much room.

Advisor: Two problems. Firstly, it might not be compatible with the electricity supply in this country. And secondly, there's a risk of it getting broken in transit. Someone traveling here, had her's smashed only last month.

Student: But surely I can carry his hand luggage.

Advisor: Usually, yes, but because of all the tight security right now, you may have to check it in. So my advice is to leave yours at home.

Student: Okay, I think I will. Is there anything else you'd advise against bringing?

Advisor: Well, you won't need householder cooking things. They'll all be provided and importing foods of course isn't allowed by customs, though, I imagine you already knew that.

Student: Well, yes.

Advisor: But there are one or two things I suggest you find room for, in your suitcase.

Student: Yes.

Advisor: Perhaps, a few of your favorite cassettes or compact discs, of course, you might be able to sign them in the shops here. But then again, you might not...

Student: That's a good idea. Anything else?

Advisor: Yes, some photographs of people and places that are special to you, could be nice. They can really make your room feel like home. It's just a thought.

Student: mmmm.....I'll see if I've got a few good ones.

Before you hear the rest of the conversation, you have some time to look at questions 7 to 10.

Now, listen and answer questions 7 to 10.

Advisor: Just a few points about packing. Make sure all your cases are clearly labeled in English with your host family's name and address, just in case they go missing on the way. It has been known to happen.

Student: What name do I write, by the way?

Advisor: It's Wark. Lewis and Amy Wark.

Student: So that's W-A-L-K.

Advisor: It's actually W-A-R-K. But we'll be posting full details to you later this week.

Student: Right fine, and I'd better put some essentials in my hand luggage enough for a night or two in case, as you say anything happens to my main cases.

Advisor: Yes, I'd recommend a change of t-shirts and socks and so on plus any medication you may need. And a toothbrush of course.

Student: And my tights.

Advisor: Your tights?

Student: Yes for the fly. Wearing them helps prevent deep vein thrombosis, when you're flying long distances, not getting any exercise.

Advisor: Oh! yes. I've heard about that. Now, talking about exercise, there's one last thing. When you've packed your baggage, check, you can carry it, all of it, at least 500 meters without any help. You may have to do that.

Student: Okay. Well, thanks for all your help. You've cleared up a lot of points.

Advisor: mmm.... You're welcome. Have a safe. Journey. We'll look forward to seeing you, next month. Bye

Student: Bye.

Questions 1-10

Q. 1-6

What does Lisa say about each object?

Complete the table as follows. Write

A if she says it is **ESSENTIAL**

B if she says it is **RECOMMENDED**.

C if she says it is **NOT RECOMMENDED**.

Example Documents Answer A

1 At least £50 _____

2 Warm clothing _____

3 Personal computer _____

4 Food from home _____

5 Favourite tapes or CDs _____

6 Photos from home _____

Q. 7-10

Complete the sentences below.

Write **NO MORE THAN THREE WORDS** for each answer.

The labels on Dan's luggage must state 'Mr & Mrs 7 _____ and their address.

Lisa says he should carry some spare clothes in 8 _____

For health reasons, Dan intends to wear 9 _____ during the flight.

Dan should practise carrying his luggage for a minimum distance of 10 _____

Section 2

You will hear an extract from a talk about facilities for students with disabilities. First, you have some time to look at questions 11 to 13.

Now, listen carefully and answer questions 11 to 13.

Welcome to student times. The program with all the latest on what's happening at universities around the country. Today, we'll be discussing disabled applicants and the kind of support they can expect to find or not find at the university of their choice. With me to tell us more, is student disability advisor, Sally Taylor. Good Morning Sally.

Sally: Good morning to you. I'd like to start by pointing out that although one in four people has some kind of disability, their proportion among students is much lower. This is partly because most students are under 25 and many people only develop their disabilities as they get older, but it is also because some universities don't do much to encourage access. It is true though that some have quite sticky problems when it comes to, for instance wheelchair access and ancient buildings, cobbled streets built centuries ago and so on. When faced with such a situation, some universities make an extra special effort to provide for students with particular

disabilities, while others have specialist accommodations. In fact, all universities should have a written policy statement on students with disabilities, setting out what facilities they have and what their attitude is and what they are prepared to do.

But, having said that only you can properly understand the challenges of any disability you have, and so before accepting a place at a university or even while you're considering applying if only to raise the university's awareness, it's good to talk to them and find out how much they can and will do for you. The problem is, who to talk to. Most universities and some students' unions have a disability advisor who is supposed to know what facilities they already have and will help with further arrangements, if necessary or possible. However, all too often this person is a token. Sometimes it's just an extra responsibility given to a secretary. They don't know what the situation is in practice, and they don't have any real authority to change anything. So given that for any prospective student it is best to visit a university before applying, it is especially a good idea for students with disabilities or special needs to check whether the place really does come up to scratch. In general, the university should provide personal care address systems, and there are certain key features to look out for, if you have a particular disability including the following.

Before you hear the rest of the talk, you have some time to look at questions 14 to 20.

Now, listen and answer questions 14 to 20.

Firstly, if your mobility is impaired, check their ramps and easy access to all buildings, not just accommodation or teaching rooms. Then, when you're inside, look for clear instructions on fire and emergency procedures for the disabled. Also make sure, there are lifts that work, not the usual ones that seem to be out of order half the time and check for suitable laboratory facilities.

There is a different set of things to look for, if you suffer from any kind of hearing impairment. There should be induction loops in lecture theatres, flashing fire **alarms** in all rooms and in accommodation visual doorbells that light up when somebody calls round to see you.

If it is your sight that is impaired, there obviously need to be translators of books and documents. And all buildings, the stairs, floors, doorways and windows must have clear markings and there will also have to be special fire and emergency procedures for you.

If you suffer from dyslexia, you will need a computer for general use and in exams. And as exams may take you longer to complete, you should be allowed extra time in which to do so. This applies to work in general too.

There are of course many other possible health difficulties that you may suffer from, such as diabetes, epilepsy or heart conditions. If this is the case, check the availability of access to appropriate treatment including medication and or therapy.

Finally make sure that in the event of an emergency, it is clear what you and other people who may be involved have to do.

Questions 11-20

Q. 11-13

Choose **THREE** letters A-F.

What does Sally say about universities?

A Compared to the general population, few students are disabled.

B Most universities don't want students aged over 25.

C Old universities can present particular difficulties for the disabled.

D All university buildings have to provide facilities for the disabled.

E There are very few university disability advisors.

F Some disability advisors can do little to help disabled students.

11

12

13

Questions 14-19

Complete the table below.

Write **NO MORE THAN THREE WORDS** for each answer.

| Disability | Facilities |
|---------------------|--|
| General | personal care and assistance |
| Mobility impairment | ramps and easy access, fire and emergency procedures 14 _____ |
| 15 _____ | lavatory facilities |
| Sight impairment | Braille translators, 17 _____ on stairs, floors, etc fire and emergency procedures |

| | |
|---------------------------|--|
| Dyslexia | use of computer 18 _____ to finish work |
| Other difficulties | access to treatment: medication/therapy 19 _____ procedures |

Q. 20

Choose the correct letter A, B, C or D

20 What is the speaker's main purpose?

A to explain why comparatively few students are disabled

B to advise disabled students what to look for in a university

C to describe the facilities for the disabled in a particular university

D to criticize the facilities for the disabled in most universities

Section 3

You will hear three students discussing a program of activities for new students at a college. First, you have some time to look at questions 21 to 26.

Now, listen carefully and answer questions 21 to 26.

Student 1: So you'd been on last year's orientation courses. How did it go?

Student 2: I loved it. The activities were well organized and I met people from all over the world.

Student 3: Yes. It was useful.

Student 1: And you think I should sign up for this year's course?

Student 2: Yes, definitely apart from being fun, it really does prepare you for all the things you have to do in your first couple of weeks. In fact, one of the most useful things was chatting to people who'd already been there for a year, so called senior students. They had been on the orientation course the year before last and recommended it to us. Oh! And there was a great atmosphere at the formal dinner too. It was so colourful with people in their traditional dress from Asia, Africa, South America. It was one of the high points of the whole week.

Student 3: That was right at the end, of course. The first thing they did on the Monday was take us on a guided tour of the students union.

Student 2: And after that, they took us down the city center showing us things like the bus station, the main shop.

Student 3: And the best pubs.

Student 2: Right. So it was very worthwhile.

Student 3: Yes, though maybe they could have taken us to a better night club. The music at the place we went to was lousy.

Student 2: That's a matter of taste surely. Well, anyway the next day, they showed us around everything on the campus

Student 3: And believe me. It was everything. We must have walked miles. I could have done with less information on every building in sight given that I'll probably never need to go into half of them and a bit more on places, everyone's likely to use it sometime, rather, like the sports block. The health center, the bicycle and car parks.

Student 2: Which reminds me there was an afternoon session on how to drive in this country which seemed to me a bit weird, you know for a university course.

Student 3: I suppose it's because there have been accidents involving students who aren't used to people driving on the left. I was there actually.

Student 1: How was it?

Student 3: Well, I must say I was a bit disappointed. There were some useful driving tips, but it might have been more helpful if it had included stuff for pedestrians, how to avoid getting run over, for example.

Student 2: You didn't go to the session on safety, then.

Student 3: No.

Student 2: Well, apparently that dealt with road safety for pedestrians along with lots of other aspects, of course. I wasn't there myself but that might be something worth going to, here.

Before you hear the rest of the discussion you have some time to look at questions 27 to 30.

Now, listen and answer questions 27 to 30.

Student 1: I like the sound of the whole thing. Tell me what's the accommodation like? Do you have everything, to yourself? Or do you have to share? What do you have to take with you?

Student 2: For the orientation course, you'll have an individual room in one of the halls of residence. That will be a different hall from the one you're booked into the year, but they're both on the campus. So you won't have far to go.

Student 3: And you won't have to take much with you. The room will have chairs, table, wardrobe, bed mattress, blankets, sheets and so on.

Student 2: Take a warm coat or jacket though. It may well rain and it's unlikely to reach even 20 degrees in late September,

Student 3: But it shouldn't drop below about 10 at least during the day, which is something I suppose.

Student 1: Right. Now, I know there can't be much about the weather. But did you have the feeling that they were looking after you on the course?

Student 2: Yes, we did. There were some little touches that showed they thought about what it was like to be starting a course of study abroad.

Student 1: Such as...

Student 2: Well. It's just a small example, but they gave us free email access to contact people at home. 30 minutes, if I remember correctly.

Student 3: Actually, I think it was 20.

Student 2: Yes. You're right. I was on for over half an hour and paid for an extra 10 or 15 minutes. Not that it was much.

Student 1: Emails don't take long to write anyway.

Student 2: No, they don't.

Student 1: So just one more thing, the timetable. When does the course actually start and finish?

Student 3: Well, a lot of people get there on the Sunday, so you'd have to find a room for an extra night, as the course accommodation is only booked from the Monday when things get going.

Student 2: Then they'll keep you busy all week, until the dinner on the Friday.

Student 1: And that's it. Is it?

Student 2: Yes, there's nothing after that.

Student 3: So most people stay over till Saturday partly to recover from the party but also because they can then move straight into their permanent rooms.

Student 1: I think I'll do that. Well, thanks a lot for all your advice. I'm sure. I'll enjoy the course.

Student 2: I wish I could go and miss you too.

That is the end of Section 3.

Questions 21-30

Q. 21-26

Complete the notes below using letters A-F from the box.

NB You may use any letter more than once.

A tour of the university campus

B formal dinner party

C meeting with 'senior students

D driving in this country

E visit to a night club

F tour of the city

Orientation Course for international students

What did Liz like about the course?

21 _____

22 _____

23 _____

What Mark thinks could be improved?

24 _____

25 _____

26 _____

Q. 27-30

Choose the correct letters A, B, C, or D

27 Your room during the Orientation Course is

A usually shared with another student.

B the same room you will have for the rest of the year.

C some distance from the university.

D furnished, and with bedclothes provided.

28 The daytime temperature will probably be

A less than 10°C.

B between 10°C and 20°C.

C 20°C.

D more than 20°C.

29 How much free email time do you get?

A 30 minutes

B 20 minutes

C 15 minutes

D 10 minutes

30 There are Orientation Course activities from

A Sunday to Saturday.

B Sunday to Friday.

C Monday to Friday.

D Monday to Saturday.