IELTS Mock Test 2024 October

Listening Practice Test 2

HOW TO USE

You have 2 ways to access the listening audio

1. Open this URL **https://link.intergreat.com/3MJLS** on your computer
2. Use your mobile device to scan the QR code attached

Questions 1-10

Complete the notes below.

Write **ONE WORD AND/OR A NUMBER** for each answer.

Work experience for history students

Central Museum

Paulina's placement lasted 1 _____ months.

She was assigned to the 2 _____ section of the museum.

One of her duties involved listing and arranging 3 _____ .

She contributed to a study for a museum 4 _____ about bicycles.

In the future, she would rather work at a 5 _____ instead of a museum.

Hospital

Roger helps out as a volunteer at the local 6 _____ .

He spends time with patients who don't have any 7 _____ close by.

He struggles to decide what to 8 _____ to seriously ill patients.

London

Paulina has a temporary job at a 9 _____ to earn money.

She will relocate to London in September to pursue a 10 _____ program.

Questions 11-15

Choose the correct letter, **A, B,C or D.**

The history of the potato

11 Why did the indigenous people of the Andes rely heavily on potatoes?

- **A** They were naturally low in calories and fat.
- **B** They provided higher yields and were easy to cultivate.
- **C** They were an essential part of soups and stews.
- **D** They were used as food for sailors.

12 What was the role of the Spanish in spreading the potato?

A ○ They planted potatoes in Idaho during the 18th century.

B ○ They took the potato to Europe, where it gained popularity.

C ○ They introduced potatoes to Germany as a staple food.

D ○ They cultivated potatoes in the United States before the Irish immigrants.

13 Why did the potato become an important crop in Europe?

A ○ It was first grown as a processed food.

B ○ It helped sustain populations during wars and famines.

C ○ It was introduced by volcanic soil cultivation.

D ○ It was consumed mainly as chips and fries.

14 What contributed to Idaho's success in potato production?

A ○ The state had a garden tradition of growing potatoes.

B ○ The low temperatures made potatoes a difficult crop to grow.

C ○ The rich volcanic soil and cool climate provided ideal conditions.

D ○ The average American consumption of processed potatoes increased production.

15 What makes potatoes a nutritious food?

A ○ They are high in fat and calories.

B ○ They contain potassium, fiber, vitamin C, and iron.

C ○ They are used in casseroles and baked dishes.

D ○ They have been an important crop in Germany and Poland.

Questions 16-18

Complete the sentences below.

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

Resistant potatoes

The potato belongs to the 16 _____ group, which includes crops like tomatoes and aubergines. It develops tiny white or violet 17 _____ , while its green produce cannot be eaten. The consumable section, referred to as the 18 _____ , forms beneath the soil from the plant's base. Potatoes are propagated using small tuber fragments, which sprout into fresh plants. For successful growth, they require soil with good drainage and an adequate supply of moisture.

Questions 19-20

Choose **TWO** letters, **A-E**.

Which **TWO** points does the speaker make about potatoes?

A ☐ Potatoes are mainly harvested in summer in the United States.

B ☐ Idaho, Washington, and Wisconsin are top potato-producing states in the U.S.

C ☐ The potato-processing industry contributes billions of dollars annually.

D ☐ China and India produce the least amount of potatoes worldwide.

E ☐ Potatoes are mostly grown in tropical regions with high temperatures.

Questions 21-26

Choose the correct letter, **A, B or C.**

Wild dolphins

21 What did Emma do during the field trip?

A ○ She watched a video of dolphins.

B ○ She observed dolphins in the wild.

C ○ She swam with dolphins.

22 According to Emma, what was the main purpose of the trip?

A ○ to learn about dolphins and their natural habitats

B ○ to learn about the effects of dolphins on the environment

C ○ to learn about the changes to the environment by dolphins

23 What did the dolphins that Emma observed mainly feed on?

A ○ shrimp

B ○ fish

C ○ squid

24 Why did the dolphins feed near the shore?

A ○ because they wanted to communicate

B ○ because they wanted to entertain each other

C ○ because it was easy to catch the food

25 Emma says the dolphins used seaweed for

A ○ a game.

B ○ a meal.

C ○ a drink.

26 Emma said that the dolphins used sounds and some of their body parts for

A ○ hunting

B ○ communicating

C ○ escaping from enemies

Questions 27-28

Choose **TWO** letters, **A-E**.

Which **TWO** things did Emma learn about how dolphins interact with other animals and humans during the trip?

A ☐ The dolphins talked to other animals

B ☐ The dolphins shared the same source of food with other animals.

C ☐ The dolphins competed for space with the turtles.

D ☐ The dolphins were curious about the humans they met.

E ☐ The dolphins were afraid of the sharks.

Questions 29-30

Choose **TWO** letters, **A-E**.

Which **TWO** things is Emma talking about in her tutorial?

A ☐ Dolphins and their behaviour

B ☐ The natural habitat of dolphins

C ☐ How dolphins interact with other animals

D ☐ How the environment affects dolphins

E ☐ How dolphins hunt their food

Questions 31-40

Complete the notes below.

Write **ONE WORD ONLY** for each answer.

History of the Electric Guitar

1931

- George Beauchamp, who worked for a company that produced 31 _____ guitars, designed the first commercially viable electric guitar.

- He wanted to increase the volume of the instrument, so that it could be heard in bands and dance 32 _____

- He was inspired by equipment used in the 1920s for recording and 33 _____ .

- He invented the 'frying pan' guitar, which was played on the performer's 34 _____ .

- The guitar was designed to be used in 35 _____ music, which was fashionable at that time.

1944

- The Gibson Guitar Corporation successfully produced the ES-150, which

was used in 36 _____ music with other instruments.

- It was played by musicians such as Charlie Christian.

1950

- Leo Fender designed the Fender Broadcaster, which had a solid body.

- The sound it could produce was bright and 37 _____ .

1952

- Les Paul helped Gibson Guitar Corporation design a guitar named after him, which became very popular.

- He was one of the pioneering musicians to try using the guitar in creating a lot of 38 _____ recordings.

1960s and later

- The Fender Stratocaster, released in 1954, had a 39 _____ double-cutaway body shape, and was used by guitarists such as Hendrix and Clapton.

- There was a trend for guitars to become more 40 _____ in both shape and design.

- Recently, there has been a return to designs from the 1950s and 1960s.

Solution:

Part 1: Question 1 - 10

1. Three/3
2. archive(s)
3. photograph(s)/photo(s)
4. exhibition
5. university
6. hospital
7. family
8. say
9. supermarket
10. master

Part 2: Question 11 - 20

11. B
12. B
13. B
14. C
15. B
16. nightshade family
17. flowers bloom
18. underground tuber
19/20. B,C

Part 3: Question 21 - 30

21. B
22. A

23 B

24 C

25 A

26 C

27/28 B,D

29/30 A,D

Part 4: Question 31 - 40

31 acoustic

32 orchestras

33 microphones

34 lap

35 Hawaiian

36 jazz

37 clean

38 innovative

39 distinctive

40 complex

Audio Script:

ROGER: Paulina! How was your internship? I remember you were really excited about it when you started.

PAULINA: Oh, hi, Roger! Yes, it was amazing, thanks for asking. I honestly can't believe it's already over. It feels like I just started, but actually, **Q1** I was there for three months.

ROGER: Three months? That's a pretty long time. So, what exactly did you do there?

PAULINA: Well, I worked at the Central Museum, mainly in the **Q2** archives department. My tasks varied quite a lot. Some days, I had to do routine work like cataloging **Q3** photographs and organizing documents. But on other days, I got involved in more exciting projects. For example, I helped with research for a big **Q4** exhibition on the history of the bicycle. That was my favorite part—I found it really fascinating to see how bicycles have evolved over time.

ROGER: That sounds interesting! So, do you think you'd like to work in a museum full-time once you finish your degree?

PAULINA: Hmm, I'm not sure. I've always loved museums, and this experience made me appreciate them even more. But I think, in the long run, I'd prefer to work at a **Q5** university. I've realized that I really enjoy explaining things to people and sharing knowledge, so teaching seems like a better fit for me.

ROGER: That makes sense. Teaching can be really rewarding. What about right now, though? What have you been doing since your internship ended?

PAULINA: Well, I didn't want to sit around doing nothing, so I decided to do some volunteer work at the local **Q6** hospital. I've been working there as a visitor.

ROGER: Oh, really? What does that involve?

PAULINA: Basically, I visit patients who don't have **Q7** family nearby, just to keep them company and have a chat. Some people are in the hospital for weeks or even months, so they really appreciate having someone to talk to.

ROGER: That's really thoughtful of you. Do you enjoy it?

PAULINA: Yes, I do, but it can be emotionally challenging at times. Some of the patients are seriously ill, and it's not always easy to know what to **Q8** say to them. But at the same time, I've met some incredible people, and I've learned a lot from them. It's definitely been a meaningful experience.

ROGER: That sounds really rewarding, but also quite tough. Do you think you'd ever want to work in a hospital permanently?

PAULINA: I don’t think so. I really admire the doctors and nurses who do that every day, but I don’t think I could handle it as a career. I’d rather work in education, like I mentioned before.

ROGER: Yeah, I get that. So, what are your plans for the summer?

PAULINA: Well, I’ve just started a part-time job at a **Q9** supermarket. It’s nothing too exciting, but I want to save up some money because I have big plans for September.

ROGER: Oh yeah? What are you doing?

PAULINA: I’m moving to England! I’ll be doing a master’s degree in history at the University of London. It’s a one-year program, and I’m really looking forward to it.

ROGER: Wow, that’s amazing! London is such a great city. Have you been there before?

PAULINA: Yes, I visited a couple of years ago, but only for a short holiday. This time, it’ll be completely different—actually living there and studying. I’m both excited and a little nervous.

ROGER: I’m sure you’ll love it. It’s a great place for history students, with all the museums, libraries, and historic sites.

PAULINA: Exactly! That’s one of the reasons I chose it. And what about you? Do you have any exciting summer plans?

ROGER: Yeah, actually, I do. I’m going to spend the summer traveling around Europe. I’ve always wanted to visit Italy, Spain, Germany, and Austria, so I finally decided to go for it.

PAULINA: That sounds incredible! Are you traveling alone, or with friends?

ROGER: I’ll be going with a couple of friends from university. We’re planning to stay in hostels and maybe try some couch-surfing to keep costs down.

PAULINA: That sounds like a great adventure. How long will you be away?

ROGER: About six weeks. We’re trying to visit as many places as possible, but we also don’t want to rush through everything.

PAULINA: That’s a good plan. You’ll have time to really experience each place.

ROGER: Yeah, that’s the idea. Anyway, I should probably get going—I need to do some last-minute shopping before my trip.

PAULINA: Of course! Well, good luck with your travels. I hope you have an amazing time.

ROGER: Thanks, Paulina! And best of luck with your **Q10** master's degree. I'm sure you'll do great.

PAULINA: Thanks! Keep in touch!

ROGER: You too. See you!

One of the most significant crops cultivated in what is now the United States is the potato. This vegetable originated in the Andes Mountains of South America, where it was grown as early as 5,000 years ago. **Q11** The indigenous people of the Andes, including the Incas, relied heavily on potatoes because they were easier to cultivate, provided higher yields, and thrived in diverse climates. Unlike cereals, potatoes offered a more dependable food source with better nutrition.

Q12 The Spanish encountered potatoes in the 16th century during their conquest of the Andes. Recognizing their value, they introduced the crop to Europe, where it was initially used as food for sailors. Potatoes quickly gained popularity in Spain and spread across Europe, first as a garden crop and then as a staple food. By the 18th century, they had become essential in many European countries, particularly in Ireland, Germany, Poland, and Russia. **Q13** Potatoes played a crucial role in sustaining populations during wars and famines, but over-reliance on them led to agricultural disasters, such as the Irish Potato Famine in the mid-19th century.

In the early 18th century, the potato arrived in North America, brought by Irish immigrants to New England. By the time of the American Revolution, it was widely cultivated. **Q14** In 1812, potatoes were planted in Idaho, where the rich volcanic soil and cool climate made it an ideal crop. Today, Idaho is known as the "Potato Capital of the World," producing a significant portion of the U.S. supply. Across the country, potatoes are the leading vegetable crop, with an annual yield of 42 billion pounds. The average American consumes about 140 pounds of potatoes per year, including fresh, frozen, and processed products like chips and fries.

Potatoes are among the most versatile foods. They can be baked, boiled, fried, mashed, or roasted, and they are widely used in soups, stews, and casseroles. Additionally, they serve as the base for processed foods such as potato chips, French fries, and instant mashed potatoes. Beyond versatility, potatoes are highly nutritious. **Q15** They are a great source of vitamin C, potassium, fiber, and iron while being naturally low in calories and fat. Despite misconceptions, potatoes can be part of a healthy diet when prepared without excessive fats or oils.

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Q17 Botanically, the potato belongs to the nightshade family, which includes tomatoes, peppers, and eggplants. **Q18** The potato plant produces small white or

purple flowers and inedible green fruit. The edible part is the underground stem, or tuber, which grows from the roots. Potatoes are cultivated using seed potatoes—small tuber pieces that sprout into new plants. As the plant matures, tubers form underground and are later harvested. The process requires well-drained, nutrient-rich soil and moderate rainfall or irrigation.

As a cool-season crop, potatoes are grown in many regions worldwide. They are usually planted in spring and harvested in autumn. In the United States, **Q20** the leading potato-producing states are Idaho, Washington, and Wisconsin, though nearly every state grows some potatoes. Internationally, China, India, Russia, and Ukraine are the largest producers, contributing significantly to global food security.

Beyond being a dietary staple, potatoes are a vital economic crop, supporting millions of farmers and food industry workers worldwide. **Q19** The potato-processing industry, which includes frozen products and snack foods, generates billions of dollars annually. Researchers continue to develop disease-resistant varieties and sustainable farming methods to protect yields from environmental threats.

The potato's journey from the Andes to becoming a global staple highlights its agricultural and cultural significance. Whether consumed fresh or as processed foods, it remains a crucial component of diets worldwide. Despite changing food trends, the potato continues to be celebrated for its adaptability, nutrition, and economic importance.

In conclusion, the potato is much more than a common vegetable—it is a key crop that has shaped history, economies, and diets for centuries. Its ability to thrive in various climates, provide essential nutrients, and support global agriculture makes it indispensable. Whether baked, boiled, fried, or mashed, the potato remains a beloved and essential part of meals worldwide.

JACK: Hey, Emma. How was your field excursion?

EMMA: It was fantastic, Jack. I'm really glad we made the decision to go.

JACK: Remind me—where was it again?

EMMA: **Q21** We went to the coastline to observe wild dolphins in their natural setting.

JACK: That sounds incredible! So, what exactly did you do while you were there?

EMMA: We spent a couple of days monitoring their movements and recording some footage. I actually have a video of them—would you like to watch it?

JACK: Absolutely! That would be amazing.

EMMA: I'll show you tomorrow. Right now, I need to go over my notes. I have a tutorial coming up, and I want to be well-prepared.

JACK: What are you going to cover in the session?

EMMA: I'll be discussing the objectives of our trip. We had two primary goals.

JACK: Oh? What were they?

EMMA: **Q22** The first was to analyze the natural behaviors of dolphins. We all hear about how intelligent they are and how they communicate, but we wanted to witness it firsthand.

JACK: Right, and the second goal?

EMMA: **Q22** It was to observe the dolphins within their ecosystem and examine how they interact with their surroundings.

JACK: So, what did you discover?

EMMA: Quite a lot. One of the most interesting things was their feeding habits.

JACK: Oh, really? What do they eat?

EMMA: **Q23** They primarily consume a species of fish called mullet. **Q24** They work together, driving the fish into shallower waters where they're easier to catch. They repeat this strategy until they've had their fill.

JACK: That's clever! What about when they're not looking for food?

EMMA: They spend a significant amount of time engaging in playful activities. They play among themselves, but they also interact with objects. **Q25** They frequently pick up pieces of seaweed, toss them in the water, and catch them again—it almost seems like a game.

JACK: That's fascinating. Did they play with you as well?

EMMA: Yes! When we were on the boat, they approached us and swam alongside us. They appeared quite curious about our presence.

JACK: Did you get to touch them?

EMMA: No, we were specifically instructed not to. Since they're wild creatures, touching them could be risky—they might even bite. But they swam close enough for us to see them in detail.

JACK: Interesting! Did you notice anything else about their interactions?

EMMA: Yes, we observed how they communicate. **Q26** They produce various sounds and use physical gestures—like movements of their heads and tails—to express themselves.

JACK: That's really intriguing. What about their interactions with other species?

EMMA: Well, **Q27** we noticed that some seabirds were feeding on the same fish as the dolphins. The dolphins didn't seem bothered by them; they simply continued hunting as usual.

JACK: Did you encounter any other marine creatures?

EMMA: Yes! We spotted some sea turtles and even a shark. Surprisingly, the dolphins weren't afraid of it at all. They swam around as if it wasn't even there.

JACK: Wow, that's unexpected.

EMMA: Yes, it was. And we also observed their interactions with people. **Q28** They seem genuinely intrigued by humans. They approach boats, circling them as if they're trying to figure out what we're doing.

JACK: That's fascinating. So, for your tutorial, what aspects are you focusing on?

EMMA: **Q29** Well, I'll be analyzing dolphin behavior—how they communicate, socialize, and even play. **Q30** I'm also looking at how environmental factors influence them, like water temperature and pollution.

JACK: That sounds really insightful. Are you also covering their natural habitat?

EMMA: Not exactly. I'm more focused on how the surroundings impact them rather than just describing where they live.

JACK: I see. And what about their interactions with other species?

EMMA: That was definitely interesting to observe, but my tutorial won't go into that in depth.

JACK: What about their hunting strategies? I remember you mentioned they work together to catch fish.

EMMA: Yes, that was fascinating, but I won't be discussing it in this presentation.

JACK: Got it. Well, I'd love to hear more about it later.

EMMA: Of course! But I need to go now—I've got a seminar in ten minutes.

JACK: Alright, see you tomorrow!

Good morning, everyone. So, continuing on from last week's look at developments in contemporary music, I'm going to talk to you today about the electric guitar. The electric guitar is a very important instrument in popular music and one of the major innovations in instrument design in the 20th century.

The first commercially viable electric guitar was developed in 1931 by George Beauchamp. He was working at the time for a company that produced **Q31** acoustic guitars, and his invention came out of his desire to increase the volume of the guitar so it could compete with other instruments in jazz bands and dance **Q32** orchestras. Beauchamp had seen the development of early record players and **Q33** microphones in the 1920s, so he knew it was possible to convert sound into an electrical signal. He designed a guitar with a sensor to pick up the vibrations of the strings, and this sensor was connected to an amplifier and a speaker.

The guitar he developed with this system was called the Rickenbacker frying pan. It was a steel guitar with a small round body and a long neck, and it was played on the performer's **Q34** lap. The instrument was designed to be played in **Q35** Hawaiian music, which was very popular at the time. It was called the frying pan because of its shape. It was very basic, but it was the first commercially successful electric guitar.

Over the next few years, many companies, including the one Beauchamp worked for, developed and improved the design of electric guitars. In 1944, the Gibson Guitar Corporation released the ES-150 model, which was popular with guitarists in **Q36** jazz music. This was a hollow-body guitar, which meant it was shaped like an acoustic guitar but had electronic components. It was the type of guitar played by Charlie Christian, who was one of the first musicians to make the guitar a solo instrument in jazz music.

The next major development in the history of the electric guitar came in 1950, when Leo Fender released the Fender Broadcaster. This was the first mass-produced solid-body electric guitar. It was a simple, practical design, and it could produce a bright, **Q37** clean sound. It was used by many guitarists in the 1950s and 1960s, including Muddy Waters, who was one of the pioneers of electric blues music.

In 1952, the Gibson Guitar Corporation released the Les Paul model, which became one of the most popular electric guitars in the world. This was also a solid-body guitar, and it was designed in collaboration with Les Paul, who was a famous guitarist and inventor. Les Paul was one of the first musicians to experiment with multi-track recording, and he used the guitar to create many **Q38** innovative recordings.

The 1960s and 1970s saw a huge growth in the popularity of the electric guitar, and many new models were released. The Fender Stratocaster, which was introduced in 1954, became one of the most popular guitars of all time. It was played by many famous guitarists, including Jimi Hendrix, Eric Clapton, and David Gilmour. The

Stratocaster had a **Q39** distinctive double-cutaway body shape, and it was known for its bright, clean sound.

In the 1980s and 1990s, there was a trend towards more **Q40** complex guitar designs, with more electronic components and more elaborate shapes. However, in recent years, there has been a return to simpler designs, with many guitarists preferring the classic designs of the 1950s and 1960s.

So that’s a brief overview of the history of the electric guitar. It’s been a fascinating journey, and the instrument has had a huge impact on the development of music in the 20th and 21st centuries.