

PRE-IELTS 1

PRACTICE TEST 1

Narrator: You will hear a number of different recordings, and you will have to answer questions on what you will 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 once only.

The test is in four sections. Write all of your answers on the test pages. At the end of the test you will be given ten minutes to transfer your answers to an answer sheet.

Now turn to Section 1 [on page 8].

Section 1. You will hear a man asking for information about language classes over the phone.

First you have some time to look at Questions 1 to 4 [on page 8].

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.

Example

Woman: Good morning. Globetrotters Language School. How may I help you?

Man: Yes, I was wondering if you could give me some information on language classes.

Narrator: The woman answers the phone, "Globetrotters Language School," so the word *Globetrotters* has been written at the top of the form. 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 4.

Questions 1 to 4

Woman: Good morning. Globetrotters Language School. How may I help you?

Man: Yes, I was wondering if you could give me some information on language classes.

Woman: Certainly. What language are you interested in studying?

Man: Well, that's the thing. I'm interested in learning Japanese, but I'd also like to improve my Chinese. I don't know which to study right now.

Woman: Maybe the class schedule will help you decide. Did you want to study in the morning, afternoon, or evening?

Man: I work in the evenings, so mornings or afternoons would be best.
 Woman: Then that decides it for you. We offer an advanced Chinese class, but it meets on Wednesday and Friday evenings.
 Man: I couldn't do that. When do the Japanese classes meet?
 Woman: We have beginning Japanese on Tuesday and Thursday mornings, no wait, that's intermediate Japanese. Which level do you want? Advanced?
 Man: No, beginning. Definitely. I know some Chinese and some French, but I'm a real beginner with Japanese.
 Woman: Well then, are you free Monday, Wednesday, and Friday mornings? That's when the beginning Japanese classes meet. We also have intermediate French on Friday mornings.
 Man: I could do those mornings, but I'd prefer afternoon. Don't you have anything in the afternoon?
 Woman: We have intermediate Japanese class on Wednesday and Friday afternoons.
 Man: I really need a beginner class. So I'll take the morning Japanese class. Could you give me an idea of the cost? What would be the tuition for the Japanese class?
 Narrator: Before you hear the rest of the conversation, you have some time to look at Questions 5 to 10 [on pages 8 and 9].
 Now listen and answer Questions 5 to 10.

Questions 5 to 10

Woman: The beginning-level classes meet three times a week, so they cost a bit more than the other levels. For a six-week course, the cost would be \$575.
 Man: That's a bit steep.
 Woman: If it's hard for you to pay that much, you could sign up for just four weeks of class and pay \$410. Or, you could pay for one week at a time, at \$125 a week.
 Man: That comes out to be much more expensive once you add up all the weeks.
 Woman: That's true. You can save money by registering for two levels together. For example, pay for your beginning and intermediate classes now and you'll get twelve weeks of class for just \$1,050.
 Man: That's not a bad deal, but I can't come up with that much money at once. I'll just pay for the six-week course.
 Woman: Fine. That class begins next week, so you need to register right away.
 Man: Can't I register over the phone?
 Woman: No, I'm sorry, we don't take phone registrations. What you'll need to do is visit the school office today or tomorrow. Bring a check for the tuition and a photo ID.
 Man: Is that all?
 Woman: Yes, we'll give you a registration form to complete, or you can save time by visiting our website and downloading the form there. Complete it and bring it into the office with your check.
 Man: Great. I'll stop by this afternoon.
 Woman: Fine. When you arrive, ask for Mr. Lindsay. He's in charge of student registration.
 Man: I'm sorry, Mr. who?
 Woman: Mr. Lindsay, spelled L-I-N-D-S-A-Y.

Man: Thank you for your help.
Woman: Thank you. We'll look forward to seeing you in class.

Narrator: That is the end of Section 1. You now have half a minute to check your answers.
Now turn to Section 2 [on page 9].
Section 2. You will hear a tour guide giving information about a shopping district.
First, you have some time to look at Questions 11 to 15 [on page 9].
As you listen to the first part of the talk, answer Questions 11 to 15.

Questions 11 to 15

Tour guide: This afternoon we'll visit the city's shopping district. Several blocks in the area are closed to car traffic, and I know you'll enjoy walking around there. I'd like to give you an overview of the district now since you'll be on your own once we get there.

You'll see on this map here that the shopping district consists of two streets—Pear Street, which runs north and south, and Cherry Street, which crosses Pear Street right here. Let's start our tour here on Pear Street where the star is. This star marks the Harbor View Bookstore. It's very popular among locals as well as tourists. You can buy a range of books of local interest as well as a variety of magazines and newspapers. It's directly across the street from the City Library, which is also worth a visit. It's in one of the oldest buildings in the city and contains, among other things, an interesting collection of rare books.

Now, moving up Pear from the bookstore toward Cherry, the next building on the left is the Pear Café. You'll notice it's right on the corner of Pear and Cherry streets. It's a great place to relax while enjoying a delicious cup of coffee or tea. You can talk with friends or read quietly. They have a variety of books and magazines available.

From the windows of the café, you can look right across Cherry Street for a lovely view of City Gardens. It's a rather small garden, but it contains a variety of exotic plants and flowers.

Let's leave the café and cross Pear Street. On the opposite corner, we're at Caldwell's Clothing Store, which you might also want to visit. They sell both men's and women's fashions from countries around the world.

Continuing down Cherry Street, the next building on the right after Caldwell's is the souvenir shop. Stop in here to get maps and books about the local area, as well as T-shirts and postcards with pictures of the city. Now, we cross Cherry Street and we're at the art gallery, one building down from the corner. Here you can see and, of course, purchase many fine paintings and sculptures by local artists.

Let's keep going down Cherry Street toward the harbor. On the left, right after the gallery, is Harbor Park. It's a lovely place, and it's certainly worth spending some time there.

Narrator: Before you hear the rest of the talk, you have some time to look at Questions 16 to 20 [on page 10].

Now listen and answer Questions 16 to 20.

Questions 16 to 20

Harbor Park was built on land donated to the city by Captain Jones, a life-long resident of this city. Captain Jones designed the park himself, and it was built in 1876. Exactly in the center of the park a statue of Captain Jones was erected, and it's still standing there today. It shows Captain Jones on the bow of his ship.

After viewing the statue, you can follow the path that goes through the woods just behind. It will lead you to a lovely garden, in the middle of which is a fountain. This is a nice place to enjoy a few quiet moments.

If you still feel like walking, continue on to the far end of the garden. There, you'll find a wooden staircase, which will take you down to the harbor. You might enjoy the view of the boats from there. There's also a walking path along the water, which will eventually bring you back up to Cherry Street.

You can see that there's plenty to do in this part of the city. The bus leaves at 1:30.

Narrator: That is the end of Section 2. You now have half a minute to check your answers.

Now turn to Section 3 [on page 10].

Section 3. You will hear a conversation between a university student and a librarian about using the City Archives.

First, you have some time to look at Questions 21 to 24 [on page 10].

As you listen to the first part of the conversation, answer Questions 21 to 24.

Questions 21 to 24

Student: Hello. I was wondering if you could give me some information about using the archives.

Librarian: I'd be happy to. Are you a resident of the city?

Student: Actually, I live just outside the city, but I study at the university downtown.

Librarian: That's fine. All you need to do is show your university identification card and you can use the archives at no charge, as long as your ID card is current, of course.

Student: Yes, it's valid. So I don't have to pay anything?

Librarian: No. City residents pay an annual fee, but students can use the archives for free. Everyone else needs to get special permission from the director, but that doesn't apply to you, of course.

Student: Oh, good. I was also wondering about the schedule. I have classes every day, Monday through Friday, and I also have a part-time job, so I could really only use the archives on weekends.

Librarian: That's not a problem at all. We're open all weekend; actually the only day we're closed is Monday. So you can come any day, Tuesday through Sunday.

Student: Are you open in the evenings?
Librarian: Yes, we're open from 9:30 in the morning until 8:30 in the evening.
Student: That will fit my schedule well.

Narrator: Before you hear the rest of the conversation, you have some time to look at Questions 25 to 30 [on page 11].

Now listen and answer Questions 25 to 30.

Questions 25 to 30

Librarian: Is there something else I can help you with?
Student: Yes. One thing I'll be needing to see for one of my class projects is old photographs. Do you have photographs of the city in the nineteenth century that I could look at?
Librarian: Yes, we store all the photographs in the basement. Those stairs over there will take you down to the photography collection. Just tell the librarian there what you're interested in, and he'll help you.
Student: Those would be nineteenth-century photographs?
Librarian: Yes, the entire collection is there. Now, if you're interested in seeing documents from the nineteenth century, those are right here on the ground floor.
Student: I would like to see some of those documents. Does that collection include newspapers, too?
Librarian: No, all the newspapers from the earliest ones, in the eighteenth century, up to the current time, are on the second floor. Here, let me just give you this map of the archives, and you'll be able to find whatever it is you need.
Student: Thank you. Oh, I see you have a whole room devoted to maps.
Librarian: Yes, on the third floor.
Student: That's great because one thing I need to do is look at how the city has developed over time.
Librarian: I'm sure you'll find a lot of helpful information there. Of course, some of the maps are several centuries old, so generally visitors are only allowed to see photographic reproductions of them.
Student: That shouldn't be a problem. What's this on the fourth floor—Ogden's Woolen Mill?
Librarian: As I'm sure you know, Ogden's Woolen Mill was the major entity responsible for the growth of this city in the nineteenth century. The Ogden heirs gave money for the archives to devote an entire floor to information about the history of the mill.
Student: Will I be able to find information about the Ogden family there—photographs, personal papers, things like that?
Librarian: Probably the family photographs are stored downstairs in the photography collection. The personal papers would be on the fifth floor, where we keep all the personal papers of famous residents of our city.
Student: Thank you so much for your help. I'll be able to do a lot of my research here.
Narrator: That is the end of Section 3. You now have half a minute to check your answers.

Now turn to Section 4 [on page 11].

Section 4. You will hear a lecture about wind energy.

First, you have some time to look at Questions 31 to 33 [on page 11].

Now listen carefully and answer Questions 31 to 33.

Questions 31 to 33

Lecturer: With the rising cost of fossil fuels, there's a great deal of interest these days in developing alternative sources of energy. Today, I'd like to talk about one of these—wind power. In the past couple of decades, there's been an upsurge of interest in using the wind as a source of energy, but the idea isn't new at all. People have been harnessing the power of the wind for centuries, ever since ancient peoples first used sailboats. In ancient China, farmers used a rudimentary sort of windmill to pump water. Wind power was used in other parts of the ancient world, as well. In Persia, for example, farmers used wind-powered mills to grind their grain. During the Middle Ages in the Netherlands, people went back to the ancient idea of using the power of the wind to move water. They used windmills to drain lakes, thereby creating more land for farming.

Narrator: Before you hear the rest of the talk, you have some time to look at Questions 34 to 40 [on page 12].

Now listen carefully and answer Questions 34 to 40.

Questions 34 to 40

Lecturer: At present, people around the world are using the wind to generate electricity, some old methods, some new. Is this the solution to our modern energy problems? Well, as with anything, there are both advantages and disadvantages to using wind power. Let's take a look at some of the reasons to use wind power. One of the biggest problems with using fuels such as oil and coal is pollution. Wind power, on the other hand, is clean. It causes no pollution and therefore doesn't contribute to global warming. Another great advantage of wind power is that it's a renewable resource. Oil and coal reserves are limited, but we'll never run out of wind. Economics is another reason to use wind power. Using the wind to generate electricity costs less, much less, than running other types of generators. In addition, since wind turbines don't take up much land, the land around them can be used for other purposes, such as farming.

There are disadvantages, however. Even though generating electricity with wind is relatively inexpensive, the technology isn't cheap. The initial costs of setting up wind turbines can be quite high. Another issue is reliability. Wind doesn't blow at a constant strength. Therefore, at times, a lot of electricity can be produced while at others there may be little or none. Wind turbines usually have to be located in rural areas where the land is open. Their distance from cities, where the most electricity is needed, is another issue. Although wind is considered to be a clean source of energy, wind turbines cause their own sort of pollution. Wind turbines are usually placed in high, open areas, where they're easy to be seen. Rural residents often feel that the beautiful local scenery is spoiled by the sight of the wind turbines. In addi-

tion, wind turbines aren't quiet. In fact, one wind turbine can produce as much noise as a car traveling at highway speeds.

Narrator: That is the end of Section 4. You now have half a minute to check your answers.

You will now have ten minutes to transfer your answers to the listening answer sheet.

PRE-IELTS 1

PRACTICE TEST 2

Narrator: You will hear a number of different recordings, and you will have to answer questions on what you will 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 once only.

The test is in four sections. Write all of your answers on the test pages. At the end of the test you will be given ten minutes to transfer your answers to an answer sheet.

Now turn to Section 1 [on page 50].

Section 1. You will hear a woman asking for information over the phone.

First you have some time to look at questions 1 to 5 [on page 50].

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.

Example

Man: Good afternoon. Plainfield Community Center.

Woman: Yes, hi. I'm new in town, and I was curious about the services the Community Center has to offer.

Narrator: The man answers the phone, "Plainfield Community Center," so the words "Community Center" have been written at the top of the form. 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 5.

Questions 1 to 5

Man: Good afternoon. Plainfield Community Center.

Woman: Yes, hi. I'm new in town, and I was curious about the services the Community Center has to offer.

Man: We offer a variety of recreational activities. What were you interested in, in particular?

Woman: Well, everything, I guess. OK, let's start with kids. I have a teenage son. What activities do you have for teens?

Man: Right now, during the school year, we have tutoring sessions for children and teens, in all subjects.

Woman: That would be good. He needs help with algebra.

Man: We can certainly help with that. Just have him come by any Wednesday or Saturday afternoon. That's when the tutoring sessions are scheduled.

Woman: Fantastic. What about sports? Do you have sports activities for teens?

Man: We have tennis lessons on Sunday mornings for teens and Sunday afternoons for adults.

Woman: Hmm, I don't think my son would like that, but my husband might. For myself, I'd be more interested in yoga. Do you offer yoga classes?

Man: We do. Our yoga classes take place on Tuesday and Thursday evenings. We divide it up into several groups, so there's one class for younger children, one for teens, and one for adults.

Woman: Really? I doubt my husband and son would be interested, but I'd like to sign up for yoga. I also like reading. Do you have any book clubs?

Man: We have one just about to start. The first meeting will be next Friday morning. It will focus on early twentieth-century novels.

Woman: Too bad it's Friday morning. I think my son would enjoy it, but of course he's in school at that time.

Man: Well, actually, that book club is for adults only. We may start one up for teens next summer, but we have nothing for that age group right now.

Woman: Oh, well. I suppose he has enough to keep him busy for now. Now, what about fees? Do these classes and activities cost anything?

Narrator: Before you hear the rest of the conversation, you have some time to look at Questions 6 to 10 [on page 50].

Now listen and answer Questions 6 to 10.

Questions 6 to 10

Man: There's a small charge for non-members for each class. However, they're all free to members. Would you be interested in becoming a member?

Woman: How much does the membership cost?

Man: Not much at all. The yearly fee is \$75 for individuals and \$225 for families.

Woman: What do I get with the membership?

Man: You get free access to all classes and activities, and you can use our facilities, like the tennis court, the exercise room, and the meeting room.

Woman: It's not a bad deal, really. Could you tell me exactly where the center is located?

Man: It's at 107 [one-oh-seven] Eliot Street.

Woman: Is that Eliot with two Ls or one L?

Man: One L. E-L-I-O-T. It's right downtown.

Woman: I think I know where it is. Do you have free parking?

Man: Yes. You can park just across the street. There's a garage there.

Woman: That sounds easy enough. Maybe I'll come in one day next week and sign up for some classes.

Man: That would be fine, but don't come on Monday because we're closed that day. We're open Tuesday through Sunday.

Woman: Oh. Thanks for telling me. Maybe I'll stop in on Tuesday then. Can I pay for the classes with a personal check?

Man: We accept checks and credit cards.

Woman: OK. Thank you very much. You've been very helpful.

Narrator: That is the end of Section 1. You now have half a minute to check your answers.

Now turn to Section 2 [on page 51].

Section 2. You will hear a hike leader giving information about an upcoming hiking trip.

First, you have some time to look at Questions 11 to 15 [on page 51].

As you listen to the first part of the talk, answer Questions 11 to 15.

Questions 11 to 15

Hike leader: Good evening, everyone. As you know, this is our last meeting before we set off on our annual week-long hiking trip, so tonight I'll be telling you everything you'll need to know to be ready for the trip. Let's talk about equipment first. Having the right equipment is essential for your comfort and safety. First, you'll need a warm and comfortable sleeping bag. However, you won't need to worry about carrying a tent since we'll be sleeping in shelters along the way. Also, part of the fee you've paid for the trip goes toward food, so you won't need to put that on your packing list either. We've found, though, that it's more efficient for each person to bring his or her own dishes, so be sure to pack a plastic bowl, a cup, and a fork, knife, and spoon. That's all you'll need in the way of dishes.

Perhaps the most important item to put on your list is a comfortable pair of hiking boots. Nothing ruins a hike more than getting blisters and sores from ill-fitting boots. So make sure your boots fit you right. Shoes and sneakers aren't adequate for the type of hiking we'll be doing. Of course, a backpack is necessary for carrying your equipment. Make sure you have one that's lightweight and comfortable to carry. Walking poles have become popular among hikers recently, but we don't recommend them. They can get in the way when too many hikers are using them at once, and some serious injuries have been caused, so it's best to leave those at home.

Let's see...What else? Oh, yes. Some people have asked me about trail maps. They're available, but you really don't need them, as your hike leaders have scouted out the trail and will be guiding you along the way. And don't forget to bring a warm jacket. You may think you won't need one in this warm summer weather, but remember that evenings in the mountains can get quite cold. Is there anything else I need to tell you? Oh, yes, your guides will each be carrying a first-aid kit, so that's one less thing for you to pack yourself. Remember, you'll be carrying your backpack all day, so keep your load light and don't overpack.

Narrator: Before you hear the rest of the talk, you have some time to look at Questions 16 to 20 [on page 51].

Now listen and answer Questions 16 to 20.

Questions 16 to 20

I know you're all experienced hikers, but it's always worth repeating the rules of the trail since they're so important. These rules are in place for the safety of everyone on the trip. As you know, there'll be a hike leader walking at the head of the line, who will show the group the way. At the end of the line will be the rear leader, or sweep. It's important to always stay

ahead of this person while we're on the trail. There are several different trails on the mountain where we'll be hiking, and they cross each other at some points. When you come to any intersection of trails, stop and wait for the rest of the group to catch up. This way we can be sure that no one goes off on the wrong trail. Let me emphasize here how important it is to stay on the trail. We'll be climbing through some steep and rocky areas. Don't be tempted to go off on your own and try to climb some rocks. That can be quite dangerous. Also, it's not likely, but it is possible that we'll encounter some large wild animals along the way. The last thing you want to do is try to feed any of them. That will just encourage them to follow us, which could lead to some dangerous situations. One last thing: Before we set off hiking each morning, be sure to fill up your water bottle. This is perhaps the most important safety rule. Dehydration can be a serious problem when you're out in the wilderness, so you must always be sure to carry an adequate supply of water with you.

I think that covers just about everything. Are there any questions?

Narrator: That is the end of Section 2. You now have half a minute to check your answers.

Now turn to Section 3 [on page 52].

Section 3. You will hear a conversation between a university student and a faculty advisor about the requirements for the student teaching semester.

First, you have some time to look at Questions 21 to 24 [on page 52].

As you listen to the first part of the conversation, answer Questions 21 to 24.

Questions 21 to 24

Advisor: I'd like to go over with you today some of the requirements for your student teaching, which you'll be undertaking next semester.

Student: I'm really looking forward to working in a real classroom and teaching children, but I'm nervous about it, too.

Advisor: One of my roles is to provide you with whatever support you may require. One thing that helps me do that is to know what you're doing in the classroom, so I require all my students to keep a journal about their teaching experience.

Student: That sounds like a lot of work. Will I have to write in it every day?

Advisor: Yes, if you can. You'll give it to me at the end of each week. Another thing I'll want from you is a few sample lesson plans. I'll let you know ahead of time exactly how I want you to do them.

Student: Several of us from the university will be student teaching at the same school. Are we supposed to get together regularly to discuss our work?

Advisor: I'll meet with each student teacher individually, but you aren't required to meet with each other. Of course, you can talk together as much as you want. You will, however, have to observe some of the other teachers in the school, besides the teacher you'll be working with.

Student: Then will I get an evaluation from my supervising teacher at the end of the semester?

Advisor: Actually, no. I'll do your evaluation, and I'll base it on several things. One is your required portfolio, which should contain samples of your class activities and your students' work. Another important thing is your term paper.

Student: Then there won't be a final exam?

Advisor: No, we don't feel that's necessary for student teaching.

Narrator: Before you hear the rest of the conversation, you have some time to look at Questions 25 to 30 [on page 52].

Now listen and answer Questions 25 to 30.

Questions 25 to 30

Student: I know I have to get an agreement form signed. Since you're my advisor, are you the one to do that?

Advisor: No, that form is for your supervising teacher to sign, to document that he or she agrees to have you in the classroom as a student teacher.

Student: Oh, I see. I'm concerned about the term paper I'll have to do, and the evaluation process. I'm not sure I understand what I'm supposed to do.

Advisor: Regarding the term paper, the first thing is to choose a topic. It should be related to your teaching work. You should let me know your term paper topic by the end of the first week of the semester.

Student: Will you be observing me regularly in the classroom?

Advisor: Yes, and during the fourth week of the semester, we'll have our first evaluation meeting to discuss my observations.

Student: One thing I'm really looking forward to is the student teacher conference that the university puts on every year.

Advisor: I'm glad you're looking forward to it. Of course, everyone in the program is required to attend. The conference takes place, let me check, yes, the seventh week of the semester.

Student: When will I have to turn in my term paper?

Advisor: The term paper is due by the end of the fourteenth week of the semester. Then during the fifteenth and final week, we'll get together one last time for a semester review.

Student: Wow. It looks like I have a busy semester ahead of me.

Narrator: That is the end of Section 3. You now have half a minute to check your answers.

Now turn to Section 4 [on page 53].

Section 4. You will hear a lecture about customer psychology.

First, you have some time to look at Questions 31 to 35 [on page 53].

Now listen carefully and answer Questions 31 to 35.

Questions 31 to 35

Lecturer: An understanding of customer psychology is an invaluable aid for retailers looking for ways to increase sales. Much can be done to the store environment to encourage shoppers to linger longer and spend more money. The first aspect to consider is the physical organization of the store. Placement of merchandise has a great deal of influence on what customers buy. For

example, a common practice among retailers is to place the store's best-selling merchandise near the back of the store. In order to get to these popular items from the front entrance, customers have to walk down aisles filled with merchandise that they might not see otherwise. Carpets are also used to direct customers through particular areas of the store. Retailers choose carpets not only for their decorative or comfort value, but also because lines or other types of patterns in the carpets can subtly guide shoppers in certain directions. Besides encouraging shoppers to go to certain areas of the store, retailers also want to keep them in the store longer. One way to do this is to provide comfortable seating throughout the store, but not too close to the doors. This gives customers a chance to rest and then continue shopping.

Retailers can do a number of things to create a pleasant atmosphere in the store, thereby encouraging more purchases. Music is commonly used, not as entertainment, but as a calming influence. It can slow the customers' pace through the store, making them spend more time shopping and, consequently, making more purchases. Scents are also used in various ways. Everyone has had the experience of being drawn into a bakery by the smell of fresh bread. Experiments have been done with other types of scents, as well. For example, the scent of vanilla has been used to increase sales in clothing stores.

Narrator: Before you hear the rest of the talk, you have some time to look at Questions 36 to 40 [on page 54].

Now listen carefully and answer Questions 36 to 40.

Questions 36 to 40

Lecturer: Use of color is another important aspect of store environment. Certain colors can affect behavior as well as mood. Light purple, for example, has been found to have an interesting effect on customer behavior. People shopping in an environment where light purple is the predominating color seem to spend money more than shoppers in other environments. Orange is a color that's often used in fast-food restaurants. It encourages customers to leave faster, making room for the next group of diners. Blue, on the other hand, is a calming color. It gives customers a sense of security, so it's a good color for any business to use. In addition to using color to create mood and affect customer behavior, color can also be used to attract certain kinds of customers to a business. Stores that cater to a younger clientele should use bold, bright colors, which tend to be attractive to younger people. Stores that are interested in attracting an older clientele will have more success with soft, subtle colors, as older people find these colors more appealing.

Narrator: That is the end of Section 4. You now have half a minute to check your answers.

You will now have ten minutes to transfer your answers to the listening answer sheet.