

# PRE-IELTS 3

## 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 176].

Section 1. You will hear a woman booking a bicycle tour over the phone.

First, you have some time to look at Questions 1 to 4 [on page 176].

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:** Global Bicycle Tours. May I help you?

**Woman:** Yes, thank you. I'd like to sign up for a bicycle tour.

**Narrator:** The man answers the phone, "Global Bicycle Tours," so the word "Global" 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

- Man: Global Bicycle Tours. May I help you?  
Woman: Yes, thank you. I'd like to sign up for a bicycle tour.  
Man: Which tour were you interested in? We have the River Valley tour coming up in June and the Mountain tour in July.  
Woman: The River Valley tour is in June? I thought it was in May.  
Man: It actually takes place the first week of June.  
Woman: Oh, I see. Well, I can still do that. The River Valley tour is the one I want.  
Man: Splendid. Just let me take your information. May I have your name please?  
Woman: Karla Schmidt. That's Karla with a K, not a C. K-A-R-L-A.  
Man: Thank you, Ms. Schmidt. Address?  
Woman: Do you need a street address, or can I give you my post office box?  
Man: A post office box is fine.  
Woman: It's P. O. Box 257 [*two-five-seven*], Manchester.  
Man: Thank you. OK, next. Will you be bringing your own bicycle, or do you want to rent one from us?  
Woman: I'll bring my own.  
Man: Excellent. Now, we provide all the meals, so we need to know if you have any dietary restrictions.  
Woman: I don't think so. What do you mean?  
Man: I mean if there's any food you can't eat. Some people have food allergies or are vegetarian or have to avoid dairy products, things like that.  
Woman: Oh, I see. Well, yes, I'm a vegetarian. I never eat meat.
- Narrator: Before you hear the rest of the conversation, you have some time to look at Questions 5 to 10 [on pages 176 and 177].
- Now listen and answer Questions 5 to 10.

### Questions 5 to 10

- Man: All right. I'll make a note of that. Now, the total cost of the tour is \$750.  
Woman: That much!  
Man: The price includes everything—food, hotel, transportation, everything.  
Woman: Everything?  
Man: Yes, everything. The only other thing is you'll want to tip the tour guide. We usually recommend five percent of the total tour cost.  
Woman: A five-percent tip. I guess that's reasonable.  
Man: In order to reserve your space on the tour I'll need a 30 percent deposit.  
Woman: Do you need that right away?  
Man: We generally ask for the deposit at least four weeks before the tour begins. The River Valley tour begins, let me see, six weeks from now. So you'll need to pay the deposit in two weeks.  
Woman: I think I can do that. I wonder if you could tell me something. How will our luggage be transported? Do we carry it on our bicycles?  
Man: No, you leave that to us. We have a van that carries your luggage from hotel to hotel each day, so you don't have to worry about it.  
Woman: Great! I have a luggage rack for my bike, but I guess I won't have to bring that.  
Man: No, you won't. But there are a few items we recommend that you bring. We can't control the weather, so you should bring a raincoat or raingear.

Woman: Yes, that's a good idea. And I should have my own spare tire, too, shouldn't I?

Man: Actually, you don't need that, as our guide always carries some. And, of course, you won't need maps either, since our guide has the route all planned.

Woman: What about a water bottle? I'll need that, won't I?

Man: Yes, you should definitely have a water bottle. A camera would be a good idea, too, since that tour goes through some very scenic areas.

Woman: I have a guide book of that area. I wonder if I should bring it along.

Man: We don't recommend guide books. It would just be extra weight, and the tour guide knows a great deal about the area.

Woman: Yes, I see. Is there anything else I need to know?

Man: I think we've covered the important points. I'll send you a tour brochure, and you can call again if you have any questions.

Woman: Thank you very much.

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 177].

Section 2. You will hear a tour of a newly renovated health club.

First, you have some time to look at Questions 11 to 15 [on page 177].

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

### ***Questions 11 to 15***

Guide: Thank you all for coming to see the new renovations to the Hartford Health Club. I know you'll be as pleased as I am to see the wonderful results of our months of hard work to improve the club and bring you the best facilities ever. We'll begin in here with the swimming pool. You'll notice the new color of the adult pool, a lovely, cool green. Now walk over here and look at the children's pool. It's the same green but, as you see, with brightly colored sea creatures painted everywhere. Both of the pools needed painting, not only for maintenance, but I think the new color greatly improves the atmosphere of this part of the club. Next, let's take a look at the locker rooms. Don't worry, there's no one using them just now. Doesn't it feel roomy in here? We've expanded both the men's and women's locker rooms, so now they'll be much more comfortable to use. There are bigger lockers, a good deal more room in the dressing area, and more places to store extra towels and equipment. Be careful as you walk through here. The floor has just been polished and may be a bit slippery.

Let's go up to the exercise room next. Here you'll notice the new floor. Walk on it. Doesn't that feel comfortable? It's a special material, softer than the old floor, an ideal surface for jogging and exercising. They had to move all the exercise equipment out while they were working on the floor, but don't worry, it will be brought back in before the end of today. Let's step outside now and look at the tennis courts. We haven't done a great deal here except to the equipment. We replaced all the nets and the ball-throwing machine. Otherwise, everything is the same as it was before. Let's walk down this hallway, and here we are at the club store in its new location. We thought here by the entrance was a better place for it than where it used to

be by the swimming pool. But it still has all the same items for sale: sports equipment and clothes in the club colors.

Narrator: Before you hear the rest of the talk, you have some time to look at Questions 16 to 20 [on page 178].

Now listen and answer Questions 16 to 20.

### **Questions 16 to 20**

Guide: We're excited about the upcoming activities and events to take place in our newly renovated club. Now that the pools are ready for use again, swimming lessons will begin tomorrow, for both adults and children. If you haven't signed up yet, you can stop by the office before you leave today and put your name on the list. If you're a tennis player, you'll be interested to hear about the tennis competition coming up on Wednesday. Players from different clubs all over the region will be participating. If you'd like to watch the event, tickets are available in the office.

Also, I want to be sure you all know you're invited to our club party, coming up next weekend. We're celebrating the completion of the renovation work, and we have a lot to celebrate. The entire renovation project was finished in just nine months. That's three months less than the twelve months we had originally planned on. We're proud of that and proud that we came in under budget, too. Because we've had such good results with this project, we're already planning the next one. We already have two indoor pools, and next year we plan to install an outdoor pool right next to the tennis courts. Details of these plans will be made available to all club members soon.

All right, I think we've covered 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 178].

Section 3. You will hear a museum director talking to several student interns, explaining their internship duties at the museum.

First, you have some time to look at Questions 21 to 25 [on page 178].

As you listen to the first part of the conversation, answer Questions 21 to 25.

### **Questions 21 to 25**

Dr. Johnson: Welcome to the City Museum of Art. I'm Dr. Shirley Johnson, the director of the museum's internship program. Today I'll be giving you an orientation to the museum and our museum administrator's internship program.

Student 1: Will we get a chance to tour the museum today?

Dr. Johnson: Yes. We'll start right now with a tour of the building. We'll skip the basement. Most of that part of the building is devoted to art conservation, which won't be part of your internship. Let's begin here on the ground floor with the museum offices.

- Student 2: I guess this is where we'll be spending most of our time, helping with the office work.
- Dr. Johnson: You'll spend some time working in here so you can learn what the administrative duties involve, but you'll also get a chance to experience all aspects of museum work. This room in here is the Museum Tours Office.
- Student 3: I'm interested in that. I'd really like to help out with the tours.
- Dr. Johnson: That's great because you'll all have a chance to lead some tours and maybe even to develop a tour of your own, too. Let's go up to the second floor now.
- Student 1: This is the board room in here, isn't it? Will we get to go to board meetings?
- Dr. Johnson: Only members of the Board of Directors attend those. Now, back here behind the galleries are the classrooms. You're all welcome to attend any class you want at no charge.
- Student 2: But we won't be teaching any, will we?
- Dr. Johnson: No, the staff of the Education Department is responsible for that. Let's move up to the third floor now and the Research Department. Each of you will spend some time working in here.
- Student 3: Great. I'd like to help with the research.
- Dr. Johnson: We're working on some very interesting research projects right now. Also, as an extension of your research work, you'll probably contribute to some of the museum's brochures.
- Student 1: I'm looking forward to that. I like writing about art. Another thing I've been hoping to be able to do is meet some artists.
- Dr. Johnson: You're in luck, then. We've planned a reception for the first day of your internship, and you'll have the chance to meet several local artists then.
- Narrator: Before you hear the rest of the conversation, you have some time to look at Questions 26 to 30 [on page 179].
- Now listen and answer Questions 26 to 30.

### **Questions 26 to 30**

- Student 2: Could you give us a little background of the museum? I mean, when it was built and some information about the collections and things like that?
- Dr. Johnson: Of course. The main part of the museum was built in 1895, with a combination of public and private funds. The new wing was built 60 years later, with a donation from the Rhinebeck family.
- Student 3: That part of the museum was built for the modern art collection, wasn't it?
- Dr. Johnson: Yes, it was. In the main part of the museum, we have a gallery devoted to works by local artists, our sculpture collection, and a small collection of classical European art.
- Student 1: You mentioned classes earlier. What kinds of classes does the museum offer?
- Dr. Johnson: In our Adult Education program, we offer a series of art history classes, and for children we have a program of arts and crafts workshops. You can get a brochure from the office that will give you more information.
- Student 2: I saw a lot of chairs set up in the main hall. What are those for?
- Dr. Johnson: Those are there for tonight's musical performance. We offer a weekly concert series during the fall and winter, and, of course, all of you are welcome to attend. Now, if there are no more questions, let's step into my office and I'll show you your schedules.

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 179].

Section 4. You will hear a lecture about the history of the tomato.

First, you have some time to look at Questions 31 to 35 [on pages 179 and 180].

Now listen carefully and answer Questions 31 to 35.

### ***Questions 31 to 35***

Lecturer: The tomato is a popular vegetable, which figures in the cuisine of many countries around the world. It is particularly prominent in Italian cooking, but it was unknown in Europe until Spanish explorers brought it back from the Americas. The tomato originated in the highlands of Peru. From there, it eventually found its way to Mexico, where it was cultivated by the Aztecs. The Aztec tomato wasn't the large red vegetable we know today. Rather, it was small and yellow. When this small, round fruit arrived in Italy, it was named "golden apple" for its bright yellow color. You'll notice I just called it a fruit. That's because a tomato is botanically a fruit, even though most everyone calls it a vegetable. The actual word *tomato* comes from the Aztec name for the vegetable, meaning "plump thing."

The tomato arrived in Europe in the 1500s and quickly became a popular food in Spain and Italy. In the late 1600s, the Italians began publishing recipes that used tomatoes. The British, however, had a different attitude toward the vegetable. It was grown as an ornamental plant in Britain in the 1600s, but it wasn't eaten because it was thought to be poisonous. It wasn't until the 1700s that tomatoes became part of the daily diet in Britain.

Narrator: Before you hear the rest of the talk, you have some time to look at Questions 36 to 40 [on page 180].

Now listen carefully and answer Questions 36 to 40.

### ***Questions 36 to 40***

Lecturer: In the United States, tomatoes were also used as ornamental plants rather than as food for a long time. This attitude began to change in the 1800s. In 1806, a gardener's calendar mentioned that tomatoes could be used to improve the flavor of soups and other foods. Thomas Jefferson did much to enhance the tomato's reputation as a food. He first served tomatoes to visitors at his home in Virginia in 1809. Then, in 1820, a man named Robert Gibbon Johnson decided it was time to discard, once and for all, the idea that tomatoes were poisonous. To prove his point, he ate one kilo of ripe red tomatoes in public. Two thousand people gathered to watch this feat, which took place on the steps of the court house in Salem, Massachusetts. Amazingly enough, Johnson survived this stunt! The popularity of the tomato as a food began growing rapidly. Soon, people all around the country were eating tomatoes. By the 1830s, American newspapers and magazines were publishing thousands of tomato recipes. However, all those recipes involved using tomatoes in some cooked form. Tomato salads and

sandwiches were still unknown. It wasn't until a century later, in the 1930s, that it became popular for people to eat raw tomatoes.

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 3

## 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 218].

Section 1. You will hear a woman and a man talking about their work at a library.

First you have some time to look at Questions 1 to 5 [on page 218].

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:** Hello. I'm Mrs. Phillips, the head librarian. You're the new library assistant, aren't you?

**Man:** Yes, I'm Robert Haskell, but please call me Bob.

**Narrator:** The woman introduces herself as the head librarian, Mrs. Phillips, so the name "Mrs. Phillips" has been written in. 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

**Woman:** Hello. I'm Mrs. Phillips, the head librarian. You're the new library assistant, aren't you?

**Man:** Yes, I'm Robert Haskell, but please call me Bob.

**Woman:** All right, Bob. Let me take a few minutes to explain how the library works and what your duties will be. First, the library opens at 8:30 in the morning, so, naturally, we expect you to be here and ready to work by then.

**Man:** Of course.

**Woman:** And you can go home at 4:30 when the library closes. Now, let me explain where everything's kept.

**Man:** It looks like here on the ground floor is where the reference books are.

**Woman:** Yes, that's right. Up on the second floor is where the Adult Collection is, both fiction and nonfiction.

**Man:** And the children's books are there, too, aren't they? I thought I saw them in the room by the stairway.



Woman: No, those are magazines and newspapers for adults. Children's books are up one more flight on the third floor. We'll take a look at them later. Let me show you how we organize our work. Do you see that brown book cart over there?

Man: The one by the door?

Woman: Yes, that one. Those books have been checked in and need to go back on the shelves.

Man: OK, so the brown book cart has books to re-shelve. What about this black cart by the desk?

Woman: Those books have torn pages or damaged covers. They're all books that need to be repaired.

Man: OK, I know how to do a lot of that. I'm pretty good at mending torn pages and covers.

Woman: That's great because we really need help with that.

Man: And that white cart in the corner? What are those books for?

Woman: Those are old books that we've taken off the shelves to make room for new ones. We sell them as used books to raise money for the library.

Man: So they're all ready to sell?

Woman: Yes, that's right. So, now you know what to do with the books in the carts. Lets talk about our activities schedule.

Narrator: Before you hear the rest of the conversation, you have some time to look at Questions 6 to 10 [on page 218].

Now listen and answer Questions 6 to 10.

### **Questions 6 to 10**

Man: I understand this library has a number of interesting activities every week.

Woman: Yes, our activities are quite popular. The most popular one is Story Time for the children.

Man: Do a lot of children show up for that?

Woman: Yes, a good many. It takes place in the Children's Room on Thursday mornings at eleven.

Man: Isn't there a family movie night, too?

Woman: Yes, but it's not at night anymore. We used to have Family Movies on Fridays when the library is open until nine, but now we have a different activity at that time, so we had to switch Family Movies to the weekend—Saturday afternoon.

Man: How much do you charge for the movies?

Woman: They're all free. The movie always starts at 2:30 in the Reference Room. But you don't have to worry about that since you don't work on weekends.

Man: And what takes place on Friday evenings?

Woman: We've just started a weekly Lecture Series. We have a different speaker every week, and the lectures cover all different kinds of topics.

Man: That sounds like something I'd be interested in attending.

Woman: Good, because we'll need your help with that. You'll be working Friday evenings, and one of your duties will be to set up the Meeting Room on the first floor for the lecture.

Man: What time will you need that done?

Woman: Let's say by 6:15. The lecture starts at 6:30, and the room needs to be ready well ahead of time. A lot of people arrive early.

Man: Maybe I should have the room ready by six?

- Woman: That wouldn't be a bad idea. OK, why don't I take you upstairs and show you the rest of the collection... (voice fades out.)
- 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 219].
- Section 2. You will hear a radio interview about a lakeside resort.
- First, you have some time to look at Questions 11 to 15 [on page 219].
- As you listen to the first part of the talk, answer Questions 11 to 15.

### **Questions 11 to 15**

- Woman: Good afternoon, and welcome to today's show. The warm months are with us, and many of you are getting ready to plan vacation trips. To help you with that, we have a special guest today, Robert Sampson, director of the Golden Lake Resort. Robert, I understand Golden Lake is a popular place for families to spend their vacations.
- Man: Yes, families enjoy spending time at Golden Lake. Many come back year after year. We have a spectacular location and fun activities for both children and adults.
- Woman: Could you describe for us some of the activities available at Golden Lake?
- Man: We have a lot of water activities, of course, since we're right on the lake. We have a pleasant sandy beach for swimming. We also have canoes and sailboats available, and many of our guests enjoy boating on the lake.
- Woman: I imagine water skiing would be popular among your guests.
- Man: Actually, we don't permit waterskiing in the resort area. It can be dangerous for swimmers and for the canoeists, too. We do have a great location for fishing, though, and you'll often see guests fishing from our dock or from the canoes.
- Woman: That sounds very relaxing. What about activities on land? Do you have facilities for tennis?
- Man: We had tennis in the past, but the courts fell out of repair and since we found that most of our guests weren't interested in the game, we closed the courts down. So that's no longer an option. And, naturally, because of our location in the woods, we don't have an adequate area for a golf course. But I'd like to let your listeners know that we'll be adding a new activity this year. We've made an arrangement with a local stable, so now we're going to have horseback riding available for our guests. We've created several riding trails around the lake.
- Woman: That sounds lovely. Now, what about rainy days? What can your guests do when the weather's bad?
- Man: We have a games room and a crafts room. When the weather's rainy, some of our very talented staff members offer arts and crafts classes, for all ages.
- Woman: What fun. Do you offer any other classes or activities?
- Narrator: Before you hear the rest of the talk, you have some time to look at Questions 16 to 20 [on page 219].
- Now listen and answer Questions 16 to 20.

### Questions 16 to 20

- Man: We have a weekly schedule of evening activities, which anyone can attend if they choose. Every Sunday we show a film, always something that's suitable for the whole family. Monday's my favorite night because that's dessert night. Our cook prepares a variety of desserts, and we get to taste them all.
- Woman: Mmmmm. I'd like to be there for that.
- Man: Yes, it's great. We get more serious toward the middle of the week. Our discussion night is on Tuesday.
- Woman: Discussion night?
- Man: Yes, we discuss different current events, depending on what's happening that week in the news. Then on Wednesdays we have lectures. We invite different experts to talk about local history or nature topics. This is actually one of our most popular evening activities. We've found that our guests are really interested in learning about the local area.
- Woman: It sounds quite interesting.
- Man: Yes, we've had some excellent speakers. Thursday nights are totally different because that's when we play games. That's especially fun for the children. The children love Fridays, too, because that's talent show night. Everyone gets in on that, staff, guests, everyone.
- Woman: It looks like you have a lot of fun at Golden Lake Resort.
- Man: We do. And we end every week with big fun, with a dance on Saturday night.
- Woman: Now I understand a little more why Golden Lake is such a popular place for family vacations. With such a variety of activities, there's something for every member of the family there.
- Man: There is, and I hope your listeners will consider spending their next vacation with us.
- 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 220].
- Narrator: Section 3. You will hear two students talking about a class assignment about wild bird rescue and rehabilitation.
- First, you have some time to look at Questions 21 to 25 [on page 220].
- As you listen to the first part of the conversation, answer Questions 21 to 25.

### Questions 21 to 25

- Student 1: OK, let's go over the requirements and see what we have left to do.
- Student 2: Well, we've taken lots of notes about our topic, wild bird rescue and rehabilitation. So we'll have to go over those and write up a summary for the professor.
- Student 1: But we only have to hand in the summary, right? The professor didn't say anything about seeing the notes.
- Student 2: Right, but there's the case study, isn't there? We have to do something about that.
- Student 1: I know. We have all the information so it's just a matter of writing it up.
- Student 2: What about charts and graphs? I thought we had to include some.

- Student 1: I don't think so. They aren't really relevant. But we do have to turn in a list of the resources we used.
- Student 2: Naturally. What about videos? I heard some of the other students were doing that.
- Student 1: Well, I guess that must be optional, because I don't see it on the requirements list. OK. We should start planning our class presentation since that counts for half the grade.
- Student 2: We've looked at lots of sources of information, but I think our best source was the interviews we did with the wildlife rehabilitators.
- Student 1: Agreed. That and the journal articles. I think we have enough information from those two sources, for the presentation anyhow. The books we looked at weren't all that helpful.
- Student 2: I wonder if we should try to bring in some live birds for the presentation?
- Student 1: That would be too difficult, don't you think? But we have lots of photos of rehabilitated birds. We can show those.
- Narrator: Before you hear the rest of the conversation, you have some time to look at Questions 26 to 30 [on page 221].
- Now listen and answer Questions 26 to 30.

### ***Questions 26 to 30***

- Student 2: Right. OK, I think we should start by talking about how to rescue a bird. Probably first we should help people understand which birds need rescuing.
- Student 1: Yeah, that's really important because a lot of times people see a baby bird that's all alone, or they find a bird sitting on the ground, and they think it needs to be rescued.
- Student 2: And usually those are just baby birds learning to fly, so we should emphasize that people should only attempt to rescue a bird that's clearly injured.
- Student 1: For certain kinds of birds, the rescuer needs to wear protective gloves, because some of those birds have sharp claws and can tear your shirt or, worse, injure your face or some other part of your body.
- Student 2: Yes. that's an important point. OK, next, let's tell people to put the injured bird in a box, a box with good air circulation. We should let them know that a cage isn't necessary and a bag, especially a plastic one, could hurt the bird more.
- Student 1: Another thing we need to say is that the best way to help the bird stay calm is not by petting it or talking to it, but by leaving it completely alone. Then people should take the bird to the bird rescue center as soon as possible.
- Student 2: Right, and we should also point out that when they're driving the bird to the rescue center, it's better not to play music on the radio or talk loudly because those things just stress the bird.
- Student 1: Yes, it's better just to speak quietly while you have the bird in the car. OK, we've got that part covered. Next, we should talk about what happens at the rescue center. . . .
- 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 221].

Section 4. You will hear a lecture about the Great Barrier Reef.

First, you have some time to look at Questions 31 to 32 [on page 221].

Now listen carefully and answer Questions 31 to 32.

### *Questions 31 to 32*

Lecturer: The Great Barrier Reef, stretching along the east coast of Australia, is the world's largest collection of coral reefs, covering an area of around 300,000 square kilometers. The approximately 3,000 individual reefs that make up the Great Barrier Reef system are composed of over 400 different kinds of coral, the largest variety of corals found anywhere in the world. In addition, around 900 islands, ranging in size from tiny sandy cays to large continental islands covered with vegetation, are scattered throughout the area, particularly at the northern and southern ends.

Narrator: Before you hear the rest of the talk, you have some time to look at Questions 33 to 40 [on page 222].

Now listen carefully and answer Questions 33 to 40.

### *Questions 33 to 40*

Lecturer: Thousands of species of plants and animals live in the area. Reef habitats make up only about 7 percent of the region's ecosystems. Other types of habitat in the area range from the shallow waters of coastal salt marshes to deep ocean habitat. Plant life in the reef habitat includes 500 different species of seaweed. The islands provide habitat for a wide variety of plant species. Those at the northern end support over 300 plant species, most of which tend to be woody, while the 200 species of plants growing on the islands at the southern end are largely herbaceous.

In addition to the 1,500 species of fish that live in and around the reefs, sea mammals also abound in the area. Among them are whales, certain species of which use the area as a breeding ground. Many types of reptiles can also be found living among and near the reefs, including crocodiles and several species of marine turtles. The former find their home in the saltwater marshes along the coastal areas, while the latter are attracted to sea grass beds. The land as well as the water teems with animal life. At least seven species of frogs, for example, inhabit the reef's islands.

Unfortunately, this wondrous area of the world is threatened by climate change. Rising sea temperatures have led to an effect called coral bleaching, that is, large numbers of corals dying off, especially in the shallower areas of the reef. The Great Barrier Reef Marine Park Authority is attempting to find effective ways to deal with this issue that threatens the reef. One proposed solution involves shading the reef in certain areas to help keep the surrounding water temperatures down.

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.