LISTENING

IN THIS UNIT YOU WILL LEARN HOW TO

- complete multiple-choice questions with multiple answers and with single answers
- answer flow-chart completion tasks
- use less common phrases to explain *cause* and *effect*.

LEAD-IN

01▸ Look at these subjects for talks at a Science and Technology Festival. Which ones would you be interested in?

Technology for Medicine

Computer Game Design

Houses and Apartments of the Future

Driverless Cars – Benefits and Drawbacks

How to Get the Best Grades In Science

02▸ Now look at the schedule. With a partner, have a conversation about what lectures you would be able to see. Try to use a range of future tenses.

6.00 pm	6.30 pm	7.00 pm	7.30 pm	8.00 pm
	Houses and Apartments of the Future			
Technology for Medicine				Computer Game Design
			Driverless Cars – Benefits and Drawbacks	
		How to Get the Best Grades in Science		

Example:

A 'Technology for Medicine' will have finished by 6.45, so we should be able to see 'How to Get the Best Grades in Science'.

B I <u>won't be able</u> to see 'Driverless Cars', as <u>I'll be watching</u> the lecture on 'Houses and Apartments of the Future'.

LIVEWORKSHEETS

[MULTIPLE-CHOICE QUESTIONS]

⊙ There are two types of this task: questions with one correct answer from three possible answers, or questions with more than one possible answer. In Section 3 of the Listening test, these tasks become more difficult because they often test your ability to understand the *opinions* or *arguments* that the speakers put forward, rather than facts or pieces of information (as in Sections 1 and 2).

03▶ Read the exam question and options (A–E). Decide which phrase(s) (1–10) mostly closely relate to each option.

Which TWO concerns do Dylan and Tanya agree are the most important about the Science and Technology Festival?

A cost of entry
B distance between venues
C choosing between talks
D scheduled times of the talks
E relevance to their course

1 pick which ones to go to
2 a waste of time for our courses
3 ticket prices
4 run from one talk to another
5 the schedule must be really tricky to plan
6 pay a lot on the door
7 it's almost impossible to decide who to see
8 the lecture rooms around campus are pretty spread out
9 not going to be related to my studies
10 timings in the programme

TIP 03
Remember that the words in the recording will usually paraphrase the options.
Listen carefully in the test because you usually hear all options referred to in some way.
Remember that here you must listen for what both speakers agree on.

04▶ Listen and do the exam task in exercise 3.

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05▶ Listen to part of the recording again and complete the conversation. Then answer the questions below.

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Tanya If we do have to pay a lot on the door, I'll only be able to see one or two. 1 _____ that there won't be anything related to my studies.

Dylan 2 _____, but it's not so much that I'm worried about it being a waste of time for our course, and with a student discount we definitely shouldn't have any concerns about ticket prices. 3 _____ is how to pick which ones to go to.

Tanya 4 _____ – there are so many interesting speakers, it's almost impossible to decide who to see. Plus, the lecture rooms around campus are pretty spread out, so 5 _____ we'll be able to make it to each venue in time.

Dylan 6 _____, neither am I.

a Which of the gaps contain phrases that relate to the most important concerns, and which to agreement?

b Read the agreement phrases carefully in context. Which one seems to suggest agreement but actually introduces disagreement?

c Circle the phrases which help you identify the concerns that Tanya and Dylan agree on.

TIP 04
Always read the question carefully – in this example, you don't just need to find *agreement* between Tanya and Dylan about their concerns, but which are *the two most important* concerns that they share.

LIVEWORKSHEETS

06▶ Work in pairs. Student A should look at the questions in the first box, Student B should look at the questions in the second box. Then listen and answer.

Student A
Listen and answer the questions.

1 What surprised Dylan about the keynote speaker?
Write an answer to this question in your own words.

2 What does Tanya say she plans to do before the first class of her Game Design module?
A research the subject in detail
B practise her note-taking skills
C buy the correct study materials

Student B
Listen and answer the questions.

1 What surprised Dylan about the keynote speaker?
A She gives most of her talks online.
B She didn't make her main points clear enough.
C She appeared more reserved than he had expected.

2 What does Tanya say she plans to do before the first class of her Game Design module?
Write an answer to this question in your own words.

07▶ Compare your answers with your partner. For the questions where you wrote an answer, decide which of your partner's three options best matches your idea.

08▶ Discuss with a partner. Which do you prefer as a technique: reading the question and the options or reading only the question?

09▶ Listen to the next part of the recording and answer questions 3 and 4.

3 What does Dylan say about the other students in his tutorials?
A They tend to dominate conversations.
B They are nervous when they do experiments.
C They usually wait for him to start the discussion.

4 What do Tanya and Dylan agree to do immediately after the keynote speech?
A go out for dinner
B go to the more interesting of the two talks that come next
C take a break and choose lectures to see the following day

LIVEWORKSHEETS
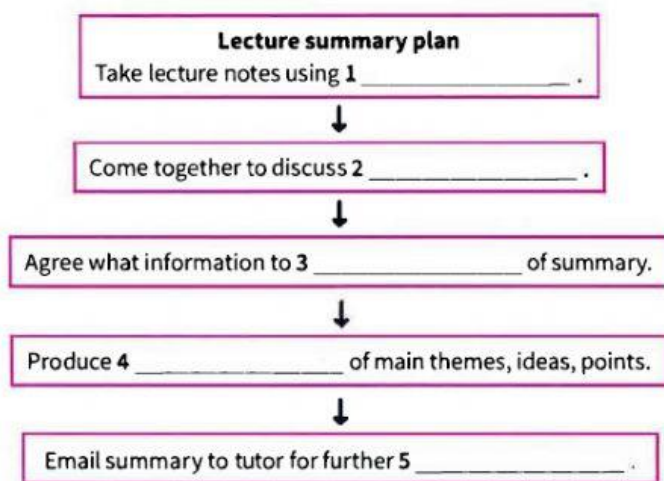
FLOW-CHART COMPLETION

Flow-chart completion tasks require you to identify the missing words in a series of steps that describe a chronological process. As with other completion tasks, you will either need to complete the gaps from the words you hear in the recording, or choose your answers from a list given. For the former, pay attention to the word limit stated, and avoid making any changes to the words you hear.

10 ▶ With a partner, decide on the part of speech for the missing words in the flow-chart and predict what answers you may hear for each question.

Complete the flow-chart below.
*Write **NO MORE THAN TWO WORDS** for each answer.*

Lecture summary plan
Take lecture notes using 1 _____ .

↓

Come together to discuss 2 _____ .

↓

Agree what information to 3 _____ of summary.

↓

Produce 4 _____ of main themes, ideas, points.

↓

Email summary to tutor for further 5 _____ .

11 ▶ Listen to five extracts from Dylan and Tanya's conversation and for each one, decide at which point in the flow-chart you are most likely to be. The extracts are not in order.

Extract 1   Question _____
Extract 2   Question _____
Extract 3   Question _____
Extract 4   Question _____
Extract 5   Question _____

TIP 11

If you miss an answer or lose your place in the recording, look at the next two questions after your last answer, and then quickly decide which one most closely paraphrases what you are hearing.

12 ▶ Listen to the conversation in full and answer questions 1–5 in exercise 10.
Use **NO MORE THAN TWO WORDS** for each answer.

TIP 12

One way higher-ability candidates are identified is through their ability to recognise and differentiate between singular and plural forms of words as they are spoken, especially if the next word after a plural begins with 's'.

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Listen and complete these extracts from the conversation in exercise 12. Then discuss with a partner what was the *cause* and *effect* referred to in each.

1 **Dylan** I think it's better if we both opt for bullet points so that it's clear and consistent.

Tanya OK, let's use those. _____ , when we meet up again after the lecture, we'll be more able to compare notes …

2 **Dylan** Good plan. We agree what the most significant points are from each lecture, maybe even try to establish some of the common themes. _____ , we can then put together an edited version of these on a separate sheet of paper …

3 **Tanya** _____ get some feedback about this, we should probably contact our tutor …

> ⊙ Aside from the more common conjunctions and discourse markers of cause and effect (*so, because, as a result,* etc.), candidates aiming for a higher IELTS score should be able to recognise and use a range of less common, more complex examples, particularly where it helps to avoid repetition.

14▶

Decide which option in each group is *not* grammatically correct for the sentence. Then, for the correct options, decide if they are suitable for both speaking and writing, or speaking only.

1 **In order that she could / So as to / In order so to** practise her listening and note-taking skills, Florence went to as many lectures as she could during the Science and Technology festival.

2 Shall I talk you through what we've been studying in science this week? **This way / The way / That way** you can catch up on the work you missed when you were off sick.

3 The pharmaceutical company successfully applied for a grant from the government. **For doing so / By doing so / After doing so,** they were able to continue their research into cancer prevention.

[EXAM SKILLS]

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Listen and answer questions 1–10.

Questions 1 and 2
Choose TWO correct answers.

Which TWO elements of the Science and Technology Festival do Dylan and Tanya agree were most beneficial?

A They were able to meet new people.
B They improved their study skills.
C It helped to prepare them for their course.
D It allowed them to become familiar with the university campus.
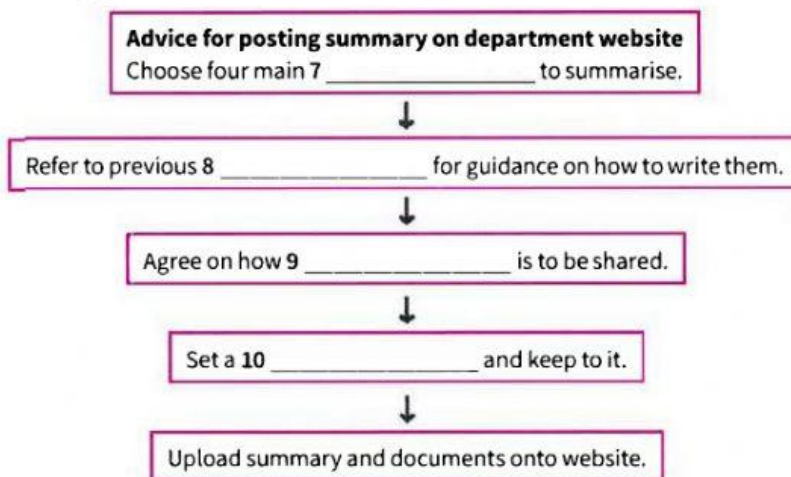E It introduced them to new areas of study.

LIVEWORKSHEETS

Choose the correct answer.

3 The professor believes that the main role of the festival is to
   A make the general public more aware of science and technology.
   B have a different focus each year.
   C show how both fields of study are equally important.

4 The university information stands were there to
   A help people who were lost.
   B generate more interest in current research.
   C allow the people who attended the festival to meet the lecturers.

5 What does Tanya say about the festival guidebook?
   A The map was confusing.
   B There were too many advertisements.
   C The schedules for some lectures were wrong.

6 Dylan says that nowadays festivals
   A have to increase the entry charge every year.
   B make a lot of money from the admission fee.
   C are mostly paid for through advertising.

Questions 7–10

Complete the flow-chart below.

Choose **FOUR** answers from the list below and write the correct letter, A–H, next to questions 7–10.

Advice for posting summary on department website
Choose four main 7 _____ to summarise.

↓

Refer to previous 8 _____ for guidance on how to write them.

↓

Agree on how 9 _____ is to be shared.

↓

Set a 10 _____ and keep to it.

↓

Upload summary and documents onto website.

| A deadline | B timetable | C styles | D workload |
| E information | F theories | G posts | H ideas |