FURTHER PRACTICE

The Listening module is the first part of the IELTS exam. Do this quiz to see how much you know about it.

Quiz

1 The Listening test lasts for about ..... minutes.
A forty **B** eighty **C** twenty

2 There are forty questions and ..... points.
A eighty **B** forty **C** twenty

3 You will hear each part of the listening .....
A twice **B** once **C** three times

4 You have some time to read the questions before the listening starts. True or false?

5 You have some time to transfer your answers onto the answer sheet when the listening finishes. True or false?

6 In the first section of the listening you hear
A two people talking **B** one person talking
C up to four people talking

7 In the second and fourth sections of the listening you usually hear
A two people talking **B** one person talking
C up to four people talking

8 In the third section of the listening you hear
A two people talking **B** one person talking
C up to four people talking

9 Choose **two** correct answers.
Sections 3 and 4
A are more difficult than Sections 1 and 2.
B are easier than Sections 1 and 2.
C have more academic content than Sections 1 and 2.
D have more information about social situations than Sections 1 and 2.

10 You need to know a lot about academic subjects to do well in the exam. True or false?

Section 1

Skills development

Completing a form: predicting topic vocabulary

Listening module
Section 1:
Exam information
Number of people: two (a dialogue)
Context: conversation about a social situation
Example situation: a student applying for a bank account

Remember
Read the question carefully before you listen. Think about the meaning of each of the words on the form and the topic. Predict which words you will hear for each gap. This will help you to listen for *key* information (i.e. the most important information). For example:

Application to join the health centre
Previous doctor: .....
Medical history: .....

Key words could be: *health, doctors, illness, medicine.*

You will hear a name of a doctor here. You'll probably hear the title 'Doctor' (Dr) and then a surname.

This is about past health problems so you'll hear descriptions of the person's past illnesses. You might hear some names you don't recognize, but the speaker will probably spell them.

1 Look at the possible titles **1–3** below and read the form. Choose the best title for the form. Underline key words in the form which helped you choose the title.

1 Bank account application
2 Job application
3 Accommodation form

Surname:	1 .....
Initials:	2 .....
Marital status:	3 .....
Occupation:	4 .....
No. of bedrooms:	5 .....
Preferred location:	6 .....

2 01 Complete the form using words from the box. Then listen to Part 1 of the conversation and check your answers.

single student three singles city centre C.J. Minguez

LIVEWORKSHEETS

Understanding letters and numbers

1 02 How do you say these letters in English? Write the letters in the correct group. Listen and check your answers.

A	B	F	G	H	L	O	P
Q	R	S	U	V	W	Y	Z

1 /eɪ/, as in pay: J, K, ...
2 /iː/, as in bee: C, D, E, T, ...
3 /e/, as in egg: M, N, X, ...
4 /aɪ/, as in fly: I .....
5 /əʊ/, as in no: .....
6 /uː/, as in too: .....
7 /ɑː/, as in car: .....

Remember
- You can write numbers like this: *3*, or like this: *three*
- You can write dates like this: *October 9* / *October 9th*, or this: *9 October* / *9th October*
- You can use abbreviations if they are recognized around the world e.g. *the U.K.* (but not *Sat.* for *Saturday* or *Oct.* for *October*)

2 03 Listen to three similar answers **A–C** and number them in the order that you hear them.

1	**A** 07778 8976364	**B** 07788 8976364	**C** 0788 8976364
2	**A** £402	**B** £4,002	**C** £42
3	**A** August 10, 2013	**B** September 8, 2013	**C** September 18, 2013
4	**A** h_atkinson@twinky.it	**B** h.atkins-son@twinky.it	**C** ha@atkins_it

3 04 Now listen to Part 2 of the conversation between the student and accommodation officer and complete the form.

Monthly rent:	7 .....
Starting:	8 .....
Contact – phone:	9 .....
email:	10 .....

Avoiding mistakes

1 Read the exam question and look at the student's answers. Find three mistakes.

Questions 1–8

Complete the form below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

Remember
- Use the correct spelling or you will lose points.
- Follow the instructions in the exam question carefully; if it says 'no more than two words', don't write three.
- Words and numbers written with hyphens count as one word e.g. *thirty-three*
- Contractions count as two words e.g. *he's, I'd* etc.

Library card application form

Name: (1) *Robert Flack* .....

Gender: (2) *he's male* .....

Age: (3) *twenty-one* .....

Year of study: (4) *first yeer* .....

Hall of residence: (5) *John's College* .....

Subject: (6) *Engineering* .....

Type of degree: (7) *BA** .....

*Short for Bachelor of Arts, the type of qualification you get if you study a degree subject like English, History or Philosophy. If you study a science, your degree is BSc (Bachelor of Science).

LIVEWORKSHEETS

Sentence completion: dealing with extra information

1 Match sentences **1–3** to extracts **A–C** below from the recording script. Underline information in **A–C** which is similar to information in **1–3**.

A I've thought about the basketball club, but I'm not sure if I can go to all of the practice sessions. One of them, on a Wednesday evening, is at the same time as an evening lab lesson I have.
B Yes, I know, but the problem is that I don't know which club to join and they all need us to enrol now – in the first week of term.
C Yes, well that is a problem because one of the rules is that your attendance must be 75%. I suppose if you don't go to most of the sessions, it's a waste of money.

1 Students have to enrol in clubs at the start of ....
2 ..... club is on a Wednesday evening. .....
3 Students must go to ..... % of the club sessions. .....

2 Complete each sentence **1–3** with one word from the recording extract.

3 08 Listen and complete sentences **4–8**.

4 If students join more than one club, they get a ..... % discount.
5 Linda thinks aikido is a ..... sport.
6 Some of Aisha's ..... begin at 9 a.m.
7 Aisha is excited about joining the ..... .
8 The students agree to go to ballroom ..... .

Remember
Sometimes there is more information in the listening than there is in the sentence you need to complete. Also, the information in the listening is in a different order to the words in the sentence. Listen carefully for key words in each sentence and try to ignore the extra information.

Skills practice

Now practise the skills you have learnt by answering questions **1** and **2**.

1 09 For questions **1** and **2**, listen and choose the correct answer, **A, B** or **C.**

1 How many people will be going on the trip?
A fifteen **B** seventeen **C** thirteen

2 How old are the students?
A over eighteen **B** over nineteen **C** over twenty

2 For questions **3–10**, complete the form and the tutor's notes below. Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

Czech Tours Booking form	
Date of arrival	(3) .....
Date of departure	(4) .....
Type of accommodation:	Hostel
Length of stay (nights):	(5) .....

Prices of hostels: Charles Bridge Hostel is (6) ..... Koruna / €30
Castle Hostel (7) £25 / € .....
Charles Bridge phone: (8) 00 420 .....
Castle Hostel email: (9) .....
Opening hours of Charles Bridge: (10) 9 to .....

LIVEWORKSHEETS

Skills development

Listening module Section 2: Exam information
Number of people: one (a monologue)
Context: non-academic, social needs
Example situation: an informal talk on how to open a bank account

Completing a flow chart: listening for key words

1 Look at the title of the flow chart below. Do you think the speaker will describe:
- **a** different parts of an object?
- **b** different stages over time?
- **c** different points in an argument?

2 Look at the name of each phase and try to guess what it means. Then underline key words in each sentence in the flow chart.

Remember
- Read the information in the flow chart and think about what you know about the subject.
- Listen for 'signposting' words and phrases, e.g. *The first phase ... second phase ... This is the final phase.* These will help you know when to move on to the next part of the flow chart.
- The order of the points in the listening is the same as the order of the questions.

3 07 Now listen and answer the questions.
1. Do you hear the key words that you've underlined?
2. Are the stages in the diagram in the same order as they are in the talk?
3. Are the words in each sentence in exactly the same order as they are in the talk?

4 Now listen again and complete the sentences. Write one word for each answer.

The different phases of culture shock

Honeymoon phase
A (1) ..... period which can last for over two weeks.

Culture shock
Feeling (2) ..... or frustrated about living in a foreign country.

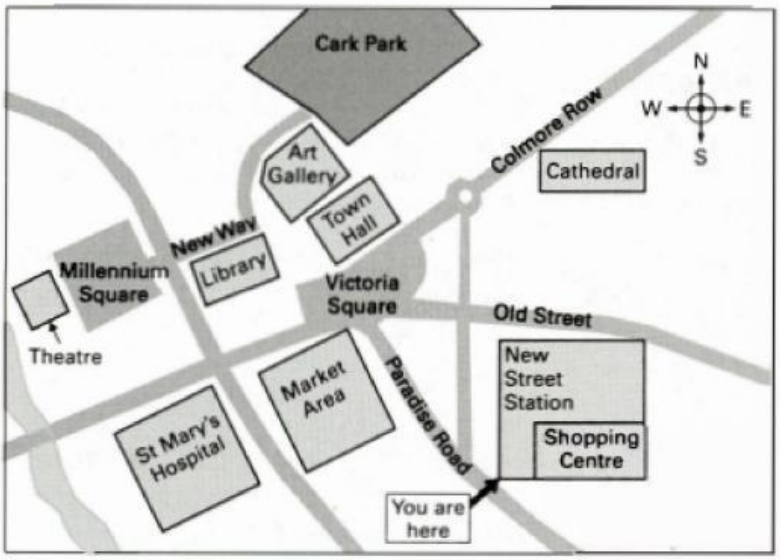
Coping
1. Teach people about your (3) ..... and culture.
2. Buy ingredients from local shops and (4) ..... your favourite meal.
3. (5) ..... things you like about England.

Acceptance
Knowing what it is about life in the UK which makes you (6) .....

LIVEWORKSHEETS

Labelling a map: using visual clues

1 Look at the map of the town and read the directions. Choose the correct letter, **A**, **B** or **C**.

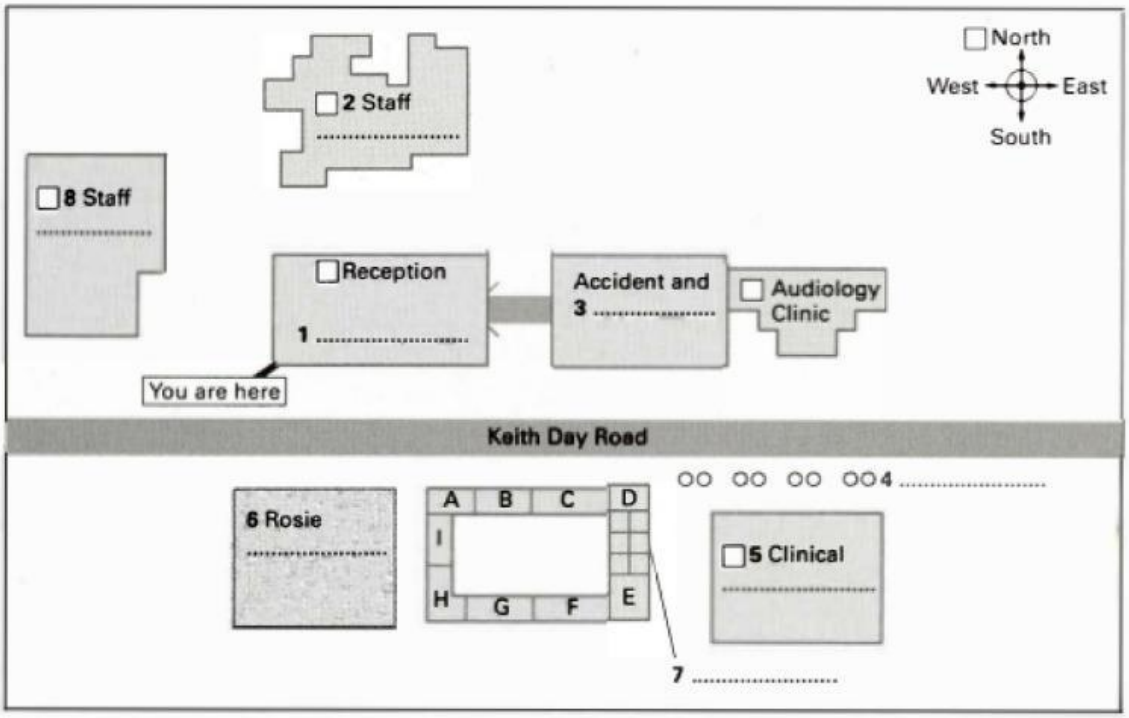


1 Go north, cross Old Street, turn right at the roundabout and continue down the road. What is on your right?
- **A** Colmore Row
- **B** the cathedral
- **C** the town hall

2 Go north-west, up Paradise Road, and cross Victoria Square. What is in front of you?
- **A** the library
- **B** the art gallery
- **C** the town hall

2 Answer the questions below.

1 What's between the library and the theatre?
2 What's next to the shopping centre?
3 What's north-east of the art gallery?
4 What's opposite the market area?



3 Look at the map above and answer the questions.

1 Where are the people in the listening on the map?
2 Find these things on the map: *doors, corridor, road.*
3 08 Listen and tick the words you hear on the map.

LIVEWORKSHEETS

Remember

- There are two main *types of map labelling* task. In the first, you label a map with words, in the second you match letters on the map with labels.
- The speaker may use complex sentence structures, for instance, the passive verb form e.g. instead of *we are here, we are situated here*

4 09 Listen and read the extract of the recording script below and underline the information for labels 1–3 on the map.

Good morning and welcome to your first day of your student placement at our wonderful hospital. I do hope that your time spent here will be interesting.

Right, well, as you'll already have seen, the hospital site is enormous, and it's quite easy to get lost, so I'll start by showing you a map. At the moment, you are situated here, just in front of the reception in the main entrance. To the north of here are the staff apartments, where you'll be staying while you work here. If you go through the double doors to the right of reception and head east along the corridor, you come to the Accident and Emergency ward or A&E for short.

5 10 Now listen to the rest of the talk and label the map. Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

Skills practice

Questions 1–4

11 Now listen to the recording and complete the flow chart below. Write **NO MORE THAN TWO WORDS AND/OR NUMBERS** for each answer.

New student mentor programme: order of events

(1) ..... the students to the Halls of Residence. Show them their rooms.

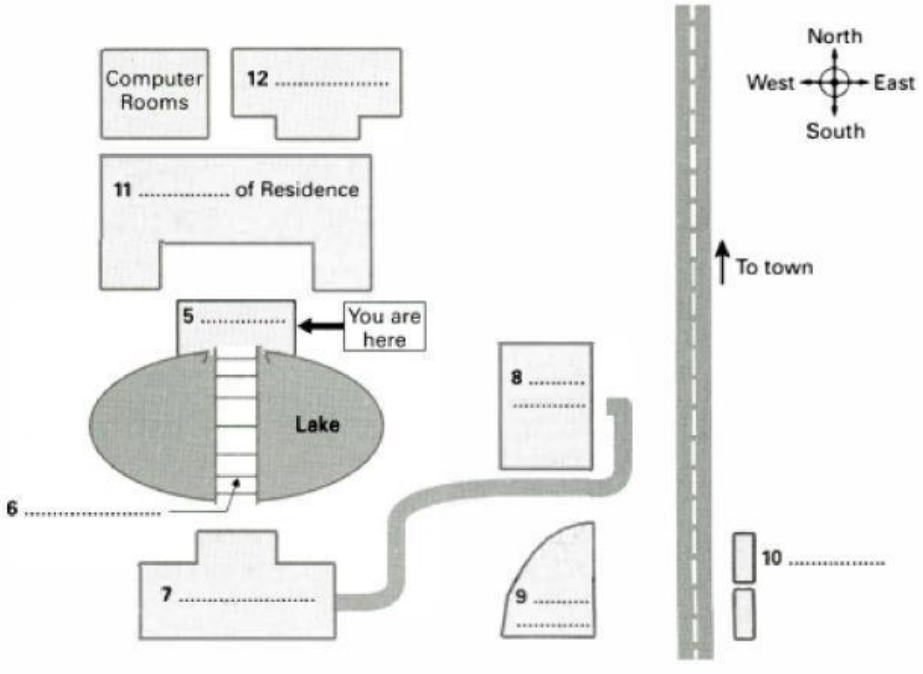
Take students on tour of campus. Show them the facilities e.g. (2) ....., library, doctors etc.

Bring students to collect their (3) ..... .

Take students for dinner in the (4) ..... .

Questions 5–12

For questions **5–12** label the map below.



LIVEWORKSHEETS

Section 3

Skills development

Listening module Section 3: Exam information
Number of people: up to four people
Context: education or training
Example situations: a tutor and a student discussing an assignment, or a seminar situation with several students talking

Multiple choice: listening for synonyms and detail

Remember
Try not to choose an option just because you hear one word from it. Think about the whole meaning of what you hear.

1 12 Read **1** and **2 A–C** and write synonyms for the underlined words. Then listen to the first part of the conversation and check your answers.

1 Sue can't do her assignment because (synonym: e .....)
- **A** she doesn't think any of the subjects are interesting. (synonym: f .....)
- **B** she doesn't know which subject to write about. (synonym: t .....)
- **C** she didn't get good grades for any of her essays. (synonym: m .....)

2 The lecturer suggests
- **A** Sue writes more about photography.
- **B** Sue gives a talk in the next seminar. (synonym: p .....)
- **C** Sue looks again at 20th-century art. (synonym: m .....)

2 12 Now listen again and choose the correct letter, **A**, **B** or **C** in **1** and **2**.

Short answers: listening for detail

1 12 Listening for detail is important in short answer questions. Listen to the conversation again and match each number (**A–D**) to what it refers to.

1 subjects studied in a term	**A** hundreds
2 century	**B** nineteenth
3 mark for photography essay	**C** sixty
4 books on modern art	**D** nine

2 13 Now listen to the second part of the conversation and answer the questions below. Write **NO MORE THAN ONE WORD OR A NUMBER** for each answer.

1 What changed the paintings of artists like Claude Monet? .....

2 How many female artists can Sue name? .....

Matching: identifying opinions

1 In matching tasks, it's useful to recognize different ways of expressing opinions. Complete the table with comments 1–5 from the recording script below.

Interested in the subject	Has doubts about the subject	Not interested in the subject

1 I'd prefer not to write about the same paintings again.
2 I'm sure you're right, but I'm having trouble thinking of ideas.
3 I could try that I suppose, but it does sound quite difficult.
4 Well, I might write about that, but I'm not sure it inspires me.
5 I'll definitely research that further.

LIVEWORKSHEETS

2 Read the pairs of sentences **A** and **B**. Choose the sentence which expresses the strongest opinion.

1 **A** I could write about that.
B I'll definitely write about that.
2 **A** I'd like to research that further.
B I might research that further.
3 **A** You may like to consider modern art.
B You should consider modern art.

3 13 Listen to the second part of the conversation again and write the correct letter **A**, **B** or **C**, next to topics **1–3**.
What does Sue decide about each of these subjects?

A She wants to write about this.
B She has doubts about this.
C She doesn't want to write about this.

1 Impressionist paintings
2 Modern art
3 Contemporary art

Skills practice

Now read the exam questions below, then listen to the recording and answer the questions.

14 For questions **1** and **2**, choose the correct letter, **A**, **B** or **C**.

1 Claire has had problems because
A her students misbehave.
B she works too hard.
C she's suffering from stress.

2 The tutor wants Josh to
A take his students to an interesting lecture.
B make friends with his students.
C set work for students to do on their own.

For question **3**, choose **THREE** letters, **A–F**.

3 Both Claire and Josh
A have taught teenagers.
B talk too much.
C need to read some books.
D get on well with their students.
E have difficulty getting their students interested.
F have enjoyed their teaching experience.

15 For questions **4–6**, listen to the second part of the conversation and choose one adjective **A–E** for each person.

How does each person feel about next term?

A hopeful
B angry
C disappointed
D excited
E worried

4 Josh
5 Claire
6 The tutor

LIVEWORKSHEETS

Section 4

Skills development

Listening module Section 4: Exam information
Number of people: one (a monologue)
Context: education or training
Example situations: a lecture. The subject may be quite specific, but remember that you do not need any specialist knowledge to answer the questions.

Recognizing paraphrasing

1 Read sentences **1–5**. Replace the underlined words with a word from the box.

unhealthy work out put on disorders overate

1 Young adult women <u>ate too much</u> .....
2 Mothers <u>gained</u> weight .....
3 Office workers didn't <u>exercise</u> .....
4 Teenagers have eating <u>problems</u> .....
5 Elderly people had a(n) <u>bad</u> diet .....

2 16 Listen to extracts from Part 1 of the listening and complete the sentences with key words.

1 *Good morning, everyone, and thank you all for coming to my talk. As you may know, as part of our training to become dieticians, we have to do some research into an aspect of dietary health. You've already heard talks from my classmates on diabetes and eating ..... or 'eating ..... ' among teenage ..... between 12 and 16 who are influenced by images in ..... .*



2 *My research falls into two parts. The first part consisted of primary research; I collected data by conducting a survey. About a fifth of the people questioned were ..... with young ..... . They said that they had ..... weight during pregnancy and then couldn't lose it again.*

3 *About one in ten people questioned weren't worried about their weight at all. These tended to be people ..... the age of ..... . Interestingly, these people were aware that ..... , fatty food could lead to weight ..... .*

4 *Around a quarter of people interviewed worked ten to twelve hours a day and typically, spent a lot of time ..... in front of a ..... . This group generally said that they ate healthily but didn't ..... enough to burn the calories off.*

5 *Just over 30% of people thought they ..... because of how they felt. This group tended to be ..... in their .....*

LIVEWORKSHEETS

Remember
There *are usually one or* two more options than you need in a matching task.
Before you listen, think of different ways of saying the options in the test.

3 17 Now listen to Part 1. Match the correct ending (**A–G**) to each sentence **1–5**.

1 Teenagers have eating problems ...
2 Mothers gained weight ...
3 Elderly people had a bad diet ...
4 Office workers didn't exercise ...
5 Young adult women ate too much ....

A because they thought it **improved life**.
B because they **worked long hours**.
C because they were **middle aged**.
D because of **issues in their lives**.
E because they didn't have **active lives**.
F because they **didn't have time to plan meals**.
G because of the **media**.

4 Read the recording script on page 92. Underline phrases which relate to the words in bold in **A–G**.

Completing a summary: recognizing differences in sentence structure

1 Match sentences **1–4** from the summary below to sentences **A–D** from the listening. Then underline the correct word in this sentence:

In summary completion tasks, the order of words in sentences on the question paper is usually *the same as/different to* the order of words in the listening.

Summary	Listening
1 How heavy you should be relates to your height.	**A** But why is obesity a growing problem? Well, researchers have found a number of explanations.
2 Obesity levels tend to be low in Asian countries (5%) and higher in Western countries (75%).	**B** When people reach the age of 50 and older, they tend to put on weight.
3 There are several reasons behind the increase in obesity.	**C** This is used to calculate your ideal weight on the basis of how tall you are.
4 The older you are, the more weight you gain.	**D** Levels of obesity are at 5% in China and Japan. In contrast, in England, Germany, and the USA, up to 75% of the population are obese.

Remember
There are two types of summary completion task: in one type, words are given on the question sheet and have to be written in the correct gap. In the other type, you have to listen for the information you need and write it correctly.

2 18 Now listen to Part 2 and complete the summary. Choose one word from the box for each answer.

age children city height location low world

Researchers have used the Body Mass Index to measure levels of obesity around the (1) ..... . The BMI relates your weight to your (2) ..... to calculate how heavy you should be. They found that obesity levels are (3) ..... in Asia and higher in Western countries.

Levels of obesity in (4) ..... are high in 79 developing countries. There are several reasons for the increase in obesity. One is to do with (5) ..... . Another reason relates to (6) ..... . If a person lives in a (7) ..... they are less active and can become overweight.

LIVEWORKSHEETS

Completing notes: predicting word class

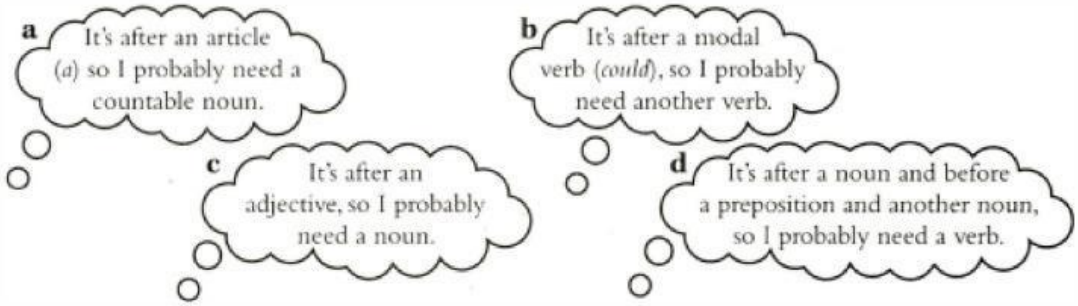
Remember
In a note completion task, it is important to read the notes first before you listen. This will give you an idea of the subject or context of the talk. You may be able to predict some of the words you will hear. Look at the words that come before and after each gap. This will help you to understand the type of word which you will need.

1 Read the student's notes taken during a lecture and answer the questions.

1 What subject do you think the lecture is on?
- **A** geography: the study of the earth and its features and of life on the earth
- **B** history: the study of past events, particularly in human affairs
- **C** palaeontology: the study of the forms of life existing in prehistoric or geologic times, as represented by the fossils of plants, animals, and other organisms

2 What type of animal is *Samrukia nessovi?* How many other animals of the same type are mentioned in the notes?

2 Read the student's thoughts (**a–d**) and look at the notes below. Which answer (**1–10**) does each thought refer to?



Samrukia nessovi

Nature of discovery:	Two bones found in (1) ..... , in Kazakhstan. Bones (2) ..... to a large bird. Lived 100 (3) ..... years ago – at the same time as dinosaurs.
Previous research:	Giant (4) ..... and dinosaurs lived at different times. The only bird that lived then was the size of a (5) ..... .
Size of *Samrukia Nessovi*	(6) ..... was approximately 30cm in length. Height of bird: more than (7) ..... metres tall. Weight of bird: more than 50 kg – (8) ..... than an ostrich.
Comparisons	• Elephant bird of Madagascar was (9) ..... – 500kg. • Giant Moa of New Zealand was taller – 4 metres.
Questions	Unknown whether it could (10) ..... .

3 Think about the type of words you need for the other gaps.

4 19 Now listen and complete the notes. Write **ONE WORD ONLY** for each answer **1–10**.

LIVEWORKSHEETS

Recognizing topic sentences

Remember
Lecturers often introduce what they are going to say with a sentence which summarizes each part of the talk. These are called topic sentences. Try to listen out for these sentences as they will help you to find where you are in the notes.

1 19 Read the headings in bold in the notes on page 17. Put the topic sentences **A–E** in the correct order. Then listen and check your answers.

A So, how big was the bird?
B There are many questions surrounding the recent discovery.
C This doesn't, of course, make it the biggest bird ever to have lived on earth.
D Up to now, palaeontologists thought that dinosaurs and large birds did not live at the same time.
E Well, it's certainly an exciting time to be studying palaeontology at the moment.

Skills practice

Now read the exam questions below, then listen to the recording and answer the questions.

1 20 For questions **1–6**, listen and complete the notes. Write **ONE WORD ONLY** for each answer **1–6**.

Fashion Marketing

What does the (1) ..... want?

- Durability - how (2) ..... a product lasts.
- Style - Is the product (3) .....?
- Comfort

(4) ..... **market:**

Which group of people would buy a particular product?

Areas that fashion marketers work in:

(5) ....., product development, branding, pricing, publicity, sales promotion, (6) ..... and forecasting

2 For questions **7–12**, complete the summary. Write **ONE WORD ONLY** for each answer **7–12**.

Market researchers meet the (7) ....., conduct surveys and research competitors.

Marketing (8) ..... sell products to chains of stores. They consider whether their product goes with other items that the store (9) ..... They also research the store's consumers.

Fashion marketing isn't (10) ..... because fashion marketers have a lot of power. Fashion marketing involves (11) ..... work and tight deadlines. It's a good idea to get some unpaid work (12) ..... because this will make you more attractive to future employees.

LIVEWORKSHEETS