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New Insight into IELTS

VANESSA JAKEMAN AND CLARE MCDOWELL
Student's Book with answers

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Introduction

Who is this book for?

New Insight into IELTS has been designed as a coursebook for an IELTS preparation course. However, it is equally appropriate as a self-study resource book for students wishing to improve their IELTS skills on their own as it contains helpful advice, sample IELTS material throughout the units and detailed answer keys.

The book is appropriate both for learners seeking to enter an English-speaking university, school or college, as well as for people who may need to provide an IELTS score for the purposes of employment or immigration to an English-speaking country. The book is targeted at students of approximately Band 6 level; however, the earlier units in each section are designed for lower-level learners or students not familiar with the IELTS test format, while later units are intended to stretch stronger candidates beyond their immediate IELTS needs and enhance their language skills overall. The book contains material relevant to both the Academic and General Training modules (see the IELTS test format on page 189).

The Student's Book contains ample classroom-based material for a preparation course of between 40 and 50 hours. When used with the Workbook, which has activities specially designed to supplement each unit in the coursebook, and also a complete Practice Test, the material will last much longer.

Content of the book

The main part of the book is divided into four sections: Listening, Reading, Writing and Speaking, to reflect the format of the test, and these are broken down into manageable units. Each section begins with an overview of the IELTS test and students who work their way through the book will become familiar with all question types and tasks that they are likely to meet in the test. The skills covered are not restricted to test-taking strategies alone but also reflect the broader range of language that students will encounter in an English-speaking environment, whether at university or in the wider community.

The units contain class and pair activities and the opportunity for individual practice. Teachers may choose to work systematically through each section, taking advantage of the graded approach, or, alternatively, select the material to suit their learners' needs as required.

Recording scripts for all the listening content on the *New Insight into IELTS* Student's Book Audio CD are provided. These scripts have been annotated to show where the answers are to be found in the recordings.

A thorough Answer key is provided for all sections of the book. The key provides a framework of support to ensure that students can receive feedback on all activities and exercises undertaken. It includes a selection of model Band 9 answers to a number of the Writing questions. We would like to stress that these model answers represent only a sample of the many possible ways of approaching the Writing tasks, but we hope that learners will find them a useful guide.

The Workbook can be used to expand the units as follow-up work in class or as homework exercises. For students working on their own, it provides further opportunity to practise and consolidate the material covered in each unit.

The Cambridge Learner Corpus provides examples of genuine student errors in the IELTS test and these have been used to build appropriate remedial tasks in *New Insight into IELTS*. The Workbook, in particular, includes exercises focusing on these errors.

The Listening module

When you go to university or move to an English-speaking country, you will have to interact with many different people in a number of situations. The IELTS Listening test is designed to reflect some of these real-world listening situations. The level of difficulty increases through the paper and there is a range of topics and tasks which test your comprehension skills, such as listening for specific information, listening for detail, understanding gist and understanding speaker opinion. As you work your way through the Listening units of this book, you will be introduced to a wide range of IELTS question types and additional exercises to help improve your overall listening strategies.

Listening for IELTS

Listening test format

- Section 1** A conversation between two speakers in a social or semi-official context
- Section 2** A talk by a single speaker based on a non-academic situation
- Section 3** A conversation with up to four speakers based on academic topics or course-related situations
- Section 4** A university-style lecture or talk

The Listening test is the first part of the IELTS examination and takes place at the beginning of the day. It consists of four recorded sections, each covering a different type of language and context. There are ten questions in each section and each question carries one mark.

As you hear each recording *once only* it is very important to understand exactly what you are being asked to do in each question. You are given time to read the questions in each part, before you listen. The question types vary; for example, some questions involve completing a form, chart or diagram, others may require you to complete some notes or match some things in a list to what you hear about them. In addition there may be note-taking exercises and multiple choice questions.

You write all your answers on the question paper as you listen. The Listening part of the test takes about 30 minutes. After the recording has finished, you have ten minutes to transfer your answers onto the answer sheet (see page 190).

All aspects of the Listening test, as well as additional skills, are covered in this book.



Listening

1 Orientating yourself to the text

- Who are the speakers?
- Where are they?
- Why are they speaking?

In order to understand what people are saying, it helps to know what their relationship is to each other and why they are speaking. The language they use will depend on this relationship and the situation. Knowing these helps us to anticipate what the speakers are going to talk about.

Predicting the situation

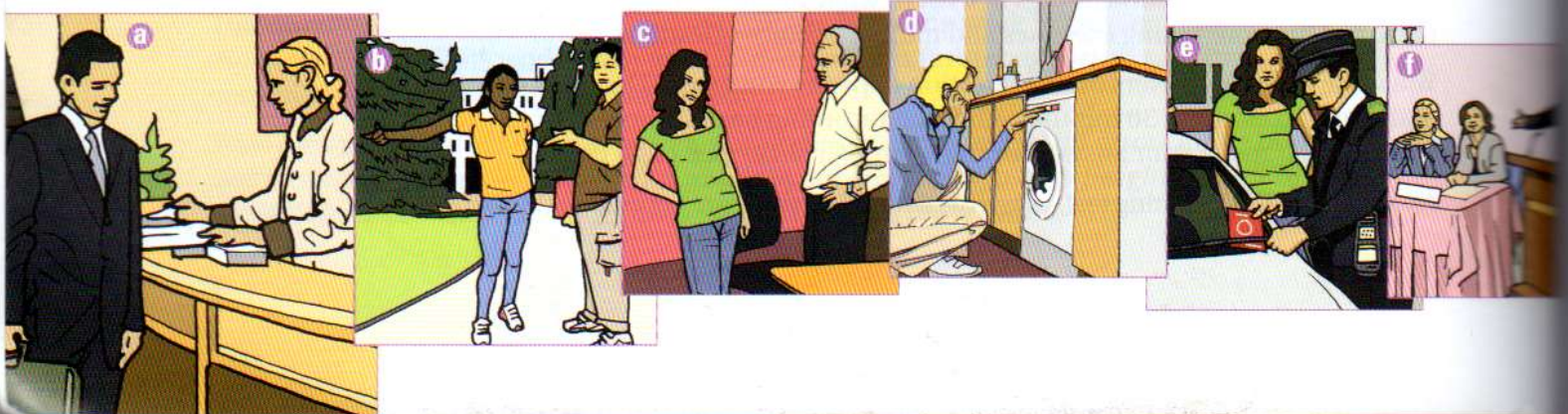
- 1 Look at pictures a-d. Try to work out who the people are, where they are and what they are doing.
- 2 Look at pictures a-d again. Try to imagine what the people are saying. Work with a partner and use some of the words and phrases in the vocabulary box to help you.



Vocabulary

where?	live
when?	afford
how much?	wait
how long?	arrive
which?	watch
accommodation	time
flights	news
TV channel	suburb
programme	area
problem	bus

- 3 How did you decide what the people were saying? Compare your ideas with the rest of the class.
- 4 Look at pictures a-f, which show people in different situations. Try to imagine what they are saying.



- 5 02 You will hear six short conversations. As you listen, complete the first part of the table by matching each conversation to a picture (a-f). Then say what the situation is and how many speakers there are.
- 6 Listen to the conversations again and write the key words that help you understand the situation. If there are two speakers, say whether they know each other or not. Write your answers in the final two columns of the table below.

Picture	Situation	Number of speakers	Key words	Do the speakers know each other?
1 f	Talk on first day at a college	1	Welcome you ... Introducing the teaching staff	No
2				
3				
4				
5				
6				

- 7 Look at the set of notes below and say what the topic is.
- 8 On the right, write what type of words you need to complete the notes.
- 9 03 Listen and answer questions 1-4.

Drive from Melbourne to Phillip Island:

- approx 1 km
- takes about 2

People go there to:

- observe the 3 returning home
- watch seals from 4 or through telescopes.

Type of words

1 a number

2

3

4




IELTS Listening test practice

Form-filling

Test tip

All questions like form/notes/summary/diagram/flowchart and sentence completion must be answered using three words or less. The instructions tell you the **MAXIMUM NUMBER OF WORDS** to use.

Form-filling is a common IELTS Listening task, particularly in **Section 1**. You often have to provide factual information, including numbers. Use the words on the form as a guide to the information you need to listen for.

- 10 Work with a partner. Together look at the form below and discuss the situation and the relationship of the speakers. Then discuss what type of answers you need to listen for.
- 11  04 Listen and answer questions 1-4.

Complete the form below.
Write **NO MORE THAN ONE WORD AND/OR A NUMBER** for each answer.

<i>Hotel Novena</i>	
Guest Registration Form	
Example	Answer
Name of guest:	Matthews
Room:	1
Wake-up call at:	2
Type of breakfast:	3
Payment by:	4


IELTS Listening test practice

Note completion

You often have to complete some notes in the IELTS Listening test. You should read the notes carefully before you listen, to work out what type of words are missing. The vocabulary in the notes can also help you predict the situation.

Test tip

Notes are not complete sentences and may not always contain articles or full verb forms.

- 12 Look at the set of notes below and say what the topic is.
- 13 On the right, write what type of words you need to complete the notes.
- 14  05 Listen and answer questions 1-3.

Complete the notes below.
Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

Train now arriving at
1

Meet boys outside station
2

Bring leather jacket.
Bring 3 to repay
Charlie.

Type of words

1 a time

2

3

Listening

2 Listening for specific information

- What are the missing words?

Sometimes when we listen, we are only interested in finding out very specific information such as a date, a time, a name or other details.


- How can we prepare before we listen?

We can try to work out what type of words we are listening for. This will help us find the answer.

Predicting what type of words you need

- Find out information from two other students to complete this questionnaire. Use your own words to form questions (e.g. for *Date of birth* ask, *When were you born?*).

?	Questionnaire	Student 1	Student 2
How	Name		
When	Nationality		
What	Date of birth		
	Telephone number		
Where	Usual wake-up time		
Which	Means of travel to college		

- You are going to hear five voicemail messages. Say what type of word(s) you need to listen for in each message and write it (them) in the table below.
-  06 Listen and complete gaps 1–10.
- Listen to the recording again and make a note of the words each speaker said which helped you to answer the questions. The first one has been done for you.

Voicemail messages	Type of word	What the speaker said
A Julia confirming dinner on 1 at 2	day/date time/place	I'm coming for dinner on Friday night
B 3 ready. Cost of repairs 4 \$		
C 5 called. Can't get textbook because it is 6		
D Dr Boyd is ill with 7 New appointment on 8		
E Sam rang 9 for Prof. Hall on Saturday. Please ring this number: 10		

Test tip

You need to be able to recognise paraphrases, i.e. words which have a similar meaning to those used in the question.

IELTS Listening test practice

Table completion

Before you listen

- Look at the words used in the task to help you guess the topic.
 - Decide who the speakers are.
 - Study the table carefully to work out what type of words are missing.
 - Note whether the columns or rows have a heading.
 - Note the order of the questions, i.e. do the numbers move across the rows or down the columns?
- 5 🕒 Take 30 seconds to look at the table below and then discuss what type of information is missing.
- 6 🎧 07 Listen to the first part of the conversation and answer questions 1–6.

Test tip
Words included in the table are there to guide you.

Test tip
You must use correct spelling in the Listening test.

Complete the table below.

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

City Aquarium

Type of ticket	Cost	Advantage	Requirements
Adult	1	2	
3	\$19	30% discount	must have a 4
Group	\$250 for ten people	price includes a 5	must pay 6

IELTS Listening test practice

Sentence completion

If you have to complete some sentences, you need to work out what type of words are missing but also remember that the sentences need to be grammatically correct.

- 7 The sentences which follow are based on the second part of the conversation between the man and the receptionist at the City Aquarium.
- 🕒 Take 30 seconds to prepare before you listen.
- 8 🎧 08 Listen to the second part of the conversation and answer questions 7–10.

Test tip
Use the time given between the two parts of a recording to read the next set of questions carefully. They will always involve a different type of question.

Complete the sentences below.

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


- 7 You can buy a book that tells you about the in the aquarium.
- 8 The gift shop is situated next to the
- 9 The aquarium closes at today.
- 10 The tickets are cheaper when you buy them

- 9 How is the answer in sentence 9 different from the other answers?

IELTS Listening test practice **Section 1**

In **Section 1** of the IELTS Listening test, you will hear a conversation between two people. One of the speakers needs some specific factual information (e.g. names or dates) which you will have to write down. **Section 1** tasks are often *gapfill* (e.g. note, table or form completion). You will get an example at the beginning and the recording will be divided into two or three parts with some reading time before each part.

Before you listen


- Look at the task below, which consists of a form with some information missing. Try to work out the situation from the task. Who could the speakers be? Why are they speaking?
 - Decide what role you will be playing when you complete the form. What type of information will you be listening for?
 - Try to predict the language that you need to listen for.
- 10  Listen and answer questions 1–10.

Questions 1–6

Listen to the telephone conversation and complete the form below. Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

Customer request form

Example	Answer
Customer's name:	Frank Moorcroft
Address:	1 26, , Richmond
Telephone:	2 02
Type of licence:	3
Type of vehicle:	4
Date for collection:	5
Length of booking:	6



Test tip

Section 1 always has an example question first to give you plenty of time to get started.

Questions 7–10

Complete the sentences below. Write **NO MORE THAN TWO WORDS** for each answer.

- 7 The man will pick the car up from
- 8 The car is required at
- 9 A is also needed.
- 10 The man decides to take the

- 11 What does the number in the address on the form tell you?
- 12 What do the words *type of vehicle* tell you?

Listening

3 Identifying detail

■ Why is detail important?

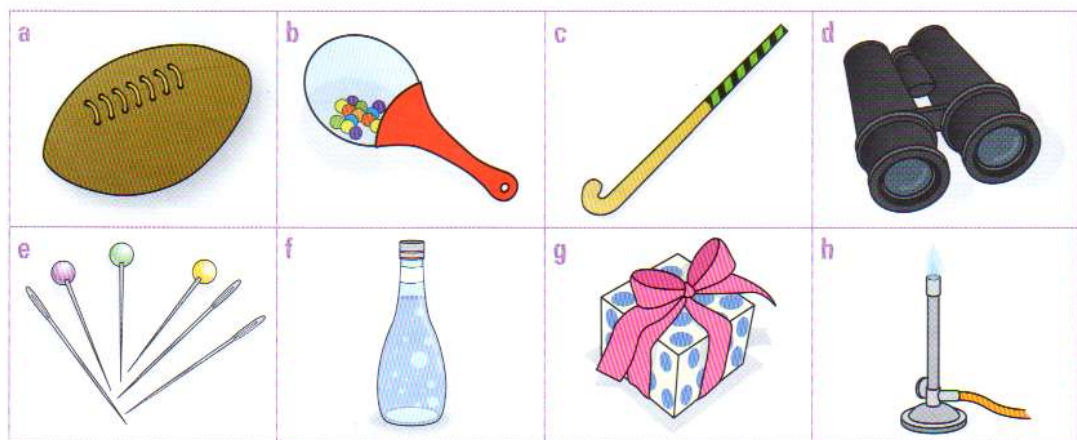
We need to show that we can listen carefully to a description and understand it fully.

■ When do we need to listen for detail?

If someone is describing something, it is the detail in the description, such as the colour or a reference to the shape, which allows us to picture it accurately.

Understanding form, position, colour

- 1 Work with a partner. Look at pictures **a–h** and take turns to describe the objects. Try to say what material they are usually made of. Use some of the descriptive words and phrases in the vocabulary box below to help you.



Vocabulary

Shape	round oval rectangular circular spherical cylindrical shaped like a ... square/cube/sphere long thin flat curved pointed
Qualities	coloured striped spotted sharp
Parts	head face eye neck top main/outer/inner part side handle bottom end
Position	on one/both side(s) in the middle on/at the top above below around inside horizontal vertical
Material	wood(en) paper leather rubber metal glass plastic

- 2 Think of two more objects and describe them to your partner. Can he/she guess what they are?

IELTS Listening test practice

Labelling a diagram

You may have to label a diagram, map or plan. There are three types of diagram task in IELTS Listening.

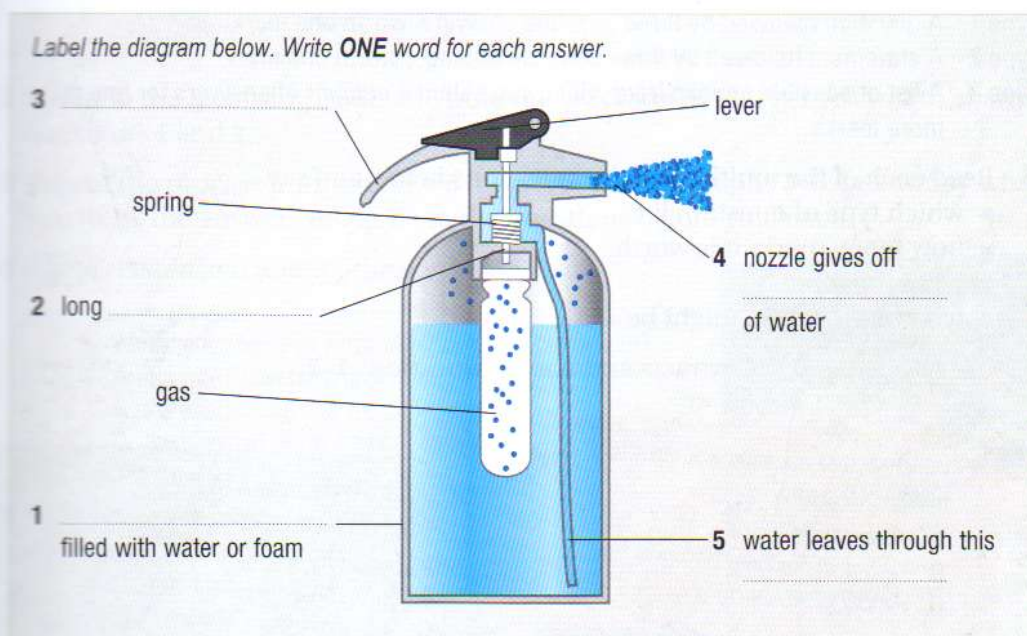
Type 1 You complete the labels on a diagram with words from the recording.

Type 2 You match options in a box to points numbered on the diagram.

Type 3 You match points numbered on the diagram to items or descriptions.

3 You are going to hear a description of how a fire extinguisher works. Look at the diagram of the fire extinguisher below and discuss the parts you need to label. What do you think they might be? What sort of descriptive words and phrases might help you?

4 10 Listen and answer questions 1-5.




Test tip
The answers will come in question order on the recording.

5 Listen to the recording again and complete the second column of the table with the words that are used to describe the parts of the fire extinguisher.

Part	Description	Position
container		
lever		
pin		
gas cartridge		
handle		
nozzle		
spring		
discharge tube		

6 Listen to the recording a third time and complete the third column of the table with the expressions of position that help you know where the parts are.

Listening 3

- 7  11 Listen and complete the notes using not more than three words in each gap.

In case of emergency

- Remove from case and withdraw 6
- 7 extinguisher at burning object.
- 8 top lever which 9 gas.
- Point nozzle at 10 to extinguish.

IELTS Listening test practice

Multiple choice

Multiple choice questions are common in the IELTS Listening test. They are used to test detailed understanding. There are three types:

- Type 1 A question followed by **three** possible answers, worth one mark
 Type 2 A statement followed by **three** possible endings, worth one mark
 Type 3 A list of possible options from which you select a number of answers for one or more marks.

Test tip

Always follow this procedure when you first read the questions.

- 8 Read each of the multiple choice questions below and say
- which type of question it is
 - how many marks it is worth
 - what the topic is
 - who the speakers might be.

- 9  12 Listen to the extracts and answer questions 1–7.

Test tip

In the IELTS Listening test you will need to use the questions to help you follow the talk and find the answers but you also have some time before the talk begins to read through the questions.

- 1 Which lecture does the woman attend in the middle of the day?

- A Library skills
- B Technical design
- C History of architecture

- 2 Circle **TWO** letters A–G.

Which **TWO** things should they take on the walk?

- | | |
|-------------------|--------------------|
| A large rucksack | E insect repellent |
| B drink container | F camera |
| C soft drinks | G sunglasses |
| D cold food | |

- 3 The speaker says sharks are unlike any other fish because they

- A cannot float in water.
- B are unable to swim backwards.
- C catch their prey in the air.

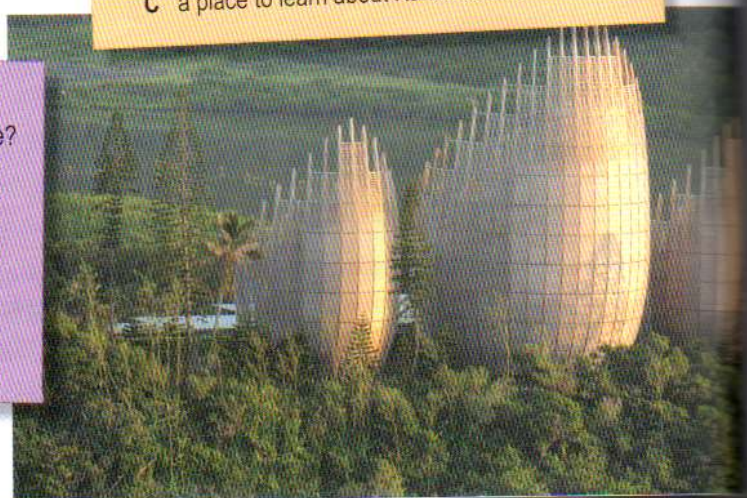
- 4 What is the Tjibaou building?

- A a home for the native people of New Caledonia
- B a unique example of Italian architecture
- C a place to learn about Kanak culture


5–7

Which **THREE** things does the woman like?

- A the appearance of the planes
- B the idea of working for an airline
- C travelling to unusual places
- D collecting airline equipment
- E watching the planes take off
- F the noise of the engines
- G being a passenger




10 Work with a partner. You are going to hear part of a radio programme. Together, read questions 1 and 2 below and discuss how you could rephrase each question and the three possible endings in your own words.

11  13 Listen to the introduction to the radio programme and choose the correct letter, A, B or C.

- 1 The announcer says that canoeing is
 A safer than people think.
 B enjoyable for most people.
 C becoming more popular.
- 2 The speaker says that canoes may be hard to
 A steer.
 B balance.
 C get going.

12 Listen to the recording again and note the exact words that helped you to answer questions 1 and 2.

13 Repeat the process from exercise 8 (page 16) with questions 3–6, below. Say what you think the answers might be to the questions before you listen.

14  14 Listen and answer questions 3–6.


- 3 Where does the term *white-water canoeing* come from?
 A the type of river that is chosen
 B the effect of the paddles on the water
 C the speed at which the boat travels
- 4–6 Circle **THREE** letters A–G. Which **THREE** things does Cynthia recommend you buy to get started?
 A a low-budget canoe
 B protective headgear
 C a waterproof jacket
 D a short-sleeved wetsuit
 E a long-sleeved sweater
 F rubber boots
 G gloves



15 Listen to the recording again. Look at options A–G in questions 4–6 and say why some of these are incorrect.

16 Read question 7 below on your own and rephrase the question and the three possible answers in your own words.

- 7 According to Cynthia, serious canoeists
 A take risks on purpose.
 B prefer to teach people in the winter.
 C avoid rivers that are too high.

17  15 Listen to the end of the programme and answer question 7.

18 Listen to the recording again.

- a Which words helped you to answer the question?
 b Why are the other two possible answers attractive, but wrong?

Listening

4

Following a description: diagrams, maps and plans


- What information are we listening for?
- What cues can we use to help get the right answers?

If we need to understand a diagram or follow a map, we are usually trying to find out where things are, what something is made of or how it works. We may be listening for places, buildings, names of parts or stages in a process.

Certain words are included to guide you. These may be things like the compass points, left and right, expressions of position and place, verbs, and adjectives of size, shape, quality, etc.

Following directions on a map

- 1 Look at the street map and then use the compass points to help you find somewhere that is:
 - a in the northwest corner of the map.
 - b in the northeast corner of the map.
 - c on the east side of the map.
 - d south of Beach Road.
- 2 Look at the street map again and answer the questions.
 - a Are there any streets that run parallel to each other?
 - b What is at the south end of Jay Lane?
 - c Which road crosses Marble Street?
 - d Travelling north, which street does Jay Lane lead into?
 - e Travelling north, which building is on the left-hand side of Port Lane?
- 3 Look at the five labels on the map, A-E.

 **16** Listen and say which place each label represents.

A is the

B is the

C is the

D is the

E is the
- 4 Look at the recording script on page 165 and underline the words which helped you.
- 5 Work with a partner. Ask each other some further directions. Use the expressions opposite to help you.



Giving directions
 You go along ...
 Go to the end of the street / road ...
 Go round the corner/bend / up the hill/steps
 Walk past the ...
 Turn left / Turn right / Go straight ahead ...
 The place is opposite / next to / behind ...

How do you get to the school from the dance centre?

You go along Port Lane and ...

IELTS Listening test practice

Labelling a map or plan

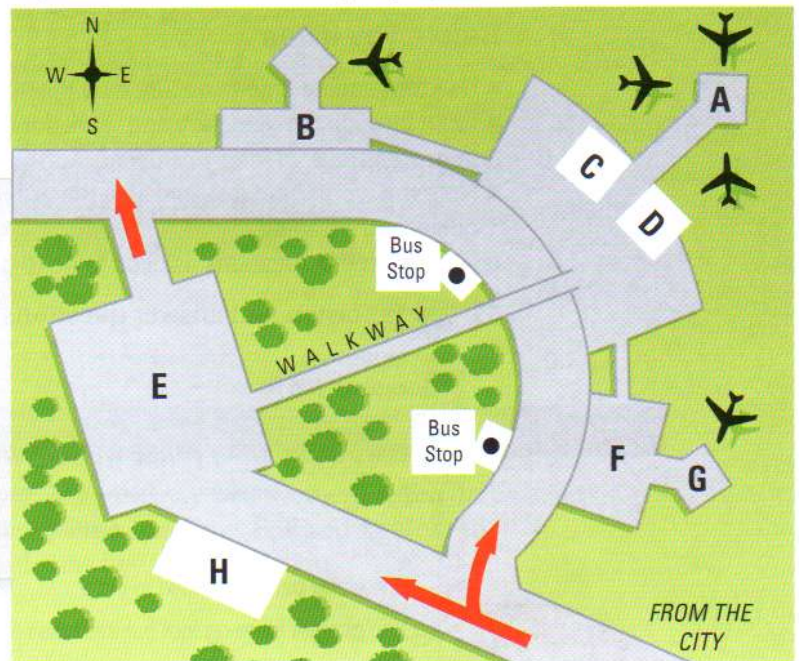
You may have to listen to a description of where some places are located on a map or plan and match these to the correct point on the map.

- 6 **17** Look carefully at the plan of an Australian airport, then listen and answer questions 1–4.

Label the plan.

Write the correct letter A–H next to questions 1–4.

- 1 Car park
- 2 Domestic Terminal
- 3 Lifts
- 4 Regional Terminal



- 7 Listen to the recording again and note which words helped you to answer questions 1–4 above. Then check your answers with the script on pages 165–166.

IELTS Listening test practice

Summary completion

If you have a summary to complete, you need to work out the type of words that are missing and listen for these on the recording. As in sentence completion, your answers should make sense grammatically.

- 8 You are going to hear a local woman giving directions to a visitor from another country. Read the summary below and try to work out what type of words are missing.
- 9 **18** Listen and complete the gaps (1–5) in the summary below.

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

How to get to the Peace Hotel

You need to travel by 1 Get off after 2 at the People's Square and walk along Nan Jing Road East. There is no 3 on this road. Eventually you will get to the Bund and the Peace Hotel is on the 4 The entrance to the Tourist Tunnel is 5 the hotel and you can go through this if you want to visit the Oriental Pearl radio and TV tower.

Type of words

1

2

3

4


5

- 10 Look at the recording script on page 166 and underline the words which helped you to complete the summary.

In **Section 2** of the Listening test you will hear someone giving a talk on a topic of general interest.

Before you listen

- Use the reading time to decide who the speaker might be and what the topic is.
- Read through the summary and work out what type of information you need to listen for (e.g. *directions, places, position*).
- Note the words/features and also the order of the questions on the plan as these may help guide your listening.
- Note what the questions ask you to do (e.g. write words? choose letters from a box?).

11  **19** Listen and answer questions 1–10.

Questions 1–5

Complete the summary below.

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

Getting to the Hillside Water Park

The water park is situated in the 1 area of the town.
 You can get there on foot but this takes about 2
 There are regular buses from the 3 and the most direct is the number 4
 Taxis are also available but they are not 5

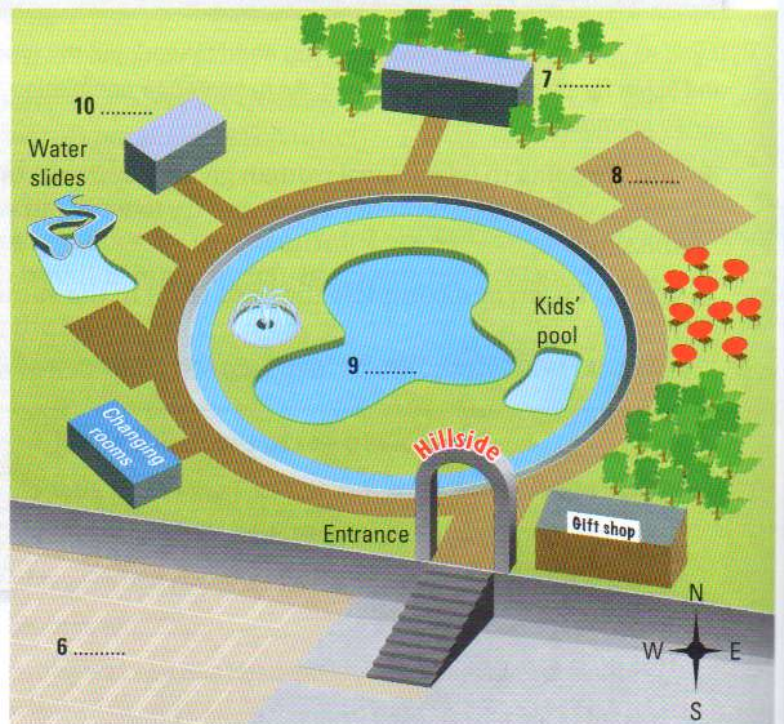
Questions 6–10

Label the plan.

Choose **FIVE** answers from the box and write the letters **A–H** next to questions 6–10.

HILLSIDE WATER PARK

- A lifeguard's hut
- B parent viewing area
- C first-aid centre
- D sunbathing area
- E poolside bar
- F coach park
- G pay kiosk
- H adult pool



Listening

5 Identifying main ideas

- What are the speakers talking about?
- How do the ideas develop?

To follow what people are saying, you need to be able to identify the main ideas and separate these in your mind from the supporting detail. Understanding the main ideas helps us to follow the speakers' arguments.

Thinking around the topic

- 1 **Work** with a partner. Look at the statements, **A–F**, and say whether you agree or disagree with them. Together, make a list under the headings **For** and **Against** to show some different viewpoints. An example has been done for you.

A
University education should be free.

B
People should have to stay at school until the age of 18.

C
Newspapers are old-fashioned and serve no purpose in today's world of electronic media.

D
All members of a society should have the right to free health care.

E
Nuclear power stations provide a clean and efficient source of energy compared with burning coal or oil.


F
It makes good sense for private companies to fund the building of highways and then charge a fee for motorists to use them.

For ✓	Against ✗
Everyone has the right to a good education – not just wealthy people.	If universities are free, too many students are encouraged to go when other forms of training might suit them better.
The state has a duty to provide free university education by giving funding for fees.	Free education benefits wealthy students, while ordinary people end up subsidising them through their taxes.
Well-educated citizens make good citizens.	If you pay for something, you value it more highly.

Test tip

Sometimes it is useful to try to see both sides of an argument, even if you don't agree, as it helps you to predict what you may hear.

Listening 5

- 2  20 You are going to hear six short conversations based on the topics on the previous page. Listen and say
- what the topic is
 - how many speakers there are in each conversation.

The first one has been done as an example.

Conversation	Topic	Number and type of speakers
1	The cost of university education	2 / one man, one woman
2		
3		
4		
5		
6		

IELTS Listening test practice

Short-answer questions

You may have to answer some of the questions with short answers. There are two types of short-answer question used in IELTS Listening:

- Type 1 A question requiring an answer of no more than three words for one mark
 Type 2 An instruction to make a list of things, each for one mark.

- 3 Read questions 1–6 below and underline the key words which tell you what type of answer you should write. Say what you expect to hear. The first one has been done as an example.
- 4 Now listen to the recording again and answer questions 1–6.


Write **NO MORE THAN THREE WORDS** for each answer

- 1 According to the woman, what type of education should be free today?
Expect to hear something about funding for different types of education.
- 2 According to the man, who is working too hard in the National Health Service?
- 3 What form of energy does the woman recommend?
- 4 Name two trades mentioned by the man.
- 5 Name two countries where you pay to use the roads.
- 6 What has replaced newspapers for many young people?

Were your predictions correct about what you expected to hear for questions 1–6?

IELTS Listening test practice

Multiple choice

- 5  21 You are going to hear two more short conversations. Listen and answer questions 1 and 2.

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


- 1 What pleased the tutor about Jamie's composition?
A It was well researched.
B It was neatly presented.
C It included plenty of data.
- 2 How will the tutor make sure that the students work on relevant topics?
A by asking them to get together to discuss their choices
B by talking to each student individually
C by handing out a list of topics to the class

- 6 Check your answers in the key. Were you tempted to choose any of the wrong options? If so, why?
- 7 Listen to the conversations again to see why the other options are not correct.

IELTS Listening test practice

Matching

In IELTS Listening, sometimes you have to match a list of options to a list of questions. There will always be more options than questions.

- 8 You are going to hear part of a conversation. Look at the words used in questions 1–3 and then the options in the box, including the heading. Say what you expect the situation to be.
- 9 Read the question and all the options (A–F) carefully before you listen to the recording. Make sure you understand what you have to do and then rephrase the advantages (1–3) in your own words.
- 10  22 Listen and answer questions 1–3.



Which course has the following advantages?

Choose **THREE** answers from the box and write the correct letters **A–F** next to questions 1–3.


Advantages

- 1 good work prospects
- 2 plenty of work opportunities
- 3 lower entry requirement

Courses

- A** Arts
B Computing
C Dentistry
D Law
E Medicine
F Science

Listening 5

- 11** Read the questions below to decide what the topic is and note the layout of the questions, i.e. *Vehicle 1*, etc.
- 12** Rephrase the options in **A–G** in your own words.
- 13**  **23** Listen and answer questions **1–4**.

Test tip

The vehicles are referred to as Vehicle 1, 2, 3 and 4, so use this to guide your listening.

What point does the man make about each car?

Choose **FOUR** answers from the box and write the correct letters **A–G** next to questions 1–4.

Vehicle 1 1

Vehicle 2 2

Vehicle 3 3

Vehicle 4 4

Common vehicle defects and problems

- A** limited colour range
- B** hidden costs
- C** high fuel consumption
- D** lack of leg room
- E** poor road holding
- F** poor visibility
- G** slow acceleration

- 14** Work with a partner. Find the difference(s) between the matching tasks in exercise **10** on page 23 and exercise **13** above.
- 15** Listen to the recording again and check your answers by making a note of the exact words which the speaker uses to describe the defects or problems on the four vehicles.

Defect or problem	Words speaker uses
A limited colour range	
B hidden costs	
C high fuel consumption	
D lack of leg room	
E poor road holding	
F poor visibility	
G slow acceleration	

- 16** Check your answers with the recording script on page 168.

Listening

30 minutes

6 Seeing beyond the surface meaning

- What does the speaker mean exactly?
- How can we interpret stress and intonation?

As listeners we must learn not only to interpret the words people use but also their word stress and intonation patterns.

In this unit, we will investigate some ways of seeing beyond the surface meaning of spoken language while following a conversation.

Understanding stress and intonation

- 1 Read the statement below and then practise stressing different words, to produce different meanings. The first one has been done as an example.


Example

I thought the assignment was due in on Thursday.

I thought the assignment was due in on Thursday.

- 2 Work with a partner. Say the sentence stressing *assignment* and then *Thursday* to create two other meanings. Together, discuss what questions you think they might answer.
- 3 Ask the question below by stressing *you*, *dictionary* or *elementary* to produce three different meanings.

Would you recommend this dictionary to an elementary student?

- At the beginning of each IELTS Listening section, there will be a brief introductory statement about what you are going to hear. It may mention where the speakers are or their relationship to one another. The speakers may also introduce the topic in the first few words of the recording. If you identify the topic early, it will help you to understand the conversation better.
- 4  24 You are going to hear the beginning of four different conversations A, B, C and D. Listen, and for each conversation answer these questions.

	A	B	C	D
Where is the conversation taking place?	university library			
What is the main topic of the conversation?				
How many speakers are there?				

Listening 6

- 5 Listen to the recording again and say in which of the conversations A–D the following feelings are expressed:
- surprise ■ satisfaction ■ concern ■ annoyance
- 6 Work with a partner. Read the posters advertising five student debates. Then together, say what you think each of the debates is about.

A People before profits:
Employment for all!

B HOSPITALS
BEFORE HOTELS

C Social Services
before
Space Research
*Fix this place before you
go to outer space*

D GOOD ROADS
SAVE LIVES


E PRIMARY
EDUCATION
LASTS FOR EVER!

- 7 Make a short list of some points you could use which either support the argument in each poster or which give the opposite view. Compare your ideas with the rest of the class.

IELTS Listening test practice

Classification

In the IELTS Listening test, you sometimes have to classify a list of ideas or concepts into categories. There are always fewer categories (options) than ideas, so you may have to use some of the options more than once.

- 8 Read the main question below and look at options A–C, which are the possible answers to the categories in questions 1–5.
- 9 Identify the topic and then say what the context is. Then look carefully at the numbered questions 1–5 and note the relationship to the options A–C to make sure you understand what you have to do. Find another way to express the three options A–C in your own words, e.g. *A spend more money*.
- 10  25 Listen and answer questions 1–5. For each question, write A, B or C.

What does the politician say the government will do in the following areas?

- 1 hospitals
- 2 prescription drugs
- 3 schools
- 4 research and development
- 5 public works

- A** increase expenditure
B maintain the same level of expenditure
C reduce expenditure

- 11 Listen again and note the key words which contained the answers to 1–5. Then check your answers in the recording script on page 169.

IELTS Listening test practice

Section 3

In Section 3 of the IELTS Listening test you will have to follow a discussion with up to four speakers talking about a study-related topic. You will have to listen for important facts, reasons or ideas, or be asked to identify views or opinions. There may be more than one task type in Section 3.

Before you listen

- Decide what the topic is.
- Read the summary and try to predict what is missing.
- Note the words/features in the diagram that may help guide your listening.
- Note how you should do the questions (do you have to write words or letters from a box or do you have to write the words that you hear in the recording?).
- Note the order of the questions (i.e. how the numbers move around the diagram).

26 Listen and answer questions 1–10.

Questions 1–3

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

ROVER ROBOT

The robot does the same work as a 1 Some people think it looks like a 2 on wheels. It is quite small, weighing only 16.5 kg and it moves relatively slowly, with a maximum speed of 3 km an hour.

Questions 4–7

Label the diagram of the rover robot.

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



Questions 8–10

Answer the questions below.

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

- 8 How long does it take the radio signal to travel from Earth to Mars?
- 9 What stops the scientists from steering the rover in real time?
- 10 What do scientists believe Mars has, which is similar to Earth?

Listening

7 Following signpost words

- What are *signpost words* and how do they help us to understand?

Good public speakers and lecturers indicate the stages of their talk through the use of *signpost words*. These words direct our listening: they warn us that more information is coming and suggest what kind of information this may be. Being able to identify and follow the signpost words will help you make sense of what you hear and help you answer the questions.

Learning to direct your listening

- 1 Read the unfinished statement below and the three possible ways of completing the idea. What does the word *although* signal?

Although a great deal has been achieved in the area of cancer research, ...

- a there is still a lot we do not understand about cancer.
- b we need to get our governments to allocate more funding.
- c continued research is still essential.

All three possible endings make sense and provide a **contrast** to the idea that a lot has already been achieved.

- 2 Now read the unfinished statements in the speech balloons **1** and **2** below and the three possible endings for each. Say which of the endings (**a–c**) to **1** and **2** are correct and then say why the other two are not possible.

1 Car manufacturers today are working on ways to reduce our dependency on oil. **For instance** ...

- a people can walk to work instead of driving, to save fuel.
- b some new cars run on a combination of petrol and electric power.
- c there has been no real economic incentive until recently.

2 Not only is Swahili spoken by the people of East Africa, it is **also** ...

- a full of Portuguese and Arabic words.
- b quite difficult to learn.
- c used as a language of trade in many African countries.



3 Look at the list of 'directions' in Box A and then match them to the signpost words in Box B and Box C.

A Directions

- 1 Signalling a contrast or opposite
- 2 Introducing an example
- 3 Giving a reason (cause and effect)
- 4 Providing extra information
- 5 Setting out the stages of a talk / signalling a sequence
- 6 Signalling an explanation or result

B Signpost words within a sentence

although	even though	despite
even if	also so	but while
because	as well as	unlike whereas


C Signpost words which link two sentences

On the one hand ...	Lastly
but on the other	Then
In addition	However
For instance	For example
Consequently	By contrast
First of all	In other words

4 Underline the signpost word in the following ideas, and complete the sentences in your own words. Say what direction the signpost words are signalling.


- 1 I'm interested in history but ... I prefer science.
(signalling a contrast)
- 2 Studying abroad is worthwhile, even though ...
- 3 Working in the library is uncomfortable as well as ...
- 4 The Internet has changed the way we all live because ...
- 5 I never learned to play a musical instrument, so ...
- 6 Learning a foreign language can be difficult and at times frustrating. However, ...
- 7 The climate of South East Asia is tropical. By contrast, ...
- 8 My brother never studied much at school and consequently, ...
- 9 Rice is the staple diet in Asia, whereas ...
- 10 The effects of global warming are evident everywhere. For example, ...

■ Note how the words from Box B above join ideas and how the words from Box C always come either at the start of a new sentence or after *and* joining two main ideas.

5  27 You are going to hear six unfinished statements, each ending with a signpost word, signalling further information. Listen to the unfinished statements and, for each one, note the signpost word you hear and say what direction it is signalling.

	Signpost word(s)	Direction
1		
2		
3		
4		
5		
6		

6 Listen to the recording again and try to complete the unfinished statements by creating an ending which makes sense in each case, following on from the signpost word.

7  28 Now listen to the endings of the unfinished statements you heard. How similar are they to your endings?


IELTS Listening test practice

Completing a flowchart

There are two types of flowchart question used in the IELTS Listening test:

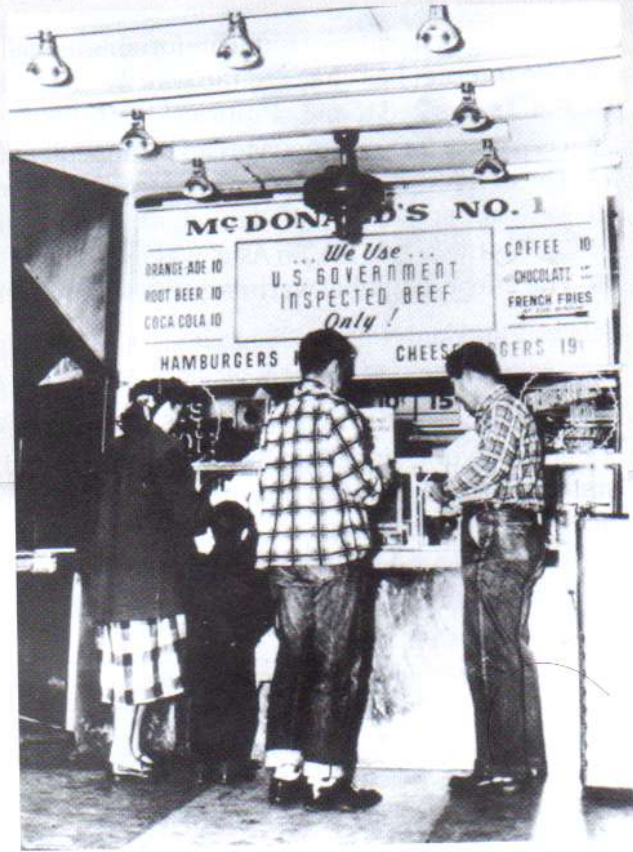
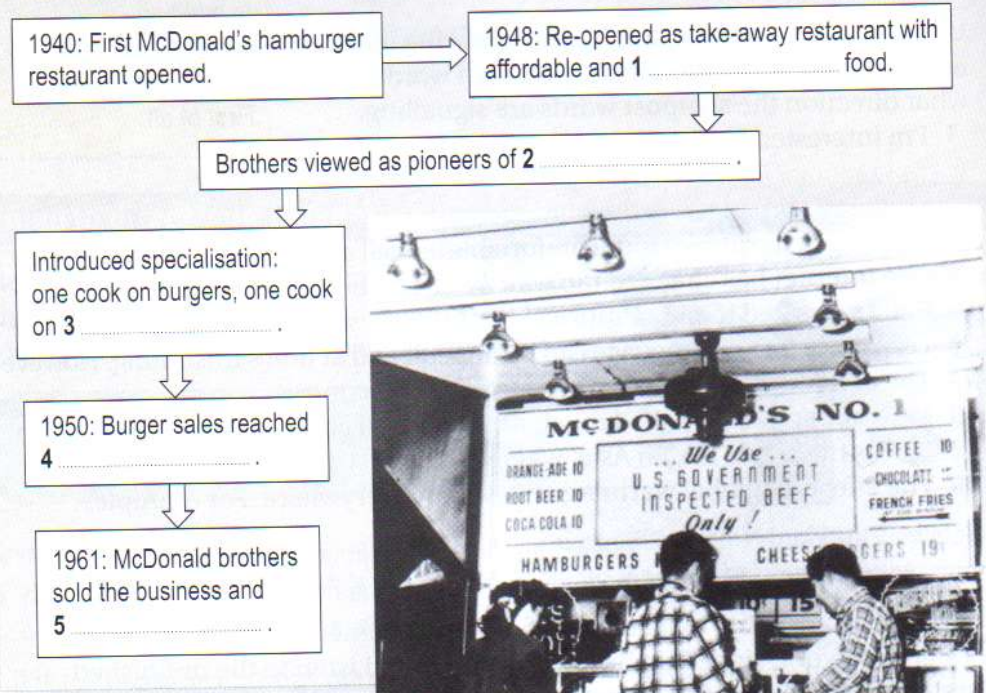
Type 1 A chart with gaps to complete from the recording

Type 2 A chart and a list of possible options from which you select answers.

- 8 Read the notes below to get an idea of the context and direction of the talk.
- 9 Decide what type of words are missing.
- 10  29 Listen and complete the flowchart.

Test tip
There is no break in Section 4, so you need to read all the questions before you hear the recording.

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



- 11 Listen again and make a note of the different types of signpost words that you hear in the talk. Then check your answers in the recording script on page 171.

Listening

8 Following a talk

- How can I make sense of what I hear?

You should listen out for signpost words to follow the stages in the talk and take note of stress and intonation used to highlight important information.

Using your own knowledge of the topic

- 30 Read the introductory part to a **Section 4** lecture below, and underline the key words and phrases. Then listen and answer these questions to complete the first row of the table below.

 - What is the broad topic?
 - What, if anything, do you already know about this topic?
 - How do you think the talk will develop after this introduction?

Have you ever wondered why you can recognise people's handwriting? The many styles of handwriting which exist have attracted a wide range of scientific studies, each with its own aims.

Intro	Key words and phrases	Topic	Own knowledge	Possible development
A	<i>recognise handwriting/ scientific studies</i>			

- 31 Now listen and complete the table for Introductions **B**, **C** and **D**.

B				
C				
D				

- Work with a partner. Together, discuss the questions below to find out what you already know about the topic.

 - What do you know about the game of chess?
 - Have you ever wondered where the game originated?
 - Who are the most famous chess players and where are they from?


Test tip

The speaker may introduce the topic at the start of the talk. Whenever you listen to a talk or lecture, you should draw on your own knowledge of the topic to help you make sense of what you hear.



IELTS Listening test practice

Note completion

- 4 Look at 1–6 in the set of notes below and then say what the topic is.
- 5 Say what type of words you will need to listen for and then write them in the yellow box.
- 6  32 Listen and complete the notes below.

Complete the notes below.

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

Origins of chess

- Some say game began in Afghanistan and 1
- reached Europe by 2
- variations played in Japan and 3

Chess now

- today's 4 named after English chess master
- First 5 in 1866

Capablanca

- Lasker played Capablanca in 1921
- Capablanca considered among the top 6 names in history of game



- 7 Work with a partner. Together, discuss the questions below to find out what you already know about the topic.



- a When do babies start to speak?
- b Is it useful to study how we learn our first language?
If so, why?
- c How is learning to speak different from learning to read and write?

IELTS Listening test practice

Section 4

In Section 4 of the IELTS Listening test you will always hear a lecture or a talk on a study-related topic. Because information is sometimes presented sequentially or chronologically in a talk, a flowchart may be used to test your understanding of the sequence of ideas.

Before you listen

- Look at all ten questions and decide what the topic is. Consider what you know about it.
- How many different sets of questions are there?
- What types of question are they and how are they arranged?
- From the questions, can you say what sub-topics will be discussed?
- Make sure you know what form of word you need for questions 1–6 (e.g. noun, adjective, verb).

33 Listen and answer questions 1–10.

Questions 1–3

Complete the notes below. Write **NO MORE THAN ONE WORD** for each answer.

The Study of Child Language Acquisition

Fascinating because people have an 1 in children's learning

2 because it leads to greater understanding of language

3 because of the difficulties encountered

Questions 4–6

Complete the flowchart below.

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

Discussion of 4 includes the use of diaries, recordings and tests.

↓
Speech in infants' 5 of life Children become aware that they can speak.

↓
Speech in children 6 years Linguistic analysis becomes possible.

Questions 7–10

Complete the flowchart below.

Choose four answers from the box and write the correct letters **A–G** next to questions 7–10.

Educational approaches, i.e. ways of developing 7 in schoolchildren

↓
a) focus on 8

↓
b) how to teach 9

↓
c) review of contemporary ideas on development of 10

- A language
- B listening
- C reading
- D speaking
- E spelling
- F thinking
- G writing

Test tip
A flowchart represents a sequence of events, so use this to help you anticipate what is coming. Use the words in the flowchart as anchors to guide you.

- 9 Listen to the lecture on child language again. Make a list of all the signpost words, especially those which came before the answers.
- 10 Check your list with the script on page 172. All the signpost words are printed in *italics*. Take note of those which come before the answers.

Extra test practice for Section 4

Mixed question types

- 11  34 Listen and answer questions 1–10.

Questions 1–3

Complete the table. Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

Animal	Brought by	Reason
1	settlers	for food
fox	settlers	2
cane toad	3	to kill beetles

Questions 4 and 5

Complete the flowchart below.

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

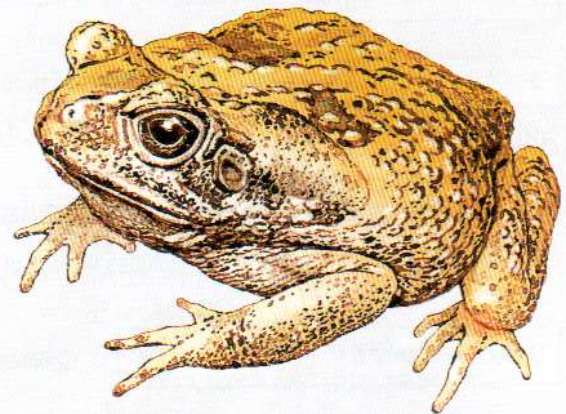
Beetles' effect on sugar cane

Beetle lays eggs

Eggs become grubs

Grubs eat the 4

Sugar cane 5



Questions 6–10

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

- 6 The cane toad originated in
 - A Central America.
 - B Hawaii.
 - C Australia.
- 7 In Australia, the toads
 - A grew extremely large.
 - B multiplied in number.
 - C ate the cane beetles.
- 8 The farmers' plan failed because
 - A there were too many beetles.
 - B their own research was faulty.
 - C they believed the reports they read.
- 9 The sugar cane industry
 - A thrives today.
 - B has died out in some areas.
 - C survives alongside the beetle.
- 10 The second lesson to be learned from this story is that
 - A the environment is constantly at risk.
 - B first-hand research is not always necessary.
 - C caution is necessary when dealing with nature.

Summary of IELTS Listening strategies

	Approach	Reason
	There are four sections, and you have time to read the questions thoroughly before you listen to each recording. Take the sections one at a time.	It is difficult to concentrate on making sense of what you hear if you are trying to read the questions and work out what is required at the same time.
Before you hear the recording	Read through the tasks for each section and make sure you know what sort of answer you have to write (e.g. <i>words, a letter, an option from a box</i> , etc.).	If you need to write something, you must spell the words accurately. Sometimes you may hear a word spelled out so you need to know the sounds of the letters of the alphabet in English. For multiple choice questions or when you have to choose options from a box, you only need to write the correct letter(s) as your answer.
	Use this time to work out the topic, and decide what sort of information and answers you need to listen for.	This means you do not waste time doing this while the recording is playing.
	Use a pencil to underline key words in the question.	Key words usually carry meaning and help you make sense of the questions.
During the recording	Use the words on the question paper to guide you through the listening.	They act as anchors throughout the recording and stop you from getting lost.
	Remember that Section 1 will have an example and Sections 1, 2 and 3 are divided into two parts.	This allows you to keep up and gives you time to complete your answers.
	You should write your answers on the question paper as you listen.	It is not possible to remember what you heard and complete the task from memory at the end.
	If you cannot answer a question, move on to the next one.	You do not want to risk missing the answer to the next question too.
After the recording	Transfer your answers onto the answer sheet carefully. Make sure you put the right answers in the right place and check your spelling.	You have ten minutes to do this, but you need to get going on this straightaway. If you put your answers in the wrong place on the answer sheet you will lose marks.
	Go back to any questions you could not answer and try to guess the answer from the context.	You should attempt all the questions, as a blank space can only be marked wrong.
	Make the most of the questions in Sections 1 and 2 as they are often easier than Sections 3 and 4.	There is one mark for every question, making a total of 40 marks.