

TIMESAVER FOR EXAMS



PHOTOCOPIABLE

LISTENING

(5.5—7.5)

HELEN CHILTON

**3 CDS
INCLUDED**



SCHOLASTIC

ESSENTIALS

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The value of education

1 Work in pairs. Discuss the questions.

- Do you prefer attending classes or learning about a subject at home?
- What do you think makes someone a good teacher/student?



2 Look at the places below. What kind of talk might someone give in each place? Who might give the talk?

- an art gallery
- a shopping centre
- a place of work
- a sports centre
- a school
- a theatre

3a What kind of information might a speaker give in their introduction?

3b Listen to the beginnings of four introductions. Which of the places in exercise 2 is the setting for each talk?

- a) _____ c) _____
b) _____ d) _____

4 Listen to a full introduction and answer the questions.

- a) Who is the speaker? c) Who are the listeners?
b) Where is the talk taking place? d) What will they find out about?

5a Read the instructions for a Section 2 task and answer the true or false questions.

Questions 1 and 2

Choose TWO letters, A–E.

Which TWO topics does Becky say children particularly enjoy finding out about?

- A health D social skills
B general knowledge E thinking abilities
C language

True or false?

- a) Only two of the options answer the question.
b) You should choose two options to answer each question (two for question 1 and two for question 2).

5b Listen and answer questions 1 and 2 in the task in exercise 5a.

Exam tip

When speakers give a talk, they usually begin with an introduction. Paying attention to this can give you valuable information about the speaker, the audience and the context. This can help you to think ahead about the type of information you might hear.

For teachers' inspection ONLY

6 Match the education words with their definitions.

- | | |
|--------------------|---|
| 1 qualification | a) the subjects studied in school or college and what each subject includes |
| 2 graduate (n) | b) education at college or university where subjects are studied at an advanced level |
| 3 curriculum | c) judgement about the quality or importance of something, e.g. work completed by a student |
| 4 assessment | d) a person who has a degree from university or college |
| 5 higher education | e) a study of a subject done over time |
| 6 project (n) | f) an official record of finishing a course of training or study |

 EXAM TASK: Section 2 (long monologue with 5-option multiple choice task)

- 7**  Listen to the introduction to a Section 2 task. What kind of things do you think will be mentioned in the talk?

- 8**  Questions 1 and 2
Choose TWO letters, A–E.

Which TWO facilities are new to the college?

- A sports hall
- B canteen
- C music studio
- D science laboratories
- E library

Questions 3 and 4

Choose TWO letters, A–E.

Which TWO things can students do at the college office?

- A discuss computer problems
- B get a parking document
- C hand in assignments
- D make photocopies
- E contact teachers

Questions 5 and 6

Choose TWO letters, A–E.

Which TWO things do students need to do today?

- A collect an identification card
- B fill in a registration form
- C provide contact details
- D pick up login details
- E have a photo taken

Exam tip

Use the time before you listen to read the questions carefully and make sure that you understand what they are asking. This will help you to prepare for what you are going to hear.

Communication is key



A traditional Maori greeting



'I love you' in sign language

1 Work in pairs. Discuss the questions.

- Are you a good communicator? What do you think makes someone a good communicator?
- What do you find most enjoyable and challenging about learning other languages?

Exam tip

In the IELTS Listening test, you may hear words you don't know. It's important not to worry about this and to keep listening, as the whole context will make the meaning clearer.

2a What do you think the communication-related verbs in the box mean? Discuss your ideas with a partner.

assert derive draft interpret mislead

2b Now listen to the verbs used in context. Is the meaning clear?

2c Listen to the dictionary definitions and write the verbs in exercise 2a that they define.

- | | |
|----------|----------|
| a) | d) |
| b) | e) |
| c) | |

3 Work in pairs. How would you tackle writing an answer that you weren't sure how to spell in the test? Discuss your ideas.

4a Listen and write the language-related words.

- | | |
|----------|----------|
| a) | e) |
| b) | f) |
| c) | g) |
| d) | h) |

4b Listen and check. Use a dictionary to look up any words you don't know the meaning of.

5 Work in pairs. Discuss the list of ideas for improving your spelling before the IELTS Listening test. Is there anything else you would add?

- Read as much as possible in English.
- Make a note of the different forms of a word, especially where spelling changes occur between different parts of speech, e.g. *advise* (v) and *advice* (n).
- Think about how a word both looks and sounds, so that you recognise it when you hear it.

Exam tip

Both British and American spellings are accepted (e.g. *color* and *colour*), so you don't need to worry about which system to use when spelling words.

- 6  Listen and complete the notes about learning a second language. Write NO MORE THAN TWO WORDS for each answer.

Principles of second language acquisition

In the past there was a focus on learning grammar before vocabulary.

Now experts think learning vocabulary first makes learners more capable of acquiring (1)

Teaching and learning new words

The more (2) a learner has to a word, the more likely he/she will remember it.

Using cards with (3) is a good way to teach the meaning of words at a basic level.

It is believed that learners should completely (4) a word before using it in context.

Learners begin using words in controlled practice before trying tasks which are more (5)

EXAM TASK: Section 4 (monologue with note completion task)

- 7  Listen to the introduction to a Section 4 task. What kind of information do you think will be included in the talk?

- 8  Complete the notes. Write NO MORE THAN TWO WORDS for each answer.

Learning foreign languages

The main benefit of gaining (1) in a language is to communicate.

Cognitive processes

The (2) of bilingual people operate differently to monolinguals.

Learning a language as an adult provides the same rewards.

Improved memory enables bilinguals to remember things like (3) and lists.

Bilinguals have strong intellectual abilities.

This is because of trying to understand the

(4) of what someone is saying.

In tests, bilinguals do better in

(5) and vocabulary tasks.

Skills

Learning a foreign language makes you better at your own language.

This includes skills in grammar,

(6) and writing.

Bilinguals are good at observing: they can

concentrate on (7) information.

Improved mental strength gives bilinguals increased

skill in (8)

Translating across languages gives bilinguals

(9) in the conclusions they draw.

Switching between languages makes bilinguals good at multi-tasking.

In a study, bilinguals were less distracted while

doing tasks and (10) in a simulator.

Health

Bilingualism delays the start of certain diseases, regardless of education or background.

Transcripts

Section 1

Passions and interests (pages 6–7)

1 Exercises 2b and 3b

M: Good morning, Sefton Surf Club.

F: Oh, hi. Are you one of the surf instructors?

M: Yes, my name's John. How can I help you?

F: I'm calling because I'm interested in joining the club and I'd like some information.

M: Sure. Can you tell me whether you've done any surfing before?

F: A little. I did a class on holiday last summer and I wonder if you could tell me whether you do classes for beginners at your club?

M: Yes, we do. The only class we aren't running at the moment is the advanced class, because we're looking for a new instructor.

2 Exercise 4

You will hear a telephone conversation between a young man who wants information about dance classes, and a teacher at a dance centre.

3 Exercise 5b

F: Good morning, the Dance Centre. Jane speaking.

M: Oh, hi. I'd like some information about your classes, please

F: Of course. I'm a teacher. How can I help you?

M: Well, I'm interested in joining the course on circle dance. Can you tell me when it starts?

F: Sure. We finish this term on June the twenty-second and start back again on the eleventh of August for the new course,

M: OK. And the classes are held in the studio on Beck Street, is that right?

F: Actually, we're having some repairs done. There's a large room above the library which we're going to use for the next course.

M: Oh, right. And what will we do in the classes?

F: We cover all kinds of circle dance. For instance, in the first class after the holidays, we're going to try a dance called the Sardana.

M: Oh – how do you spell that? I haven't heard of that dance.

F: It's S-A-R-D-A-N-A.

M: Thanks. I'll look it up. Do I need special shoes or clothes for the class?

F: Just wear something comfortable. You don't need to buy special dance gear like trousers or tops.

M: So, trainers would be OK for my feet?

F: Yes, perfect ... Now, as well as the dances, we learn about the music which accompanies them. Also, if you're interested, we run a course on the history of dance as well.

M: Mm, I don't think that's for me, thank you.

4 Exercise 6

R: You will hear a telephone conversation between a man at a dive centre and a woman who is calling the centre for some information about an ice diving course.

5 Exercise 7

R: You will hear a telephone conversation between a man at a dive centre and a woman who is calling the centre for some information about an ice diving course.

R: 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.

M: Good morning, Stanley Dive Centre.

F: Hi, I'm calling because I'd like some information about the ice

diving course you're running – where you dive under the ice in winter to see what it's like.

M: Sure. Have you done any diving at all?

F: I've got my certificate for open water diving which I took when I was on holiday in Spain – I haven't done deep water diving or going into caves or anything like that, though.

M: That's fine – you've got the right certificate.

R: The type of certificate the woman needs is open water diving, so 'open' has been written in the space.

M: Good morning, Stanley Dive Centre.

F: Hi, I'm calling because I'd like some information about the ice diving course you're running – where you dive under the ice in winter to see what it's like.

M: Sure. Have you done any diving at all?

F: I've got my certificate for open water diving which I took when I was on holiday in Spain – I haven't done deep water diving or going into caves or anything like that, though.

M: That's fine – you've got the right certificate. Can you tell me what level you reached? The advanced level certificate is required for you to take part in the ice diving course, as the skills learned at the basic level aren't quite enough.

F: Yes, I've got that.

M: Fantastic.

F: Now I'm just looking at your website and it looks like the next course starts in June – is that right?

M: Yes. We hoped to start on Monday the nineteenth. We're having some repairs done at the centre then, though, so it will be the following Monday instead.

F: OK, that's the twenty-sixth. That's good because I finish my exams on the twenty-third, so I'll be on holiday from college.

M: Great! The classes are held at the dive centre between seven and nine pm. The centre's in Holbrook Street if you know it?

F: No, I don't – can you spell that?

M: It's H-O-L-B-R-double O-K. It's behind the station.

F: Oh, OK. I'm sure I'll find it. And when I come to the first class, I'd like to know what I should bring with me.

M: If you could bring along a copy of your diving certificate, that would be great. And don't forget some identification. You must bring both of those things. Feel free to bring your own notebook, though we'll provide paper and pens, so you don't need to.

F: Thanks. I wonder if you can tell me what I'll learn about on the course?

M: Well, as I'm sure you know from your diving experience, teamwork is very important. You'll find out more about that in the first class – you'll also need to know about staying safe during your dive, which we'll look at later.

F: OK. And how is ice diving different from normal diving?

Answers

Section 1

Passions and interests (pages 6–7)

- 2a** I'm calling about ... / I'm phoning about ...
2b **1** I'm calling ... **2** I'm interested in ... **3** I'd like some information ... **4** I wonder if ...; The woman is calling to get information about surfing classes.
- 3a** B, C and D are true
3b beginners
- 4** **a)** A young man is calling a teacher at a dance centre.
b) He wants some information about dance classes.
- 5a** **1** a date **2** a type of building **3** a type of dance **4** an item of clothing **5** another type of dance or something related to dance
- 5b** **1** 11th August **2** library **3** Sardana **4** trainers **5** music
- 6** an ice diving course; students' answers
- 7** **1** advanced **2** (Monday) 26th (and all acceptable variations of date) **3** Holbrook **4** identification / ID **5** teamwork **6** cold **7** drysuits/drysuit **8** lake **9** (mini)bus **10** (hand)book

There's no place like home (pages 8–9)

- 2** **renting:** furnished, landlord/lady, tenant, to let
buying: for sale
both: contract, deposit, property
- 2b** **a)** landlord/lady **b)** for sale **c)** tenant **d)** deposit **e)** to let
f) furnished **g)** property **h)** contract
- 3** **a)** a man at a letting agency and a customer (Sara Jenkins) **b)** to rent a flat **c)** two different studio flats
- 4** **1** studio **2** town centre **3** outdoor **4** £425 **5** 2nd September
- 5** C
- 7** **1** shower **2** 25th August **3** lift **4** engineer **5** batteries **6** 8.95 **7** music **8** bar **9** Winkerman **10** 07760 1432

All aboard! (pages 10–11)

- 2** **1** b **2** b **3** a **4** a **5** a **6** b **7** b **8** a
- 3** 7 and three quarters, six and fifty pounds
- 4** **a)** (the) 17th/seventeenth (of) November **b)** \$11.99, eleven dollars ninety-nine **c)** 16.30, sixteen-thirty **d)** January 1902, January nineteen oh two **e)** two minutes to midnight (23.58, 11.58 pm) **f)** £117.39, a/one hundred and seventeen pounds, thirty-nine pence

- 5** **a)** 0 can be said in different ways: nought/zero (the number); oh/zero (in phone numbers); oh (in years like 1902) **b)** ten per cent **c)** three pounds **d)** eighteen dollars **e)** nought point two
- 6** **a)** 302,000 **b)** 01160 73514 **c)** 0125 768 354 **d)** 1,000,000 **e)** 942 **f)** 07694 5227
- 7** Numbers 3, 6 and 9
- 8** **1** office **2** airport **3** 9.15 **4** suitcases **5** Charnley **6** 17th September **7** twice **8** gardens **9** 4.45 **10** card(s)

Time to shape up (pages 12–13)

- 2** I mean ... , I'm sorry, that's not what I wanted to say ... , What I mean is ... , What I meant to say was ... ; The other phrases are used to confirm a decision.
- 3** **a)** He wants to change an appointment. **b)** He decides to book the appointment at 3.30 on Monday.
- 4** **a)** She wants to order a prescription. **b)** No, she can't.
- 5** **1** b – She says 'I'll do that then'. This could be either of the things the man has suggested, so keep listening. She says 'I don't have enough time to come in', so the second option is correct.
2 b – Again, the man has offered the woman two options. She says 'Well, that'll be quicker than the first option – yes, do that, please.' and gives her email address, so we know she is referring to the second option.
- 6a** a new patient form
- 6b** **1** 72 School **2** 7046 2713 **3** head teacher
- 7** He is calling the receptionist at a gym; students' answers
- 8** **1** Forest **2** healthy eating **3** Monday **4** gold **5** swimming pool **6** running **7** timetable **8** 6.30 (pm) **9** (the) weekends **10** tickets

Retail therapy (pages 14–15)

- 2** **a)** take something back **b)** get a bargain **c)** good value for money **d)** closing down sale **e)** out of stock **f)** special offer **g)** clearance **h)** retail outlet
- 3b** **1** Shout! **2** shop **3** 19.99
- 4** **Customer:** I'm trying to find a game called Shout!
Shopkeeper: Ok, here it is. We can order it for you if you like, and you can come and collect it at the shop?
Shopkeeper: It's 19.99. That's euros of course.
- 5** **(suggested answers)**
 I'm trying to find a game called ... , online, We can order it for you ... , How much is the game?, It's ...
- 6** **(suggested answers)**
 name, problem, too small, bought, skirt, number, colour, purse, made of/from, inside, call, made from, pounds
- 7** **1** sweater **2** 15th January **3** 06623714 **4** purple **5** leather **6** photo **7** 374196 **8** necklace **9** mirrors **10** 30

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Room: 611-612, 6/F, Citimark, Shatin, H.K.

Tel: +852 2330 2533 Fax: +852 2330 3598

Email: info@stanfordhouse.com.hk

Website: www.stanfordhouse.com.hk

From the publishers of

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glasgow**

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ISBN 978-1-407-16972-9

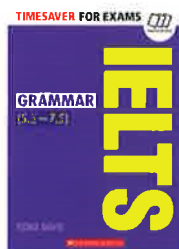


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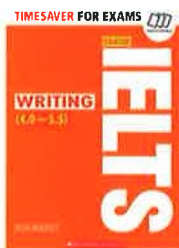
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