

IELTS

PREPARATION
AND PRACTICE

Listening & Speaking

THIRD EDITION

DENISE YOUNG | NEILANE LIEW
ALET DOORNBUSCH | MARILYN TREASURE

OXFORD

www.ARMANIENGLISH.com

دانلود رایگان کتب آموزش زبان

مرکز زبان آرمانی بزرگترین ارائه دهنده دوره های آنلاین زبان و آیلتس

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INTRODUCTION

How to use this book

There are two main sections to this book: the Listening and the Speaking. The units and the activities have been numbered separately in each section. You find answers for some activities within the text of the book. Answers for other activities and the Practice Tests are in the Answer Key in Appendix 2. Transcripts for all listening tests and activities are in Appendix 1.

Section 1 deals with the Listening Test.

The first part of the book works through a practice Listening Test in detail, section by section. The structure of each section is discussed and the type of questions demonstrated. Strategies are suggested for dealing with the various question types as well as for the Listening Test in general.

Section 1 gives you:

- an overview of the Listening Test, the form of the instructions and the question types
- a practice Listening Test—Listening Practice Test 1. You could do this test first as a test, or you could work through it section by section as set out in Units 2 to 5 of the Listening section of the book.
- three practice Listening Tests, which may be photocopied
- a listening answer sheet, which may be photocopied.

Section 2 deals with the Speaking Test.

Section 2 gives you:

- an overview of the Speaking Test, the structure of the test and the scoring system
- detailed practice activities for each of the assessment criteria
- six practice Speaking Tests
- five sample Speaking Tests with detailed analysis of the performance of the speakers
- self-assessment sheets, which may be photocopied.

THE LISTENING TEST

UNIT 1

About the Listening Test

All candidates, both Academic and General Training Modules, do the same Listening test, but the version (or questions) differs according to the test date.

- The Listening test is recorded on a CD.
- The recording is played **only once**.
- A range of English accents is used in the recordings to cater for the international usage of IELTS.

There are four sections of 10 questions each, making 40 questions in total.

- Each of the four sections is a similar length.
- Each section is more difficult than the previous one.

The IELTS test score

One mark is awarded for each question, giving a total score out of 40.

- The total Listening test score is converted to a Band Score from 1 to 9.
- Scores are reported in whole and half bands, for example 6, 6.5, 7, 7.5 and so on.

There is no pass or fail.

- A score of 31–40 should be acceptable for postgraduate studies, and for membership of and recognition by certain professional bodies.
- A score of 26–30 will probably be an acceptable score for most institutions and purposes, although a higher score may sometimes be required.
- A score of 15–25 may not be an acceptable score, so you may need to spend more time practising before you take the test again.
- A score of 0–14 is unlikely to be an acceptable score, so you will have to spend a lot more time improving your listening skills in English.

The following guide may help you determine your English level:

- Band 9: Expert user
- Band 8: Very good user
- Band 7: Good user
- Band 6: Competent user
- Band 5: Modest user
- Band 4: Limited user
- Band 3: Extremely limited user
- Band 2: Intermittent user
- Band 1: Non-user

The sections of the Listening test

The first two sections, 1 and 2, are concerned with social situations, or everyday events.

- Section 1 is a conversation between two speakers, about things like accommodation and shopping.
- Section 2 is a monologue or short talk, giving practical information for daily living.

The final two sections, 3 and 4, are concerned with situations related more closely to educational and training contexts, e.g. a student assignment, or a lecture. All the topics are of general academic interest, and it makes no difference what subjects you are studying.

- Section 3 is a conversation, usually between two people, but can be up to four people.
- Section 4 is a monologue or lecture.

Question types

A variety of possible question types are used for the Listening test:

- multiple choice
- short answer (up to three words)
- sentence completion (no more than three words)
- completing a form, notes, a table, a summary or a flow chart
- labelling a diagram, plan or map
- matching (e.g. information with pictures, or lettered items in a list).

The day of the test

On the day of the test you will do the Listening module first. The examiner will:

- give you an answer sheet
- read you the instructions for the Listening test procedure
- give you the IELTS Listening test question booklet.

The test takes 30 minutes. After the test, another 10 minutes are allocated to transfer answers from the question booklet to the answer sheet.

During the test, some time is given for you to read the questions before listening to each section. **It is very important to read the relevant questions during this time.**

You need to write the answers directly in the question booklet as you listen.

The questions follow the same sequence as the information in the test section.

Skills and strategies

There are four main skills you will need to use in the IELTS Listening test:

1. understanding the instructions
2. previewing and predicting
3. listening for specific information
4. checking and rewriting.

1. Understanding the instructions

Instructions are both written on the question paper and spoken on the recording.

Read and listen to every word in the instructions very carefully, and make sure that you follow them exactly.

The written instructions in the Listening Booklet are always given in *italics*.

Important aspects of the instructions are also in **BOLD ITALIC CAPITALS**. The instructions depend on the type of question. If you familiarise yourself with the various types of instructions beforehand, you will be more likely to follow them properly in the test.

You may be asked to:

- circle the letter(s)
- write a word, words or a number
- complete a sentence with no more than three words or a number
- complete missing information in a table, summary, notes or a flow chart.

2. Previewing and predicting

An announcer will briefly outline the topic:

- who is talking
- the situation.

Listen carefully as this will help you to preview the questions.

Before the recording begins you will be given 30 seconds to read and become familiar with the questions. Use this time efficiently so that you can prepare yourself to listen for the information you need.

Here are some hints for previewing and predicting:

- Study the questions and try to predict what type of answer is required, for example, a date, a name or a number, or the grammar form it will take.
- Check the differences between similar-looking answers. Look for minor details such as different or omitted words.
- Try to stay at least **two questions ahead** of the information on the recording. This way you will be less likely to miss a question and get lost.

3. Listening for specific information

- Use of previewing and predicting skills will help you listen for the specific information you need to answer the questions in the Listening Module.
- Listening for key words and common connective words often helps to signal the specific information that you need to answer the question.
- Make sure that while you are actually writing your answers, you continue to listen to the recording, as there will not be a second opportunity to hear it.

4. Checking and rewriting

- Sections are usually divided into two parts. Use the 20 seconds in between to check your answers.
- You are given about 30 seconds after each section to check your answers. Check that all your answers match the instructions.
- Make sure that you have answered every question. Marks are not deducted for incorrect answers so, if you are unsure, you should guess by writing down what you think is the most likely answer.
- Make sure that you have included only what is asked for in the answer.

At the end of the Listening test you are given 10 minutes to transfer your answers from the questions booklet to the answer sheet.

Be especially careful when transferring answers from tables and diagrams as sometimes the items are not linearly ordered.

Make sure that the number on the question paper corresponds with the number on the answer sheet.

Scan your answers to ensure that you have transferred them correctly.

Make sure your answers are clearly written.

Understanding the Listening test booklet

It is important to be able to quickly identify the different parts of the Listening test booklet.

Two font styles are used to help you distinguish between the instructions and the questions.

Distinguishing quickly between instructions and questions will save you reading time.

- **Instructions:** the instruction words are always in *italics*. Important parts of the instructions are also in **BOLD ITALIC CAPITALS**.
- **Questions:** the questions are in regular font, and they are clearly numbered.

UNIT 2

Section 1 of the Listening Test

WHAT IS IT?

- It is a conversation, generally between two speakers.
- The topics are about social situations.
- There are 10 questions.
- It is spoken only once.
- It is usually divided into two parts.
- You are given time to look at the questions for Section 1 before conversation starts.
- You will hear an example given first.
- Then you will hear the correct answer.
- You will then have a little time (about 20 seconds) to look at the questions for the first part of Section 1.
- At the end of the first part, you will have a little time to look at the questions for the second part.
- At the end of Section 1 you will have time (about 30 seconds) to check all of your answers.

The example

It is important to listen to the example so that you can become familiar with the voices of the speakers and can practise working out the answer **as you listen**.

Here is an example for you to practise. Read the instructions and the example as you listen to the recording. This is Track 1 on your CD.

You will hear two sharemates going shopping at the local supermarket.

First, look at the example.

Example

What does Sarah think they should buy first?

- A** snacks **B** meat
C fruit and vegetables **D** bakery

The correct answer is **C**.

Although **A** (snacks) is mentioned, the use of **rather** indicates that this is not the answer.

B (meat) is healthy food, but it is not the one chosen.

D (bakery) may or may not be healthy, but it is not mentioned in the recording.

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Question types

The most common types of question are:

- multiple choice
- completing details on a form: name, address, phone number and so on
- completing notes: factual information
- matching.

Less common types are:

- labelling a diagram, plan or map
- completing a table or sentence.

Main strategies

The following guide will help you to maximise your score in Section 1:

- From the introductory information, note who the speakers are, their relationship, and the context or situation.
- Read all 10 questions and instructions to decide what kind of answer is needed and what information to listen for.
- Read the instructions carefully.
- Read all the questions in the section.
- Quickly analyse any answer choices and note any differences.
- Listen carefully to the introduction.
- Answer the questions as you listen. There will not be a second chance.
- Write directly in the answer booklet as you listen, and use the time at the end to check your answers.
- Read two questions ahead while you are listening so that you do not get lost if you miss an answer.
- Use the time at the end to make sure you have followed the instructions and answered the questions correctly.

Language focus

Knowing these grammar points will make it easier to follow Section 1 of the Listening test:

- question words (e.g. who/what/where/why)
- parts of speech (e.g. noun/verb/adjective)
- singular/plural (e.g. a question/questions)
- first/second/third person (e.g. I see/you see/he sees)
- irregular verbs (e.g. have/go)
- past/present/future tense (e.g. I did/I do/I will do)
- articles (e.g. a/an/the)
- prepositions (time, e.g. during/until; place, e.g. at/on; direction, e.g. to/from)
- phrasal verbs (e.g. turn on/put off)
- present simple/continuous tense (e.g. They study/They are studying)
- comparatives/superlatives (e.g. It is better/It is the best)
- modal verbs (e.g. must/may/should)
- first conditional (e.g. If I pass I will graduate)

Suggestions

The following may be helpful in improving your result for Section 1:

- Take part in as many conversations as possible with native speakers.
- Find situations for meeting new people: for example, doing voluntary work, joining a sports club, hobby group or exercise class, and getting to know your neighbours.
- Ask people at such places as train stations, parks and shops for basic information such as the date, the time of the next train, the address or location of a nearby shop.
- Listen to news broadcasts—listen to a specific item and try to identify: the names of the people involved, the time, the place, what happened and any other significant details. You can check your accuracy by listening to the same story on several different stations.
- Listen to sports programs—listen for the names of places, contestants and teams, the scores and who scored.
- Listen to the weather report.
- Listen to talk shows.

Practice Listening Activity 1

Names, numbers and places

The purpose of this exercise is to give you practice in listening to letters, numbers and place names, and writing them while you are listening. Sometimes you hear a speaker checking whether they have heard correctly. This will give you practice in selecting the right number, time, place and so on, when you hear more than one.

Listen to Track 2 on the CD and answer the questions below according to the responses you hear. Write your answers as you hear them the first time.

1. What was the person's surname? _____
2. What was the student's number? _____
3. When do they have to return the books? _____
4. What is the registration number of the car? _____
5. What was the number of the bus? _____
6. Where are they going? _____
7. When will it be ready? _____
8. What time does it leave? _____
9. What percentage of people went there? _____
10. What were the opening times? _____

11. What is the street name? _____
12. What is their membership number? _____
13. When are their exams? _____
14. What is their account number? _____
15. How old was he? _____
16. How do you spell it? _____
17. When can they collect it? _____
18. When was it due? _____
19. How fast did it travel? _____
20. What were the office hours? _____

The answers for this exercise are in Appendix 2. The transcripts are in Appendix 1.

Check your answers against the transcript, and if you need to, listen to the CD again to correct your mistakes.

Practice Listening Activity 2

Who's speaking?

The purpose of this exercise is to give you practice in distinguishing voices from one another and identifying who is speaking.

Listen to the five short conversations on Track 3 of the CD and answer the following questions for each.

Conversation 1

Speaker 1 = Rick; Speaker 2 = Brad

1. Who does swimming classes? _____
2. Who plays football? _____
3. Who practises for one hour a week? _____
4. Who suggests trying a different sport? _____

Conversation 2

Speaker 1 = May; Speaker 2 = Anne

1. Who recommends the seafood? _____
2. Who orders the fish? _____
3. Who eats red meat? _____
4. Who has the cheese platter? _____

QUESTIONS 3–5

Complete the notes below. Write **NO MORE THAN THREE WORDS OR A NUMBER** for each question 3–5.

Details for Margaret's address:

3. **street:** _____
4. **number:** _____
5. **location:** _____ house on the left

Step 3: Predict possible answers

Question 1: What is the name of the pub?

It is helpful to underline the key words in both the questions and the choices.

So **name** and **pub** are key words. The choices indicate that you will need to listen carefully to distinguish between the similar sounds.

Question 2: Which map shows Jack's route to Margaret's party?

There are three possible routes to the party. You need to see what the similarities and differences between each route are. This way you will know exactly what you need to listen for.

Questions 3, 4 and 5: Complete the details for Margaret's address

Listen to the spelling of the street name. It must be correct, and you will need the correct punctuation. Listen for the street number, then listen for the location of the house on the street.

Step 4: Listen to the recording (the first part of Section 1 of Practice Test 1 on the CD) and check your answers

Answer the questions as you listen. Listen carefully to check your predictions and to discriminate carefully between possible answer choices. Read two questions ahead as you listen.

When you finish Question 5 there is time on the recording for you to check your answers.

Second part of Section 1

The recording will instruct you to look at the remaining questions (6–10) to prepare for the second part of Section 1. You are told you will hear another phone conversation between the same two people:

Seven minutes later ... Jack calls Margaret again.

Now look at questions 6–10.

Step 1: Read the instructions carefully

- Questions 6 and 7 are both multiple choice. Question 6 requires you to select the correct statement from the information in the recording whereas question 7 requires you to complete the sentence correctly.

Question 7: Jack is worried that Mike may be ...

This question is multiple choice but requires you to select the correct word to complete the sentence. Again you will need to listen carefully as all three choices are mentioned in the conversation, but only one is correct for this sentence.

Question 8: What is Mike's telephone number?

The number will probably be repeated, but you should try to get it the first time, then check it if you hear it again.

Questions 9 and 10: Jack can't find the house because ...

What are the likely reasons he can't find the house? You may be able to eliminate some of the choices. All the choices are probably mentioned in the conversation in some way, but only two are correct. Listen carefully for them in the conversation. The order in which you write the answers does not matter.

Now listen to the recording (the second part of Section 1 of Practice Test 1 on the CD) and answer the questions as you listen.

Checking your answers

At the end of the section you will hear: 'That is the end of Section One. You now have half a minute to check your answers.'

- Check your answers quickly.
- Make sure the answers are written clearly so that you will understand them when you transfer them to the answer sheet later.
- Try to guess any answers that you may have missed—especially for multiple choice questions.

UNIT 3

Section 2 of the Listening Test

WHAT IS IT?

- It is a monologue (i.e. with only one speaker).
 - It is a short talk.
 - There are 10 questions.
 - It is spoken only once.
 - It is often in two parts.
 - You are given time to look at the questions before the speaker begins.
 - **NO** example is given.
 - The topics are about social situations of general interest to any member of the community.
-

Question types

The most common types of question are:

- multiple choice
- a table to complete
- matching.

Less common types are:

- labelling a diagram, plan or map
- completing a form, notes, sentence or summary
- stating whether something is true or false.

Main strategies

- Note who the speaker is, their purpose, and the context or situation from the introductory information.
- Read all 10 questions and instructions to decide what kind of answer is needed and what information to listen for.
- Read the instructions carefully.
- Analyse the questions—note differences between answer choices.
- Predict possible answers.
- Write the answers as you listen.

Language focus

Knowing these grammar points will make it easier to follow Section 2 of the Listening test:

- active/passive tense (e.g. I wrote the essay/The essay was written by me)
- zero conditional (e.g. whether you have a question to ask at the end).

Suggestions

- Listen to community radio for information about recent events or local places.
- Listen to recorded messages from popular tourist places or places of interest.
- Listen to announcements at bus and train stations.
- Watch travel programs and note interesting facts and figures.
- Join free tours of local places of interest and note main facts and figures.

Practice Listening Activity 3

The purpose of this exercise is to give you practice in answering a range of question types that could be found in Section 2.

Follow the steps outlined to answer the questions. There are eight questions, and they are in two parts.

- The first part deals with multiple choice and sentence completion questions.
- The second part entails completing a table.

Step 1: Look at the question types and the instructions for each one

Question 11 is a multiple choice. Choose the letter for the correct answer.

Listen to the speaker's introduction and understand the purpose and content of the talk.

Questions 12–14 are sentence completion question types. Complete the sentence with the correct word or words that complete the meaning.

QUESTION 11

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

11. Martin Jackson is giving a talk to provide information and tips regarding
- A** man-eating lions
 - B** hiking in the Australian bush
 - C** some dangerous animals in the Australian bush

QUESTIONS 12–14

Complete these sentences below.

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

12. Predators use _____ to kill their prey.
13. Humans are also _____.
14. Snakes and spiders will usually _____ if they are disturbed or threatened.

Step 2: Predict possible answers

Question 11: From the choices available, the talk is probably about the Australian bush, so you will probably need to listen to distinguish between **B** and **C**.

Question 12: There is a gap after the verb **use**, which means you need to write the object of the verb: Predators use **something** to kill their prey. What do they use to kill their prey?

Question 13: There should be a noun or noun phrase after the word **also**. Humans are also **what** in this context?

Question 14: There must be a verb after the word **usually**. What will snakes and spiders do if they are disturbed or threatened? There are a few possible answers so you will need to listen for the correct one.

Step 3: Listen and check your answers

Now listen to the recording (Track 4 on the CD) and check your answers for questions 11–14 in Appendix 2.

Questions 15–18

You need to complete information on a table.

Answering questions on a table

Step 1: Read the instructions and the questions

- Look carefully at the headings for each column to understand what kind of information belongs there. There will usually be some information already in the columns, so use this as a guide.
- Check the order of the questions on the table so that you do not get lost.

This table has two columns with headings 'YOU SHOULD' and 'WHY?'. So you know that there is some advice on the left, and on the right are the reasons for it. You can also see that you have to complete four reasons.

Read the advice and reasons carefully.

Step 2: Predict the answers

Question 15: A verb is needed. There are three reasons you should recognise the poisonous species. What could they be? Reading the other points may help you to predict the answers here.

Question 16: A noun or noun phrase is required. You need to ask yourself: in the case of a bite, if you can recognise the species, **what** will you know?

Question 17: A noun or noun phrase is required. What is the specific thing available, if you can recognise the species?

Question 18: A noun or noun phrase should follow the verb **avoid**. What can you avoid if you know what to do in case of a bite? The other two items are **discomfort** and **death**.

QUESTIONS 15–18

The speaker says that they should check their manuals.

Complete the table below.

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

SNAKEBITES

| YOU SHOULD | WHY? |
|-----------------------------------|---|
| Recognise the venomous species | <ul style="list-style-type: none"> To 15 _____ them To know the 16 _____ in case of a bite To help identify the specific 17 _____ available |
| Know what to do in case of a bite | <ul style="list-style-type: none"> To avoid 18 _____ discomfort or death |

Listen and check your answers

Now listen to the recording (Track 4 on the CD) and check your answers in Appendix 2. You can also read the transcript in Appendix 1.

Practice Listening Activity 4

Here is another exercise to practise transferring information to a table. Use the steps outlined in Listening Exercise 1.

Step 1

Read the information in the table to understand the topic and the information needed for each column.

Step 2

Predict possible answers.

Step 3

Listen to the recording (Track 5 on the CD) and check your answers in Appendix 2.

QUESTIONS 11–17

Listen to Mike's telephone messages and complete the table below with the information he needs to return the calls.

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

13. How much do primary school children pay?

A \$23.00

B \$10.00

C \$16.00

‘Choose the correct letter, *A, B, or C*’ is the instruction because it is in *italics*. ‘*A, B, or C*’ is the important part of the instruction because it is in **BOLD ITALIC CAPITALS**. These are multiple choice questions. Although the three possible answers are similar, you need to choose only the one answer that is correct for each question. These instructions apply only to Questions 11–13. Let’s look at each question in turn.

Question 11: The key words are:

- **where**, indicating a place
- **money**, indicating that we need to listen for similar words
- **run**, with the meaning of ‘to organise’, and similar words.

By looking at the possible answers A, B and C, we know that we are listening for a group of people. Let’s look at each possible answer in turn:

A The owners operate the park—but there is no mention of money.

B The government doesn’t provide any assistance to the family—here pay attention to negatives (doesn’t) and similar words (assistance) to reject this answer.

C The visitors solely fund the park—‘solely’ means only, so we know that there is only one source of money. ‘Tourists’ is used instead of ‘visitors’, which has a similar meaning, and there is also the word ‘visiting’, which is a word form of ‘visitors’.

We can therefore conclude that **C** is the correct answer. You should circle the letter **C** in your question booklet.

Question 12: The key words are:

- **when**, indicating a time
- **move to**, indicating a change of location
- **Public Open Space**, from somewhere else to here.

By looking at the possible answers **A, B** and **C**, we know that we are listening for a year. Let’s look at each possible answer in turn:

A 1987: the park was purchased, but there is no mention of Public Open Space.

B 2000: the family purchased the adjoining property, but the park didn’t move—it just became bigger. There is still no mention of Public Open Space.

C 2003: a new park was built (similar to ‘move’) in the Public Open Space (key words).

We can therefore conclude that **C** is the correct answer. You should circle the letter **C** in your question booklet.

Question 13: The key words are:

- **how much**, indicating a quantity
- **primary school children**, indicating a specific age group (of children)
- **pay**, indicating an amount of money.

By looking at the possible answers **A**, **B** and **C**, we know that we are listening for an amount of money. Let's look at each possible answer in turn:

- A \$23.00** adults pay, not children
- B \$10.00** children aged 3–14 pay, which is also the primary school age range
- C \$16.00** students pay. Although students could be children, the previous answer has already mentioned the correct age group. No specific age range is mentioned here, and because \$16.00 is more than \$10.00, we can assume that it is referring to children older than 12, which is usually high school age.

We can therefore conclude that **B** is the correct answer. You should circle the letter **B** in your question booklet.

Let's now look at Questions 14 and 15.

QUESTIONS 14 AND 15

Write **T** (true) or **F** (false).

- 14. Once you pay the entry fee, there are no extra costs. _____
- 15. The park is open every day. _____

'Write **T** (true) or **F** (false)' is the instruction because it is in *italics*. '**T** or **F**' is the important part of the instruction because it is in **BOLD ITALIC CAPITALS**. These are true/false questions. Listen carefully for negatives, to help you choose the option that is correct for each question. These instructions apply only to Questions 14–15. Let's look at each question in turn.

Question 14 We are listening carefully for information about **extra costs**.

- '... all of the attractions are included in the entry fee' tells us that there is nothing more to pay. **Entry fee** also indicates that the answer is around this part of the speaking.
- 'No extra money is needed' also confirms the answer. We hear **extra** (which is the same word as in the question), and **money** is similar to 'costs'.

We can therefore conclude that **T** (true) is the correct answer. You should write the letter **T** in your question booklet.

Question 15 We are listening carefully for information about **every day**.

- '... is open every day' seems to tell us the answer, but it is important to listen to **all** information very **carefully**.
- '... except Christmas Day' contains the very important word **except**. To make sure we have heard the answer, 'the 25th of December' follows. Often, but not always, the answers in the Listening test are repeated for you to confirm your answers.

We can therefore conclude that **F** (false) is the correct answer. You should write the letter **F** in your question booklet.

Now you will be asked to look at Questions 16–20. This section is divided into two parts: Questions 16–18 and Questions 19–20. It is important that you use the 20 seconds that you are given here to

look only at Questions 16–20, as you will be given another 30 seconds at the end of Section 2 to check all answers to Questions 11–20.

Questions 16–20 contain two question types. Let's look at Questions 16–18 first.

QUESTIONS 16–18

Complete the table below.

Write **NO MORE THAN ONE WORD OR A NUMBER** for each answer.

| Attractions | | |
|-------------|-------------------------------|------------------------------------|
| Animal | Viewing time | Special features |
| Koalas | 10.00am to 4.30pm | View koalas in natural 16 _____ |
| Kangaroos | 9.00am to 5.30pm | Walk through kangaroo 17 _____ |
| Wombats | 11.00am, 2.00pm & 18 _____ | Join in interactive show |

'Write **NO MORE THAN ONE WORD OR A NUMBER** for each answer' is the instruction because it is in *italics*. '**NO MORE THAN ONE WORD OR A NUMBER**' is the important part of the instruction because it is in **BOLD ITALIC CAPITALS**. These are gap fill questions, in this case a table completion. Pay particular attention to the title and to the horizontal and vertical headings.

These instructions apply only to Questions 16–18. Let's look at each question in turn.

Question 16: We are listening for information about an **animal**, the **koala**. In particular, we are interested in its **special features**. More specifically, **in** indicates a place.

To help us follow the information in the table, we hear **attractions**, then **first**, then **koalas**, then **10.00am** and **4.30pm**. So we can predict that the answer will probably be next, or be coming up soon.

'Here people can view the koala colony in a natural environment.' We hear **view** the **koala in natural environment**. According to grammar, we need a noun following **natural**, so the only answer is **environment**.

You should write the word **environment** next to Question 16 in your question booklet.

Question 17: We are listening for information about an **animal**, the **kangaroo**. In particular, we are interested in its **special features**. More specifically, **walk** indicates a place.

To help us follow the information in the table, we hear **another attraction**, then **kangaroos**, then **9.00am** and **5.30pm**. So we can predict that the answer will probably be next, or be coming up soon.

'Visitors can take a walk through the kangaroo enclosure.' We hear **walk through** the **kangaroo enclosure**. According to grammar, we need a noun following **kangaroo**, so the only answer is **enclosure**.

You should write the word **enclosure** next to Question 17 in your question booklet.

Question 18: We are listening for information about an **animal**, the **wombat**. In particular, we are interested in its **viewing time**. More specifically, **11.00am** and **2.00pm** indicate a time.

To help us follow the information in the table, we hear **also**, then **wombats**. So we can predict that the answer will probably be next, or be coming up soon.

'At 11.00am, 2.00pm and 3.45pm.' We hear **11.00am**, **2.00pm** and **3.45pm**. We already have **11.00am** and **2.00pm**, so the only other time mentioned that follows 2.00pm in chronological order is **3.45pm**.

You should write **3.45pm** next to Question 18 in your question booklet.

Now let's look at Questions **19–20**.

QUESTIONS 19 AND 20

Choose **TWO** letters, **A–E**.

Which **TWO** other attractions are also mentioned?

- A farmyard
- B children's show
- C working farm
- D country show
- E volunteer program

'Choose **TWO** letters, **A–E**' is the instruction because it is in *italics*. '**TWO** and **A–E**' are the important parts of the instruction because they are in **BOLD ITALIC CAPITALS**. These are classification questions, where you have more answers than needed. Listen very carefully to the talk, to see which answer fits the question.

These instructions only apply to Questions **19–20**. Here we are listening for **attractions**.

- A **Farmyard:** 'Other attractions that may interest you are an interactive farmyard.' Key words **other attractions** and **farmyard** tells us that this is our first answer.
- B **Children's show:** we hear 'suitable for children'. Although **children** is mentioned, we don't hear about a show.
- C **Working farm:** 'In addition, the working farm is where the country comes to town.' **In addition** indicates that this is a possible answer. **Working farm** confirms that this is our second answer, although it is strongly advisable to keep listening carefully to the end of the speaking to check that you have the correct answers.
- D **Country show:** 'The country comes to town.' Again, **country** is mentioned, but we don't hear about a show.
- E **Volunteer program:** 'when they ask for volunteers'. We hear **volunteers**, but not about a program.

You should circle **A** and **C** in your question booklet. When you transfer your answers to the answer sheet it doesn't matter which answer you write against the question numbers in this case.

Listen again to the whole of Section 2 of Practice Test 1 without pausing. You can check your answers in Appendix 2 and find the transcript in Appendix 1.

UNIT 4

Section 3 of the Listening Test

WHAT IS IT?

- It is a conversation.
 - It is usually between two people.
 - There are 10 questions.
 - It is often in two parts.
 - There is time to read the questions before the conversation starts.
 - No example is given.
 - It is spoken only once.
 - The topics are about student life.
-

Question types

The most common types of question are:

- multiple choice
- sentence completion
- matching (features).

Less common types are:

- flow chart
- table
- notes
- sentence completion
- summary completion.

Main strategies

- Make sure you can distinguish the voices.
- Analyse the questions.
- Understand each possible answer.
- Eliminate unlikely answers.
- Predict the possible form of answers.
- Be able to determine answers from extra information provided between questions.

4. I feel sick. I _____ lie down.
A might **B** could
C have to
5. I see lightning. It _____ be a storm.
A shall **B** has got to
C can
6. The road is flooded. I _____ slow down.
A should **B** could
C shall
7. There has been an accident. I _____ call an ambulance.
A ought to **B** may
C can
8. It is raining outside. I _____ need to leave earlier for work.
A have got to **B** may
C should
9. It rained today, so it _____ rain tomorrow.
A will **B** has to
C might
10. If I want to know the weather forecast, I _____ watch the news.
A must **B** have got to
C could
11. It's going to be sunny tomorrow, so you _____ have a picnic.
A should **B** can
C ought to

Skill Activity 2

Degree of certainty

The purpose of this exercise is also to give you practice in determining how positive speakers are about events by the modals they use. Put the following sentences in order according to how positive the speaker is about the event happening. There is no listening for this exercise. You can find answers in Appendix 2.

- A I **shall** watch the weather forecast
- B It **may** rain.
- C It **is** hot today.
- D I **should** wear a hat.
- E It **must** be 35 degrees.
- F I **will** get sunburnt.
- G You **could** wear a jacket.
- H I **have to** stay in the shade.
- I You **can** bring an umbrella.
- J I **ought to** wear sunscreen.
- K I **might** get wet.
- L The weatherman **has got to** know the weather.

Practice Listening Activity 5

Who is doing what?

The purpose of this exercise is to give you practice in relating the information given by each speaker to who it is actually referring to. Listen to the five short conversations and answer the following questions for each. This is Track 6 on the CD.

Conversation 1

Speaker 1 = Rick; Speaker 2 = Brad

1. Who's going on a holiday? _____
2. Who's staying at home? _____
3. Who's fixing the garden now? _____
4. Who's fixing the garden later? _____

Conversation 2

Speaker 1 = May; Speaker 2 = Anne

1. Who's painting the living room? _____
2. Who likes green? _____
3. Who likes cream? _____
4. Who is buying furnishings? _____

Conversation 3

Speaker 1 = Melanie; Speaker 2 = Sandra

1. Who works from home? _____
2. Who teaches part-time? _____
3. Who teaches full-time? _____
4. Who might increase their hours? _____

Conversation 4

Speaker 1 = Allan; Speaker 2 = Mike

1. Who has seen the latest movie? _____
2. Who hasn't seen it yet? _____
3. Who likes the main actor? _____
4. Who likes action movies? _____

Conversation 5

Speaker 1 = Chris; Speaker 2 = Sam; Speaker 3 = Nick

1. Who knows Chris' sister? _____
2. Who doesn't know Nick very well? _____
3. Who held a party? _____
4. Who went to the party along with Nick? _____

Check your answers in the answer key in Appendix 2 and if you need to, look at the transcript in Appendix 1.

Skill Activity 3

Sentence completion

The purpose of this exercise is to give you practice in predicting possible answers. There is no listening for this exercise.

For the missing part of each sentence, you need to decide:

- the general topic, subject or theme
- the number of possible words
- the part of speech
- the verb tense and whether it is singular or plural.

1. In today's society, many people are facing the problem of _____.

We are looking for a current major issue because it affects everyone these days. It could be one to three words long. It is a (adverb + adjective +) noun. It could be singular or plural, because 'the' doesn't specify. Possible answers could be:

- increasingly expensive housing
- job losses

2. Fewer businesses are going to _____ in the future.

We need a word relating to business. It could be one to three words long. It is a verb (+ adverb/past participle + adjective/noun) because it follows **going to**. Possible answers could be:

- be made responsible
- make money

3. After his test, Thomas seemed _____ .

We need a word relating to feelings. It could be one to three words long. It is an (negative + adverb + or verb +) adjective because it follows **seemed**. Possible answers could be:

- not particularly happy
- to be sad

4. Which _____ is going to be the new leader?

We need a word relating to leader. It could be 1–3 words long. It is a (adverb + adjective +) noun because it follows **which**. Possible answers could be:

- very honest politician
- candidate

5. You shouldn't worry if a mistake _____ .

We need a word that goes together with **mistake**. It could be one to three words long. It is a (adverb +) verb because it follows **mistake**. It is a singular verb because of **a**. It is passive. Possible answers could be:

- is made
- is eventually found

Skill Activity 4

Sentence completion

This exercise provides further practice in predicting possible answers. Again, there is no listening for this exercise.

This question type involves:

1. predicting the missing information using the context clues
2. listening to check your predicted answer.

Predicting missing information BEFORE you listen

- Use the information in the **WHOLE** sentence to help you understand the content and meaning of the sentence.
- Do you need to write words or numbers?
- Use your knowledge of grammar in the sentence. What part of speech is it?

Ask questions like: is it a noun, a verb, an adjective, or an adverb?

Is it more than one word—an adjective + noun, a noun phrase, a verb + adverb and so on?

Is there an article or a preposition?

- How do the ideas in the sentence relate? Look at the linking words, such as **but**, **because**, **consequently** and **if**. They determine the relationship of ideas in the sentence.
- Sometimes you can use your own general knowledge of the subject.

Predict the missing information in these sentences. Use the context clues to guess possible answers.

Even if you cannot think of an answer, try to think **what kind of information** it could be. Then check your answers.

1. She took her car to _____ to get it repaired.
2. Unlike her brother who is sociable, Marie is quite _____.
3. Diesel engines are _____, and emit fewer poisonous gases than petrol-powered cars.
4. Diesel engines are _____, but emit fewer poisonous gases than petrol-powered cars.
5. Mark drove _____, so he hit another car at an intersection.
6. We want to start the event at precisely _____ so make sure you are all there on time.
7. Unless we hurry, we _____ able to have lunch before we see the movie.
8. Although solar energy is cheap and freely available, the cost of installing solar systems in homes is _____.
9. Despite the strong campaigns against cigarette smoking, the number of smokers in some countries _____.
10. Snakes and spiders are often feared because of their _____.

Possible answers

1. **the/a garage/mechanic**: a noun—person or place, which needs an article. Where would you take a car to be repaired?
2. **shy/unsociable/reserved**: 'unlike' signals a contrast between two subjects in the sentence. An adjective—the opposite of sociable.
3. **more economical**: the joining word is 'and'. Because the second clause is positive, it must be a positive comparative adjective.
4. **noisier/more expensive**: the joining word is 'but'. Because the second clause is positive, it must be a negative adjective. Use your general knowledge to help you, too.
5. **carelessly/recklessly/too fast**: an adverb describing the driving that resulted in hitting another car.
6. **(a time)**: 'at precisely...'. It is about starting and being somewhere on time.
7. **won't be**: you need to complete the verb 'able to'. The future tense is necessary in the result clause. Also, 'unless' in the conditional clause means that the verb should be negative.
8. **expensive**: an adjective describing 'the cost'. Because the sentence begins with 'although', it has to contrast with the first clause idea of 'cheap'.

9. **increasing/rising/growing**: a verb is needed to complete the clause. ‘despite’ means that the ideas in the two clauses contrast with an unexpected result.
10. **(poisonous bites/ugly bodies)**: a noun or noun phrase is required, and your general knowledge helps here. There are a few possible answers, so you would need to listen carefully to eliminate other possibilities.

Demonstration—Section 3

The following is an example Section 3, which has been analysed to help in understanding how to answer the questions effectively. **Listen to Section 3 of Practice Test 1 for this demonstration. You can listen and pause the CD as you work through the exercises.**

In the introduction to Section 3, it is important to listen for the number of speakers, their names, whether they are male or female, and what they are talking about. In this case, there are two speakers, Richard (male) and Shirley (female), talking about a group project.

You will then be asked to look at Questions 21–26. This section is divided into two parts: Questions 21–26 and Questions 27–30. It is important that you use the 30 seconds that you are given at the beginning to look only at Questions 21–26 first, as you will be given another 20 seconds afterwards to look at Questions 27–30.

Questions 21–26 contain two question types. Let’s look at Questions 21–23 first.

Section 3, Questions 21–30

QUESTIONS 21–23

Complete the sentences below.

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

21. The project is about _____ .
22. It includes a group of fuels called _____ .
23. This type of fuel affects the weather by creating _____ .

‘Complete the sentences below. Write **NO MORE THAN TWO WORDS** for each answer’ is the instruction because it is in *italics*. ‘**NO MORE THAN TWO WORDS**’ is the important part of the instruction because it is in **BOLD ITALIC CAPITALS**. These are gap fill questions, in this case sentence completion. Pay particular attention to the grammar of each question.

Question 21: We hear ‘the specific area of our research, energy consumption’. **Research** is similar to project, and the specific area is **energy consumption**. According to grammar, the answer is a noun, so you write the correct answer, **energy consumption**, in your question booklet.

Question 22: We hear several possible answers:

- ‘Coal, oil and gas’ are more than two words, so this is not the answer.
- ‘Coal and oil’ are not a **group** of fuels, but individual fuels.
- ‘Fossil fuels’ is a group of fuels including coal and oil as mentioned in the conversation.

According to grammar, the answer is a noun, so you write the correct answer, **fossil fuels**, in your question booklet.

Question 23: ‘could have disastrous effects on world climate’ indicates that the answer will soon follow. **Effect** is a form of affect, and **climate** is similar to weather.

‘The weather could be affected by global warming.’ **The weather** is the same, and **affect** is passive while create is active.

According to grammar, the answer is a noun, so you write the correct answer, **global warming**, in your question booklet.

Now let’s look at Questions 24–26.

QUESTIONS 24–26

What percentage of each fuel is used in the world?

Write the correct letter, A–D, for questions 24–26.

A—natural gas; **B**—nuclear; **C**—oil; **D**—other

8 per cent **24** _____

20 per cent **25** _____

45 per cent **26** _____

‘*Write the correct letter, A–D, for questions 24–26*’ is the instruction because it is in *italics*. ‘**A–D**’ is the important part of the instruction because it is in **BOLD ITALIC CAPITALS**. These are matching questions, where you have more answers than needed. Listen very carefully to each answer, to see whether it fits the question.

These instructions apply only to Questions 24–26. Here we are listening for **types of fuel** and **percentages**.

- **Oil:** ‘oil, accounting for almost half, at 45 per cent’. From the list of percentages, **45** is **almost half**, so **C** is the answer for question 26.
- **Natural gas:** ‘Coal and natural gas are equal next at 20 per cent.’ There is no **coal** in the answers, but we do have **natural gas**, so **A** is the answer for question 25.
- **Nuclear:** ‘nuclear power being the lowest, at 7 per cent’. Question 24 is **the lowest** percentage in the list, but **8 per cent** is not the lowest percentage overall. **Nuclear** is the lowest overall at **7 per cent**. Because there are too many letters for these questions, **B** is not needed.
- **Other:** we can now predict that the answer to Question 24 is **D**, although it is strongly advisable to keep listening carefully to check that you have made the correct choice. ‘Other sources of energy are also near the bottom, at 8 per cent.’ The words **other** and **8 per cent** confirm that **D** is in fact the correct answer for Question 24.

To conclude, you should write the letter **D** next to Question 24, **A** for Question 25 and **C** for Question 26 in your question booklet.

Now you will be asked to look at Questions 27–30. It is important that you use the 20 seconds that you are given here to look only at Questions 27–30, as you will be given another 30 seconds at the end of Section 3 to check all answers to Questions 21–30.

Let’s look at Questions 27–30.

QUESTIONS 27–30

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

27. Richard believes that the main problem with using fossil fuels is
- A they affect everybody through global warming.
 - B their supply will eventually run out.
 - C they create gases that pollute the air and damage all living things.
28. Shirley wants to research nuclear energy because
- A the fuels used in nuclear energy release radiation even after they've been used.
 - B she wants to know how nuclear waste is disposed of.
 - C of public concerns over nuclear power stations situated close to where they live.
29. Regarding other energy sources, Richard
- A is going to research renewable energy sources.
 - B is not going to research renewable energy sources.
 - C hasn't decided if he's going to research renewable energy sources.
30. For the next meeting, Shirley will find some information about
- A the benefits of coal and oil.
 - B alternative energy sources.
 - C nuclear power stations.

'Choose the correct letter, **A**, **B**, or **C**' is the instruction because it is in *italics*. '**A**, **B**, or **C**' is the important part of the instruction because it is in **BOLD ITALIC CAPITALS**. These are multiple choice questions. Although the three possible answers are similar, you need to choose only the one answer that is correct for each question. These instructions apply only to Questions 27–30. Let's look at each question in turn.

Question 27: The key words are:

- **Richard**, whom the question is about
- **main problem**, the most important problem
- **fossil fuels**, the topic to listen for.

By looking at the possible answers **A**, **B** and **C**, we know that we are listening for a problem specific to fossil fuels. Let's look at each possible answer in turn:

- A 'Fossil fuels increase the world's temperature.' This is a problem, but not the **main** problem, so the answer is not **A**.
- B 'The most serious issue is that these three types of fuel are finite, meaning that they will not last forever.' The **most serious issue** is similar to 'the main problem'. **Finite** and **they will not last forever** are similar to 'will eventually run out'. So **B** seems the correct answer, although it is strongly advisable to keep listening carefully to check that you have made the right decision.
- C 'Another major disadvantage'. This is a problem but not the **main** problem. Therefore the answer is not **C**.

We can therefore conclude that **B** is the correct answer. You should circle the letter **B** in your question booklet.

Question 28: The key words are:

- **Shirley**, whom the question is about
- **research**—why is she studying
- **nuclear energy**—topic to listen for.

By looking at the possible answers **A**, **B** and **C**, we know that we are listening for a reason. Let's look at each possible answer in turn:

- A** 'It is common knowledge that nuclear power stations create waste that is radioactive.' This is a possible answer. It is stating a fact.
- B** 'But I'm particularly interested in how this unwanted waste product is dealt with safely.' **I'm particularly interested in** is similar to 'Shirley wants'. Answer **B** is more definite than answer **A**.
- C** 'I'll also need to look at the effects on people living near these power stations.' This is an area she will research, but it is not the reason **why**.

We can therefore conclude that **B** is the correct answer. You should circle the letter **B** in your question booklet.

Question 29: The key words are:

- **other energy sources**—topic to listen for
- **Richard**, whom the question is about.

By looking at the possible answers **A**, **B** and **C**, we know that we are listening for whether Richard is going to research renewable energy sources. The key words for each answer are:

- A** is going to
- B** is not going to
- C** hasn't decided.

'I don't think I'll have enough time to look at it in enough detail.' This indicates that the answer is **B**. Shirley says, 'We have enough to focus on.' This confirms that **B** is the correct answer. You should circle the letter **B** in your question booklet.

Question 30: The key words are:

- **next meeting**—when will it happen
- **Shirley**, whom the question is about
- **information**—topic to listen for.

By looking at the possible answers **A**, **B** and **C**, we know that we are listening for a type of energy. Let's look at each possible answer in turn:

- A** 'You can find some information on the advantages of fossil fuels.' Richard is looking at this, not Shirley. 'I'll give you the facts I have already on coal, oil and gas.' Shirley already has this information, which confirms that this is not the correct answer.
- B** 'We don't need to look into other energy sources.' Shirley is **not** going to find some information about this, so this is not the correct answer.

C 'I'll get more details on the nuclear industry.' **I'll get more details on** is similar to 'will find some information about', and she mentions **nuclear** energy.

We can therefore conclude that **C** is the correct answer. You should circle the letter **C** in your question booklet.

Listen again to Section 3 of Practice Listening Test 1 without pausing. You can find answers to Practice Listening Test 1 in Appendix 2.

At the end of Section 3, you will have 30 seconds to check the answers to all 10 questions. Use this time wisely to make sure that each answer is clearly written, so that there will be no confusion or hesitation when you transfer your answers at the end of the Listening Test. If you are not sure of any answers, make an informed guess on the basis of the notes you have made regarding that question.

UNIT 5

Section 4 of the Listening Test

WHAT IS IT?

- It is a monologue—usually a short talk or lecture, but you do not need to be an expert or have specialist knowledge to understand the information or ideas.
- There are 10 questions.
- It is usually not divided into parts, although there may be short pauses.
- There is time to read the questions before the speaker starts.
- It is spoken only once.

Question types

Table, note, sentence or summary completion are the most common.

Main strategies

- Note who the speaker is, their purpose, and the context or situation from the introductory information.
- Read all 10 questions and instructions to decide what kind of answer is needed, and what information to listen for.
- Read the notes or summary quickly.
- Predict the possible answers—note differences between answer choices.
- Take notes and write the answers as you listen—the recording will be played only once.

Language focus

Knowing these grammar points will make it easier to follow Section 4 of the Listening test:

- conjunctions (e.g. and/or/but)
- transitions:
 - connecting sentences (e.g. although/while)
 - connecting sections (e.g. first/secondly)
 - connecting paragraphs (e.g. in addition/as a result).

Suggestions

Take notes on the following:

- informative programs such as those on National Geographic and Discovery
- documentary programs
- educational programs that talk about one general topic for several minutes
- free public lectures on a topic of community concern that is interesting
- talks held by volunteer organisations educating the public about the work they do. Here you can check the accuracy of your notes by referring to leaflets or information sheets and booklets provided.

Practice Listening Activity 6

Completing a summary

While reading the summary you should predict the information needed for each gap and which part of speech it is.

As you listen you have to complete the summary.

- Write answers to complete the sentences so that they make sense in the context.

Tips

- Try to get an idea of the content and meaning of the text first.
- Use the information you read, together with your knowledge of vocabulary and grammar, to predict what is needed to complete the meaning and make a grammatical sentence at the same time.

Ask yourself questions such as:

- Is it a number, a place, a sum of money, a time and so on?
- What type of word is it: a noun? Plural or singular?
- Does it need an article, a verb or an adjective?
- Could it be two words, e.g. an adjective + noun, or verb + adverb?

Once you decide on an answer, read the sentence again to make sure it makes sense both contextually and grammatically.

Here is an example of a gapped summary. Before you listen, quickly read the summary and predict possible answers using the strategies outlined above.

QUESTIONS 31–37

Complete the summary below.

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

The internet, or information superhighway, has changed the way humans communicate. When the World Wide Web was introduced in **31** _____, not only could text links be made but also images, graphs and video links became possible. This has been

responsible for the **32** _____ increase in the number of people using the internet since then, and has in turn multiplied its possible uses.

Because **33** _____ owns the information on the 'net', anyone can set up a site, which means that a lot of information is freely available.

This free **34** _____ of information can be potentially dangerous for **35** _____ if it is unsupervised. However, lack of information can be even more dangerous. To have access to **36** _____, and a variety of opinions, is important in a complex world. Therefore, because the internet is part of our life today, we need to work to solve its usage problems, while we **37** _____ the enormous benefits it brings.

Predicting answers in a summary sentence completion

Question 31: The structure of the sentence indicates that a month or year, or both, would fit in the space.

Question 32: An adjective describing the increase would fit here. The rest of the sentence indicates that the increase has been **great**, because the uses have **multiplied**. You will need to listen for the exact word used in the recording.

Question 33: You need the subject of the verb **owns**. The sentence begins with **because** so there is a reason–result relationship here. The result is that anyone can set up a site. So **who** owns the information on the **net**?

Question 34: The gap refers back to the previous sentence, which ended with **freely available**. The adjective **This free ...** needs a noun to follow it. It should be a paraphrase of the previous idea.

Question 35: A noun phrase is required to complete the sentence. Who or what is it dangerous for if it is unsupervised? Use your general knowledge here as well.

Question 36: To have access to **SOMETHING**. A noun/noun phrase is needed to complete the answer. The subject of the previous sentence, which was **lack of information**, should also give a clue here.

Question 37: A verb is required to complete the clause and it begins with **while ...**, which means **at the same time**. What can we **DO** with the benefits the internet brings? The sentence is the concluding statement or comment of the text.

Now listen to Track 7 on the CD and complete your answers. Then check your answers in the Answer Key in Appendix 2.

Practice Listening Activity 7

Summary completion

Here is another exercise to practice a summary completion.

Follow the suggested steps and strategies to complete the text. This is Track 8 on the CD.

1. Read.
2. Predict.
3. Listen and check your answers.

QUESTIONS 31–37

Complete the summary below.

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

By staying **31** _____ and avoiding unnecessary movement, the poison in the victim's body will travel more **32** _____.

A mark or pad over the bite site will help the medical aid to **33** _____ the bite site, so they will not need to release the whole bandage.

It is important to bandage the leg from the **34** _____ to the groin. Using the other leg as a splint will help to secure the limb and **35** _____

further movement. The bitten area should not be **36** _____ or washed and a tourniquet should not be applied. Before taking the victim to the nearest hospital, it is not advisable to **37** _____ the snake!

You can check your answers in the Answer Key in Appendix 2.

Completing summary notes

Identify the topic. For **summary notes** you will **not** need to write complete sentences so:

- Use the rest of the notes as a guide.
- Use the headings and subheadings to understand the content and purpose of each section of the notes.
- Use bullet points correctly. The first word of each bullet point is in the same part of speech as those before and after it. It could start with a VERB, a NOUN, an ADJECTIVE and so on.

Skill Activity 5

Predicting answers in summary notes

- Read the following summary notes.
- Predict what specific information to listen for in order to answer them.
- Use the context clues from both the content and the other words in the notes.

Some answers will be easy to guess, but for others you will know only whether it will be a number or date, and so on. However, this process would help you to focus more closely when you do listen to the text.

This is a prediction exercise only. There is no listening for this exercise.

QUESTIONS 31–36

Write **NO MORE THAN THREE WORDS OR NUMBERS** in each space.

SURVEY REPORT

Topic: **Student Attitudes Towards Marriage**

31 _____: Minimum 750 words

Method: Face to face interviews

32 _____

Case studies

Due date: **33** _____

Requirements: • Title page:

- topic, your name, + teacher's **34** _____, date

• Clear introduction

• Numbered **35** _____ and sub-headings

• Description of results

• Conclusions—discussion of **36** _____

• Recommendations

Step 1: Read

Quickly skim the notes to identify the topic and the main points.

- The notes give information about the requirements for conducting and writing a student assignment, which is a survey report.

Check to see how the notes are organised.

- Five main points are presented on the left, and the details for each are on the right.

There are six answers to write.

- One is a main point—the second on the left, and the others are the details on the right.

Step 2: Predict

Look at the structure and content of the notes and try to predict the missing information.

Question 31: This is a main point. The details help you to see that the point must be related to the number of words, so probably something like **Word count** or **Length**.

Question 32: The main point is **Method**. Two points related to this are already complete. Think of another possible method used in surveys to obtain information.

Question 33: A detail for the main point **Due Date** should be a date, which would include day, month and year. You would have to listen carefully for the exact date.

Questions 34, 35 and 36: Look at the details for the main point, **Requirements** of the report. Read the list of items, and note that they relate to the elements of the presentation of the report.

- **Question 34:** After **your name** should be **teacher's name**. You would need to listen to check your prediction.
- **Question 35:** Read the words before and after the gap for clues. There should be a noun after the adjective **numbered**. This is followed by **and subheadings**. So the answer should be **headings**.
- **Question 36:** This answer relates to the word **Conclusions**. Since the previous item is **Description of results**, this is a clue for this answer. Again, you would need to listen carefully to check your prediction.

Practice Listening Activity 8

Summary notes

Here is a listening practice exercise with summary notes for you to complete. Use the following strategies and instructions. This is Track 9 on the CD.

1. Read the summary notes.
2. Predict the possible answers.
3. Listen to the recording and complete the notes as you listen.
4. Check your answers in the Answer Key in Appendix 2. You can find the transcript in Appendix 1.

QUESTIONS 31-40

Complete the notes below.

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

Culture shock = psychology term describing a mental state, the difficulties of learning to live in a new culture.

Reasons

- Climate + physical surroundings eg colder, hotter or **31** _____
- Wearing suitable **32** _____
- Different food
- **33** _____ + communication differences
- Different customs

Effects on foreigners: physical, mental + emotional

- New **34** _____ → physically uncomfortable
- Food → **35** _____ or feel disgust
- New language → anxiety + frustration

- Locals' **36** _____ → shock or confusion
- → Angry, numb, melancholic + look for **37** _____

Results

- Many give up + return home
- Others **38** _____

Some psychologists believe: **39** _____ months needed to adjust
 BUT each person + circumstances are different SO experiences and results won't be the same.

By realising that culture shock is **40** _____ + things will improve in time → people can cope better.

Demonstration—Section 4

The following is an example Section 4, which has been analysed to help in understanding how to answer the questions effectively. Listen to Section 4 of Practice Test 1 for this demonstration. You can listen and pause the CD as you work through the exercises.

QUESTIONS 31–40

Complete the summary below.

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

ENDANGERED SPECIES

Although we cannot do anything about the plants and animals that are already **31** _____, we can do something about the many species in the world today that are in danger of becoming extinct in the future.

The main reason for the growing number of **32** _____ species is the destruction of their **33** _____. The rapidly **34** _____ human population needs more land and resources for **35** _____. This is changing and destroying the habitats that plant and animal species need for **36** _____.

One way we can save endangered species and permanently **37** _____ these habitats is to create and support national parks and reserves. National parks encourage people to enjoy the **38** _____ of species without harming them.

People who visit these parks must be sure to obey a few rules. These include following fire regulations, leaving **39** _____, placing all rubbish in a bin, not picking the flowers, and not taking birds' eggs.

Public **40** _____ will help ensure the survival of our plant and animal species.

How to answer

Step 1: The instructions

You have to write an answer consisting of **NO MORE THAN THREE WORDS**. This time you are completing a lecture summary.

Step 2: Read the questions and study the lecture summary

There are 10 answers (Questions 31–40) to complete. The summary is divided into two parts: Questions 31–36, then Questions 37–40.

The summary gives you an idea of the **content and main points** of the lecture.

As you read, predict possible answers for each of the gaps in the summary, and note them down.

Question 31: The sentence begins with **Although**, which indicates that there is a contrast idea between the two parts of the sentence. The second part is saying that something can be done about animals and plants that are in danger of extinction, so the first part is saying a contrast to this. The missing word should be an adjective describing the situation of the animals and plants.

Questions 32 and 33: There are two gaps. The first is an adjective to describe or define the species being discussed. The second answer requires a noun or noun phrase—something that is being destroyed. There is a reason relationship being given here.

Question 34: The subject of the sentence is the human population. This answer requires an adjective for this subject, and the adjective is preceded by the word **rapidly**. The information in the context and your general knowledge should help you.

Question 35: This occurs in the same sentence. It requires a noun or noun phrase. The human population needs more land and resources. Why? What is this needed for?

Question 36: A noun is required. Habitats are being changed and destroyed, but plants and animals need them. Why do they need them?

Question 37: A verb is required after **permanently**, and the object of the verb is **habitats**. What can we permanently DO to the habitats? The sentence is suggesting that creating national parks and reserves is one way to do this.

Question 38: The answer requires a noun or noun phrase. It is the object of the verb **enjoy**. What can people enjoy about plant and animal species in national parks?

Question 39: This answer is part of a list of rules to be obeyed in national parks. Notice that the items all begin with the gerund form of the verb; that is, a word ending with -ing. What must people leave where? So this answer will require more than one word.

Question 40: This is the concluding sentence of the summary, and the concluding comment in the lecture. What will help to ensure the survival of plant and animal species? Public WHAT? Complete the noun phrase. Remember it could be one or more words.

Listen again to Section 4 of Practice Listening Test 1 without pausing. You can find the answers in Appendix 2 and the transcript in Appendix 1.

At the end of Section 4, you will have 30 seconds to check the answers to all 10 questions. Use this time wisely to make sure that each answer is clearly written, so that there will be no confusion or hesitation when you transfer your answers at the end of the Listening Test. If you are not sure of any answers, make an informed guess based on the notes you have made regarding that question.

You will then be given 10 minutes to transfer your answers to the answer sheet. The following unit gives you practice in this skill.

UNIT 6

At the End of the Listening Test

Skill Activity 5

Transferring answers to the answer sheet

Here is an example of a candidate's answers to a variety of question types written in the Listening Question Booklet. There is no listening for this exercise.

- Read the following instructions and questions.
- Look at what the candidate did in the booklet, and compare the answers that were transferred to the answer sheet.
- Note:
 1. any mistakes that the candidate made
 2. the kind of mistake the candidate made.

SAMPLE QUESTIONS AND ANSWERS

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

1. Where is John going?

A to the cinema

B to a ceremony

C to the city

Choose **TWO** letters, **A–E**.

5. Sam wants to learn

A skiing

B skating

C cycling

D snowboarding

E surfing

Complete the sentences below.

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

13. The next train leaves for London at 8.45.

16. Platform 6 is closed because it is being repaired.

QUESTIONS 22–24

How does Mary feel about her chances of passing each of her exams?

V very confident

C confident

W worried

Write the correct letter **V**, **C** or **W** next to Questions 22–24.

22. Maths **C**.

23. Science **W**.

24. Physics **V**.

QUESTIONS 27–30

Complete the table below.

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

| Course name | Assignment | Length | Due date |
|---|------------------------|----------------------------------|--------------------------------|
| English | 27 <u>Essay</u> | 300 words | 25 April |
| 28 <u>Business communication</u> | Report | 1000 words | 29 <u>30</u> May |
| Economics and commerce | Case study | Max. 30 <u>2500</u> words | 13 July |

QUESTIONS 33–37

Complete the summary below.

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

Most people think that the solution to city air pollution will be the electric or solar-powered car. However, **33** solar-powered cars are not very practical because for one thing it is difficult to ensure a **34** consistent and reliably supply of power at all times and in all places.

Meanwhile, diesel engines, which were first produced in **35** 1824, are a more viable alternative. Although they are noisier and vibrate more, they cost less to run than petrol-driven engines. They also **36** emit fewer poisonous pollutants into the atmosphere. However, despite these advantages, **37** petrol powered cars are much more popular with buyers. As a result, car manufacturers continue to produce them in much greater numbers than they produce diesel-powered cars.

Look at what the candidate wrote on the answer sheet.

Check the instructions, the questions and the answers the candidate wrote in the booklet.

How many mistakes are there?

Put an X for each one.

What type of mistake is it?

Listening answer sheet

| | | | | |
|----|-----------------|--|----|---------------------------------|
| 1 | C (to the city) | | 22 | Confident |
| 2 | | | 23 | Worried |
| 3 | | | 24 | Very confident |
| 4 | | | 25 | |
| 5 | A | | 26 | |
| 6 | | | 27 | Business communication |
| 7 | | | 28 | An essay |
| 8 | | | 29 | 2500 |
| 9 | | | 30 | 30 May |
| 10 | | | 31 | |
| 11 | | | 32 | |
| 12 | 8.45 | | 33 | Solar-powered cars |
| 13 | | | 34 | Consistent and reliably |
| 14 | | | 35 | 1924 |
| 15 | | | 36 | emit fewer poisonous pollutants |
| 16 | Being repaired | | 37 | Petrol powered |
| 17 | | | 38 | |
| 18 | | | 39 | |
| 19 | | | 40 | |
| 20 | | | 41 | |
| 21 | | | 42 | |
| | | | | Listening total |

Check your answers with the analysis on the following page.

Analysis of candidate's answer sheet

Question 1: The candidate circled the correct letter in the answer booklet but then transferred both the letter and the words to the answer sheet. The instructions ask for a letter to be circled.

The answer will probably still be scored as correct, but it takes longer and sometimes this may not be marked as correct.

Question 5: The candidate circled two answers in the booklet but has only given **ONE** answer on the answer sheet. The instructions asked for **TWO**. There is no score for this answer.

Question 13: Although the candidate has the correct answer, it has been transferred to Question 12 on the answer sheet. This can waste time in changing the answers later or—worse—subsequent answers will all be wrong. This would not be marked as correct.

Question 16: This has been transferred correctly.

Questions 22, 23 and 24: The candidate wrote the letters as instructed in the booklet, but has transferred the words. This will probably be scored as correct, but it takes more time to write.

Questions 27, 28, 29 and 30: Although the answers in the booklet are correct, the candidate has mixed up the order of the answers, probably by reading them in order from left to right. This can happen in a table.

Always check where the numbers are in the table, and make sure that the numbers in the booklet correspond to the numbers in the answer sheet. The candidate will have all four questions marked as incorrect.

Question 33: The candidate has the correct answer, but has added the unnecessary word **cars**, which is already in the text. It will be scored as incorrect, as the grammar is now wrong.

Question 34: The information is correct but the spelling of **consistant** is wrong, and would be scored as incorrect. **Reliably** is also a different part of speech. Therefore the complete answer would be scored as incorrect. Check spelling and parts of speech.

Question 35: The candidate has written **1924** instead of 1824.

Always check numbers carefully. Add dollar signs, measurements or time words if they are not in the answer booklet. The answers can be marked as incorrect if such signs are necessary to answer the question.

Question 36: The correct answer has been written in the booklet, but the candidate has written more than three words on the answer sheet. This would therefore be scored as incorrect.

Question 37: The answer has been transferred correctly.

Although this word can be hyphenated (**petrol-powered**) it is also used this way. It would score as correct.

Hyphenated words count as **ONE** word whereas this answer would count as **TWO** words. It could make a difference if the candidate wrote for example, **many petrol powered cars** (four words) rather than **many petrol-powered cars** (three words).

You have 10 minutes to transfer all your answers to the answer sheet after the test.

You must be careful when writing answers on to the answer sheet.

- Pencil must be used to complete the answer sheet.
- You can use lower case or capitals.
- The questions must be numbered exactly as in the Listening Booklet.

- The answers must be entered as instructed: numbers, words or letters.
- You will not need to change the form of the word(s) you hear.
- Poor spelling and grammar are penalised so you must take care.
- If you want to change your answer, erase or cross out your first answer, then write the new answer.
- Pay attention to the time.
- Answers in the question booklet will not be included if they are not on the answer sheet.

Practice Listening Activity 9—Track 10 on the CD

Study strategies for IELTS Listening

The following is useful information to help you maximise your score in the IELTS Listening test. Use the strategies you have learned to answer the questions as you listen to Track 10 on the CD.

STUDY STRATEGIES FOR THE LISTENING TEST—A PRACTICE LISTENING TASK

Look at the instructions and the questions before you listen.

Listen to the conversation between three friends: Wendy, David and Irene. They are discussing the IELTS Listening test.

QUESTION 1

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

1. Who is worried about the IELTS test?

A Wendy

B David

C Irene

QUESTIONS 2–4

Who says the following?

W Wendy

D David

I Irene

Write the correct letter—**W**, **D** or **I**—next to Questions 2–4.

2. Lots of listening practice certainly helps. _____
3. Understand the instructions and follow them exactly. _____
4. The introduction gives you the topic or situation, and introduces the speakers. _____

QUESTIONS 5 AND 6

Complete the sentences below.

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

David thinks it is good to use the questions during reading time to **5** _____

You don't **6** _____ for wrong answers in the IELTS listening.

QUESTIONS 7–10

Complete the table.

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

| Advice | Reason |
|--|---|
| Read about two 7 _____ | Less chance of missing a question and getting lost |
| Read ahead for tables, summaries and notes | To get a good idea of the 8 _____ you are going to hear |
| Listen to the speakers | To get clues about the information coming next from: <ul style="list-style-type: none"> • voice intonation • signal words |
| Practise 9 _____ | To be able to record information quickly and not forget answers you hear |
| 10 _____ from booklet to answer sheet | You don't want to lose marks unnecessarily |

Now you can check your answers in the Answer Key in Appendix 2 and/or listen again as you read the transcript in Appendix 1.

Strategies

- If you are unsure of an answer, guess. You won't lose marks for a wrong answer, and you might guess correctly.
- Use the time given at the end of each section to make sure you have followed the instructions and answered the questions correctly according to grammar and spelling.

Language focus

When transferring your answers, pay particular attention to the following points:

- past participles (e.g. gone/done)
- confusing words (e.g. so/such, during/for/while, few/a few)
- compound words:
 - closed (e.g. notebook/newspaper)
 - hyphenated – considered as one word (e.g. ten-year-old/factory-made)
 - open (e.g. living room/real estate)
- subject–verb agreement (e.g. I walk/ He walks).

Tips

- Become familiar with the format of the test before you do it.
- Practise listening as much as possible beforehand.
- Listen carefully to the introduction to each of the four sections.
- Pay attention to the instructions, including question types.
- Write as much as you want in the question booklet, but make sure your final answer for each question is clear for when you write your answers in the answer booklet at the end of the test.
- Write notes and answers directly into the question booklet as you listen.
- Try to read two questions ahead while you are listening so that you do not get lost if you miss an answer.
- If you miss an answer, continue with the next question and try to guess the one you missed at the end of the Listening test.

Suggestions

- Listen to English-language radio stations that are internationally broadcast.
- Listen to podcasts.
- Listen to fact-based television programs such as documentaries, biographies and history.
- Get involved in the local English-speaking community as much as possible.

Self-improvement

- What type of questions did I have trouble with?
- What grammatical errors and grammar points did I struggle with? (Consult a grammar book for an explanation of use and practice exercises and activities.)
- How can I improve my result?

Further information

- Consult the IELTS website www.ielts.org to keep up-to-date with any changes regarding the test.

Listening Booklet

IELTS LISTENING PRACTICE TEST 1

TIME ALLOWED: Approximately 30 minutes (plus 10 minutes transfer time)

Instructions to Candidates

You will hear a number of different recordings, and you will have to answer questions on what you hear.

There will be time for you to read the instructions and questions, and you will have a chance to check your work.

The test is in four sections. You will hear each part ONCE only.

Write your answers in the Listening questions booklet.

At the end of the test you will be given 10 minutes to transfer your answers to an answer sheet.

Now turn to section 1 on page 2.

SECTION 1, Questions 1-10

QUESTIONS 1-2

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

Example

Where is Jack when he calls Margaret?

A at a pub

B near a signpost

C at a T junction

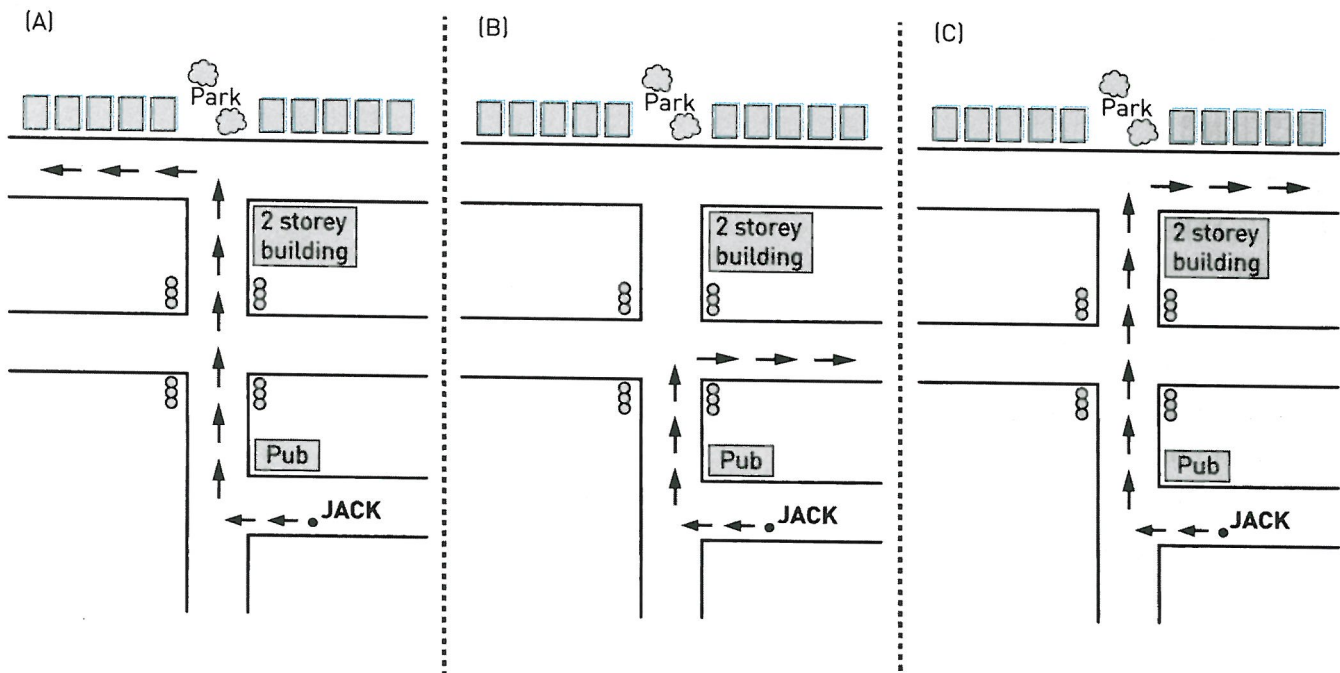
1. What is the name of the pub?

A The Lines Ahead

B The Lion's Shed

C The Lion's Head

2. Which map shows Jack's route to Margaret's party?



QUESTIONS 3-5

Complete the notes below.

Write **NO MORE THAN ONE WORD OR A NUMBER** for each answer.

Complete the details for Margaret's address:

3. **Street:** _____
4. **Number:** _____
5. **Location:** _____ house on the left

QUESTIONS 6-7

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

6. Which statement is correct?

| | |
|---|--------------------------------------|
| A Jack has got Mike's camera. | B Mike has got Jack's camera. |
| C Mike has sent Jack a text message. | |
7. Jack is worried that Mike may be

| | |
|----------------|---------------|
| A late | B lost |
| C early | |

QUESTION 8

Write the numbers.

What is Mike's mobile number?

8. 048 _____

QUESTIONS 9 AND 10

Choose **TWO** letters, **A-E**.

Jack can't find the house because

- | | |
|--|--|
| A it is dark | B it is hidden |
| C the letterbox was behind a bush | D someone is coming down the street |
| E he has to call Mike. | |

NOW TURN OVER.

SECTION 2, Questions 11–20

QUESTIONS 11–13

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

11. Who provides the money to run the park?
A the owners **B** the government
C the visitors
12. When did the park move to the Public Open Space?
A 1987 **B** 2000
C 2003
13. How much do primary school children pay?
A \$23.00 **B** \$10.00
C \$16.00

QUESTIONS 14 AND 15

Write **T** (true) or **F** (false).

14. Once you pay the entry fee, there are no extra costs. _____
15. The park is open every day of the year. _____

QUESTIONS 16–18

Complete the table below.

Write **NO MORE THAN ONE WORD OR A NUMBER** for each answer.

| Attractions | | |
|------------------|-----------------------------------|---|
| Animal | Viewing time | Special features |
| Koalas | 10.00am to 4.30pm | View koalas in natural 16 _____ |
| Kangaroos | 9.00am to 5.30pm | Walk through kangaroo 17 _____ |
| Wombats | 11.00am, 2.00pm & 18 _____ | Join in interactive show |

QUESTIONS 19 AND 20

Choose **TWO** letters, **A–E**.

Which **TWO** other attractions are also mentioned?

- | | |
|----------------------------|--------------------------|
| A farmyard | B children's show |
| C working farm | D country show |
| E volunteer program | |

NOW TURN OVER.

SECTION 3, Questions 21–30

QUESTIONS 21–23

Complete the sentences below.

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

21. The project is about _____ .
22. It includes a group of fuels called _____ .
23. This type of fuel affects the weather by creating _____ .

QUESTIONS 24–26

What percentage of each fuel is used in the world? Write the correct letter, **A–D**, for Questions 24–26.

A—natural gas; **B**—nuclear; **C**—oil; **D**—other

45 per cent **24** _____

20 per cent **25** _____

8 per cent **26** _____

QUESTIONS 27–30

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

27. Richard believes that the main problem with using fossil fuels is
 - A** they affect everybody through global warming.
 - B** their supply will eventually run out.
 - C** they create gases that pollute the air and damage all living things.
28. Shirley wants to research nuclear energy because
 - A** the fuels used in nuclear energy release radiation even after they've been used.
 - B** she wants to know how nuclear waste is disposed of.
 - C** of public concerns over nuclear power stations situated close to where they live.
29. Regarding other energy sources, Richard
 - A** is going to research renewable energy sources.
 - B** is not going to research renewable energy sources.
 - C** hasn't decided if he's going to research renewable energy sources.
30. For the next meeting, Shirley will find some information about
 - A** the benefits of coal and oil.
 - B** alternative energy sources.
 - C** nuclear power stations.

SECTION 4, Questions 31–40

Complete the summary below.

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

ENDANGERED SPECIES

Although we cannot do anything about the plants and animals that are already **31** _____, we can do something about the many species in the world today that are in danger of becoming extinct in the future.

The main reason for the growing number of **32** _____ species is the destruction of their **33** _____. The rapidly **34** _____ human population needs more land and resources for **35** _____. This is changing and destroying the habitats that plant and animal species need for **36** _____.

One way we can save endangered species and permanently **37** _____ these habitats is to create and support national parks and reserves. National parks encourage people to enjoy the **38** _____ of species without harming them.

People who visit these parks must be sure to obey a few rules. These include following fire regulations, leaving **39** _____, placing all rubbish in a bin, not picking the flowers, and not taking birds' eggs.

Public **40** _____ will help ensure the survival of our plant and animal species.

Listening Booklet

IELTS LISTENING PRACTICE TEST 2

TIME ALLOWED: Approximately 30 minutes (plus 10 minutes transfer time)

Instructions to Candidates

You will hear a number of different recordings, and you will have to answer questions on what you hear.

There will be time for you to read the instructions and questions, and you will have a chance to check your work.

The test is in four sections. You will hear each part ONCE only.

Write your answers in the Listening questions booklet.

At the end of the test you will be given 10 minutes to transfer your answers to an answer sheet.

Now turn to section 1 on page 2.

SECTION 1, Questions 1–10

QUESTIONS 1–3

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

Example

When was Mrs Peters' appointment?

A lunchtime

B 10am

C 10pm

1. Which form does Mrs Peters fill in first?

A personal details

B medical information

C extracurricular activities

2. What is her son's given name?

A Colwin

B John

C Richard

3. How old is her son?

A 6

B 11

C 12

QUESTIONS 4–9

Complete the notes below.

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

Personal Details

Family name: Peters

Address: 10 4 _____ Crescent, Mount Lawley

Phone number: 5 _____

Health Information

Medication: 6 _____

Allergies: 7 _____

Other: 8 _____

Extracurricular Activities

Sport: football

Music: 9 _____

Art: drawing cartoons

QUESTION 10

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

10. Which language is the son going to learn?

A Italian

B Indonesian

C Chinese

NOW TURN OVER.

SECTION 2, Questions 11–20

QUESTIONS 11–13

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

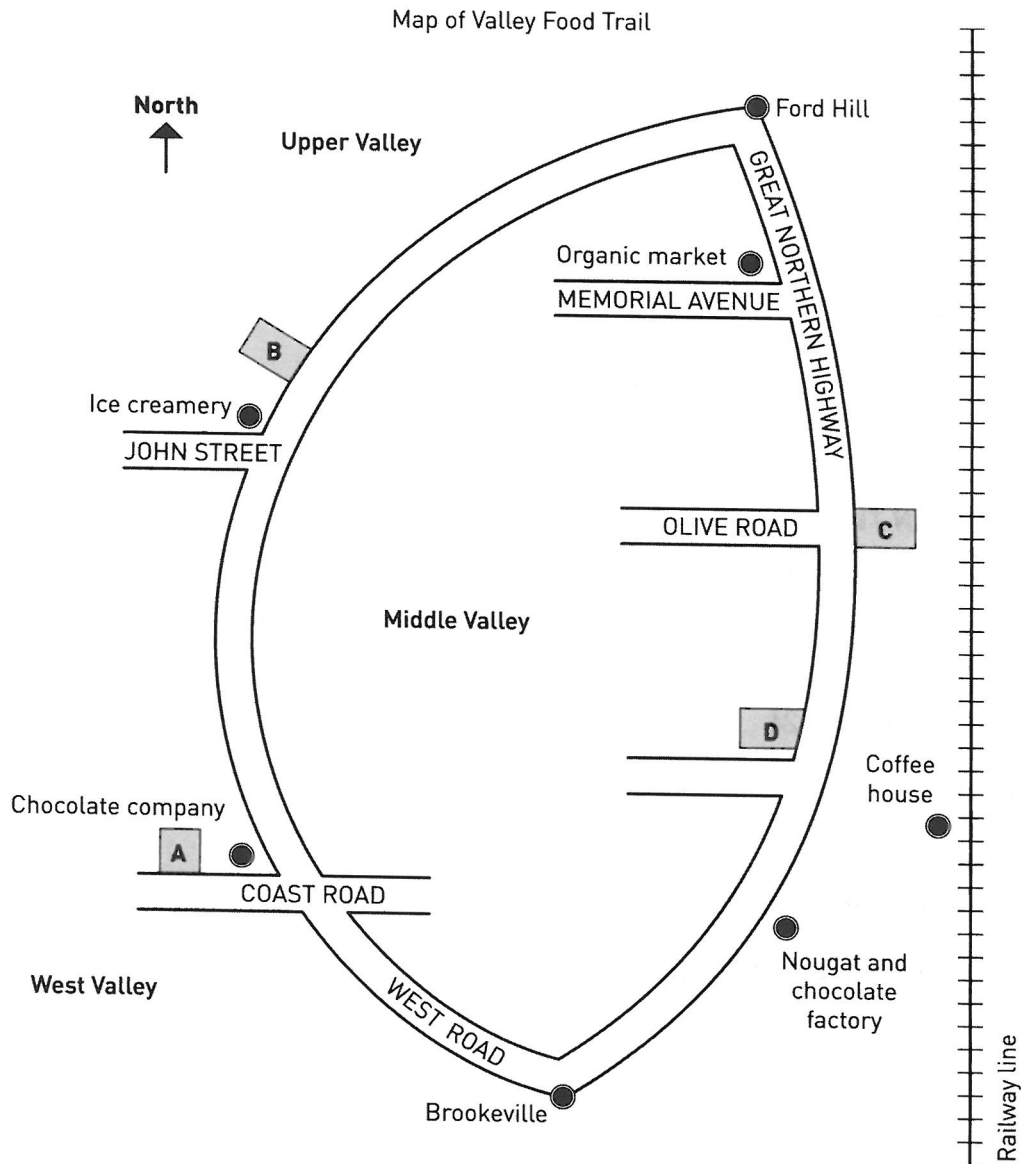
11. How long is it recommended you should spend exploring the Valley Food Trail?
A as much or as little as you want **B** one day
C half a day
12. If you were driving to the area from the city, how long would it take you to reach the closest point?
A 15 minutes **B** 40 minutes
C 55 minutes
13. What types of place can you not visit in this area?
A places to eat **B** places to see art
C places to enjoy nature

QUESTIONS 14–17

Write **TWO WORDS** for each answer.

Write the place name for letters A–D, using the map on the next page.

14. **A** _____
15. **B** _____
16. **C** _____
17. **D** _____



QUESTIONS 18-20

Choose **THREE** letters, **A-E**.

Which **THREE** places are the most recommended attractions to see?

- | | |
|---|---------------------------|
| A the Chocolate Company | B the Ice Creamery |
| C the Organic Market | D the Coffee House |
| E the Nougat and Chocolate Factory | |

NOW TURN OVER.

SECTION 3, Questions 21–30

QUESTION 21

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

21. Lectures are good for the lecturers because they can:

- A** deliver the content of the lecture
- B** communicate with a large number of students at one time
- C** teach the topic more effectively.

QUESTIONS 22–24

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

Students can benefit from **22** _____ with each other and comparing notes.

By not attending lectures students miss out on information about what is expected in an **23** _____.

Tutorial discussions will be **24** _____ for everyone if students attend lectures.

QUESTIONS 25–30

Complete the notes below.

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

Strategies for effective use of lectures

- Do some **25** _____.
- **26** _____ and sit where you can see and hear easily.
- Be **27** _____ during the lecture by using (i) visual cues, e.g. slides or a whiteboard.
- You could also use (ii) active **28** _____ techniques.
- Take **29** _____.
- Ask questions to keep focused and engaged in the **30** _____ of the lecture.

SECTION 4, Questions 31–40

QUESTIONS 31–40

Complete the notes below.

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

Sparrows

In the past 20–30 years sparrow numbers in many parts of the world have declined.

The population has decreased by **31** _____ in Britain.

Nos. ↓ also in continental Europe, parts of **32** _____ and India.

But in some areas they still exist in large numbers. Why are they disappearing in some areas but still exist in large numbers in others?

Possible reasons for declining numbers include:

1. **33** _____ issues:
 - (a) harassment or predation by other local species and **34** _____
 - (b) increased competition for food and nesting sites from other **35** _____ in the neighbourhood
 - (c) more **36** _____ methods prevent sparrows making nests in modern buildings
2. death of young nestlings. Possible causes include:
 - (a) **37** _____ (e.g. aphids) → nestlings die of starvation or dehydration
 - (b) release of carcinogenic chemicals into the atmosphere from unleaded **38** _____ fumes affecting numbers of insects
3. technological advances:
 - (a) **39** _____ emit electromagnetic radiation, which may affect a sparrow's central nervous system
 - (b) During the 1990s, use of mobile phones and **40** _____ skyrocketed. Both coincide with a decline in sparrow numbers in many modern cities.

NOW TURN OVER.

Listening Booklet

IELTS LISTENING PRACTICE TEST 3

TIME ALLOWED: Approximately 30 minutes (plus 10 minutes transfer time)

Instructions to Candidates

You will hear a number of different recordings, and you will have to answer questions on what you hear.

There will be time for you to read the instructions and questions, and you will have a chance to check your work.

The test is in four sections. You will hear each part ONCE only.

Write your answers in the Listening questions booklet.

At the end of the test you will be given 10 minutes to transfer your answers to an answer sheet.

Now turn to Section 1 on page 2.

SECTION 1, Questions 1–10

QUESTIONS 1–3

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

Example

How long has it been since Nancy has seen Fiona?

- A** more than two years **B** two years
C since yesterday

- How much does Fiona work?
A part-time **B** full-time
C doesn't work
- What kind of business does Fiona have?
A shop **B** online
C market stall
- Fiona sells
A just in Perth **B** all over Australia
C in many countries

QUESTIONS 4–6

Complete the notes below.

Write **NO MORE THAN ONE WORD** for each answer.

Fiona's Company

What the business sells: **4** _____

Idea for business: **5** _____ society

Business customers: **6** _____

QUESTION 7

Choose **ONE** letter, **A–E**.

- Which area do most of the costumes come from?
A Africa **B** Asia
C the Americas **D** Europe
E the Pacific region

QUESTIONS 8–10

Are the following business tasks completed by Fiona?

C completed

N not completed

*Write the correct letter, **C** or **N**, next to questions 8–10.*

8. fills in tax returns _____
9. updates website _____
10. prints business cards _____

NOW TURN OVER.

SECTION 2, Questions 11–20

QUESTION 11

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

11. The purpose of the talk is to:
- A** show students some interesting places on a tour
 - B** give instructions and information on a tour
 - C** give students an interesting experience on a tour

QUESTIONS 12–15

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

Students should leave home at about **12** _____.

The telephone number to call if they are late is **13** _____.

The students should buy a **14** _____ ticket because the tour will take **15** _____ hours.

QUESTIONS 16–19

Complete the table below.

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

| Place | Stay/Minutes | Do? |
|--------------------------|-------------------|---|
| Town hall | xxx | Meet on steps |
| Library | 16 _____ | Look at facilities |
| Cinema | xxx | 17 _____ movies |
| Art gallery | 15 minutes | 18 _____ |
| Restaurants, bars, cafés | xxxx | <ul style="list-style-type: none"> • return later to sample food and atmosphere • meet local students |
| 19 _____ | Until end of tour | Eat picnic lunch |

QUESTION 20

Choose **ONE** letter, **A–F**.

The speaker says that the students don't need to bring:

- A** comfortable shoes and clothes
- B** drinks
- C** sunscreen
- D** lunch
- E** hat
- F** extra money

SECTION 3, Questions 21–30

QUESTIONS 21–23

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

21. Why does Sandra talk to the adviser?
- A Sandra wants some tips about the exam.
 - B Sandra is unprepared for the exam.
 - C Sandra has lots of questions about the exam.
22. The adviser thinks that Sandra should
- A eat nothing before the exam
 - B leave home early to allow for traffic jams
 - C be prepared to feel sleepy during the exam
23. To avoid feeling nervous while waiting for the exam she should
- A talk to other students
 - B read through her notes
 - C look at questions from last year

QUESTION 24

Complete the sentence below.

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

The adviser's most important piece of advice is to read the 24 _____ carefully.

QUESTIONS 25–29

Complete the table below.

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

From adviser to Sandra

| Problem | Advice |
|---|---|
| 1 Running out of time | <ul style="list-style-type: none"> • 25 _____ time for each question • wear a 26 _____ during the exam • guess the answer to as many questions as possible |
| 2 Losing marks and 27 _____ (on essay questions) | <ul style="list-style-type: none"> • write the required number of words for each essay • allocate time for each essay according to marks |

NOW TURN OVER.

| Problem | Advice |
|---|--|
| 3 Feeling panicky or physically tired during the exam | <ul style="list-style-type: none"> • relax • take slow, deep breaths • 28 _____ the arms, legs, neck and back |
| 4 Making spelling, grammar and punctuation mistakes | <ul style="list-style-type: none"> • 29 _____ at the end for checking answers |

QUESTIONS 30

Complete the sentence below.

Write **NO MORE THAN THREE WORDS OR A NUMBER** for the answer.

30. The adviser says that if she _____ and stays calm she will do well because she has worked hard and is prepared.

SECTION 4, Questions 31–40

QUESTIONS 31–33

Complete the notes below.

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

People borrow money for several reasons:

31. to buy a house you need a _____
32. to buy a car you need to _____
33. to buy everyday items you need _____

QUESTIONS 34–37

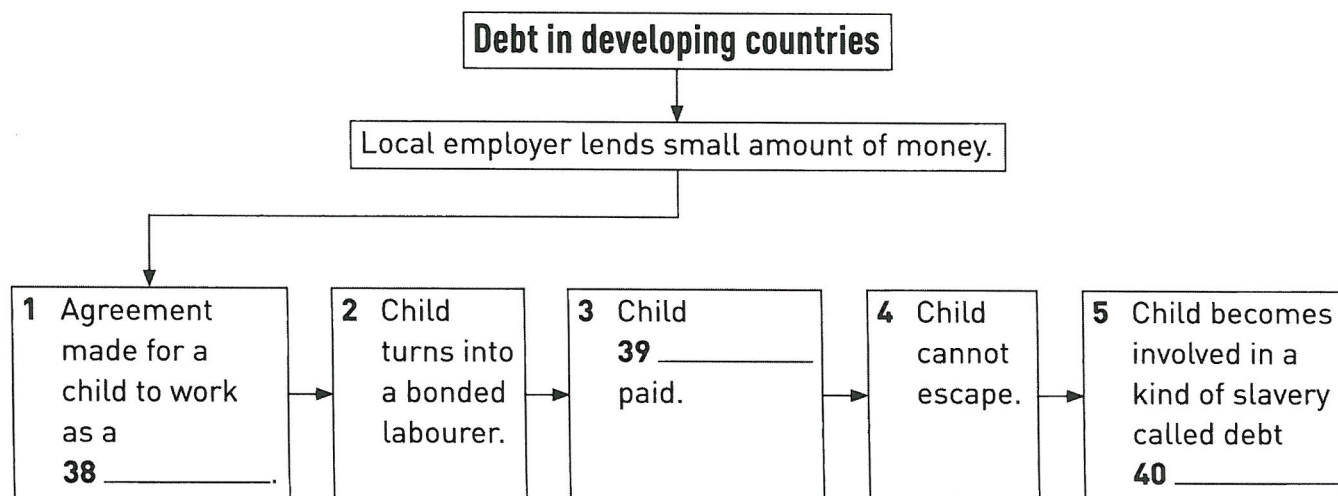
Complete the sentences below.

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

34. People in developed countries have _____ to credit.
35. For poor people, they must use a private lender for a _____.
36. People have increasing debts when they cannot _____.
37. This might be because of something unplanned, for example, a failed business or _____.

QUESTIONS 38–40

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



THE SPEAKING TEST

UNIT 1

Introduction and Format

The Speaking test is for both general and academic candidates, and is an interview or conversation between one examiner and one candidate. The Speaking test assesses your ability to communicate effectively using the English language.

The Speaking test has three parts and lasts 11–14 minutes. All parts of the test are recorded for monitoring, and the examiner is trained and certified to deliver and to assess the test.

The examiner will control the timing of the exam and tell you when to start and to finish speaking. It is important that you show your best English communication skills during the test, so try to speak clearly and audibly, and answer questions as completely as you can.

The Speaking test has three main parts: Introductions and Personal Information; Individual Long Turn; and Two-way Discussion.

Part 1: Introductions and Personal Information

4–5 minutes

In Part 1, the examiner introduces himself or herself and checks your identity.

The examiner asks you questions on familiar topics related to your home, work, studies, general life and interests.

Part 2: Individual Long Turn

3–4 minutes

In Part 2, the examiner asks you to speak for 1–2 minutes without interruption on one particular topic. The examiner will select a topic from a range of topics, which involve describing an experience, period or event in your life.

Before you speak, the examiner will give you a task card with prompts to help you organise your ideas. You will have one minute to prepare, during which you will have notepaper and a pencil to make notes if you wish.

The examiner will tell you when to stop speaking, and may ask one or two extra questions to finish.

Part 3: Two-way Discussion

4–5 minutes

In Part 3, the examiner asks further discussion-type questions related to the topic of Part 2.

You will be required to discuss more abstract ideas related to the topic, and to give and justify your opinions.

What is being tested?

The Speaking test assesses your ability to communicate effectively in English in a variety of situations. It is a test of language, not content. As you speak, the examiner assesses four main areas of your English language usage, each of which is equal in value:

1. vocabulary
2. grammatical structures
3. pronunciation
4. fluency and cohesion.

Vocabulary

Vocabulary assessment is based on not only the **number** of words you use to express ideas but also how **accurate** the words are in choice and formation, and how **appropriately placed** the words are in a variety of contexts.

During the exam the examiner listens for:

- the **range** of words and phrases you use to express your ideas
- how **accurately** the words and phrases you choose are formed (word formation, prefixes and suffixes, and so on)
- how appropriately the words and phrases are selected and placed in different situations, including **collocations, set phrases or idioms**, appropriate tone, formality levels or register
- how well you are able to reword an idea if you can't remember a word or phrase you require.

Grammatical structures

This refers to the **range of grammatical structures** you are able to draw on to express your ideas, and how **accurately** the structures are spoken.

During the exam the examiner listens for:

- the **number** of different sentence structures you use to express your ideas (range of tenses and so on)
- the **length and complexity** of sentence structures you use (simple sentences, sentences with subordinate clauses and so on)

- how **accurately** you use a range of sentence structures (subject–verb agreement, repeated basic errors or errors only when complex structures are attempted)
- how **appropriate** your sentence structures are to the context.

Pronunciation

This refers to the overall **sound** of your English language, how **clearly** you speak in English, and how much strain may or may not be placed on a listener.

Pronunciation consists of many elements, and the examiner listens for:

- your accurate and clear use of the **sounds of English**
- your attention to the stress of syllables in words: **word stress**
- your attention to stress in parts of sentences: **sentence stress**
- your use of the generally accepted rises and falls of English as it is spoken in sentences and in longer utterances: **intonation**
- your use of **rhythm** as you speak.

Pronunciation can be measured by:

- how much **strain** is placed on the listener when trying to understand you
- how much **interference** there may be from your first language on the English you use: intrusion.

English as a world language exists in various forms and is spoken with a range of accents. As a non-native speaker of English, some accent from your first language is expected, but it should not be so intrusive as to make your English difficult for a listener to understand.

Fluency and cohesion

This refers to the **speed, smoothness and flow** of your language as you attempt to express your ideas, and how well your ideas are **organised and linked**.

During the exam the examiner may listen for:

- the **speed, smoothness and flow** of your language as you speak: fluency
- **the number of pauses, repetition and hesitation** as you speak, and how they interfere with the flow and speed of delivery of your ideas: fluency
- how you **organise your ideas** into a logical, sequenced flow of English language discourse: cohesion
- how you **link your ideas** using a variety of linking words, connectives and substitutions: cohesion.

Speaking test: Scoring system

The Speaking test is a test of language, not content.

The examiner is listening to and assessing your vocabulary, grammar, pronunciation and fluency.

The examiner will rate you with a 'band score' from 1 to 9 for each of the four areas. These will be averaged to give you a total speaking test score.

UNIT 2

The Speaking Test Skills Practice Bank

Before you take the IELTS Speaking test, you are advised to spend time practising your language skills.

The skills you will need to demonstrate in the Speaking test are:

- a range of accurate and appropriate English **vocabulary**
- a range of accurate English **grammatical structures**
- awareness of and attention to English **pronunciation**
- the ability to speak **fluently**.

In this section each skill is explained separately, and there are some practice activities to help you to practise each skill.

Vocabulary

Vocabulary assessment is taken from not only the **number** of words you are able to use to express ideas but also how **accurate** the words are in choice and formation, and how **appropriately placed** the words are in a variety of contexts.

During the exam the examiner will listen for vocabulary:

- **range**: whether you have enough words to talk at length on a topic, and are able to speak on common and less common topics
- **accuracy**: how correct the words and phrases you use are
- **appropriateness**: how correct or appropriate your words and phrases are to the context
- **paraphrasing**: your ability to substitute a word or phrase for another or to explain meaning using different words
- **precision**: the ability to use the most specific word.

Vocabulary range

Having a wide range of vocabulary will give you the ability to say a lot on a topic, or to extend the conversation. It will also enable you to speak on unfamiliar topics; not just topics related to your life and family but also more abstract ones. Try the activities below to practise increasing your range. There are no answers given for these activities as they will vary.

Vocabulary Range Activity

- Everyday topics: brainstorm a range of topics to do with our daily lives. See what you can add to this list: Food; Weather; Health; Travel; Education; Hobbies; Employment; Sport ...
- Current affairs: brainstorm a range of topics that deal with current issues. See what you can add to this list: Health and Nutrition; Keeping Physically Fit; Using Technology; Population; Migration; Global Warming ...

Vocabulary Range Activity

- Choose a topic from the lists above, and brainstorm every word and phrase you associate with that topic. For example, *Education: school subjects, schools, teachers, timetable, exams, learning, teaching methods*. Can you add to the list?
- Take any word from above (example: *exams*) and break it down further into its subgroups. How many words can you add to this list on *exams? Timetable, study, cram, revise, review, summarise ...*
- Try the same process with other words from the list.

A good way to increase your vocabulary range is to find synonyms of words. These can help you to explain something when you can't quite find the exact word.

Vocabulary Range Activity: Paraphrasing and using synonyms

- Find as many synonyms as you can for this word: *strong (adj.): powerful, great, forceful ...*
- and this one: *fantastic (adj.): amazing, magnificent, wonderful ...*
- *study (v.): learn ...*
- *revise (v.): review ...*

Vocabulary Range Activity: Prefixes and suffixes

English has a whole range of prefixes and suffixes that are added to words to create new ones. Using prefixes and suffixes can increase your vocabulary range. Some common affixes are in-, un-, con-, post-, anti-, -tion, -able. Can you decide which are prefixes and which are suffixes?

Prefixes are probably easier to recognise. Consult a good dictionary of prefixes if you can. First check the meaning, then see how many words you can make.

Try the following prefix exercises:

trans-: transport, transcontinental, transcript

post-: _____

in-: _____

un-: _____

re-: _____

Try the following suffix exercises:

-tion: _____

-sion: _____

-able: _____

Can you think of more prefixes and suffixes?

Vocabulary Range Activity: Finding language

Where can you find language related to different speaking topics? One of the easiest ways to start is to pick up your local newspaper and read the topics. Note the words that are used in the articles.

You can also do this with TV programs.

Vocabulary accuracy

Accuracy refers to the ability to use words and phrases correctly. Many candidates know lots of words, but they don't always use them in their correct form.

English has many words that are formed from the same root. The form of those words varies slightly depending on tense and what part of speech they are. Take the word *image*. It is a noun meaning the 'visual representation of something'. A lot of words are formed from *image*, and they can be nouns, verbs, adjectives or adverbs. They might look similar to *image*, but they are not that word and they are spelt and pronounced differently. Words such as *imagine*, *imaginary* and *imaging* are examples. The correct use of prefixes and suffixes as well as phrases and more colloquial language is also important.

Vocabulary Accuracy Activity

Think of the word *understand*. How many different forms of this word do you know? Check with a dictionary.

- Try the word *manage* now.
- Test your knowledge of the correct form of a word by making sentences with different forms.
- Take the word *belief*. Try using its verb form, *believe*, in a sentence. Be careful with pronunciation. Watch tense forms as well.

Paraphrasing

Paraphrasing refers to the ability to substitute words and phrases when you don't know the exact word to use or have forgotten it. It means you are never 'lost for words' and can make yourself understood when you cannot remember a word.

Paraphrasing is like summarising. Let's imagine you've learnt the word *fussy*, but then you forget it. Well, you know what it means, so simply describe that! This is something even native speakers need to do from time to time.

Vocabulary Paraphrasing Activity

Example 1: Imagine you want to use the word *skinny*. How would you describe the meaning of this word to someone? You could say: 'The man was—I've forgotten the word—but it means not fat or big.'

Example 2: You want to talk about a *centipede*. Here is an example of a paraphrase: 'In our country we get a lot of those tiny creatures that look like worms with a lot of legs—I can't remember the exact name.'

- Paraphrase the following words to a partner: *natural, proud, apple, innocent*.

Vocabulary appropriateness

Vocabulary appropriateness refers to the correct use of words according to the context.

Although English has lots of synonyms, words that seem similar often have precise uses in particular contexts. In addition, the many collocations (words that go together) and phrases or idioms also have their own unique place. Precise use of words can affect tone and levels of formality.

For example, consider the word *long*. You might describe your dress as *long*, or your hair, but would you describe a mountain as *long*? Hopefully, you'd describe it as *tall* or *high*! Would you describe a road that wasn't very wide as *skinny*? Or would you call your thin friend *narrow*? These examples don't sound right, do they? Swap them around, though, and things look better. Your *skinny* friend is walking down a *narrow* road.

Vocabulary Appropriateness Activity

Consider what the following words mean and where you think you might use them:

- *Tall* or *high*? A building can be tall or high. What about a mountain? A person?
- *Audience* or *spectators*?
- *Valuable* or *invaluable*? Are these opposites or something else?
- *Priceless* or *worthless*? Are these the same?
- *Mend* or *repair*? The sock with a hole in it?
- *Mend* or *repair*? The broken computer?

Appropriateness also refers to correct use of language in particular situations. You wouldn't ask your friend to *extinguish* their cigarette; you'd probably ask them to *put it out*. The use of the less formal phrasal verb reflects the context: you and your friend. If the context is changed to an aeroplane announcement, *extinguish* seems appropriate.

Vocabulary Activity 1

Change the following sentences to something more formal:

- Be quiet. The football game is about to **kick off**!
- The noise from the teenagers' party gradually **died down**.
- Did you **pick up** much French when you stayed in Paris last year?

- We couldn't buy the house because the sellers **backed out**.
- I'm going to **do up** my house because it's now 25 years old.
- The drunk driver was **let off** with a caution.
- Have you **made up** with your friend after that argument?
- Are you going to **take up** that job offer?

You can check your answers in the Key in Appendix 2.

Vocabulary precision

As well as its meaning of 'correct for the context or situation', precision means using the best and most defining word for something.

There are words in English that, unless used precisely, can be vague. Many words in common use are vague and do not convey much meaning. The biggest problem is that they are simply over-used. Such words include *nice*, *fantastic*, *awesome*, *great*, *fabulous*, *awful*, *beautiful*, *like* and so on.

What does it mean when you say your meal was *fantastic*? Why do you describe your neighbour and an ice-cream with the same word: *nice*?

Are they really the same? You need to learn to use other, more precise meanings to really describe what something is about. You might mean that your neighbour is a very kind person, who always gives you the extra apples off her tree, and that your ice-cream has a lovely creamy taste that makes you feel good when you eat it. Can you now see that *nice* just isn't adequate to describe them?

Another word that is used so often these days without thinking whether there is a more precise substitute is *like*. Listen to young native speakers and count the number of 'likes' you hear. What exactly do they mean? What do you think the 'like' in this sentence means? 'He was *like* so nice and we were *like* laughing at all his jokes!' In this case, the word is used for emphasis. However, the word has other uses too! See if you can work them out in the following activities.

Vocabulary Precision Activity

Substitute another word(s) for the word in *italics* in the following sentences:

- Mrs Jones is really *nice*. She gave me some apples from her garden.
- That movie was *awesome*. I loved the special effects.
- Mr Robinson is a *fantastic* teacher. He made me want to study mathematics at university.
- The rollercoaster ride at Disneyland is *wonderful*.
- Sam is a really *cool* guy.
- Annie is a *beautiful* person.
- It was *like* he was trying to please everyone.
- He was *like* telling me what to do.

Grammatical structures

The term *grammatical structures* refers to the range of grammatical structures you are able to use to express your ideas and how accurately the structures are spoken.

During the Speaking test, the examiner listens for:

- the **number** or **range** of different structures (e.g. the range of tenses and other structures such as conditionals, modals and so on)
- how **accurate** the structures are (e.g. subject–verb agreement, incorrect omission or inclusion of articles) and whether those errors occur more in complex structures
- the **length** and **complexity** of **sentence structures** (simple sentences, sentences with subordinate clauses and so on)
- how **appropriate** the structures are for the context (use of different structures to vary levels of formality)
- errors are assessed on the basis of **how easy it is to follow what you are saying** (communicative ability).

Grammatical range

How many different grammatical structures do you know to express what you want to say? Structures are grammatical forms, or ways of expressing meaning. They have specific names to identify them, which helps you to talk about them and to know what to look up in a grammar book.

Tenses and associated structures

Tenses put actions (verbs) in a time context. From the tense, we know exactly when an action occurred. Unlike languages without tenses, we don't necessarily need a date or time. For example, I want to express whether an action is:

| Actions in a time context | Tenses and voice |
|--|-------------------------------|
| Something I regularly do every day | Simple present |
| Something I'm doing right now | Simple present continuous |
| Something I started before now and am still doing | Present perfect or continuous |
| Something I did and I've now finished | Simple past |
| Something I intend to do in the future | Future tenses |
| Something I did before something else in the past | Past perfect |
| We can also talk about actions we or someone/thing else does | Active |
| Things that are done by someone/thing else to us | Passive |

| Other actions requiring special use of verb structures | Structures |
|--|-----------------------------|
| When things depend on certain other things to take place before we can do them | Conditional structures |
| Describing things in relation to others | Comparatives/superlatives |
| Saying why things happen | Cause and effect structures |
| Saying who said what | Reporting structures |
| Giving instructions, commands, suggestions and possibilities | Modal structures |

Grammar Range Activity: Structures

Look at the following situations and work out the main structures from those listed above that you will need in order to talk about them:

- the job I currently do
- jobs I did previously
- a job I want to do
- a plan I have
- an incident from my childhood
- my wish list
- something I regret doing
- how well I can draw in relation to my neighbour
- saying what I think would be a good idea
- giving someone advice
- advising someone against doing something
- saying why something happens
- talking about something that happened without specifying who was involved.

Grammatical accuracy

Knowing what structure is needed is a good start. Next, you need to know how to *form* the structure. This is the more technical aspect. You are assessed on how accurate your structures are. Try to aim for as few errors as possible. You need to be aware of how to form common structures, and candidates often make mistakes with some particular structures. Be aware of where your main errors in form are and try to practise the correct form.

To form tenses accurately, you need to know the auxiliary verb, if needed, and possibly the past or present participle. You may also need the infinitive form. These technical names are explained in any good grammar book. A good grammar book will give you a comprehensive list of *forms*, including *participle* lists.

When you know what tense you need, you can check what you need to put that tense together. You won't need to know the definition of *infinitive*, just that it's something you might need to form a tense.

The main tenses are the present, past and future, but within these divisions are other tenses you will need to use.

You need to know how to form the more complex tenses correctly.

Examples of tense structures

| Perfect tenses | | | |
|---|--|--|---|
| <ul style="list-style-type: none"> Present perfect | <ul style="list-style-type: none"> Past perfect | <ul style="list-style-type: none"> Present perfect continuous | <ul style="list-style-type: none"> Past perfect continuous |
| <i>I/you/he etc have/has + past participle</i> | <i>I/you/he had + past participle</i> | <i>I have been learning</i> | <i>I had been learning</i> |

Grammar Activity 1: Accuracy of tense structures

Complete the text below by putting in the correct form of the verb in brackets. You will need to use a variety of different tenses.

I want to introduce you to a good friend of mine called John, whom I met 20 years ago. We (be) good friends ever since. John now (live) in Australia, but he wasn't born here. His family (come) to Australia when he was three years old. There was a civil war in his country, and he already (spend) two years travelling by boat before his family (reach) Australia and were taken in as refugees. I (meet) John when he (work) in Sydney as a junior reporter for a daily newspaper. He still (work) for this newspaper and currently (work) on a project about refugees. He (travel) to his homeland next December, and I'm sure he (enjoy) it very much. It's incredible to think that, by then, he (live) in Australia for 20 years.

You can check your answers in the Key in Appendix 2.

Other structures

The following structures often cause difficulties for candidates. Try to master the correct forms and refer to a good grammar book for more activities.

The active and passive tenses

Active: *The builders built the house.*

Passive: *The house was built by the builders.*

Articles

It's important to know when and when not to use articles. If you leave them out by mistake, your speech can sound immature to a native speaker. One of the first things to consider is whether the noun is countable or not, which means: can you put a number with the word?

Take the words **bird** and **computer**. These are words you can **count**. *A bird just landed on that tree over there. Which bird? **The** bird on the second branch.* (You can put an 'a' or 'the' in front of these words to mean 'any' or 'specific'.)

- **Birds** have wings (no article—meaning all or any of that thing; used, in the plural, with an 's'). **Bird** has wings. (A singular, countable noun must have an article. This example is not only wrong; it also sounds 'immature'.)
- *I didn't like **the computers** they sold in that shop. To be honest, I don't really like **computers*** (no article—meaning all or any of that thing; used, in the plural, with an 's').
- *I like **computer**.* (Remember singular countable nouns need articles. Again, this sounds 'immature'.)

Take the words **information** and **advice**. These are called **uncountable**. You cannot count these words. You cannot have one or one hundred 'advices'. Never add an 's' to these words.

- *Can you help me? I need **advice**. Thanks so much. **The advice** that you gave me was so helpful.* (You never add an 'a' to uncountable nouns. You can add a 'the' depending on whether the word refers to a specific example of that thing.)
- *Welcome to IELTS Airways. You have a lot of **luggage**, sir. You can only take 20 kg of **luggage**. When you have taken some items out, please put **the luggage** on the belt.*

Note that some nouns can be either countable or uncountable, depending on meaning, as in these examples:

- *I love those little **lambs** skipping in the fields. I don't like to think about eating **lamb** for dinner tonight!*
- *My favourite drink is **coffee**. I think I'll order a **coffee** right now!*

Agreement

You have to consider whether nouns are countable or not, then which form of the verb they agree with.

- I go/he goes/they go.
- Children (they) are wonderful.
- Luggage (it) is sometimes heavy to carry.
- Accommodation (it) is not cheap.
- The coach and his team (they) are doing well.
- The coach (he), not the team, is responsible for the win.
- Fish and chips (it) is my favourite meal.
- No one (not one person) is going to be there.

Infinitive and gerund ... to go or going?

In general, the infinitive with **to** is used:

- to express a purpose:
- We went **to see** and **to look** at the ships.
- after certain verbs: *hope, expect, plan, decide, learn, want, need, pretend* and so on:
- I hope **to go** to Italy. I plan **to visit** my mother.

The gerund or '-ing' form is used:

- as a noun form as the subject of a sentence:
Playing football is good. **Swimming** is good for you.
- after verbs of liking and hating and some other common verbs:
I love **getting** up early in the morning.
I loathed **working** in that place.
- after such verbs as *admit, avoid, come, consider, deny, finish, go, miss, risk, suggested*:
I suggested **travelling** to France.
He finished **working** in Australia.

Sometimes both of these forms can be used, but they have different meanings.

Verbs include *regret, stop, forgot, remember, try*:

- She **stopped** to buy a newspaper (interrupted her journey).
- She **stopped** buying expensive clothes (didn't continue to buy certain things).

Adjectives ending in -ed and -ing

Are you *bored* or *boring*? Hopefully, you are *bored*, because something has made you feel that way, and not because you are a *boring* person!

Sentence length and complexity

You are assessed on how complex your sentences are. What makes a sentence 'complex'? It means saying a little bit more about something but still using one sentence. To understand this, it helps to know about clauses. Clauses are the basic units of meaning in English, and they are used to make sentences.

Sentences can be either *simple* (with an independent clause) or *complex* (with both an independent and a dependent clause), and to get higher scores in IELTS you need to show that you can use complex sentences.

Independent clauses make sense on their own.

- The driver stopped ...
- I won't get a good score in IELTS ...
- The student was given extra time to do his test ...

You can give more information about what you want to say by making another sentence, and this is fine. For example:

- The driver stopped. He saw a dog in the middle of the road.
- I don't study enough. I won't get a good score in IELTS.
- The student arrived late. He was given extra time to do his test.

However, it's better to try to make one sentence by joining them together to make a complex sentence. We use a dependent clause to do this.

Dependent clauses are incomplete on their own and need to be joined—using a subordinating conjunction, relative pronoun or participle—to a dependent clause to make sense.

- ... because he saw a dog in the middle of the road.
- ... unless I study hard.
- ... the student who arrived late.

These clauses make no sense on their own, but when joined with the dependent clauses from the first example, we can understand what is going on.

- The driver stopped *because* he saw a dog in the middle of the road.
- I won't pass IELTS *unless* I study hard.
- The student *who arrived late* was given extra time to do his test.

Examples of subordinating conjunctions include *how, since, when, where, why, while, unless, although, if, because, until, as, despite, in case, as soon as, in order to, provided that, in spite of*.

Examples of relative pronouns include *who, which, that, whom*.

Grammar Activity 2: Making simple sentences complex

Try joining these pairs of sentences by using a subordinating conjunction or relative pronoun.

1. I lent some money to my brother. He probably won't return it.
2. My sister is older than I am. She lives in Melbourne.
3. John is married. Did you know?
4. It might rain today. The ground will become very wet.
5. English is not our first language. We need to do an IELTS test.
6. I have a cat. She has nice soft fur. She likes to drink milk.
7. I was having a shower yesterday evening. The phone rang at the same time.

You can check your answers in the Key in Appendix 2.

Communicative ability

Some people speak English with 'mistakes'. They might not speak completely accurately, but they have a go. Generally, we can understand them.

For example, someone might say, '*Yesterday, I go shopping.*' Although we know they have made a mistake, we can still understand them. Problems occur, however, when we make so many mistakes that it is hard for others to understand. Sometimes this happens when we attempt more complex structures.

In the IELTS Speaking test, the examiner is listening for how much the mistakes interfere with communication. It is an important benchmark for higher-level scores. Try the following activity to check whether you can make yourself understood. It is best to do this activity with a native speaker or someone whose English is quite good.

Grammar Awareness Activity: Communicative practice

- Choose one of the topics from Speaking Unit 3 below in this book.
- Brainstorm some words and ideas about the topic.
- Choose an issue to discuss, preferably something where you are asked to state your opinion.
- Now practise discussing the issue with someone else.

Don't worry about correctness at this stage. If the other person has difficulty understanding you, they will ask you to clarify what you are saying. This will indicate to you how much you can be understood by others. Get the others to pinpoint where your sentences do not make sense and see if you can correct yourself.

It's a good idea to record yourself and see if you can notice where you are not making sense.

Pronunciation

Pronunciation refers to the overall **sound** of your English language, how clearly you speak in English, and how much strain may be placed on a listener.

Pronunciation includes:

- sounds (phonemes)
- word stress (syllable stress)
- sentence stress
- intonation
- rhythm.

Sounds (phonemes)

English has many different sounds (phonemes), including consonants, vowels and diphthongs. Because English is not your native language, it is understandable that some English-language sounds will be more difficult than others for you and speakers of your mother tongue to pronounce.

Pronunciation Awareness Activity: Sounds

Use a phonemic chart with a partner, or practise saying the sounds with a teacher.

Next ask yourself these questions:

1. Which English sounds do I sound accurately?
2. Which sounds do I have trouble with?
 - Practise saying the problem sounds.
 - Listen to yourself as you speak in English. Can you hear the inaccurate sounds?
 - Record yourself reading a passage from a book. Listen to the sounds you have trouble with. Are they accurate?

Word stress (syllable stress)

Every English word of more than one syllable contains stressed and unstressed syllables.

Pronunciation Activity 1: Word stress

- Look at the words below of two or more syllables. Say each word aloud, and decide as you say it which syllable is stressed and which is not.

| | |
|---------------|-------------|
| kitchen | afternoon |
| industry | industrial |
| important | intelligent |
| interrogation | interrogate |
| economy | economical |
- Mark the stress on each word, and check with a friend or teacher.
- There are patterns for syllable stress, but not rules. Are there any patterns you notice above?
- Listen to word stress as you listen to radio or TV news. You should hear stressed and unstressed syllables in every English word.
- Practise more words with a teacher, or as you read from a book.
- Record yourself speaking in English. Do you think you speak with attention to word stress? Check with a friend or teacher.

Tip: when you learn new vocabulary, always make a note of the word stress. You can check your answers in the Key in Appendix 2.

Sentence stress

English-language sentences contain stressed and unstressed words. The words that relate to key ideas are usually stressed whereas the connectors and prepositions often are not.

Pronunciation Awareness Activity: Sentence stress

- Read the three sentences below aloud and note or underline which words you consider are stressed and which are not.
 1. As the truck came down the hill its brakes failed and it was unable to stop.
 2. I love my city, but one problem that it does have is over-crowding, especially on the trains during the rush hour in the mornings.
 3. Because I was always particularly good at maths, I studied accounting at university and am now a chartered accountant.

Pronunciation Awareness Activity: Sentence stress

- Read the same sentences again. The stressed words are in **bold type** below. Are the bolded words the same or similar to the words that you decided would be stressed?
 1. As the **truck** came down the **hill** its **brakes failed** and it was **unable** to **stop**.
 2. I **love** my **city**, but **one** problem that it **does have** is over-**crowding**, **especially** on the **trains** during the **rush hour** in the **mornings**.
 3. **Because** I was always **particularly good** at **maths**, I studied **accounting** at **university** and am now a chartered **accountant**.

Sentence stress can change according to the implied meaning of the sentence.

Pronunciation Awareness Activity: Sentence stress

- Practise these short statements placing stress on at least three different words. How does the meaning change?
 1. How **are** you today George? (A general greeting towards George.)
 2. How are you **today** George? (Suggests George was unwell yesterday.)
 3. How are **you** today George? (Emphasises George and nobody else.)
 4. Could you **please** close the window? (The listener might not want to close the window.)
 5. Could you please **close** the window? (The listener might want to **open** the window.)
 6. Could **you** please close the window? (The speaker wishes **only** the listener to close the window, not himself.)
- Watch a TV comedy program you like. Listen to the word and sentence stress in the everyday speech.

Note: some sentence stress changes can create a comic effect!

Intonation

Intonation is the accepted pattern of rises and falls of English in phrases, sentences and longer sections of language.

All languages follow conventions of intonation: some languages may be flat, even monotone; others have noticeable rises and falls, or have different rise and fall patterns from English. Some languages rise or fall frequently near the end of sentences, or rise and fall in different sections of a sentence.

Pronunciation Awareness Activity: Intonation

- Listen to yourself say a sentence from your first language. Listen to the natural intonation pattern. Does it go up or down at the end of the sentence? Does it go up in the middle of the sentence, or just before the end? Does it remain flat?
- Try another sentence in your language and listen to the natural intonation pattern.

- How would you describe the general intonation patterns of your first language: up at the beginning, the middle or near the end of a sentence? Flat? Rising or falling patterns? When? Does this change in different contexts? If you are aware of your own language patterns you will be more aware of the patterns in English.
- Listen to radio or TV in English. Can you hear the intonation patterns?

Rhythm

Rhythm refers to the regular beats of a language as it is spoken.

Read the three sentences below aloud, and tap down on your fingers as you go. How many main beats are there in each sentence? Note: the number of beats is not necessarily the same as the number of words or syllables. Can you hear a rhythm?

- *The jeweller's shop in the arcade will close down next month.*
(Did you tap down around seven times?)
- *Do you know the old man who lives down the street?*
(Did you tap down around four times?)
- *Sudden lightning and thunder frightened the animals.*
(Did you tap down around five times?)

Pronunciation Awareness Activity: Rhythm

- Listen to yourself reading a passage aloud in your first language. Does your pronunciation have a rhythm or beat as you read?
- Now listen as you read aloud in English. Is there a rhythm? Try to read with beats.
- Listen to English native speakers. Can you hear the rhythm of English as they speak?

Pronunciation is the combination of sounds, stress, intonation and rhythm. These affect the overall sound of your English language and how clearly your message can be understood by a listener. The assessor will assess your pronunciation in terms of:

- how much strain is placed on the listener
- how much of your speech is unintelligible
- the amount of interference from your first language.

Fluency and cohesion

Fluency refers to the **speed, smoothness and flow** of your language. *Cohesion* refers to how well your ideas are **organised and linked** into a passage of speech. If a passage of speech is both fluent and cohesive it is easier for the listener to understand.

During the exam the examiner will listen for:

1. fluency

- speed**, smoothness and flow of your language as you speak
- number of pauses, repetitions, hesitations** you use as you speak, and how these interfere with the flow and speed of delivery of your ideas and

2. cohesion

- (a) how you **organise your ideas** into a logical, sequenced flow of English-language discourse
- (b) how you **link your ideas** using a variety of linking words, connectives and substitutions.

How can I improve fluency and cohesion?

As they say, practice makes perfect! To improve your fluency you should practise speaking in English as often as possible.

To improve cohesion:

1. Use pronouns. When you are describing an event, telling a story, or speaking over a longer period, avoid repeating the subject or object of a sentence too many times—replace the repeated words with different pronouns such as *he, she, it, they, our, their, theirs, ourselves* and so on.
2. Use time indicators. If you are telling a story involving a sequence of time, use words that clearly show the time sequences, such as *at first, then, next, after that, meanwhile, suddenly, eventually, in the end* and so on.
3. If you are listing ideas, use words such as *firstly, secondly, thirdly, next* and *finally*.
4. Use conjunctions and connectors to show similarity and contrast, cause and effect, in a passage, including such words as *because, due to, so, as a result, although, despite, in addition, also* and *not only ... but also*.

Cohesion: Awareness activities

Try the following four exercises to practise improving cohesion.

If you are telling a story involving a sequence of time, or a story with a list of ideas, linking words can improve the fluency and cohesion. Use such words as *next, after that, before, after, already* and *finally* to organise ideas into a time sequence.

Cohesion Activity 1: Fluency and cohesion

Read the two short excerpts below taken from an IELTS Speaking test. The speaker is not a native speaker of English and doesn't score highly on fluency and cohesion.

- If you can, read the two excerpts aloud and listen to the English. In your opinion, is each excerpt fluent and well organised? Why, or why not?

Excerpt 1 'A place I visited recently which was very relaxing was I visited the outdoor cinema. I like cinema. Cinema is fun. Cinema is relaxing. Cinema is interesting. I went to the outdoor cinema with my friend. My friend likes cinema. The cinema was not far away from my home. My home is closer to the cinema than my friend's home, so my friend came to my home before we went to the outdoor cinema.'

Excerpt 2 'When I was seventeen I had driving lessons. The driving instructor was middle-aged, that driving instructor was friendly; patient that driving instructor and calm. He was a good driving instructor. I could follow easily what the driving instructor

wanted me to do. I practised driving with that driving instructor for 12 weeks. During 12 weeks I learned many new skills. I became more confident at driving my car. I could park my car myself easily. I could drive that car in traffic easily. I got my licence after 12 weeks. During my driving test I was very nervous. I was nervous because I thought I would fail. I didn't fail. I passed that driving test.'

The speaker above does not organise the ideas well, and repeats words often. This speaker would receive a lower score for fluency and cohesion.

- In these two excerpts, ideas are not well organised and words are repeated often. How could you improve these two excerpts?
- Read the two excerpts again. Replace the repeated sections with pronouns (*he, she, it, him, they* and so on) or subordinate clauses (beginning with words like *which, that, who* and so on) or conjunctions (*and, so, but, because* and so on), or use any other ways of linking the ideas more fluently.
- After you have reworded the story, read it aloud again. The fluency and cohesion are improved, and in the IELTS exam the fluency score with the linking words would rate higher.

A sample answer to this activity is provided in the Answer Key in Appendix 2.

Cohesion Activity 2: Linking and sequencing

- Add these linking words to the IELTS speaking exam excerpt below. Note how improved the story becomes with the added words. Choose from these words: *later, then, already, firstly, while, as, next, during, after, as, until, previously.*

I guess the most important day of my life was the day I got married. Our wedding was a traditional one, so _____, at around 11am in the morning my bridesmaids met at my mother's home to help me to dress and to give advice. As is tradition, my husband-to-be and all other men were banned from seeing me before the wedding, so _____ I was getting ready, my husband played football with his friends to help him relax. _____ at around 4pm my father arrived to pick me up in the wedding car, _____ drove us to the church. That was very exciting.

_____ my father walked me down the church aisle. I saw everyone—all my family and friends looking and smiling. _____, after the ceremony we went to a nearby park and had wedding photos taken. _____ we returned to meet all the guests at the local hall, which had _____ been decorated beautifully with pink and yellow flowers, and began the wedding feast. _____ the meal there were speeches, some were very funny, _____ the speeches the band started and we danced _____ midnight.

It was a great day.

A sample answer to this activity is provided in the Answer Key in Appendix 2.

Use such words as *firstly, secondly* and *thirdly* to list ideas.

Cohesion Activity 3: Linking and sequencing

- Read another excerpt from the IELTS speaking exam below. The speaker is listing ideas, but doesn't include linking words. Add suitable words to make it clearer.

There are a few, very important things to remember when you are going for a job interview. _____, ensure that you are in plenty of time and are not too late. _____, make sure you take along your CV and original documents relating to your education and work experience. _____, make sure you are dressed neatly and appropriately for the workplace. _____ smile and answer all questions openly and politely.

- Read the text again with the added words. A sample answer to this activity is provided in the Answer Key in Appendix 2.

The fluency and cohesion are clearer and would score a higher result. For the IELTS exam it's a good idea to make your speech stronger by using these listing words.

- The linking words below look similar, but have different meanings and are used in different contexts. Find out the difference in meaning between:

at first/firstly and at last/lastly

at the beginning/in the beginning/at the end/in the end

Use conjunctions and connectors to show similarity and contrast, cause and effect in a passage.

Cohesion Activity 4: Conjunctions and connectors

- Add suitable linking ideas to the Speaking test excerpt below. Choose from these words: *so, due to, however, consequently, as a result, even if, because, moreover, in addition to this*.

There are many reasons why the CBD of my city is considered by most people to be dull and lifeless. One reason is that there are very few houses or apartments built in the city centre, only offices and shops. _____ most people live outside the city in suburbs. Residents commute into the city each morning to work; _____, past working hours they leave the city to return to the suburbs for the evenings. _____, nobody is around the city in the evenings.

_____, the inner city lacks shopping and entertainment in the city centre. People don't stay after work to eat dinner or have a drink; they _____ go home _____.

_____, _____ there were more bars and restaurants, there is still not enough night-time public transport. There are few trains and buses, and taxis often hesitate to travel far out of the city.

Many fully equipped suburban shopping centres exist outside the city centre. _____ the fact that there is a lot of parking and everything you need at the local

shopping centres, most people spend weekends out of the city at their local shopping centres.

_____ of the lifelessness of the inner city, a lot of my friends favour the idea of moving to live in a larger city _____ they say it's more exciting.

- Read the new version aloud. It sounds more fluent, and coherent, doesn't it?

A sample answer to this activity is provided in the Answer Key in Appendix 2.

Final note: Fluency and coherence

To become 'fluent' in English it is important to practise. In the same way as a pianist becomes 'fluent' when playing the piano, or a basketballer becomes better able to shoot accurate goals with practice, a language requires frequent and regular practice. Practise speaking as often as you can.

To improve coherence, think about the logical organisation of your ideas and use connecting or linking words and phrases to improve the clarity of the information you wish to communicate.

Fluency and Cohesion Awareness Activity

Two-minute speaking practice

1. Speak for an uninterrupted 2 minutes on a topic from the list below to a partner or recording. Take care to organise your ideas before you begin. (You could make notes before you speak if you wish.)
2. Speak again for 2 minutes on the same topic; you could change partner or re-record; but this time include linking words and improve the connection of your ideas.
3. Speak for 2 minutes on the same topic a third time. You can speak to another partner or record a third time. The fluency and the flow of your talk should now be at their best. Do you consider it sounds better than before?

Take care to include linking words when you speak for the second and third time.

Suggested topics

- Describe the best year of your life. When was it? What did you do? Why was it so good?
- Describe a special celebration you attended (wedding, birthday, graduation or other celebration). Include where it was, who was there, and what you did.
- Describe the main similarities and differences between life in your previous place of residence (country or city) and your life now.
- People who live abroad can often experience homesickness. What might be some causes of homesickness and some effects of it?
- What are some ways to maintain good health in body and in mind?
- Suggest different ways of making friends in a new country.

UNIT 3

The Speaking Test in Parts

Part 1: Introductions and Personal Information

3–4 minutes

In Part 1 of the test, the examiner will introduce him- or herself, check your identity, then ask you a range of questions on familiar topics related to yourself and your experiences. These topics include where you come from or live, your work or study, your family, hobbies, and a range of other general topics about yourself.

Part 1 of the Speaking test lasts 3–4 minutes. Remember that the examiner does not know you, and will assess your English ability from what you demonstrate during the test, starting right at the beginning of Part 1.

It is important that from the beginning of Part 1:

- you speak audibly and clearly
- you do not just answer 'yes' or 'no'
- you add some extra information to each answer. Try to give 'complete' answers to each question.
- you answer the question you are asked, not another question. If you do not hear or understand the question, ask the examiner, 'Could you please repeat the question?'
- you do not recite or try to remember a pre-learned answer.

Remember, the examiner is assessing your language ability, not the content of your answers.

Part 1: What is being tested?

As with all parts of the test, as you speak in Part 1, the examiner will assess and score your effectiveness in these aspects of your English language:

- **vocabulary**: range, accuracy and how appropriately it is used
- **grammar**: range, accuracy
- **pronunciation**: sounds, word stress, sentence stress, intonation and rhythm, amount of strain or not upon the listener
- **fluency** and **cohesion**: speed and smoothness of your language; number of hesitations and repetitions; how your ideas are organised and linked into a logical flow of information.

Part 1: Sample question types

Questions about yourself in Part 1 will come from a wide range of familiar topics, and include questions like:

- Where are you from in your country?
- What do you like about the place you come from?
- Do you live in a house or an apartment?
- What kind of work do you do?
- Do you study anything?
- Which sports do you enjoy?
- What hobbies did you have when you were a child?
- Do you have a driver's licence?
- Where do you like to go on holiday?
- What kinds of books do you like to read?
- What are the advantages or disadvantages of knowing your neighbours well?
- Do you like to visit museums and art galleries?
- Have you ever had a pet?

Part 1: Practice Activity

Giving complete answers to questions

- Look at the sample questions for Part 1 above. Read and note an answer for each question related to yourself.
- When you have finished all the questions above, go back to the first question and add one or two 'extra' pieces of information to each answer.
- Now ask or answer with a partner, or record yourself answering each question. Try to include more than one key piece of information for each answer.
- Do your answers sound more complete?

Example

For question 1 above: 'Where are you from in your country?' you may answer: '*Guangzhou, (China).*'

When you add more information, you may add '*industrial city, south of China*', or '*moved seven years ago from a village*'.

When you answer the question fully it will sound something like:

'I come from Guangzhou in China. It is an industrial city in the south, but I haven't always lived there. I moved there seven years ago from the village where I grew up.'

This will help you to give a more complete answer, allowing the examiner more opportunity to hear the full range of your language ability.

- Try to answer each question above with two or three pieces of information.
- Do you consider your answers sound complete?

Practising questions and answers

1. Think of two to four questions you may be asked for each of the familiar topics listed below.
2. Write the possible questions in column 2 of the table.
3. In column 3 make notes for the proposed answers. Remember to include two or three key pieces of information in your answers to each question. The first one below is done for you as an example.

| | | |
|-----------------------------------|---|--|
| My home town/city | Is your home town a large or small place? What's the best thing about your home town? What do you miss most about your home town? Have you always lived there? | Large/getting larger/population increasing River through the middle/good shopping Family/night markets/central park area Family moved twice in my childhood./This was third home town/longest |
| My house/apartment (before, now) | | |
| My work or study (now/the future) | | |

(continued)

My interests/hobbies/activities in the past, present, future

My daily life (now/the past)

My attitude to sport, exercise and being outdoors

My attitudes to food and health

My attitude to computers and technology

My attitudes to animals and pets

My hopes and ambitions for the future

When you have finished:

4. Practise asking and answering the questions with a partner, or record yourself. Do you consider you have answered the questions completely? Do you consider the examiner will hear enough of your language *to be able to assess it*?

Speaking test: Self-assessment table

Look at the language assessment table below. It is not an IELTS table, but it can help you to assess your own spoken language. Then you can decide which areas you do well in, or which you need to improve in!

Use the table when you listen to a sample test, or your own recorded speaking, and tick (✓) the most appropriate box.

IELTS Speaking Language Assessment Table

| | 1 Poor | 2 Needs to improve | 3 Good | 4 Very good | 5 Excellent! |
|----------------------|--------|--------------------|--------|-------------|--------------|
| Vocabulary | | | | | |
| Grammar | | | | | |
| Pronunciation | | | | | |
| Fluency and cohesion | | | | | |
| Overall performance | | | | | |

Notes: what shall I work on?

Speaking test Part 1: CD audio practice

Listen to Part 1 of a sample IELTS test on your CD. Use the assessment table to assess the speaker. If possible, compare and discuss your results with a friend or teacher.

- What did the speaker do well?
- What in your opinion does the speaker need to improve?

Speaking test Part 1: Speaking self-practice

1. Look at the sample IELTS Part 1 test questions again.
2. Answer the questions as if you were doing the IELTS test. Time and record yourself if possible, or get a friend to ask you the questions.
3. After you finish, write notes and answer:
 - In which of the four areas being tested did I do best? Why?
 - In which of the four areas did I do worst? Why?
 - What do I need to improve?
 - What will I do differently next time?
4. Use the language assessment table (copies at the end of the book in Appendix 3) to assess your performance.

Part 2: Individual Long Turn

3–4 minutes

In Part 2, the examiner will give you a topic to talk about. You will have a minute to think about what you're going to say, and you can make some notes if you want.

You will then be given two minutes to talk. It's important to realise that **only you** will talk. The examiner remains interested but silent. He or she might ask you a question at the end, but this is more to round off the section than to seek a lengthy answer.

As in Part 1, the examiner is listening to your:

- vocabulary
- grammar
- pronunciation
- fluency and cohesion.

It's important that from the beginning of Part 2:

- you speak audibly and clearly
- you speak for the whole time if possible
- as with Part 1, you do **not** memorise an answer.

Remember, the examiner is assessing your language ability, so if you can't remember a real example to talk about ... make it up!

Part 2: What's being tested?

Because you are speaking uninterrupted for almost two minutes, your fluency is important. You need to sound natural, not rehearsed. It's a good idea to know what to say, but not as if you have completely memorised your answer. Fluency is about being natural. In natural speech we paraphrase, exclaim and sometimes pause, as we try to articulate what to say.

The topics are almost always about personal experiences. They are carefully chosen so that the majority of people will have had an experience related to the subject. Even if you think you have not experienced something, a couple of moments' thinking time usually reminds you of something relevant. That's why it's important not to memorise your answers; it won't sound like it happened to you! In a way, you are telling a personal story.

The other type of questions are your reactions to or feelings about certain things in life. In these, you don't tell a story of something that happened to you; you relate how you feel about certain things.

Part 2: Sample question types

Topics: education – health: exercise, medicine, diet, lifestyle – entertainment: music, films, books – technology: computers, gadgets, social networking, travel – global problems: population, genetically modified food, alternative medicine.

Here are some typical types of questions for the long turn. Related topics are included.

Describe:

- an activity you do to stay healthy: what, where, how it keeps you healthy. *Health*
- a happy family event you attended: what, where, how it made you happy. *Families*
- a new friend you made recently: who, how, your relationship. *Relationships*
- an exam or test you have recently done: what, where, how you felt you did. *Tests*
- a time you felt frustrated: when, what, effect on you. *Emotions*
- a child you know: who, how often you see them, relationships. *Being a child*
- a teacher you liked: who, when. *Education: is it a business?*
- a time you had to complain: when, where, how it felt: *Resolution, complaints, patience, satisfaction in life*
- a time you helped someone: who, when and so on. *Kindness; charitable giving*
- a time you lied: what, to whom, outcome? *Deceit; trust*
- your favourite lunch or dinner menu: what, where. *Foods in your culture; healthy diets; food manufacture*
- your favourite day of the week. *Free time; planning time*
- your favourite school subject. *Education; teaching methods*
- a part-time activity you enjoy. *Hobbies; creativity*
- your favourite clothing item. *Fashion; grooming; outward appearances*

- cities, and urban versus country life. *Problems of migration to cities*
- a time you moved house. *Migration and moving countries*
- a time you bought something cheap. *Money and finance*
- a festival you attended from another culture. *Cultures; cultural differences*
- a new skill you learnt. *Learning challenges; lifelong learning; creativity*

Let's look at a typical question and analyse how you would answer it.

Part 2: Practice Activity

Part 2: Typical question format

Describe something that annoys or irritates you. You should say:

- who or what annoys or irritates you
- why it irritates you
- how you cope with it.

Responding

What annoys us?

- other people? Who?
- being nagged at
- queues
- not having enough time
- being criticised
- delays, such as traffic jams
- bad habits, such as tapping fingers
- being let down when arranging events.

Why does it irritate or annoy you?

- I get impatient.
- I worry that I'll be late, look foolish or won't be able to do something.
- It's tiring listening to people moaning.

How do I cope?

- I avoid driving at certain times/I take public transport.
- I avoid those people who annoy me.
- I tell the people how they are affecting me.
- I do the same to the person who is annoying me.
- I take time out to relax and forget about ...
- I write letters expressing my concern.

Part 2: Practice Activity

Typical question format

Describe your favourite shop. You should say:

- what the shop is and what it sells
- where it is and what it looks like
- what you like about it, and why you would recommend it to others.

In your response, say:

- **what type of shop it is:** clothing, book, stationery, department, food (speciality, grocer/supermarket), gift, health
- **what it sells,** e.g. clothing: a range of women's clothes—stylish, fashionable, good quality, classic, all sizes, fitted, tailored
- **where it is and what it looks like:** it's located in the Garden Springs shopping mall; it's very spacious inside with wooden floors, lots of racks and different sections
- **what I like about it, and why I'd recommend it:** good range of clothes for all sizes; always current fashions; good-quality fabrics and well made; shop assistants are friendly; you can return items easily without any fuss; opening hours are convenient.

Extended answer

Extend your answer by using complex sentences. In the following example, note the mix of simple and complex sentences, and the use of a couple of colloquial expressions. Also, note how the speaker connects what they are saying.

Note that this response is much shorter than an actual response should be.

'I'd like to talk about my favourite shop, Trendy Girls, which is located in the Garden Springs shopping centre. It's a young women's shop that sells good-quality, fashionable clothes. Even though it's a bit more expensive than other shops, I still like it because there's lots of variety. There are lots of racks and different sections. I highly recommend it because the styles are always up to date and good quality. What's more, the staff are really hands-on and have a lot of fashion know-how.'

- Practise answering this topic for yourself.

Part 2: Practice Activity 2

Practising questions and answers

1. Think of questions you might be asked about the topics below.
2. Write the possible questions.
3. Make notes for your answers. Include grammatical structures as well as complex sentences and any vocabulary you might need. The first one is done as an example.

Practise doing the questions with a friend, or record yourself.

Time yourself. It's good to use the full two minutes as you will be expected to talk for the whole duration.

Practice topics and activities for Part 2

| Topic | Questions | Frequently used structures |
|--|--|---|
| Describe a memorable trip: • where and when you went • who you went with • why you enjoyed it | <ul style="list-style-type: none"> • Where and when did you go? • Who did you go with? • Did you enjoy it? Why? | <p>Grammar: past tenses—simple and perfect, time phrases, prepositions of time, sequencers: <i>next, after that</i> etc. Words to explain why: <i>because, as a result of ...</i></p> <p>Complex sentences: I went with John, who is my cousin.</p> <p>Vocabulary: adjectives, adverbs, countries, landscapes, features and facilities (shops, restaurants, monuments)</p> |
| A time you moved house or moved away | | |
| Your favourite restaurant | | |

| Topic | Questions | Frequently used structures |
|---------------------------|-----------|----------------------------|
| A test you took | | |
| Your favourite animal | | |
| A skill you do well | | |
| A time someone helped you | | |

(continued)

| Topic | Questions | Frequently used structures |
|--------------------------------|-----------|----------------------------|
| A part-time activity you enjoy | | |

Speaking test Part 2: CD audio practice

Listen to Part 2 of a sample IELTS test on your CD. Listen again. Use the assessment table below to assess the speaker. If possible, compare and discuss your results with a friend or teacher.

- What did the speaker do well?
- What in your opinion does the speaker need to improve?

Speaking test: Self-assessment table

IELTS Speaking Language Assessment Table

| | 1 Poor | 2 Needs to improve | 3 Good | 4 Very good | 5 Excellent! |
|----------------------|--------|--------------------|--------|-------------|--------------|
| Vocabulary | | | | | |
| Grammar | | | | | |
| Pronunciation | | | | | |
| Fluency and cohesion | | | | | |
| Overall performance | | | | | |

Notes: What shall I work on?

Speaking test Part 2: Speaking self-practice

Look at the sample IELTS Part 2 test questions in Unit 4.

- Time yourself and answer the questions as if you were doing the IELTS test.
- Record yourself if possible, or get a friend to ask you the questions.
- After you finish, write notes and answer:
 1. In which of the four areas being tested did I do best? Why?
 2. In which of the four areas did I do worst? Why?
 3. What do I need to improve?
 4. What will I do differently next time?

Use the language assessment table (copies at the end of the book in Appendix 3) to assess your performance.

Part 3: Discussion

4–5 minutes

Part 3 extends the conversation for 3–4 minutes from the individual long turn in Part 2. The theme of Part 3 is therefore related to Part 2. It differs in that more abstract (theoretical, rather than real) situations are discussed. One important ability in IELTS is to be able to speak on unfamiliar topics. This means being able to go beyond everyday issues. The questions increase in complexity as the test progresses, the more difficult responses coming later. Again, try to speak for as long as you can, and use a mix of simple and complex sentences.

Ensure that you:

- speak audibly and clearly
- extend your answers as fully as possible
- don't give the examiner a chance to ask 'why?'

Part 3: What is being tested?

In Part 2 you spoke on a personal experience or your feelings about or view of a topic. In Part 3, the topic is the same but the discussion moves on to more abstract ideas related to it. In this part, you make generalisations, give opinions and possibly speculate on the topic. It is important to go beyond the familiar in order to get higher marks in the test.

Part 3: Sample question types

Sample question types. How would you answer them?

- What are the most popular types of technology used in schools in your country?
- Explain how computers help us in everyday life.
- How does writing by hand differ from using a computer?
- What are the advantages and disadvantages of using a computer to write?
- Why have computers become so popular?
- How important are computers in daily life?
- Will we need to write by hand in the future?
- How much have computers taken over our lives?
- How possible is it for computers to develop their own consciousness?

Language functions

In order to answer Part 3 questions, you will need to use different language functions. Let's look at the same questions and the functions used to talk about them.

- What are the most popular types of technology used in schools in your country? *Describing*
- Explain how computers help us in everyday life. *Explaining*
- Explain ways we can use computers to our advantage. *Suggesting possibilities*
- How does writing by hand differ from using a computer? *Comparing*
- What are the advantages and disadvantages of using a computer to write? *Comparing*
- Why have computers become so popular? *Explaining why*
- Do you think computers have become too important in daily life? *Giving opinions*
- How would you guide someone who is thinking of buying a computer? *Giving advice*
- How important are computers in daily life? *Considering the influence of something*
- Will we need to write by hand in the future? *Speculating and predicting; expressing certainty*
- How much have computers taken over our lives? *Considering the influence*
- How possible is it for computers to develop their own consciousness? *Speculating; analysing; predicting*

What language goes with each function?

- **Describing:** simple present tense mainly using 'there are' or 'it has' structures. Also using adjectives to describe size, shape, and more abstract qualities such as 'magnificent' and so on
- **Explaining how something is or how it works:** present tenses, passive constructions
- **Giving possibilities:** modals—*can, could, might, may*
- **Comparing:** using *compared to, as ... as, better/smaller than ...*, using *this is ... whereas*, using *that is ... in contrast*
- **Explaining why:** *because, the reason is, consequently, as a result of, due to*
- **Giving opinions:** *I believe/think. In my opinion, according to me, I feel*
- **Giving advice:** second conditional—*If I were you, I'd buy ..., I think you should ..., I feel you must ...*

- **Considering the influence of something:** present and perfect tenses—*this has had an enormous / slight / significant influence / effect*
- **Speculating, predicting and expressing certainty:** *I believe it will happen; I'm certain it will happen; It may happen; It's bound to be difficult; I'm certain / sure; I expect it will; I'm not sure / certain / convinced*

Part 3: Sample responses—What do I say?

Read the following question and note the response: 'What are the most popular types of technology used in schools in your country?' (Tense—use the simple present to describe the technology.)

Sample response:

In our country, there are many types of technology. There are classrooms which are equipped with computers and printers. Each room also has a projector so we can view videos from the computer.

Part 3: Sample Question Activity 1—Comparing

Fill in the gaps using the words provided.

Q. *How does writing by hand differ from using a computer?*

in contrast easier differs whereas clearer as convenient as quicker

Writing by hand _____ from using a computer in many ways. Firstly, a computer is _____. You can write 120 words a minute _____ you can only do about 100 by hand. It's _____ to use a computer. You can eliminate mistakes more easily. _____, when you write by hand, you have to erase or write again! Some people have untidy handwriting so using a computer makes their writing _____. However, sometimes it's better to use a pen and paper if you want to write a simple note. In that situation a computer is not _____ pen and paper.

Personally, I think it's much better to use a computer these days!

Part 3: Sample Question Activity 2: Giving reasons

Fill in the gaps using the words provided.

Q. *Why do you think students fear exams?*

reason due to causes because causes as a result consequently

Many students fear exams and perhaps it's _____ there is a lot of pressure for students to do well. _____ some students dread failing exams. _____ they perform poorly and so their results are not as good as they had hoped. Worrying about exams _____ all sorts of stress symptoms. Students

can get headaches or digestive troubles. We are all familiar with the 'funny tummy' symptoms just before an important test. The curriculum departments in the different states report some strange excuses for students failing to turn up for their exam. This is _____ the pressure becoming too much for a lot of students. Perhaps this is the _____ students dread school. We should put less focus on exams and try to find a solution that does not _____ such stress for students.

Part 3: Sample Question Activity 3—Speculating, degrees of certainty and conditionals, giving opinions

Fill in the gaps with the words provided.

Q. *How do you think our attitudes to waste will change in the future?*

probably will change definitely certain would predict possible bound will

I feel our attitudes to waste _____ in the future. In the future I think we will be more conscious of what we buy. With the media making us more and more aware of how much we should save and recycle, attitudes are _____ to change. We will _____ try to save valuable resources. I _____ that in the next 20 years, we won't be using paper products any more. Everything will be digital. I'm _____ of that because it's so much easier to use computers and digital technology. It's _____ for us to share more of the world's resources. In fact I think the world will be so globalised, we _____ won't even identify ourselves as being a particular nationality, but part of one human family. If countries in the world cooperated with each other, there _____ be a lot of progress, but this is not happening. If someone with enough political will forces us to change, then change for the better _____ happen.

Speaking test Part 3: CD audio practice

Listen to Part 3 of a sample IELTS test on your CD.

Listen again. Use the assessment table below to assess the speaker. If possible, compare and discuss your results with a friend or teacher.

- What did the speaker do well?
- What does the speaker in your opinion need to improve?

Speaking test: Self-assessment table

IELTS Speaking Language Assessment Table

| | 1 Poor | 2 Needs to improve | 3 Good | 4 Very good | 5 Excellent! |
|----------------------|--------|--------------------|--------|-------------|--------------|
| Vocabulary | | | | | |
| Grammar | | | | | |
| Pronunciation | | | | | |
| Fluency and cohesion | | | | | |
| Overall performance | | | | | |

Notes: What shall I work on?

Speaking test Part 3: Speaking self-practice

1. Look at the sample IELTS Part 3 test questions in Unit 4.
2. Time yourself and answer the questions as if you were doing the IELTS test. Record yourself if possible, or even better get a friend to ask you the questions and to give you the Part 2 card at the appropriate moment.
3. After you finish, write notes and answer:
 - In which of the four areas being tested did I do best? Why?
 - In which of the four areas did I do worst? Why?
 - What do I need to improve?
 - What will I do differently next time?
4. Use the language assessment table (copies in Appendix 3) to assess your performance.

UNIT 4

Sample Speaking Tests

Sample Speaking Test 1

Part 1

Good morning/afternoon. My name is _____. What's your name, please? Where are you from?

I'd like to know about your home town.

- Which part of your country do you come from?
- What is the best time of the year to visit your town? Why?
- What do you like most about your home town?

Now let's talk about music.

- Do you often listen to music? Why/why not?
- What kind of music is popular with young people in your country today?
- In the past what kind of music was popular in your country?
- Have you ever played an instrument? Which one?

Let's talk about public parks and gardens.

- In your home town or city, are there many public parks or gardens? Why/why not?
- How often do you visit a public garden? What do you do there?
- Why do you think public gardens are necessary in cities?

Thank you. That's the end of Part 1.

Part 2

You must speak for 1–2 minutes. Before you speak you will have one minute to prepare or make notes. Here is your topic:

Describe a well-known *sportsperson* you admire from your country or region. Say:

- what type of sport the person plays
- why this person is well known
- where or when you have heard about this person
- what you admire about him/her

Thank you.

Would you like to meet this person? Why/why not?

Do your friends also admire this person?

Thank you. That's the end of Part 2.

Part 3

Let's talk more about sports and sportspeople.

SPORTS IN YOUR COUNTRY

- What sports are most common in your country today? Why?
- Are the most popular sports today in your country the same as those in the past? Why/why not?
- Do you think the popularity of some sports in your country today will change in the future? Why/why not?

CHILDREN AND SPORT

- What are the benefits of sport for children?
- Do you think girls and boys should play the same or different sports? Why?
- Why do you think some parents take their children's sports ability too seriously?

SPORTS AS A PROFESSION

- What are some advantages and disadvantages of playing sports as a profession?
- Do you think that some sports professionals are paid too much? Why?
- Is it better to watch elite sport on TV or go to a live game? Why?
- Which sports do you think may be most popular in the world in the future?

Thank you. That's the end of Part 3.

The Speaking test is complete.

Sample Speaking Test 2

Part 1

Good morning/afternoon. My name is _____. What's your name, please? Where are you from?

I'd like to know about your studies.

- What course are you currently studying?
- Why did you decide to study this course?
- Which parts of your course will be most useful to your future career?

Now let's talk about making plans.

- What do you normally make plans about?
- What do you use to organise your life (e.g. diary, organiser)?
- Do you usually stick to your plans? Why/why not?
- Do your plans usually work out? Why/why not?

Let's talk about families.

- In your country, is an extended (parents, grandparents, cousins) family system, or a nuclear (parents and children only) family system more common?
- On what occasions do families meet together?
- What do you like best about your family?

Thank you. That's the end of Part 1.

Part 2

You must speak for 1–2 minutes. Before you speak you will have one minute to prepare or make notes. Here is your topic:

Describe a time when you were *worried* about something, e.g. an exam, safety, taking a risk.

You should say:

- what you were worried about
- how you dealt with the situation
- what the outcome was

Thank you.

Do you think it's silly to worry?

Do many of your friends worry a lot?

Thank you. That's the end of Part 2.

Part 3

Let's talk about worries and concerns.

WORRIES AND CONCERNS IN YOUR COUNTRY

- What are some of the common issues people in your country worry about?
- Do people in your country have different things to worry about than people in other countries?
- Are the issues they worry about different from past times?
- Do you think people always worry about certain things?

WORRYING AND HEALTH

- How can worrying affect our health?
- What are some strategies we can use to stop worrying?
- Is worrying always a bad thing?

WORRYING IN GENERAL

- Do people worry more as they get older?
- Do men and women have different worries?
- Do you think we live in worrying times?
- How much do the media give us issues to be concerned about?
- Are some people always pessimistic about life in general? Why?
- How worried are you about the future of the Earth?

Thank you. That's the end of Part 3.

The Speaking test is complete.

Sample Speaking Test 3

Part 1

Good morning/afternoon. My name is _____. What's your name, please? Where are you from?

Do you study, or do you work?

- What job do you do?
- What do you enjoy most about your job?

- What job would you like to do in the future?
- What subject are you studying?
- What do you most enjoy about this subject?
- What would you like to do after you finish your studies?

Let's talk about the zoo.

- When was the last time you visited a public zoo? What did you see there?
- Does your city have a good public zoo? Why/why not?
- What special animals do zoos in your country like to show? Why?
- Why do you think some people disagree with public zoos?

Let's talk about stories or literature.

- Do you enjoy reading stories or novels? If so, when do you read?
- What kinds of stories do you enjoy most? Why?
- Did you read often when you were a child? Why/why not?
- Are there any famous stories from your country? What are they?

Thank you. That's the end of Part 1.

Part 2

You must speak for 1–2 minutes. Before you speak you will have one minute to prepare or make notes. Here is your topic:

Describe a well-known or beautiful *building* in your town or city.

Say:

- what type of building it is
- what it looks like
- when and why it was built
- why it is well known.

Thank you.

Do most people in your town like this building?

Would you like to visit this building? Why/why not?

Thank you. That's the end of Part 2.

Part 3

Let's talk more about buildings.

HOUSES AND HOMES

- Which is more common where you live in your country: modern or older-style houses? Why?
- What are some of the special features (materials, design, appearance) of a traditional country home in your country? Why?
- What type of housing do you think may be popular in your city in the future? Why?

OFFICE AND COMMERCIAL BUILDINGS

- Are the modern office and commercial buildings in your town similar to or very different from the buildings built in the past? How?
- What are the advantages or disadvantages of modern buildings over older ones?
- What safety measures should be considered when a new building is being planned? Do you believe enough attention is being given to safety measures in your country?

ISSUES WITH BUILDINGS

- In your opinion, who should pay to restore old buildings—the government or individuals? Why?
- Do you agree or disagree that city buildings should be not only functional but also attractive? Why?
- Some people believe working in modern office towers can be bad for health. What do you think?

Thank you. That's the end of Part 3.

The Speaking test is complete.

Sample Speaking Test 4

Part 1

Good morning/afternoon. My name is _____. What's your name, please? Where are you from?

Let's talk about where you live currently.

- Are you currently living in a city or town?
- Does your neighbourhood have good facilities?
- What could be improved in your city or town?

I'd like to talk about school subjects.

- What was your favourite school subject?
- Which subject do you feel was most useful to you? Why?
- Do schools in your country concentrate more on academic subjects? Why?
- What new subjects do you think it would be good for children to learn nowadays? Why?

Let's talk about clothes.

- Does your country have a traditional dress? What is it?
- What sort of clothing do you wear in different seasons?
- Do people in your country follow fashion trends? Why/why not?
- Do you prefer to wear casual or fashionable clothes?
- Should we judge people by the clothes they wear?

Thank you. That's the end of Part 1.

Part 2

You must speak for 1–2 minutes. You will now have one minute to prepare or make notes. Here is your topic:

Describe a time you *complained* about something, such as an item you purchased, or about a person's behaviour.

Say:

- where and when it happened
- what happened
- who was involved
- what the outcome was.

Thank you.

Do you feel comfortable complaining?

Do any of your friends complain about things?

Thank you. That's the end of Part 2.

Part 3

Now let's talk more about complaints.

COMMON COMPLAINTS

- What are common reasons people complain?
- Should you always show your anger when you complain?

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- Generally, who complains more: men or women? Why?
- Why do some people *never* complain?
- Compare whinging/moaning and complaining.

COMPLAINING ABOUT GOODS AND SERVICES

- What do people in your country usually do if they have a complaint about something they have bought?
- Is the customer always right?
- Should a customer *always* be entitled to their money back? If not, what alternative should they receive?
- Which is more effective: sending a complaint letter, or going in person to complain?

COMPLAINING IN LIFE

- Who would you complain to if you had a disagreement with your neighbour?
- How effective are organisations in dealing with complaints?
- Is it more effective to handle complaints by yourself or to involve other people?
- Why do some people feel uncomfortable about complaining?
- Some people say complaining is a waste of time. Why do you think this is?
- What positive outcomes does complaining achieve?
- Do you think the things we complain about will change in the future?

Thank you. That's the end of Part 3.
The Speaking test is complete.

Sample Speaking Test 5

Part 1

Good morning/afternoon. My name is _____. What's your name, please? Where are you from?

Let's talk about where you live currently.

- Are you currently living in a city or town?
- Are you happy in this place? Why/why not?
- What kind of house or apartment do you live in?
- Would you like to change anything about where you are currently living?

I'd like to talk about hobbies (which are not sport).

- When you were a child what hobbies or activities most interested you? Why?
- Do you have any hobbies now? What?
- Do people in your country attend classes to learn more about their hobbies (such as computers, languages, crafts)? Which are popular?
- What might be the advantages and disadvantages of having an interesting hobby?

Let's move on and talk about water (for drinking).

- How much water do you usually drink every day?
- Do you buy water or take it from home? Why?
- Is it possible to drink the water from the taps in your country? Why/why not?
- What do think of the water quality in the place where you live now? Is it better or worse than the water in your country?

Thank you. That's the end of Part 1.

Part 2

You must speak for 1–2 minutes. You will now have one minute to prepare or make notes. Here is your topic:

Describe something in the *news* which happened *in your country or region*.

Say:

- where and when it happened
- what happened
- who was involved
- what the outcome was.

Thank you.

Do you usually follow the news in your country or region?

Do you think it is important to follow the news from your country?

Thank you. That's the end of Part 2.

Part 3

Now let's talk more about news and the media.

SOURCES OF NEWS

- In your city, how many daily newspapers are available? Why?
- Which do you prefer as a source of news, newspapers, internet or TV? Why?

- Which is more powerful: the news in a photo or in print?
- In the future do you think newspapers will disappear? Why/why not?

WORKING IN THE MEDIA

- Would you like to be a journalist? Why/why not?
- What are the advantages and disadvantages of working as an international journalist or reporter, travelling the world to report on news?
- How is working as a newspaper reporter today different from in the past?
- Which is the better job: journalist for a newspaper or a TV reporter?

EFFECTS OF THE MEDIA

- Do you agree or disagree that we can't believe all the news we hear? Why?
- What positive or negative effects can media exposure have on the life of a person?
- What is meant by the term 'trial by media'? Has this ever happened in your country?
- Do you think newspapers should be owned by governments or by private companies, or both? Why?
- A lot of news today is a kind of entertainment. Do you think this is a good or a bad thing?

Thank you. That's the end of Part 3.
The Speaking test is complete.

Sample Speaking Test 6

Part 1

Good morning/afternoon. My name is _____. What's your name, please? Where are you from?

- Do you study or do you work?
- What job do you do?
- Would you like to have more responsibility in your job?
- Are you prepared to do further study or training?
- Why did you decide to study this course?
- How popular is this subject in your country?
- Are the teaching methods here different from your country?

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Let's talk about farms and farming.

- How important is farming in your country?
- Does your country still use traditional farming methods?
- Does your country need to import a lot of its food? Why?
- What animals are important in farming in your country?

Let's talk about writing.

- What sort of things do people need to write about in your country?
- Do people write more letters or emails nowadays?
- How important is handwriting nowadays?
- Should creative writing (stories, poems and so on) still be taught in schools?

Thank you. That's the end of Part 1.

Part 2

You must speak for 1–2 minutes. You will now have one minute to prepare or make notes. Here is your topic:

Describe a time you, or someone you know, *did* something *wrong*.

Say:

- who it was
- what they did
- what the outcome was.

Thank you.

Did you or the person learn from what happened?

Do you still feel guilty about what happened?

Thank you. That's the end of Part 2.

Part 3

Let's talk more about right and wrong.

CHILDREN'S BEHAVIOUR

- What sort of wrong things do children usually do?
- Do you think children realise when they have done something wrong?
- What's the best way to teach children right from wrong?

- Is smacking ever a good idea?
- Should children always be punished for doing something wrong?

CRIME AND PUNISHMENT

- How are criminals dealt with in your country?
- How strict do you think your country is in dealing with criminals?
- How does your country compare with this country or another one?
- Should criminals always go to prison, or is there a better alternative?

MORALS

- Who should teach morals: parents or teachers?
- Compare the effectiveness of reward and punishment for motivating people to do the right thing.
- How effective are international organisations (such as the United Nations) for encouraging countries to do the right thing?
- Do you believe all human beings are basically good? Why or why not?
- Is war ever justified?

Thank you. That's the end of Part 3.

The Speaking test is complete.

UNIT 5

Audio Samples—Written Assessments

On the CD you will find recordings of Speaking tests. Listen to these and evaluate them for yourself. You can then read the following feedback on the speaking performance of the candidate.

Speaking Test Part 1: Myrtle

Vocabulary

Use is sufficient for familiar and unfamiliar topics. Range is limited, but the candidate is able to paraphrase, for example, *I think so the more creative one like they think their mind, open their mind*. There is some collocation use, for example, *Western style, international city, word-processing*, but no idiomatic use.

Grammar

The candidate attempts complex structures but with many errors, for example, *Even though they belong to the British long time, so very close to Western style; Because we need to prepare a lot of things, so generally is from morning we did preparation*. There are some errors in use of tenses, for example, *When I am in the school I learnt from that*. Simple structures are the most accurate.

Pronunciation

The candidate can make herself understood quite easily. Some individual words are mispronounced, but these generally do not affect understanding, for example, *variety, fibre*. Intonation is used appropriately, especially when emphasising, for example, *for me, I like ...*

Fluency, coherence and cohesion

The candidate is able to keep going and speak at length. She gives natural and appropriate responses to questions. Cohesive devices are generally limited to *so* and *because*. More difficult language can cause disfluency, but the meaning can still be discerned, for example, *A lot of the other countries export to their own style and the attractive the peoples so they can afford it*.

Overall

1. What did the candidate do well? The candidate:
 - answered questions with extended answers
 - showed good fluency
 - attempted paraphrasing
 - intonated well.
2. What does the candidate need to improve?
 - grammatical accuracy
 - more accurate word order and correct pronoun use to help coherence.

Speaking Test Part 1: Sean

Vocabulary

The candidate is able to use less usual words and phrases accurately, such as *sector, organic, green, current circumstances, assembly line*. There are some errors such as *youngs* for *youth*; unclear pronunciation of *carbon emissions* suggests lack of comfort using lesser-known words. The candidate is not always at ease with using some lesser-known words.

Grammar

The candidate displays accuracy with simple sentences. There may be some basic errors such as *I'm working now, it's quite well* and *inconvenience* instead of *inconvenient*. Complex sentences are not fluently used and often need to be reformulated.

Pronunciation

Sounds are mostly accurately produced except *th* in *I think so*, and the words *very, requirement*. Disfluency and slow speech affect rhythm and intonation, and chunking of phrases is attempted but not sustained.

Fluency, coherence and cohesion

Some good extended parts, but on the whole speech is slow. There are frequent pauses, hesitations and repeated words as the candidate seeks words.

Overall

1. What did the candidate do well?
 - Candidate attempted to answer all questions with extended answers.
 - Candidate showed good comprehension of questions and awareness of some less usual vocabulary.
 - Pronunciation was mainly clear enough to understand, although most speech was slow.

2. What does the candidate need to improve?

- fluency: candidate's speech is slow, with frequent pauses and hesitations
- lack of fluency affects rhythm and intonation
- use of complex grammatical structures is not yet fluent.

Speaking Test Part 2: Adriana

Vocabulary

Vocabulary is a strength. Candidate shows a good range of words and phrases, and is able to use some less common phrases appropriately, for example, *you give it your best shot*; *stressed out*; and *throwing up*; *flexible not rigid*; *down the track*. More formal words such as *manipulate*, *priorities*.

There are some errors of word choice, such as: *you know you do the right decision*; *taking an abortion*.

Grammar

The candidate displays a wide range of accurate and complex structures, for example, *It was needed to be acknowledged as an accountant*; *Try to warm up because when you get scared you feel a little shaky*. However, there are still some basic errors, such as word order: *It depends who do you meet*; uncountable nouns: *the other peoples thought I was crazy*; *they didn't worry about thief*; and omission of do: *you not get too worried*.

Pronunciation

Can be understood clearly; good word stress, most sounds are accurately produced, intonation is very good, especially when expressing humour, surprise or emphasis. Rhythm is appropriate. There are some minor mispronunciations: *feel = fill*, but these do not impede understanding.

Fluency, coherence and cohesion

This candidate's fluency, coherence and cohesion are strong. Ideas are well organised and well joined, and there are few hesitations, pauses or repetitions mid-sentence, indicating that the candidate is comfortable when speaking English. Some responses are appropriately short and reflect natural responses to dialogue.

Overall

1. What did the candidate do well? The candidate:

- answered questions with extended answers
- showed ability to communicate on a range of topics in English
- displayed good pronunciation, very good vocabulary and good grammar.

2. What does the candidate need to improve?

- Even greater accuracy on some grammatical structures and phrases would enable this candidate to get a high score.

Speaking Test Part 2: Sean

Vocabulary

This candidate has sufficient vocabulary to participate in a long turn of extended speech, and is able to use some less usual words such as *prohibit* and *ignite*. At this stage further use of these words in context is required to improve fluent and comfortable use of vocabulary.

Grammar

This candidate displays accuracy with simple sentences and attempts complex structures, but these frequently cause disfluency. Some basic errors are made, such as *they makes*.

Pronunciation

This candidate's pronunciation can be clearly understood, and his phonemes are mostly accurately produced.

Disfluency and slow speech affect his rhythm and intonation, and chunking of phrases is not apparent.

Fluency, coherence and cohesion

Some ideas are organised well, but fluency is the candidate's weakest area. The candidate relies on slow speech, with frequent and sometimes long pauses to think in mid-sentence, and uses repetition of words or whole sentences when speaking. The candidate needs to speak with effort as fluency is not well developed enough to speak comfortably.

Overall

1. What did the candidate do well? The candidate:
 - Was able to speak for an extended time
 - Used a good range of usual and less usual vocabulary
 - Produced acceptably pronounced phonemes.
2. What does the candidate need to improve?
 - fluency: the candidate's speech is slow, with frequent pauses and hesitation
 - lack of fluency, which affects rhythm and intonation
 - use of complex grammatical structures is not yet fluent.

Speaking Test Part 3: Lou

Vocabulary

Vocabulary is a strength. The candidate shows a good range of words and phrases, and is able to use some less usual word collocations appropriately, for example, *environmentally friendly materials*; *the possibility of risk of fire or earthquake*.

There are some errors of word choice, such as *refabricated/furbished*, indicating some familiarity but not complete ease with the use of some less usual words.

Grammar

Simple sentence structures are mostly accurate, and the candidate is able to join simple sentences together into more complex structures. There are still some errors, and the candidate has yet to gain full flexibility and fluency using complex structures.

Pronunciation

The candidate can be understood clearly and has good word stress; most sounds are accurately produced; intonation can be monotone but acceptable.

If fluency was smoother and the candidate spoke faster, this would help rhythm of speech.

Fluency, coherence and cohesion

This area is the candidate's weakest. Ideas are well organised and well joined, but speed of speech can be slow in parts, and there are hesitations, pauses and repetition in mid-sentence, indicating that the candidate is not so fluent as to be considered comfortable when speaking English.

Overall

1. What did the candidate do well? The candidate:
 - answered questions with extended answers
 - showed ability to communicate on a range of topics in English
 - displayed good pronunciation, very good vocabulary and good grammar.
2. What does the candidate need to improve?
 - fluency—a weakness for this candidate
 - intonation—a little monotone.

Speaking Test Part 3: Monica

Vocabulary

Vocabulary is sufficient to discuss familiar and unfamiliar topics. Candidate shows a good range, for example using such complex terms as *paedophilia*, and the ability to use some idiomatic expressions, for example *50/50*.

There are several errors in word forms, such as *death penalt*; *I don't think it's that strictly*; *the police has difficult*.

Grammar

Simple sentence structures are mostly accurate, and the candidate is able to join simple sentences but with overuse of *so*. Complex sentences are attempted but with minor errors.

There are still some errors, such as subject–verb agreement and uncountable nouns, such as *other peoples; this organisations*.

Pronunciation

The candidate can mostly be understood clearly—there is good word stress within sentences, and intonation is good.

Individual words and phonemes are sometimes mispronounced or not enunciated clearly, and individual word stress is sometimes inaccurate, but this causes only occasional misunderstanding, and the candidate’s slower speech compensates for it. Some sounds show interference from the mother tongue.

Fluency, coherence and cohesion

The candidate is able to keep going and conversation flows quite naturally, but she sometimes speaks slowly and pauses while she checks for accuracy, which hampers fluency. There is a tendency to overuse some discourse markers: *absolutely, definitely* and *so*. Fluency within longer sentences is hampered. However, on occasions there is good use of cohesive devices, for example *As a consequence*.

Overall

1. What did the candidate do well? The candidate:
 - answered questions with extended answers
 - showed ability to communicate on a range of topics in English.
2. What does the candidate need to improve?
 - Grammar needs to improve, especially agreement.
 - A wider range of vocabulary is needed.
 - More accuracy of word forms is needed.
 - Less pausing and faster rhythm are needed to improve fluency.

APPENDIX 1

LISTENING TRANSCRIPTS

Unit 2, Section 1 of the Listening Test

Track 1: Example Activity, p. 5

DAN: Well, Sarah, which section of the supermarket do you think we should start in?

SARAH: I think we should buy the healthy food first, so let's start with the fruit and vegetables, rather than the snack food, which I know you like.

Track 2: Practice Listening Activity 1

Listen to these short conversations and use the information you hear to answer the questions in your book. Study the questions first, and try to write the answer while you are listening.

1. What's your last name?
It's Thompson.
Could you spell that, please?
Yes, certainly. That's T-H-O-M-P-S-O-N.
2. What's your student number?
0-3-9-7-6-double 1-4-1-9-5-2.
3. When do I have to return these books?
By the end of the month, 26 January.
4. And what's the registration number of your car?
1-B-L-Y-double 4-3.
5. What's the number of the bus?
Sixty.
The number 16?
Number 60.

6. Where are they going?
To south Austria.
Was that South Australia?
No, south Austria.
7. When will that be ready?
It usually takes a couple of days, so I'd say the 20th.
8. What time does it leave?
Eighteen hundred hours.
9. What percentage of people go there?
I thought it was 19 per cent, but apparently it's 90.
10. What are the opening times?
Weekdays 10.00 until 3.00, and closed weekends.
11. And what is your street name?
Terraceley Road.
How is that spelt?
T-E-R-R-A-C-E-L-E-Y Road.
12. Do you have your membership number with you?
Yes. It's 5-6-9-4-triple 3-7.
13. When are your exams?
In the next few weeks; 14th and 15th October.
14. I'll need your account number for that.
OK. It's H-A-E-4-3-1-double 8-4.
15. How old did you say he was?
Ninety.
Only 19?
No, 90.
16. Could you spell that for me, please?
M-A-R-S-U-P-I-A-L.
17. When can I come and pick it up?
At the end of the week, on the 12th.

18. When is it due?

It's running late. About six o'clock.

19. How fast does it travel?

They've increased the speed from 60 kilometres per hour to 70.

20. What are your office hours?

During the week normal working hours 9.00 to 5.00, except late-night shopping on Thursdays until 9.00.

Track 3: Practice Listening Activity 2

Conversation 1

R: Hi, Brad. How are your swimming classes going?

B: Great. What about yours?

R: Oh, I stopped swimming last term. I'm doing football now.

B: I hear that's great exercise. How long do you practise for?

R: One hour a week.

B: I wish I only did one hour instead of two. It's exhausting.

R: Well, maybe you should try a different sport.

Conversation 2

M: So what do you think you will order, Anne?

A: I've heard the seafood is very good here, so I think I'll have the fish.

M: On your recommendation, I'll also get seafood, because I don't eat beef.

A: Oh, I don't mind red meat. And I've decided on the cheesecake for dessert. Will you join me?

M: I think I'll have the cheese platter instead.

Conversation 3

M: Are you still working at the health club, Sandra?

S: Yes, I'm at the same place, but I work different days now.

M: I haven't seen you there the last couple of days.

S: That's because I've changed from weekends to weekdays.

M: That means we can catch up at the weekend, when you'll have free time.

Conversation 4

- A:** Did you go away for the national holiday?
M: Yes, I took the family to a theme park. What about you?
A: We were thinking about a holiday, but there were only three days, so it was too short for us.
M: We only went there for three days, because it was close by. What did you do instead?
A: We went to the local park for the children to play on the playground.
M: Unfortunately, there weren't any playgrounds at the theme park—just rides. But we did manage to go horse-riding on one of the days.
A: We actually rode horses each day of the holiday.

Conversation 5

- C:** So how did you enjoy the party last night, Sam?
S: It was OK, but the music was too loud. What did you think, Nick?
N: I really enjoyed myself. Did both of you stay until the end?
S: I left early.
C: Why was that?
S: I had to start work early this morning.
N: I was lucky and could sleep in today.

Unit 3, Section 2 of the Listening Test

Track 4: Practice Listening Activity 3

Dangerous snakes and spiders

Martin Jackson talks to a group of nature enthusiasts who are interested in hiking in the forests or bush areas of Australia. He is talking about the poisonous spiders and snakes that they might encounter during their hike, and what to do about them.

Welcome, everyone. I know that you are about to head off to hike in the Australian bush. No doubt this will be an interesting and memorable experience for you.

On the whole, the Australian bush is relatively safe for humans. However, it would not be entirely true to say that it is completely without danger. Although there are no man-eating lions or rampaging elephants in the Australian bush, there are some animals that can be dangerous if

you are unlucky enough to encounter and disturb them. So, in my talk today, I am going to give you some information about these special animals and a few tips on what to do if someone is bitten.

Many people hate spiders and snakes. They see them as dangerous and deadly and try to get rid of them. I am not a pest exterminator. I am a naturalist, and I happen to think that scorpions are beautiful and that snakes and spiders are fascinating.

Animals that are dangerous to us are predators, which means they prey upon other animals for food. To do this they need weapons to kill their prey: sharp teeth, strong claws, or poison. By the way, did you ever stop to think that humans are predators, too? We also kill for food. However, we don't actually do the killing ourselves. Modern humans just need to make a trip to the local supermarket.

Unlike us, most predators have to do their killing the hard way, by catching their food in the wild when they are hungry. For most snakes and spiders their common weapon is venom. Of course humans are *not* food for spiders and snakes. In fact, if humans disturb or threaten them, they will usually try to escape. But they may also use their weapons to defend themselves. So, because we know this, we need to know how to defend ourselves against them, too. This does not mean, however, that we need to kill them.

Our best defence is to be prepared. This means, first, being able to recognise venomous species so that we can avoid them. So please check your manuals for the most common varieties in the area you plan to visit. This way, I hope you'll stay away from those that are harmful.

Sometimes, however, it is not possible to avoid these animals, so we need to know what will happen if we are bitten, and what to watch out for. Each species has its own set of signs and symptoms in the case of a bite, so again I suggest that you check these in your manuals before you leave. For most known venomous species a specific anti-venom is usually available, so identification can help, and quick medical aid is important. In the unfortunate case that someone is bitten, it is important therefore to know what to do to avoid unnecessary pain, discomfort or death.

Track 5: Practice Listening Activity 4

(AV = automated voice)

- AV:** You have four new messages. First message: received today at 9.37am. (Beep.)
- Caller 1:** Hi, Mike. This is Sam from our architecture course. I'm in the city today, and I was hoping to catch up with you. Perhaps we could meet for lunch to discuss the new project we have to work on. If you get this message in time call me on 0469 448 932. That's 0469 448 932. Hope you get this. Cheers.
- AV:** Second message: received today at 10.12am. (Beep.)
- Caller 2:** Michael? This is just to remind you that you have an appointment here with the dentist at 10.30 tomorrow morning. Could you ring us back as soon as possible please to confirm your appointment. 0176 434295.
- AV:** Third message: received today at 11.34am. (Beep.)
- Caller 3:** Hello. My name's John Ferguson. I'm ringing regarding the car—the Toyota—that you advertised for sale in the Sunday paper. Would you be able to give me a call back so that we could organise a time for me to see the car. My number is 089135624. I will be home all day. I'll give you the number again. It's 089135624. Thank you.

- AV:** Fourth message: received today at 2.22pm. (Beep.)
- Caller 4:** Hi. This is Sam again. It's now after two. I'm just ringing to say that I am sorry to have missed you today. Never mind; it was a spur of the moment thing. It would have been good to see you to discuss that project. Perhaps you could email me about it. My email address at work is s dot pierce. That's p-i-e-r-c-e @ central dot w-a dot e-d-u dot a-u. I'll just repeat that: s dot pierce @ central dot w-a dot e-d-u dot a-u. You have my phone number already. Hope to hear from you soon.

Unit 4: Section 3 of the Listening Test

Track 6: Practice Listening Activity 5

Conversation 1

- R:** Hi, Brad. I hear you're going on a holiday.
- B:** Yes, that's right. But you're staying at home.
- R:** Unfortunately, yes. I'm fixing the garden.
- B:** I need to do that. But it can wait until I get back.

Conversation 2

- M:** So what colour are you going to paint the living room, Anne?
- A:** I like green, but you recommended cream.
- M:** It's a very flexible colour, and you'll be able to buy any colour furnishings.

Conversation 3

- M:** Are you still working from home, Sandra?
- S:** Yes, but I also teach two days a week.
- M:** Oh, I'm teaching full-time. Do you plan to increase your hours?
- S:** Yes, I'm thinking about it.

Conversation 4

- A:** Mike, have you seen the latest blockbuster movie yet?
- M:** Yes, I have. What about you?
- A:** We're going to see it this weekend. You like the main actor, don't you, but you're not really fond of action movies, like me.

Conversation 5

- C:** Hello. My name's Chris. I believe you know my sister?
S: Yes, I'm Sam. Do you remember my friend, Nick?
C: I think we've met once before.
N: Yes, you look familiar.
S: I held a party that both of you attended.

Unit 5: Section 4 of the Listening Test

Track 7: Practice Listening Activity 6

The Internet

Almost everyone who has a computer today realises the change that it has made to the way humans communicate. Millions of people around the world are connected to this information superhighway, simply by having a modem and an address on the internet or 'net'.

The introduction of the web, in 1990, enabled not only text links to be made but also graphs, images and even videos. By clicking with a mouse device on various parts of the screen a person connected to the net could go travelling, or surfing, through a web of pages to locate whatever information was required. The World Wide Web is an enormous collection of internet addresses or sites, which has been responsible for the massive and rapid increase in the use of the internet since the 1990s. The vast majority of users, both young and old, get connected with the internet for a multiplicity of purposes, which seem to be ever increasing.

The information on the internet is not owned or controlled by any one organisation. In fact, it is perhaps true to say that no one owns the net. Today, anyone can set up a site promoting a club, an institution, a company's products, or even an individual. As a result, a wealth of information is out there, freely available to those who have the curiosity and desire to search for it.

Because of this relative freedom of access, this accessibility to information, the internet is often criticised as a potentially hazardous tool in the hands of young computer users. While there may be inherent problems for the very young in unsupervised access, the availability of information itself should not be seen as dangerous. What can be even more dangerous is lack of information. The ability to access updated information, multiple views, opinions and interpretations is important in a complex world and can only be a good thing.

In any case, like the automobile, the internet is part of our life today and, as with anything, we need to accommodate its potential risks while we undoubtedly continue to appreciate the enormous benefits it brings us.

Track 8: Practice Listening Activity 7

Dangerous animals: Snake bites

Martin Jackson talks to a group of nature enthusiasts who are interested in hiking in the forests or bush areas of Australia. He is talking about the poisonous spiders and snakes that they might encounter during their hike, and what to do about them.

In the unfortunate case that someone is bitten by a snake, it is important to know what to do to avoid unnecessary pain, discomfort or death. In today's talk, therefore, I would like to give you a few important points on what you should do in the event of snake bite.

The first is to try to stay calm, and to keep the victim as calm as possible, avoiding any unnecessary movement. This helps to keep the blood flow to a minimum, and consequently the venom will move more slowly through the body.

You should immediately wrap a broad firm bandage over the bite and around the limb that has been bitten. In an emergency any flexible material, such as clothing or towels, can be torn into strips and used for this purpose. A mark or pad placed over the location of the bite will help the medical aid later to find the bite quickly, and they will need to release the bandage only at that point.

When bandaging the leg or arm you need to start from the foot or hand and bandage up to the groin or armpit. You should use as much pressure as you would for a sprained ankle or wrist. Take care not to cut off circulation to the fingers or toes. It is important that, while bandaging, you keep the limb as still as possible. In the case of a bite on the leg, the best way to keep the limb still is to use the other leg as a splint and secure it with another bandage. This also helps prevent the victim from moving around.

Some important things to remember are: never cut the bitten area, and don't apply a tourniquet. I know this was once the recommended action, but this is no longer advisable. Furthermore, don't wash the bitten area. This is because doctors might later be able to identify the snake by the venom left on the skin.

Finally, bring transport to the victim, and take him or her to the nearest hospital.

Oh, and one last thing. Don't risk being bitten yourself by trying to catch or kill the snake!

Track 9: Practice Listening Activity 8

Culture shock

Professor Thompson is lecturing to a group of psychology students about the problems experienced by people who move to live in a new country. The professor discusses the term 'culture shock', which many use to describe it.

We hear the term *culture shock* quite often these days. So I am going to discuss this topic briefly today. I'd like to explain it by describing some of the reasons why people experience it and how it can affect people who relocate to a new environment.

Culture shock is a psychological term, which is used to define the mental state that a person experiences when learning to live in a new culture. Learning to cope with regular daily life is often difficult for foreigners because they might find that many things in the new environment are totally different from the one they have recently left. One of these differences could relate to the climate and physical surroundings. It could be significantly hotter or colder, or more humid, so the newcomer has to adjust to a new set of physical sensations to which their body has not been accustomed. The new conditions and culture will require the newcomer to find and wear suitable clothing and to understand what is appropriate. In addition, the range of food that is available, and where to find it, might also be quite different from that of the person's own country. These difficulties can then be further compounded by language differences if the foreigner does not know that local language. So problems arise as the foreigner endeavours to communicate with the residents, find accommodation, get a job or access services. Together with the new language, the newcomer may notice differences in customs: the way people relate to each other, for example, how to greet others, whether to use first names, and what is considered polite behaviour.

The effect of these new surroundings and difficulties can produce a range of physical, mental and emotional responses. For example, many people feel physically uncomfortable in the new climate. At the sight of food they might lack appetite or even feel disgust. They can experience anxiety and frustration because of the communication problems they encounter. The behaviour of the locals around them can result in feelings of shock or confusion. They often become angry, numb or melancholic, and look for the society of other foreigners with whom they feel more comfortable.

So what is the solution for people who find themselves in these circumstances? Well, with such a bombardment of new experiences many people can become disillusioned and give up and, if possible, they return home. However, those who remain eventually do adjust and become accustomed to the new environment and culture. Some psychologists believe that more than six months are necessary to overcome culture shock and adjust to the new society. It is important to keep in mind, however, that every person and their circumstances will be different so therefore the experiences and results I describe will not be the same for everyone.

Therefore, if people realise that culture shock is a very common experience, and that things will improve in time, it can help them to better cope with the unpleasant reactions and feelings they might have during the first few months in a new culture.

Unit 6: At the End of the Listening Test

Track 10: Practice Listening Activity 9

- IRENE:** Hello, Wendy. Hi, David. Haven't seen you around for a while.
- DAVID:** Hi, Irene. Yes, been busy doing lots of reading for my new university course.
- WENDY:** How are things with you, Irene?
- IRENE:** Oh, not bad, I suppose. But I am a bit worried about the IELTS test I am doing soon.

- DAVID:** Really? I had to do that test to get into my uni course. There was quite a lot of preparation.
- WENDY:** Yeah, I did it last year, so I know how you feel. Are you having any specific problems?
- IRENE:** Well, I'm finding a few problems with the Listening Test. I really need to get a good mark.
- WENDY:** Lots of listening practice certainly helps. I found it useful to listen to as many different English accents as I could.
- IRENE:** Yeah, I've been listening to the radio and TV a lot. But I still have problems with the test itself. I seem to get lost sometimes.
- WENDY:** Well, you know the different question types, don't you? So make sure that you understand the instructions and follow them exactly. I mean, depending on the question type—you have to know whether to select a letter, write a word or two or three words to complete a sentence.
- IRENE:** Yes, I think I have figured out the question types now. It does help to save time during the test if you can recognise quickly what to do.
- DAVID:** Listening to the introduction to the section is really important, too. You only get one chance to listen. The introduction gives you the topic or situation and the speakers' relationships, which is really useful when you start to listen.
- IRENE:** That's true. I sometimes found that I was still reading and didn't focus on the introduction, so then I had no idea what I was listening to.
- DAVID:** Yes. Another thing is to try and use the questions during the reading time to predict your answers.
- IRENE:** You mean guess the answers before listening?
- DAVID:** Actually, yes. That was a really useful hint for me. I found that sometimes I could guess the answer before I listened, or at least had a good idea what it might be.
- WENDY:** And even if you still don't hear the answer, you don't lose marks for wrong answers. You never know—your answer could be right! It's better than leaving an empty space.
- IRENE:** This is all great advice, but the people on the recording speak very fast and sometimes use words that I don't know. I worry that I am going to miss something important.
- WENDY:** If you have read the questions already you know what to listen for, so you really don't always need to understand every word. For example, if the question asks, 'What time ... ?' or 'How much ... ?', you know that you are listening for a time or a sum of money.
- IRENE:** Sounds easy, Wendy. But I found that there isn't a lot of time to read the questions.
- DAVID:** She's right. So I used to use the time they gave me for checking answers to read ahead in the next part or section.
- WENDY:** I would also say that you should read about two questions ahead as you are listening to the text. That way there is less chance you will get lost if you do miss a question. Missing one question is better than missing a whole lot.
- IRENE:** That's a good tip. I'll definitely try that.

- WENDY:** Reading ahead is important for the tables, summaries, notes and diagrams, too. If you read them well you get a really good idea of the topic and information you are about to hear.
- IRENE:** Hang on, Wendy. Is this a listening test or a reading test?
- WENDY:** It does appear that way, but of course you do have to listen to the speakers. They give you clues about what might be coming next. You know, the voice and intonation actually change when they are about to say something important. Also, they use signal words like *firstly*, *in addition* and *however*. Pay attention to these things.
- DAVID:** Wendy's right. It still is a listening test. But while listening you also have to write! I found that I had to practise writing and listening a lot.
- IRENE:** I find that I sometimes don't get it all down in time, and then I forget it. I guess it just needs practice to get information down quickly.
- DAVID:** Sorry, but I have to mention one more important thing. Once you have all your answers in the booklet, transfer them correctly to the answer sheet. You don't want to lose marks unnecessarily. Take the 10 minutes to write the answers according to the instructions, make sure the question numbers match, and correctly spell the words. Use capitals where necessary, and make sure any numbers are transferred correctly.
- IRENE:** Yes, we were told about that. Some candidates don't do well just because they don't pay attention to how they transfer their answers. It's a pity.
- WENDY:** Look, Irene, you still have a few months before the test. There is plenty of time to practise using these tips with some practice tests. You know what they say about practice!
- IRENE:** I sure do! Thanks a lot both of you. You've been really helpful.
- WENDY:** Don't mention it, and good luck with the test!
- DAVID:** Bye. Good luck.

PRACTICE TEST 1

You will hear a number of different recordings, and you will have to answer questions on what you hear.

There will be time for you to read the instructions and questions, and you will have a chance to check your work.

All the recordings will be played *once* only.

The test is in four sections. Write all your answers in the Listening Question Booklet.

At the end of the test you will be given 10 minutes to transfer your answers to an answer sheet.

Now turn to Section 1 on page 2 of your test booklet. You should answer the questions as you listen because you will not hear the recording a second time.

Section 1

Jack is on his way to Margaret's house party. He is phoning her for directions.

First, you will have some time to look at Questions 1–5.

20 seconds

You will see that there is an example which has been done for you. On this occasion only, the conversation relating to this will be repeated.

Jack has got lost on his way to Margaret's party. He is phoning her for directions.

[Sound of phone dial and pick-up]

Jack: Hello. Is that Margaret?

Margaret: Yes. Who's speaking?

Jack: Margaret, it's Jack. I think I'm lost. I can't see a signpost and ...

Margaret: Jack! So, where are you now?

Jack: Well, I'm a bit confused about the directions. But I'm at a T junction.

Jack says he is at a T junction, so you choose C: 'at a T junction'. Now we shall begin. You should answer the questions as you listen because you will not hear the recording a second time. First, you have another chance to look at Questions 1–5.

10 seconds

Now listen carefully and answer Questions 1–5.

Jack has got lost on his way to Margaret's party. He is phoning her for directions.

[Sound of phone dial and pick-up]

Jack: Hello. Is that Margaret?

Margaret: Yes. Who's speaking?

Jack: Margaret, it's Jack. I think I'm lost. I can't see a signpost and ...

Margaret: Jack! So, where are you now?

Jack: Well, I'm a bit confused about the directions. But I'm at a T junction.

Margaret: What can you see around you?

Jack: I can see a pub on the corner.

Margaret: Can you see the name of the pub?

Jack: Wait a minute, let me see ... it's hard to see in the dark ... Yes, I can read it now. It's called **the Lion's ... mmm ... Head.**

Margaret: Oh, **the Lion's Head.** OK, well, then you're not too far away. Go straight ahead through the traffic lights to the next T junction.

Jack: Sorry, I didn't hear you. What did you say?

Margaret: I said, just go through to the next T junction.

Jack: OK ... Now what?

Margaret: Well, there's a park in front of you, and a large two-storey building on the corner.

- Jack:** Ahh, yes. I can see them.
- Margaret:** OK, so now turn left ... hang on ... you're coming up the street, so you will have to turn right.
- Jack:** OK. Got it. What's the name of your street?
- Margaret:** It's Wesley Street ... W-E-S-L-E-Y ... number 70. We are the fifth house on the left. You should see a red letterbox and some bushes in front of the house.
- Jack:** OK, fifth house, number 70. I should be there soon. Am I late for the party? It sounds like things are happening there.
- Margaret:** No, it's only just started.
- Jack:** That's good. I should be there in the next 10 minutes. See you soon.

Jack hangs up and walks on. Seven minutes later he calls Margaret again as he still can't find the house.

You now have some time to look at Questions 6–10.

20 seconds

As you listen, answer Questions 6–10.

[Sound of phone dial and pick-up]

- Margaret:** Who's speaking?
- Jack:** Hi, Margaret. It's Jack again. Sorry to bother you. Listen. Would you mind doing me a favour?
- Margaret:** Of course. What?
- Jack:** Could you tell Mike I have got his camera? I've tried to send him a text message but it's not going through.
- Margaret:** Oh, he's not here yet.
- Jack:** Oh dear! He said he'd be there early! He might be lost, too!
- Margaret:** OK, I'll call him. What's his number?
- Jack:** 0482-563379
- Margaret:** Oh, so that's 0485 ...
- Jack:** No, no ... 0482 ... 563379.
- Margaret:** OK. I'll call him right away. But where are you now?
- Jack:** Well, I'm in your street, but I still can't find your house. I can't see the numbers very clearly, or a red letterbox. It's pretty dark. I thought you said it was easy to find.
- Margaret:** Oh, OK. Wait there. I'll come outside and get you.
- Jack:** All right then, and don't worry about calling Mike. I'll try to call him now ... Hang on ... There's someone coming down the street. It looks like Mike! Oh! And I can see the letterbox now. It was hidden behind a bush. See you soon.

That is the end of Section 1. You now have half a minute to check your answers.

30 seconds

Now turn to Section 2 on page 4 of your Listening Test booklet.

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Section 2

You will hear a recorded message giving information about an animal park. First, you will have some time to look at Questions 11–15.

20 seconds

Now listen carefully to the first part of the message and answer Questions 11–15.

Welcome to the Australian Wildlife Park Information Line.

The Australian Wildlife Park is very proudly owned and operated by an Australian family, John and Amanda Brooks, who operate the Australian Wildlife Park with their children David and Sandra. The family doesn't receive any government assistance; it's solely funded by tourists visiting the park. Thank you for your support and assistance.

When the Brooks family purchased the Australian Wildlife Park in 1987, the park housed a small collection of animals and birds on a modest five-acre (or two-hectare) property. A few years later, the park doubled in size when the family purchased the adjoining property. Also, the collection of animals started to boom. In May 2003 the family designed and built a new park in the Public Open Space, once again more than doubling in size. The park now features about 200 species with more than 2000 head of animals, birds and reptiles.

Regarding the entry fee, adults pay \$23.00, children aged 3–14 pay \$10.00, age pensioners are \$17.00 and students are \$16.00.

One of the great things about the Australian Wildlife Park is that all of the attractions are included in the entry fee. No extra money is needed around the park, so make the most of your experience. All shows, talks, photo opportunities and animal food are included in your entry fee.

In addition, the Australian Wildlife Park is open every day of the year from 9.00am to 5.30pm, except Christmas Day, 25th of December.

Before the final part of the message, you now have 20 seconds to look at Questions 16–20.

20 seconds

Now answer Questions 16–20.

Several attractions are available to visitors to the Australian Wildlife Park. Firstly, you can meet the koalas between 10.00am and 4.30pm. Here people can view the koala colony in a natural environment.

Another attraction is to feed the kangaroos between 9.00am and 5.30pm. Visitors can take a walk through the kangaroo enclosure, viewing them in a natural environment. Kangaroo food is provided, and the kangaroos are very friendly.

Also enjoyable are the wombats. At 11.00am, 2.00pm and 3.45pm, there are interactive shows, where the team is delighted to introduce you to these popular animals.

Other attractions that may interest you are an interactive farmyard, suitable for children of all ages! Animal food is provided, and the animals are very friendly. In addition, the working farm is where the country comes to town. Visitors can milk a cow, bottle-feed a lamb, watch farm dogs gathering the sheep—all the excitement of a real Australian farm! When they ask for volunteers, be sure to put your hand up—everyone can get involved.

We at the Australian Wildlife Park hope all our visitors have an enjoyable time. See you soon.

That is the end of Section 2. You now have half a minute to check your answers.

30 seconds

Now turn to Section 3 on page 6 of your Listening booklet.

Section 3

You will hear two students, called Richard and Shirley, discussing the information they have collected so far for a group project. First, you will have half a minute to look at Questions 21–26.

30 seconds

Now listen carefully to the conversation and answer Questions 21–26.

- Richard:** Hi, Shirley. Glad you could meet me at the weekend to talk about the research we have to do on energy.
- Shirley:** Yes, Richard. I think it's important that we stay focused on the specific area of our research, energy consumption.
- Richard:** Did you know that the demand for electricity is growing faster than coal, oil and gas can supply it?
- Shirley:** Yes, indeed. Coal and oil, which I discovered are also known as fossil fuels, could have disastrous effects on world climate.
- Richard:** My research supports you. I also found out that the weather could be affected by global warming.
- Shirley:** However, a range of fuels are used around the world. Did you know that the most common fuels are the fossil fuels, with oil accounting for almost half, at 45 per cent? Coal and natural gas are equal next at 20 per cent, with nuclear power being the lowest, at 7 per cent. Other sources of energy are also near the bottom, at 8 per cent.

Before the final part of the conversation you now have 20 seconds to look at Questions 27–30.

20 seconds

Now answer Questions 27–30.

- Richard:** That information will be useful when we look at the different energy sources in detail. We also need to look at the pros and cons of each type of energy. We've already said that fossil fuels increase the world's temperature, but we also need to mention the most serious issue that these three types of fuel are finite, meaning that they will not last forever. Another major disadvantage is that by burning coal and oil in particular, chemicals are released into the atmosphere, which combine with water to fall back to earth and damage both plant and animal life.
- Shirley:** That really sounds useful. If you focus on coal, oil and gas, I'll look into nuclear power. It is common knowledge that nuclear power stations create radioactive waste. But I'm particularly interested in how this unwanted waste product is dealt with safely. I'll also need to look at the effects on people living near these power stations.

- Richard:** Yes, I think all those areas need exploring. Do you think I should also look into renewable energy sources, such as wind and sun—energy that never runs out?
- Shirley:** Don't you think it's an important area to consider?
- Richard:** Yes, but I don't think I'll have enough time to look at it in enough detail.
- Shirley:** I also agree that we have enough to focus on until our next group meeting. So, to finish, you could find some information on the advantages of fossil fuels, and I'll give you the facts that I have already on coal, oil and gas. We don't need to look into other energy sources because I'll get more details on the nuclear industry.
- Richard:** That's great. See you in two weeks' time.

That is the end of Section 3. You now have half a minute to check your answers.

30 seconds

Now turn to Section 4 on page 8 of your Listening Test booklet.

Section 4

You will hear a talk from a series of lectures on the survival of our planet. Professor Samson talks about endangered species of flora and fauna. First, you will have half a minute to look at Questions 31–40.

30 seconds

Now listen carefully to the talk and answer Questions 31–40.

Good afternoon, ladies and gentlemen. Today's topic in this series of lectures on our planet is about ensuring the survival of our very important plant and animal species. In this lecture, I want to discuss one way that we can do this.

No one will ever see a huge dinosaur thundering through the forest.

No one will ever see a paradise parrot flash its rainbow colours across the sky.

The fact is that many animals and plants have been wiped out. Sadly, they are extinct. It is too late for them. Extinction is forever.

We can't do anything about the species that have already disappeared, but today, there are many animals and plants that could still become extinct in the future if we do not act now. They are endangered. The African elephant and rhinoceros have become endangered because of the value of their tusks. Australian parrots and reptiles are smuggled onto planes because certain people in other countries are prepared to pay thousands of dollars for them. And there are many other species around the world that are endangered because they no longer have a place in which to live and reproduce safely.

The main cause of extinction is the destruction of habitats. A *habitat* contains all that a living thing needs to survive: space, light, water, food, shelter and opportunities for reproduction.

The population of the world is growing rapidly, and this is placing great demands on land and resources for housing and for growing food. When vegetation is cleared and swamps are drained for agriculture, mining and suburbs, or when rivers are dammed to store water, plants are destroyed and animal life is threatened.

In other words, humans are changing and destroying the habitats of animals and plants, which is, in turn, reducing their chances of survival.

[Pause of five seconds]

So, how can we conserve habitats and help save endangered species? Well, one way is to protect their habitats permanently in national parks or nature reserves. National parks have been created in many countries. They encourage people to enjoy the beauty and diversity of the animals and plants that live there without harming them. By supporting and visiting these parks people can become more aware of the species that live there, and how the parks work to protect them.

It is very important that, when visiting a national park, we keep them safe for future generations of plants and animals by obeying a few rules:

- Firstly, follow the fire regulations. Don't throw cigarettes, or build fires—except at certain times of the year, in especially allocated areas and facilities.
- Secondly, remember to leave pets at home. Pets such as cats or dogs can hunt birds or other small animals. Some pets might even escape and become a serious threat.
- Thirdly, place all rubbish in a bin or take it home. Plastic bags or leftover food are dangerous to the animals and harm the environment.
- Don't pick the flowers or damage the plants. Flowers create the next generation of the plant.
- Also, for the same reason, birds' eggs must be left in their nests.

The loss of species in the past is sad. However, there is hope for the future. Despite the demands of our increasing population, we can work to protect the plant and animal species we still have.

So I would like to conclude by saying that I believe that, with strong public awareness and support of these national parks and reserves, the future of endangered species can be ensured.

That is the end of the Listening Test. You now have half a minute to check your answers.

30 seconds

You now have 10 minutes to transfer your answers to the Listening Answer Sheet.

10 minutes

That is the end of the Listening Test.

PRACTICE TEST 2

You will hear a number of different recordings, and you will have to answer questions on what you hear.

There will be time for you to read the instructions and questions, and you will have a chance to check your work.

All the recordings will be played ONCE only.

The test is in four sections. Write all your answers in the Listening Question booklet.

At the end of the test you will be given 10 minutes to transfer your answers to an answer sheet.

Now turn to Section 1 on page 2 of your test booklet. You should answer the questions as you listen because you will not hear the recording a second time.

Section 1

You will hear a mother, Shirley, talking to Kate, an admissions officer at a school. First, you will have some time to look at Questions 1–3.

20 seconds

You will see there is an example which has been done for you. On this occasion only, the conversation relating to this will be played first.

- Kate:** Good morning. You must be Shirley Peters. My name's Kate.
Shirley: Yes, hello. I'm Shirley Peters. Nice to meet you.
Kate: You have a 10 o'clock appointment with us.
Shirley: That's right. I'm supposed to go to the Admissions Office. Is that here?

Mrs Peters has a 10am appointment, so you choose B: 10am.

Now listen carefully and answer Questions 1–3.

- Kate:** Good morning. You must be Shirley Peters. My name's Kate.
Shirley: Yes, hello. I'm Shirley Peters. Nice to meet you.
Kate: You have a 10 o'clock appointment with us.
Shirley: That's right. I'm supposed to go to the Admissions Office. Is that here?
Kate: Yes, it is. Please take a seat as I have several forms for you to fill in to enable you to enrol your son at this school. We have a form for your name, address and so on, one for the health of your son, and one for him to choose extra subjects to join in.
Shirley: Thank you.
Kate: Now, firstly, this form is just so we have a record of your son's personal details. Can you fill it in for me?
Shirley: Yes, I'll do that now.

[Pause of five seconds]

- Kate:** Can I just check the details with you? Your son's first name is John.
Shirley: No, that's his middle name, after his father, Richard John. My son's name is Colwin. Can you please spell it C-O-L-W-I-N, not C-O-L-W-Y-N, as some people do.
Kate: Yes, I'll make a note of that. And how old is Colwin?
Shirley: I've put down that he's entering Year 6, so therefore he's 11 years old, turning 12 this year.
Kate: So at the moment he's 11.
Shirley: Yes, correct.

You now have some time to look at Questions 4–10.

20 seconds

Now answer Questions 4–10.

- Kate:** Let's move on to your address. Do you live at 7 Whatley Crescent, Mount Lawley?

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- Shirley:** Yes, that's right. The street is spelt W-H-A-T-L-E-Y Crescent, in Mount Lawley.
- Kate:** Yes, I can see you've written that. Which phone number is best to contact you on?
- Shirley:** Well, I'm out and about doing things during the day, so probably my mobile, rather than the home number.
- Kate:** So that's oh-4-1-double 3-2-5-triple 8.
- Shirley:** Yes, zero 41 3325 888.
- Kate:** Secondly, can you complete this form regarding your son's health?
- Shirley:** Yes, I'll do it now for you.
- Kate:** Thank you. Now, can I go through the more important areas of this form with you to make sure our information is accurate?
- Shirley:** Yes, of course.
- Kate:** Is your son taking any medication at the moment that the teachers will need to be aware of?
- Shirley:** Yes, he has asthma, so he will be carrying his puffer in his school bag.
- Kate:** So he has a puffer. Is he allergic to anything?
- Shirley:** Yes, peanuts. Actually he should avoid all types of nuts.
- Kate:** That's OK because we have a policy of not having any nuts in our school. Is there anything else that you think we should be aware of?
- Shirley:** As I've written down, he also wears glasses, which he needs to keep on all the time.
- Kate:** I'll highlight that section on the form so his teacher will know about his glasses. Finally, this school has a wide range of interesting subjects that your son can participate in. Could you mark on this form what your son would like to do?
- Shirley:** Yes, certainly. Here you are.
- Kate:** Firstly, it seems your son is particularly interested in football, so I'll make a note of that. Secondly, with regard to music, would you like him to start learning the piano in music class?
- Shirley:** Yes, that would be fantastic.
- Kate:** Now, turning to art, I'll let his art teacher know that he likes drawing cartoons.
- Shirley:** Wonderful.
- Kate:** Finally, let's look at languages now. Did you know that Mandarin was actually only started at the school this year?
- Shirley:** Really? Well, I think Chinese would be the most useful, even though my son's friends have already been learning Indonesian and Italian.
- Kate:** Well, now we have all the information we require about your son. We hope he enjoys himself at our school.
- Shirley:** I'm sure he will.

That is the end of Section 1. You now have half a minute to check your answers.

30 seconds

Now turn to Section 2 on page 4 of your Listening test booklet.

Section 2

You will hear a recorded message giving information about an area where tourists can visit to taste local food. First, you will have some time to look at Questions 11–13.

20 seconds

Now listen carefully to the first part of the message and answer Questions 11–13.

Welcome to the Tourist Information Line for the Valley Food Trail. Here you will find many local food products for you to sample and buy. It is possible for you to spend as much or as little time as you want, but I suggest that you allow a full day for touring this area. Of course, there are many half-day tours available for those of you short on time. Now, it's quite a large area, and stretches from Brookville to Ford Hill. For those of you unfamiliar with the area, that means that it is 10 kilometres to 35 kilometres from the city centre, or by car 15 minutes to the closest point continuing to 55 minutes at its furthest point from the CBD. Of course, apart from food, there are many other places of interest in this area, including cafés and restaurants, and galleries and studios, but I wouldn't recommend you go here to see parks and gardens. The other information lines will give you specific information related to these particular attractions.

Before the final part of the message, you now have 20 seconds to look at Questions 14–20.

20 seconds

Now answer Questions 14–20.

But let's go back to food. If we begin in Brookville and head north towards Upper Valley in a clockwise direction, passing West Valley on West Road, we cross over Coast Road to come to our first place of interest, Magic Coffee. This is not to be confused with the Coffee House, situated opposite on the other side of the valley on the railway line. Magic Coffee is next to the Chocolate Company, which is on the corner.

Just past the ice-cream shop on the corner of John Street is the Fresh Produce shop. A little further north we have reached Ford Hill, where we can start our drive southwards along Great Northern Highway, following the railway line.

First we come to the Organic Market near the corner of Memorial Avenue, and then to Olive Farm, opposite Olive Road. Just before we come to the next street crossing, we see the Honey Pot, which is practically opposite the Coffee House. There is another chocolate company, which sells nougat as well, just nearby. Following the railway line along Great Northern Highway, we return back to Brookeville.

Now, as I have said previously, if you only have a few hours to spare, there are several places that you shouldn't miss. The two chocolate places make equally nice chocolate, but the Factory has the added bonus of nougat, unlike the Company. Of course, everyone loves ice cream, especially unusual flavours such as coffee and nougat, so the Ice Creamery is definitely worth a visit and while the Coffee House sells expertly made hot drinks, including hot chocolate, I think your time would be better spent sampling the many products on offer at the Organic Market.

Well, I hope you enjoy your time visiting the Valley Food Trail, and enjoy all the wonderful local foods on offer.

That is the end of Section 2. You now have half a minute to check your answers.

30 seconds

Now turn to Section 3 on page 6 of your listening test booklet.

Section 3

You will hear an interview with Professor Green from a local university, which enrolls a large number of overseas students in its courses. He is talking to Indra, a student representative, about the importance of attending lectures. First, you will have half a minute to look at Questions 21–30.

30 seconds

Now listen carefully to the interview and answer Questions 21–30.

Indra: Good afternoon, Professor Green. Thank you for your time today. I wonder if you could explain why you think it is important for us to attend lectures in a course that we are studying?

PG: Well, despite the increasing dependence on online communication these days, I do think it is important. Apart from delivering the content of the lecture itself, I believe that there are some general communication benefits from having large groups of students together in one place. For lecturers, it is an opportunity for us to address many students together at one time. For students, it helps you to feel part of the wider learning community who are following the course. You can interact with each other both before and after the lecture to discuss the ideas and content—networking with each other and comparing your notes.

Indra: But isn't most of this achieved, as you said, these days through online communication?

PG: Well, lecturers do communicate with students online, of course, but we usually only give a summary or notes of the lecture, so there are significant differences. When you go to lectures you get more of an insight into what the lecturer considers important. We give additional commentary and anecdotes, and by voice emphasis we can alert you to the key concepts, theories and issues of the subject. By not attending lectures you might miss crucial information about what we are expecting in an assignment. You know, these extra things can make a difference.

Indra: OK. But there are tutorials. There is a lot of interaction between students and lecturers in tutorials. Can't all this be done in tutorial discussion groups instead of having lectures?

PG: Yes, to some extent. But during lectures the lecturers can sensitise you to the debates and the controversies that are dealt with in the literature. This can help you think more critically about the subject. So then, when you come to the tutorial, you will be able to come with some questions and ideas for discussion. The result of this is that the tutorial class will be more beneficial for everyone who attends.

[Pause of five seconds]

Indra: I see your point. However, surely this also depends on whether students are able to understand and follow the lecture well. What strategies do you recommend to help students get the most out of lectures?

PG: I would say that, first of all, it is important to do some pre-reading. By doing this you get an orientation to the topic, you will become familiar with the key terms, and you

will be able to follow the lecture points more easily. I also think it is good to arrive early to collect handouts, and to find a seat where it is easy to see and hear what is going on. Then, importantly, during the lecture itself, you need to be attentive.

Indra: I know from experience that it is often difficult to be attentive. What can students do to improve their attentiveness during the lecture?

PG: I think that there are two keys to following a lecture successfully: using the visual cues, and using active listening techniques. By maintaining eye contact with the lecturer and following how the lecturer makes use of the slides, whiteboard and so on, you are using the lecturer's visual cues, which help make the structure of the information clear, and give you a sense of what's important. Then using active listening techniques will also help you to process the information.

Indra: What do you mean by active listening techniques?

PG: Well, you need to pay attention to the methods the lecturer uses to highlight important information. As I said before, in the spoken language of a lecture we get the benefit of things such as stress and intonation, use of examples and anecdotes, as well as the language signals used to show relationships between ideas.

Indra: Yes, I see what you mean. These things will be missing in written summaries. And what about taking notes? Does that help?

PG: Taking notes helps you to concentrate, so I would certainly advise you to do that. It is difficult to listen and write good notes at the same time, so it does take some training.

Indra: Yes, taking notes needs a lot of practice, I've found. Do you have any other advice?

PG: Well, I can't finish without stressing the importance of formulating questions while you are listening. During the lecture, you should ask yourself questions about the content of the lecture and the points you are following. Ask questions like: what are the benefits or problems? What other examples are there? How does it work? Why does this happen? This will keep you focused and actively engaged in the content of the lecture.

Indra: Professor Green, thank you very much for your valuable tips and your time today.

PG: You are very welcome.

That is the end of Section 3. You now have half a minute to check your answers.

30 seconds

Now turn to Section 4 on page 8 of your listening test booklet.

Section 4

You will hear an expert on birds talking about sparrows, one of the most common bird species in urban and suburban environments around the world. The expert discusses some possible causes for their declining numbers. First, you will have half a minute to look at Questions 31–40.

30 seconds

Now listen carefully to the talk and answer Questions 31–40.

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Some people dislike sparrows, and see them as annoying pests in their neighbourhood. Others see them as an interesting part of the urban environment.

Love them or hate them, it could be that the familiar scene of these birds flying, hopping and chirping in our city streets will soon become a thing of the past.

Until recently, there were so many sparrows around that people tried all kinds of methods to get rid of them, but it now seems that many people are starting to worry about the declining numbers of sparrows in many cities around the world.

Over the past 20 or 30 years sparrows have been disappearing throughout many parts of the world. In Britain since the 1920s the overall population of sparrows has declined by 92 per cent. In London they were once so plentiful that people who conducted regular surveys did not bother to count them because they were simply too common. Now there are none.

This decline has also been recorded in some cities in continental Europe, parts of North America, and India as well.

Some people will be surprised at this, as they probably still see many sparrows in their local neighbourhood. But, whereas some suburbs may have large numbers of sparrows, in the next suburb there may be none.

So, why are they disappearing rapidly in some areas yet still exist in large numbers in others? Well, it is a bit of a mystery.

Some say it is due to local issues. There are a number of factors here, one of which is harassment or predation. Other local animal species harass them, and domestic cats hunt them for food. Secondly, there is increased competition both for food, and for nesting sites from other seed-eating birds in the neighbourhood. And thirdly, it is now more difficult for sparrows to make nests in modern buildings due to more effective modern building methods.

Recent studies suggest that another reason may be related to a problem with the breeding success of the sparrows. Although they continue to breed, the young nestlings keep dying. These deaths have been linked to a lack of insects, such as aphids. This decrease in the availability of insects, it is believed, then causes the young nestlings to die of starvation or dehydration. It seems that there is a growing worldwide shortage of insects. And our modern urban lifestyle with the increasing use of motor vehicles is being blamed for it. It is suggested that the carcinogenic chemicals released into the atmosphere by unleaded car exhaust fumes is having an impact on insect numbers.

Another theory, which is thought to be affecting sparrow numbers, is connected to our technological advancement. According to some experts, the mobile telephone towers that are now a feature of our modern cities emit electromagnetic radiation, which might affect the sparrows' central nervous systems, and result in their death.

The evidence is only circumstantial, and sparrows still continue to thrive in some major cities. However, it is interesting to note that in the 1990s the use of mobile phones and unleaded petrol skyrocketed, and both coincide with the period of the sparrows' declining numbers in many modern cities.

That is the end of the Listening Test. You now have half a minute to check your answers.

30 seconds

You now have 10 minutes to transfer your answers to the Listening Answer Sheet.

10 minutes

That is the end of the Listening Test.

PRACTICE TEST 3

You will hear a number of different recordings, and you will have to answer questions on what you hear.

There will be time for you to read the instructions and questions, and you will have a chance to check your work.

All the recordings will be played *once* only.

The test is in four sections. Write all your answers in the Listening Question booklet.

At the end of the test you will be given 10 minutes to transfer your answers to an answer sheet.

Now turn to Section 1 on page 2 of your test booklet. You should answer the questions as you listen because you will not hear the recording a second time.

Section 1

You will hear two friends, Nancy and Fiona, catching up with each other. First, you will have some time to look at Questions 1–6.

20 seconds

You will see that there is an example which has been done for you. On this occasion only, the conversation relating to this will be repeated.

Nancy: Hello, Fiona. I haven't seen you for ages.

Fiona: Hi, Nancy. It must be two years, I think.

Nancy: Has it been that long? It seems like yesterday that we were regularly catching up with each other on Friday mornings at that café around the corner from you.

*It has been two years since Nancy has seen Fiona, so you circle **B**: two years. Now listen carefully and answer Questions 1–6.*

Nancy: Hello, Fiona. I haven't seen you for ages.

Fiona: Hi, Nancy. It must be two years, I think.

Nancy: Has it been that long? It seems like yesterday that we were regularly catching up with each other on Friday mornings at that café around the corner from you.

Fiona: Yes, I remember our chats at Café Bellissimo over a nice hot coffee and cake. Do you still work part-time, or are you busier now?

Nancy: Well, actually, since I saw you last, I've had a baby girl, who's with her grandmother at the moment, so I am free to pay bills and do grocery shopping. What about yourself? What are you up to these days?

Fiona: Well, actually, I've started my own business, so I'm pretty busy. I'd call it full-time work myself, although the hours are very flexible.

Nancy: Wow! That sounds really fascinating. What sort of business is it?

Fiona: Well, we were initially going to open a shop, but we thought it would be easier to sell our product online. And a market stall would have been too hard to manage. We also thought it would be a great idea to sell not just in Perth but all over Australia as well.

- Nancy:** So what do you sell?
- Fiona:** We're selling children's costumes from around the world.
- Nancy:** Interesting. How did you come up with the idea?
- Fiona:** As you know, Perth is such a multicultural society. At my children's school, there are so many immigrant children. Many of the families find it difficult to get traditional things from their culture, including clothes for special celebrations. With our extensive business travelling over the years, we have made numerous contacts in many countries.

You now have 20 seconds to look at Questions 7–10.

20 seconds

Now answer Questions 7–10.

- Nancy:** So how many countries' costumes do you sell?
- Fiona:** At the moment I have a good range of countries. I have access to 10 from Africa, and similarly from Asia, with 10 nationalities. I have slightly more from the Americas, with 13, and more again from Europe, with 25. Unfortunately, I only have six for the Pacific region, but I'm expanding all the time.
- Nancy:** When do you find time to run your business?
- Fiona:** Well, that's the problem at the moment. I have so many things to organise, but I don't have enough time to do everything.
- Nancy:** Do you see an accountant, or do you do your tax yourself?
- Fiona:** I get all of my receipts and expenses together, but then I go to an accountant who fills in my tax return as it takes me too much time.
- Nancy:** What about your website? You said that your company's growing all the time.
- Fiona:** Yes, it's true that my website continually needs to be updated, but it only takes me a short time each week to do it, so that is one area I can manage myself.
- Nancy:** Do you advertise your business anywhere? Where do your customers come from?
- Fiona:** It's interesting you should ask. Most of my business is word-of-mouth, but I do hand out a lot of business cards. I get them done by the local printer, although I must admit that they are rather plain. I need to add a little colour when I get time to redesign them in the future.
- Nancy:** Well, it's been great catching up with you and finding out all about your business. I'm very interested in looking at your website when I get home.
- Fiona:** Here's my business card, so that you can email me for our next get-together. Don't bother about a babysitter next time. Bring your daughter with you, as I'd love to meet her.
- Nancy:** That sounds like a great idea. See you soon.
- Fiona:** Goodbye.

That is the end of Section 1. You now have half a minute to check your answers.

30 seconds

Now turn to Section 2 on page 4 of your Listening Test booklet.

Section 2

The Overseas Students Club is organising a tour of the city to help new students to find their way around. You will hear the tour guide giving them a talk about what will happen the next day and some instructions as to what to do. First, you will have some time to look at Questions 11–15.

20 seconds

Now listen carefully to the first part of the talk and answer Questions 11–15.

Hello, everyone. I'd like to welcome you to our city. I hope that you will have an interesting and valuable experience with us. As you know, we are going on a tour tomorrow to show you some of the sights and the places of interest. So I would like to give you some instructions and some information to prepare you for tomorrow.

It is important that we all meet at the same place at the same time. You should all be able to get into the centre of the city by train or bus from your homestay. We want to start our tour at 10am, so you will have to make sure that you leave home around 9.15 in time to arrive for us to start the tour at 10. If you are late we will not be able to wait more than a few minutes so I suggest that you take your mobile phone and have my number just in case. My number is 0482557369. I will just repeat that so you can get it: 0482 557 369. You can see Ms Parker after the talk if you do not have her number, and she will be happy to provide it. It's good to have both our numbers just in case.

Oh, and another thing: it is better to buy a one-way ticket because the tour will last for three hours and a return ticket lasts only for two hours.

Before the final part of the talk you now have 20 seconds to look at Questions 16–20.

20 seconds

Now answer Questions 16–20.

Now, we are meeting at the Town Hall. You should be able to make your way there from the bus or train stations, which are both in Flinders Street. It is only a short walk from both stations. If you are coming into the city by train, the Town Hall is straight ahead of you when you exit the station. Just walk up Collins Street, and you will see it on the left—after the traffic lights. If you come in by bus, you will need to turn right at the exit, then take the first street left, which is Collins Street. You will see the Town Hall on your maps. So if you have your maps with you, it's a good idea to mark the route now.

Now, there will probably be quite a few people around in the city when you arrive, so it is important that we can find each other. Please don't go inside the building. We should all meet outside on the steps of the Town Hall to make sure we don't miss anyone.

From there, we will be visiting a few places of interest. We will make our way to the library, which is in the same street. It will take us about 10 minutes on foot. It is a good library for students, so we will be giving you about 20 minutes to have a look around at the facilities. That probably won't be enough time for all of you to join the library, so you will have to come back at another time to do that. It might be a good idea to pick up a membership form before you leave.

From the library, we will turn right into William Street where you will see a cinema on the left. This is popular with the students, and it shows some interesting art-house movies. On the way, you might want to check out what is showing there at the moment. Diagonally opposite the cinema is the Art Gallery. There will be time—about 15 minutes—for a quick look at some of the exhibits. You will probably want to return by yourself for a longer visit, another time.

From there, we will walk up to the main street—which is Wellington Street on your maps—it's around the next corner from the Art Gallery, and we will show you some cheap but excellent restaurants, as well as cafés and bars, which I am sure you will find useful in your free time. They are frequented by many of the students here. So I recommend that you come back later to sample the food and atmosphere. It is a good way to meet some of the local students as well.

Well, I said that it would take about three hours. This is because we will be stopping at the park for a picnic lunch. The park is a 15-minute walk along the main street from the restaurant area. We will be supplying the lunch for everyone, so you won't need to bring anything. However, you will need to bring or buy your own drinks.

If anyone has any special dietary requirements please see me or Ms Parker after this talk.

Oh, and please make sure that you wear some comfortable clothes. Sensible walking shoes are advisable, as you will be doing quite a lot of walking. It is also a good idea to bring some sunscreen and a hat as the sun can be quite strong at this time of the year. Finally, although the tour is free, you might want to bring some extra money with you for drinks or souvenirs.

Well, I hope you all enjoy the tour, and get to know each other. I am sure we will have a great day. Now, anyone who needs to see me ...

That is the end of Section 2. You now have half a minute to check your answers.

30 seconds

Now turn to Section 3 on page 6 of your Listening Test booklet.

Section 3

You will hear a student, Sandra, talking to a student adviser about her approaching exam. First, you will have half a minute to look at Questions 21–30.

30 seconds

Now listen carefully to the conversation and answer Questions 21–30.

- Sandra:** I've got an exam tomorrow, and I'm worried about how it will go. Do you have any tips? I think I am well prepared. I've done all the revision, and I have been practising lots of exam questions, but I still feel nervous about the exam itself.
- Advisor:** I know what you mean. But if you are well prepared you should be fine. You just need to stay calm and keep reminding yourself that you are prepared.
- Sandra:** That's easy to say. But in an exam unexpected things happen.
- Advisor:** Well, there are a few things that I found helpful. You don't want to run out of energy or feel sleepy during the exam, so make sure you eat something beforehand. Also, it's a good idea to leave home early to allow for any traffic jams or parking problems. You don't want to arrive late, or even worse miss the exam altogether.
- Sandra:** That's good advice. But if I get there too early I might start getting nervous while I'm waiting.
- Advisor:** That can happen, especially if you start talking to others about the exam. You know how they can start saying things like 'there's bound to be a question on such and such', or 'most people failed this subject last year'? I found that this kind of talk can just make you panic. So if you arrive very early, read through your notes while you are waiting. I think you will feel a lot more calm.

- Sandra:** OK. What about during the exam? I keep thinking about the things that can go wrong.
- Advisor:** Well, I think the most important piece of advice would be to read the instructions and questions carefully. Make sure you know how many questions and sections there are, so that you don't miss any, then make sure you know how you are expected to answer them.
- Sandra:** Yeah. It would be terrible to fail because I missed a whole question or section.
- Advisor:** That's right. [*Pause of five seconds*] Timing is also important. You don't want to miss a question because you run out of time, either. Allocate a time for each question and stick to it. And because timing is vital during an exam, I always wear a watch just in case there isn't a clock in the exam room. It helps to keep you on track. Also, if you see that time is running out, briefly answer or just guess the answer to as many of the questions as you can.
- Sandra:** Yes ... especially for multiple-choice questions. I could be lucky and select the correct one.
- Advisor:** True. Even if you don't know the answer you could still gain valuable marks by guessing. Another important thing is to write the number of words required for an essay question. If your essay is too long or too short, you could lose a lot of marks. You could also waste a lot of time. And I have seen students do badly because they spent too much time on one essay, then didn't have enough time left to complete another one. So look to see how many marks are allocated for each essay and divide your time accordingly.
- Sandra:** Thanks ... Look, this is all terrific advice, but what if I suddenly start to panic or get a memory block in the middle of the exam?
- Advisor:** Well you have to think positively. You know you are prepared, and you know that you can pass. As soon as you feel yourself starting to get panicky, relax and take slow deep breaths ... You should allow yourself to take a few seconds to stretch your arms, legs, neck and back occasionally, too. I found that this helps. It can also be useful if you start to feel physically tired during the exam.
- Sandra:** Yes, I can see how that could help. I'm feeling more relaxed as we speak.
- Advisor:** Good. Oh, and one more thing ... it's not a good idea to leave the room before the time is up even if you have finished all the questions. Spelling, grammar, and punctuation mistakes can make a difference to your marks. So try to leave some time at the end for checking your answers.
- Sandra:** I don't think I'll be leaving early, somehow. Look, you've been really helpful. I'm very grateful.
- Advisor:** Not at all. You're welcome. Just remember that you've worked hard on your preparation, and you are familiar with the exam. Think positively, and stay calm. I'm sure you will do well. Good luck for tomorrow.
- Sandra:** Thank you very much.

That is the end of Section 3. You now have half a minute to check your answers.

30 seconds

Now turn to Section 4 on page 8 of your Listening Test booklet.

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Section 4

You will hear a talk by a financial advisor about debt.

First, you will have half a minute to look at Questions 31–40.

30 seconds

Now listen carefully to the talk and answer Questions 31–40.

Welcome to today's public lecture on the topic of personal debt. I'm Ray Goodman from the Community Debt Centre, and I'd like to present to you today the second part of our three-lecture series. Today we are going to look at how debt affects our lives.

Debt is nothing new. It's found throughout human history and in every society. Many people know what it feels like to be in debt. Those of you who have bought a house will probably have a mortgage. Perhaps you have borrowed money from family or friends, or got a loan for a car. Debt can sometimes be a way of juggling financial commitments and of paying in advance for things that you really need. For everyday living, you might not earn enough money from your job to pay for all the things that you need. You may require a little extra money in the form of credit cards.

But debt has a darker side. Imagine how you would feel if you were deeply in debt and unable to repay what you owed. The consequences for many people can be disastrous.

Today, people in the richer countries of the world live in a society where credit is easily accessible. Banks, building societies and credit card companies often encourage people to take out loans. They then make money by charging interest.

For very low income earners, borrowing from a bank can be impossible. Instead, they are forced to take out a much higher-interest loan from a private lender. They soon find that, despite cutting back on many essentials, they are unable to keep up with these repayments. They are forced to take out another loan and find themselves plunging deeper and deeper into debt.

People can find themselves with growing debts if they are unable to repay interest. This may be because of a sudden life-changing event, such as a business failure or losing a job. But, for many households, debt is a means of survival.

In developing countries people borrow a tiny sum of money from a local landowner, for example, to pay for medical treatment. They agree that a child would work as a full-time servant to repay the debt, and that child becomes a bonded labourer. But, since they are never paid, there is no hope of clearing the debt. Their life is ruled by fear. With no money, education or experience of life, it is impossible for them to escape. Today debt bondage is a major form of slavery.

As you can see, debt affects everyone all over the world, to varying degrees. I hope the information I have presented to you today will make you think twice about getting into spiralling debt. Of course, if you are already finding yourself in financial difficulties, please make an appointment to see one of our helpful staff members after this talk. Thank you.

That is the end of the Listening Test. You now have half a minute to check your answers.

30 seconds

You now have 10 minutes to transfer your answers to the Listening Answer Sheet.

10 minutes

That is the end of the Listening Test.

APPENDIX 2

ANSWER KEY

Listening Answers

Unit 2: Section 1 of the Listening Test

Practice Listening Activity 1

1. Thompson
2. 0397 6114 1952
3. 26 January
4. 1BLY 443
5. 60
6. South Austria
7. 20th
8. 6pm/18:00
9. 90
10. Weekdays 10–3, closed weekends
11. Terraceley
12. 5694 3337
13. 14–15 Oct
14. HAE 431 884
15. 90
16. Marsupial
17. 12th
18. 6 (o'clock)
19. 70
20. Week 9–5; Thurs until 9 (pm).

Practice Listening Activity 2

Conversation 1

1. Brad
2. Rick
3. Rick
4. Rick

Conversation 2

- | | |
|---------|---------|
| 1. Anne | 2. Anne |
| 3. Anne | 4. May |

Conversation 3

- | | |
|-----------|-----------|
| 1. Sandra | 2. Sandra |
| 3. Sandra | 4. Sandra |

Conversation 4

- | | |
|----------|----------|
| 1. Mike | 2. Allan |
| 3. Allan | 4. Allan |

Conversation 5

- | | |
|--------|---------|
| 1. Sam | 2. Nick |
| 3. Sam | 4. Nick |

Unit 3 Section 2

Practice Listening Activity 3

- | | |
|----------------|------------------------|
| 11. C | 12. (their) weapons |
| 13. predators | 14. try to escape |
| 15. avoid | 16. signs and symptoms |
| 17. anti-venom | 18. (unnecessary) pain |

Practice Listening Activity 4

- | | |
|--------------------------------|-----------------|
| 11. Sam | 12. 0469448932 |
| 13. Dentist | 14. appointment |
| 15. car for sale | 16. 089135624 |
| 17. s.pierce@central.wa.edu.au | |

Unit 4, Section 3

Skill Activity 1

- | | |
|-------|-------|
| 1. A | 2. B |
| 3. C | 4. C |
| 5. B | 6. A |
| 7. A | 8. B |
| 9. C | 10. C |
| 11. B | |

Skill Activity 2

- | | |
|-------|-------|
| 1. C | 2. F |
| 3. E | 4. H |
| 5. L | 6. D |
| 7. J | 8. B |
| 9. K | 10. G |
| 11. I | |

NOTE: the meanings of the following groups or pairs of terms are very similar:

- must/have to/have got to
- may/might/could
- should/ought to
- can/could
- shall/should

Practice Listening Activity 5

Conversation 1

- | | |
|---------|---------|
| 1. Brad | 2. Rick |
| 3. Rick | 4. Brad |

Conversation 2

- | | |
|---------|---------|
| 1. Anne | 2. Anne |
| 3. May | 4. Anne |

Conversation 3

- | | |
|------------|-----------|
| 1. Sandra | 2. Sandra |
| 3. Melanie | 4. Sandra |

Conversation 4

- | | |
|---------|----------|
| 1. Mike | 2. Allan |
| 3. Mike | 4. Allan |

Conversation 5

- | | |
|--------|----------|
| 1. Sam | 2. Chris |
| 3. Sam | 4. Chris |

Unit 5, Section 4

Practice Listening Activity 6

- | | |
|------------------------------|---|
| 31. 1990 | 32. rapid and massive/massive and rapid |
| 33. no one | 34. accessibility/availability |
| 35. young (computer) users | 36. updated information |
| 37. (continue to) appreciate | |

Practice Listening Activity 7

- | | |
|---------------------------|------------|
| 31. calm | 32. slowly |
| 33. (quickly) find/locate | 34. foot |
| 35. prevent/avoid | 36. cut |
| 37. catch or kill | |

Practice Listening Activity 8

- | | |
|------------------------|------------------------------|
| 31. more humid | 32. clothing |
| 33. language | 34. climate |
| 35. lack (of) appetite | 36. behaviour |
| 37. other foreigners | 38. (eventually) (to) adjust |
| 39. more than 6 | 40. common experience |

Unit 6: At the End of the Listening Test

Listening Activity 9

- | | |
|--------------------------------|--------------------------------|
| 1. C | 2. W |
| 3. W | 4. D |
| 5. Predict answers | 6. Lose marks |
| 7. Questions ahead | 8. Topic and information |
| 9. Writing while/and listening | 10. Transfer answers correctly |

Listening Practice Test 1

Section 1

- | | |
|-----------|---|
| 1. C | 2. C |
| 3. WESLEY | 4. 70 |
| 5. fifth | 6. A |
| 7. B | 8. 2563379 |
| 9. A | 10. C (in any order for questions 9 and 10) |

Section 2

- | | |
|-------|-------|
| 11. C | 12. C |
| 13. B | 14. T |

- | | |
|---------------|-----------------|
| 15. F | 16. environment |
| 17. enclosure | 18. 3.45 (pm) |
| 19. A | 20. C |

Section 3

- | | |
|------------------------|------------------|
| 21. energy consumption | 22. fossil fuels |
| 23. global warming | 24. D |
| 25. A | 26. C |
| 27. B | 28. B |
| 29. B | 30. C |

Section 4

- | | |
|-----------------------|-------------------------------|
| 31. extinct/wiped out | 32. endangered |
| 33. habitats | 34. increasing/growing/rising |
| 35. housing and food | 36. survival |
| 37. protect/conserve | 38. beauty and diversity |
| 39. pets at home | 40. support (and awareness) |

Listening Practice Test 2

Section 1

- | | |
|----------------------------|--------------------|
| 1. A | 2. A |
| 3. B | 4. Whatley |
| 5. 0413325888/0413 325 888 | 6. (asthma) puffer |
| 7. (all) nuts | 8. (wears) glasses |
| 9. (learn) piano | 10. C |

Section 2

- | | |
|-------|------------------|
| 11. B | 12. A |
| 13. B | 14. Magic Coffee |

15. Fresh Produce

16. Olive Farm

17. Honey Pot

18–20. in any order

B (the) Ice Creamery/(the) Ice creamery/(the) ice creamery

C (the) Organic Market/(the) Organic market/(the) organic market

E (the) Nougat and Chocolate Factory/(the) Nougat and Chocolate factory/(the) Nougat and chocolate Factory/(the) nougat and chocolate factory

Section 3

21. B

22. networking

23. assignment

24. more beneficial

25. pre-reading

26. arrive early

27. attentive

28. listening

29. notes

30. content

Section 4

31. 92 per cent/92%

32. North America

33. local

34. domestic cats

35. seed-eating birds

36. effective building

37. lack of insects

38. car exhaust

39. mobile telephone towers/
mobile phone towers

40. unleaded petrol

Listening Practice Test 3

Section 1

1. B

2. B

3. B

4. costumes

5. multicultural

6. children/families

7. D

8. N

9. C

Section 2

- | | |
|----------------|----------------------|
| 11. B | 12. 9:15 |
| 13. 0482557369 | 14. one-way ticket |
| 15. 3 | 16. 20 minutes |
| 17. check out | 18. look at exhibits |
| 19. park | 20. D |

Section 3

- | | |
|------------------|---|
| 21. A | 22. B |
| 23. B | 24. instructions and questions/questions and instructions |
| 25. allocate | 26. watch |
| 27. wasting time | 28. stretch |
| 29. leave time | 30. thinks positively |

Section 4

- | | |
|--|-----------------------|
| 31. a mortgage/mortgages | 32. get a loan |
| 33. a credit card/credit cards/extra money | 34. easy access |
| 35. (high(er)-interest) loan | 36. repay interest |
| 37. losing a job | 38. full-time servant |
| 39. (is) never | 40. bondage |

Speaking Answer Key

Unit 2

Vocabulary Activity 1: Changing the sentences to something more formal

1. Be quiet! The football game is about to **start**.
2. The noise from the teenagers' party **gradually lessened until you couldn't hear it any more**.
3. Did you **learn** much French when you stayed in Paris last year?
4. We couldn't buy the house because the sellers **decided not to sell despite previously agreeing to**.
5. I'm going to **redecorate** my house because it's now 25 years old.
6. The drunk driver was **not punished as he should have been**, but was given a warning.
7. Have you **reconciled and are now friendly again** with your friend after that argument?
8. Are you going to **accept** that job offer?

Grammar Activity 1: Accuracy of tense structures

I want to introduce you to a good friend of mine called John, whom I met 20 years ago. We **have been** good friends ever since. John now **lives** in Australia but he wasn't born here. His family **came** to Australia when he was three years old. There was a civil war in his country, and he **had** already **spent** two years travelling by boat before his family **reached** Australia and were taken in as refugees. I **met** John when he **was working** in Sydney as a junior reporter for a daily newspaper. He still **works** for this newspaper and currently **is working** on a project about refugees. He **will travel** to his homeland next December, and I'm sure he **will enjoy** it very much. It's incredible to think that, by then, he **will have been living** in Australia for 20 years.

Grammar Activity 2: Making simple sentences complex

1. I lent some money to my brother, who probably won't return it.
2. My sister, who is older than I am, lives in Melbourne./My sister who is older than I am lives in Melbourne. Note that these sentences have slightly different meanings.
3. Did you know that John is married?

4. If it rains today, the ground will become very wet.
5. Because English is not our first language, we need to do an IELTS test.
6. My cat, which has nice soft fur, likes to drink milk.
7. I was having a shower yesterday evening when the phone rang.

Pronunciation Activity 1: Word stress

| | |
|------------------------|----------------------|
| k itchen | after no on |
| i ndustry | ind u strial |
| im po rtant | int e lligent |
| inter ro gation | inter ro gate |
| e co nomy | e co nomical |

Note the word stress changes between *industry* and *industrial*, *interrogation*, and *interrogate*, *economy* and *economical*.

Cohesion Activity 1: Fluency and cohesion

Speaking, Excerpt 1

'A place I visited recently which was very relaxing was the outdoor cinema. I like cinema. **It** is fun, relaxing and interesting. I went **there** with my friend, **who also** likes cinema. The cinema was not far away from my home, **and** closer than to my friend's home, so **she** came to **mine** before we went.'

Speaking, Excerpt 2

'When I was seventeen I had driving lessons. The driving instructor was middle-aged, friendly, patient and calm. He was a good driving instructor, because I could easily follow what **he** wanted me to do. I practised driving for 12 weeks. During **that time** I learned many new skills, including becoming more confident when driving. I could park and drive in traffic easily. I got my licence after 12 weeks. During my driving test I was very nervous because I thought I would fail. I didn't, **however**. I passed **it!**'

Cohesion Activity 2: Linking and sequencing

'I guess the most important day of my life was the day I got married. Our wedding was a traditional one, so **firstly**, at around 11 in the morning my bridesmaids met at my mother's home to help me to dress and to give advice. As is tradition, my husband-to-be and all other men were banned from seeing me before the wedding, so **while** I was getting ready, my husband played football with his friends to help him relax. **Later**, at around 4pm, my father arrived to pick me up in the wedding car, **then** drove us to the church. That was very exciting. **As** my father walked me down the church aisle,

I saw everyone—all my family and friends looking and smiling. **Next**, after the ceremony we went to a nearby park and had wedding photos taken. **Afterwards**, we returned to meet all the guests at the local hall, which had **previously** been decorated beautifully with pink and yellow flowers, and began the wedding feast. **During** the meal there were speeches; some were very funny. **After** the speeches the band started, and we danced **until** midnight. It was a great day.'

Cohesion Activity 3: Linking and sequencing

'There are a few very important things to remember when you are going for a job interview. **Firstly/first/first of all**, ensure you are in plenty of time and are not too late. **Next/secondly**, make sure you take along your CV and original documents relating to your education and work experience. **Thirdly/Also**, make sure you are dressed neatly and appropriately for the workplace. **Finally/Lastly/Last but not least**, smile and answer all questions openly and politely.'

Cohesion Activity 4: Conjunctions and connectors

'There are many reasons why the CBD of my city is considered by most people to be dull and lifeless. One reason is that there are very few houses or apartments built in the city centre, only offices and shops; **consequently**, most people have to live outside the city in suburbs. Residents commute into the city each morning to work; **however**, after they finish work they leave the city to return to the suburbs for the evenings. **As a result**, nobody is around the city in the evenings. **In addition to this**, the inner city lacks shopping and entertainment in the city centre. People don't stay after work to eat dinner or to have a drink at a bar; they **instead** go home **after work**. **Moreover, even if** there were more bars and restaurants, there is still not enough night-time public transport. There are few trains and buses, and taxis often hesitate to travel far out of the city. Many fully equipped suburban shopping centres exist outside the city centre. **Due to** the fact that there is a lot of parking and everything you need at these local shopping centres, most people spend weekends out of the city at their local shopping centres. **Because of** the lifelessness of the inner city, a lot of my friends prefer the idea of moving to live in a larger city **because** they say it's more exciting.'

Unit 3

Part 3: Sample Question Activity 1—Comparing

Writing by hand **differs** from using a computer in many ways. Firstly, a computer is **quicker**. You can write 120 words a minute **whereas** you can only do about 100 by hand. It's **easier** to use a computer. You can eliminate mistakes more easily. **In contrast**, when you write by hand, you have to erase or write again! Some people have untidy handwriting so using a computer makes their writing **clearer**. However, sometimes it's better to use a pen and paper if you want to write a simple note. In that situation a computer is not **as convenient as** pen and paper.

Personally, I think it's much better to use a computer these days!

Part 3: Sample Question Activity 2—Giving reasons

Many students fear exams and perhaps it's **because** there is a lot of pressure for students to do well. **Consequently/As a result** some students dread failing exams. **As a result/consequently** they perform poorly so their results are not as good as they had hoped. Worrying about exams **causes** all sorts of stress symptoms. Students can get headaches or digestive troubles. We are all familiar with the 'funny tummy' symptoms just before an important test. The curriculum departments in the different states report some strange excuses for students failing to turn up for their exam. This is **due to** the pressure becoming too much for a lot of students. Perhaps this is the **reason** students dread school. We should put less focus on exams and try to find a solution that does not **cause** such stress for students.

Part 3: Sample Question Activity 3—Speculating, degrees of certainty and conditionals, giving opinions

I feel our attitudes to waste **will change** in the future. In the future I think we will be more conscious of what we buy. With the media making us more and more aware of how much we should save and recycle, attitudes are **bound** to change. We will **definitely** try to save valuable resources. I **predict** that in the next 20 years, we won't be using paper products any more. Everything will be digital. I'm **certain** of that because it's so much easier to use computers and digital technology. It's **possible** for us to share more of the world's resources. In fact I think the world will be so globalised that we **probably** won't even identify ourselves as being a particular nationality, but part of one human family. If countries in the world cooperated with each other, there **would** be a lot of progress, but this is not happening. If someone with enough political will forces us to change, then change for the better **will** happen.

APPENDIX 3

LISTENING ANSWER SHEET

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| 40 | |
| 41 | |
| 42 | |
| Listening total | |

SPEAKING SELF-ASSESSMENT TABLE

Speaking Assessment Table

| | 1 Poor | 2 Needs to improve | 3 Good | 4 Very good | 5 Excellent |
|------------------------------|--------|--------------------|--------|-------------|-------------|
| Vocabulary | | | | | |
| Grammar | | | | | |
| Pronunciation | | | | | |
| Fluency and cohesion | | | | | |
| Overall performance | | | | | |
| Notes: what shall I work on? | | | | | |

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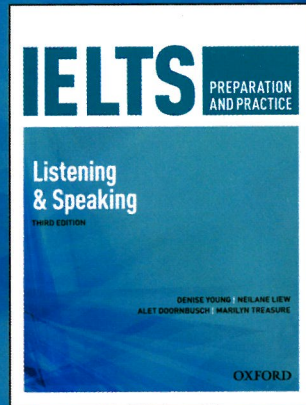
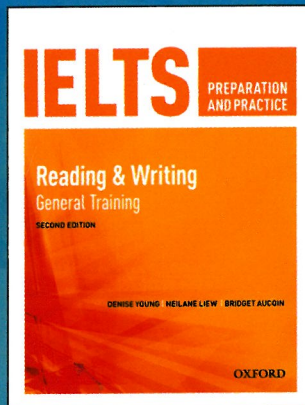
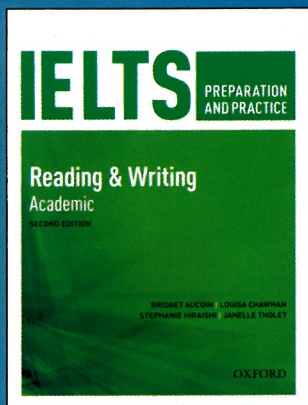
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