

**ENGLE205F**

# *Module 8*

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**Preparing for the  
IELTS Listening  
test**

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**Production**

ETPU Publishing Team

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# Contents

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<b>Introduction</b>	<b>1</b>
<b>Some common problems in listening tests</b>	<b>2</b>
Concentration	2
Speed	2
Planning your time in the test	2
<b>Listening topics related to social needs: preparing for Sections 1 and 2</b>	<b>3</b>
Accommodation	3
Banking	6
Clothing	7
Directions	8
Entertainment	10
Festivals	11
Food	13
Holidays	15
Immigration	17
Nature	17
Shopping	19
Sport	20
Travel	22
Weather	23
<b>Listening topics related to education: preparing for Sections 3 and 4</b>	<b>25</b>
Round 1 of practice	26
Round 2 of practice	32
Round 3 of practice	35
<b>Conclusion</b>	<b>39</b>



# Introduction

In *Module 4*, we concentrated on general listening skills and provided some examples of the ways in which listening can be assessed by means of multiple-choice questions. In this module, we are mainly concerned with preparation for the IELTS Listening test in terms of *topics* and *test-taking skills*.

The IELTS Listening test has four sections which differ in terms of topic and number of speakers. The topics of the first two sections are related to *social needs*. Section 1 is a conversation between two speakers; and in Section 2, there is only one speaker. The topics of Sections 3 and 4 are more closely related to *educational and training contexts*. Section 3 is a conversation between up to four people; and Section 4 is a talk given by a single speaker.

Experience with the IELTS Listening test tells us that the *social needs* dealt with in the first two sections relate to the *social needs of overseas students functioning in an English-speaking community*. Although it's not possible to predict the exact content of these sections of the test, we believe that test-takers will be better prepared if they have greater familiarity with the habits, customs and cultures of English-speaking communities generally. For this reason, we have selected a wide range of topics which relate to English-speaking communities – such as accommodation, banking, food, immigration, travel and entertainment – as the content areas for practice related to Sections 1 and 2 of the test.

Similarly, for Sections 3 and 4, we have covered several areas, all related to listening in educational contexts, as the content for our listening test practice activities. It is important to note, however, that for the Listening test, it may not be very productive to try to anticipate what might occur. For example, Sections 3 and 4 could involve not only such matters as campus life and the world of higher education, but also talks and discussions on any matter that might be studied at the tertiary level. Also, in these sections, the developers of the test make every effort to avoid giving advantage to any one group of people, so the academic topics are, in fact, likely to be slightly unusual and to avoid any technical vocabulary, such as, for example, the language of economics.

Our aim here is to offer listening material of roughly the same type as you are likely to meet in the test itself. However, we have not worried about the exact rules of the test. When you take the test, each section will have ten questions, but we have not felt it necessary to comply with this here. We have concentrated on offering you a range of topics, questions and opportunities – not so much to test yourself, but to observe your strengths and weaknesses, and then use this knowledge to prepare your strategies for the test itself.

Before we start with the listening practice material and associated activities, we offer some advice on skills for taking listening tests in general.

## Some common problems in listening tests

Many people can follow a conversation in a listening test and could summarize the information if asked, but they have difficulty in *writing the answers*. This is due to two major problems:

- concentration
- speed.

### Concentration

The first problem comes from letting your mind wander. Even if you lose concentration for only a few seconds, you will have missed questions and must quickly find which part of the paper the speaker(s) have reached.

When you look through the material, try hard to imagine the situation and make it real for yourself as a way of keeping your attention firmly on task. If you become momentarily lost during the test, it will help you to find your place if you have read and thought about the questions before listening to the recording.

When you have time between sections, do not use it all for tidying up your answers. The first priority is preparation. The ten minutes at the end can be used for making sure everything is clear.

### Speed

The second problem is speed. Even if you hear things clearly, you may not have time to write them down. Sometimes you may be able to write enough to be able to complete it later; but sometimes you may have to abandon a question and simply move on. If necessary, you can afford to miss a few items without losing too many marks.

### Planning your time in the test

Remember also that, before you listen, you will be given some time to look at the questions. Make good use of this time to help build up the background knowledge you need to understand the situation in which the conversations or talks take place and to familiarize yourself with the question types. At the end of the listening, you are allowed ten minutes to transfer your answers to the answer sheet.

Write your answers in the correct spaces on the question paper. Making additional notes in the margin may help when you are not very clear about an answer, but don't waste time on this. The ten minutes you have at the end to transfer your answers to the answer sheet pass very quickly and having too much additional information in your notes may confuse you.

## Listening topics related to social needs: preparing for Sections 1 and 2

This long section is designed to give you greater familiarity with the habits, customs and culture of English-speaking communities by looking at a broad range of social situations which overseas students will encounter in an English-speaking community. Before you start, it would be useful for you to build up your background knowledge of these communities. For information about life in general, culture and social situations in the UK, Australia and New Zealand, you may want to look at the 'Living in ...' links in the following websites:

- <http://www.educationuk.org>
- <http://studyinaustralia.gov.au>
- <http://www.study-nz.com>.

Obviously there are a great many areas that might be covered in addition to those you have seen on the websites. We make no claim to be all-inclusive, but attempt to identify some major possibilities below:

accommodation	entertainment	immigration	travel
banking	festivals	nature	weather
clothing	food	shopping	
directions	holidays	sport	

For each of these topics, you will find an introductory paragraph and a listening exercise on the pages which follow. Read each paragraph and think about the topic yourself. What other words can you think of that relate to the topic? What more would you like to know about the topic? Then study the questions carefully before you listen, and prepare yourself to select the answers. All this will help you to activate your background knowledge, build up predictions and give you a listening purpose – strategies we discussed in *Module 4*. Finally, listen to the recording and complete the exercises.

### Accommodation

Students often rent *flats* or smaller single room *bedsits* or *studios*. In most cases, these are *self-catering* and have their own small kitchen and bathroom. Some students who don't want to waste time cooking prefer to stay in a *guest house*. For rented accommodation, the student as *tenant* signs a *contract* with the *landlord/landlady*, pays a *returnable deposit* (or a '*bond*') and agrees to a monthly *rent*. A bedsit might contain a *hot-plate* for cooking. Electricity, gas and water will be *metered*. The cost may be included in the rent or you may receive a separate bill *quarterly* (every three months) from the owner of the property. The owner may ask

you to register with the Electricity or Gas Company or the Water Board yourself, in which case you will receive *quarterly* bills from them.

In Australia, many students also choose to live in *sharehouses*, where each *housemate* (or *flatmate*) usually has his or her own bedroom but shares a kitchen, bathroom and living room. Sharehouses often have a *backyard* or garden.

An overseas student may have a chance to stay in a *hostel*. These are all managed by *Hostel Wardens*. Hostel rooms may be single rooms with *en-suite* bathrooms, or students may have to share a double room. All hostels have some *communal facilities* such as a *common room*. A *television lounge* is also likely to be available, and there may be *laundry* facilities too. A shared *kitchenette* is sometimes provided.

### Language learning hint

You will have noticed that in the section above certain words are printed in italics. These are key vocabulary items related to the topic of accommodation. We don't offer any further explanations of these words here, but we expect you to:

- 1 make use of your dictionary to look up the meanings of the words; and
- 2 keep a vocabulary notebook organized in terms of topics. Add the new words you have learned and try to extend the list with new words you may have found on the websites mentioned above, or in your day-to-day reading and listening.

Do the same for the sections on banking, clothing and so on, which follow.

### Test hint

In *Module 4*, you practised various prediction strategies, including using your knowledge of a topic to anticipate possible vocabulary. Before you listen to the recording for the following activity, look at the questions in parts (a), (b) and (c) and try to use your knowledge of the topic of accommodation to predict some of the missing words in this listening task.



## Activity 8.1

This is a listening activity similar to those you will find in the first part of the IELTS Listening test. In this activity, you will hear a new student talking to the Accommodation Officer at a university about the various types of accommodation available to her.



Note that there are three parts to the listening task.

- a Listen to Audio CD 4 track 1 and complete the table using no more than two words to complete any of the blanks.

Southgate Hostel	Types of rooms	Availability
	• _____ rooms without bathrooms	✓
	• _____ rooms with _____	
	• rooms for _____ sharing	✓

Hostel facilities	<ul style="list-style-type: none"> <li>• common room</li> <li>• kitchenettes</li> <li>• _____</li> </ul>
-------------------	--

- b Listen to Audio CD 4 track 2 and complete the table using one or two words for each answer.

Type 1: (1) _____ Location: Crown Street Two per floor. Shared bathroom Cleaning service for (2) _____ (3) _____ in each room Average cost per week: (4) _____
Type 2: Flats Location: (5) _____
Type 3: (6) _____ Location: by Rose Park Breakfast and (7) _____ included

- c Listen to Audio CD 4 track 3 and label the floor plan below using one or two words for each answer.

Common room		Laundry room
Entrance		
(1) _____ office	(2) _____ room	(3) _____ _____

Underline the games mentioned as available:

cards

chess

darts

mahjong

monopoly

snakes and ladders

snooker

table-tennis

## Banking

An overseas student will probably open a local *bank account* and arrange the *transfer of funds* to it. Payments of various bills may be made by means of *cheque*, *standing order* or *credit card*. Many students also like to do their banking *online* and make *electronic transfers* between accounts. In the case of cards, one must be careful not to go above one's *credit limit* as it is very embarrassing when a shop asks for bank *authorization* and it is refused. When moving to a new country, one has to adapt to the new *currency* and the various *denominations* the notes come in. To avoid *fraud*, one needs to be careful to keep *receipts* and credit card *slips*. When the *statement* arrives each month, it is important to check all the *transactions*.

### Test hint

In *Module 4*, you practised various prediction strategies, including using your knowledge of groups of words which are related to the same topic. Before you listen to the recording for the following activity, look at the questions and try to use your knowledge of words related to the topics of money, banking and payment methods to predict some of the missing words.

## Activity 8.2

In this activity, you will hear a student talking to one of the older students in his shared house. Listen to Audio CD 4 track 4 and complete the table using one or two words for each answer.



Expense	Payment method
Rent	(1) _____
Weekly shopping	(2) _____
Gas and electricity	(3) _____
College extras	(4) _____

## Clothing

In addition to the clothes you wear normally in Hong Kong, when moving to a colder country you need to ensure you are prepared for very cold days. *Woollens* (*pullovers* and *cardigans*) are essential and, for outside, you will need a warm *coat*, *scarf* and *gloves*. Strong shoes are needed in winter. Many people wear *Wellington boots* on very wet days to try to keep their feet dry. People in Australia tend to dress casually during the hot summer months. Shorts, T-shirts and *singlets* are commonly worn in summer, and people wear rubber slippers which are called *thongs* and sandals. Generally, students and young people dress very informally. *Tatoos*, *piercings* and jewellery are commonly seen on campuses. Although the British and Australians generally don't worry about people wearing shoes indoors, it is common, especially in winter, to wear *slippers* in the house.

### Test hint

In *Module 4*, we discussed the importance of knowing your listening purpose. In the following activity, you need to listen intensively in order to discriminate between items in a list that are quite similar. Look at the list of clothing carefully before you listen, and *try to determine which key words will help you discriminate between similar items*.



### Activity 8.3

A student is going away to a university overseas. His mother is advising him on what he should pack in his suitcase. Listen to Audio CD 4 track 5 and tick the items below which they decide to pack.

cardigan (diamond patterned)
cardigan (green)
cardigan (grey)
coat (green)
gloves (fair)
gloves (four pairs)
gloves (fur)
hat (woollen)
hat (woven)
jeans (one pair)
jeans (two pairs)
pullover (green)
pullover (red)
pullover (yellow)
scarf
shirts (12)
skirts (10)
slippers
trousers (black)
trousers (blue)
trousers (brown)
trousers (white)
T-shirts (10)

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### Directions

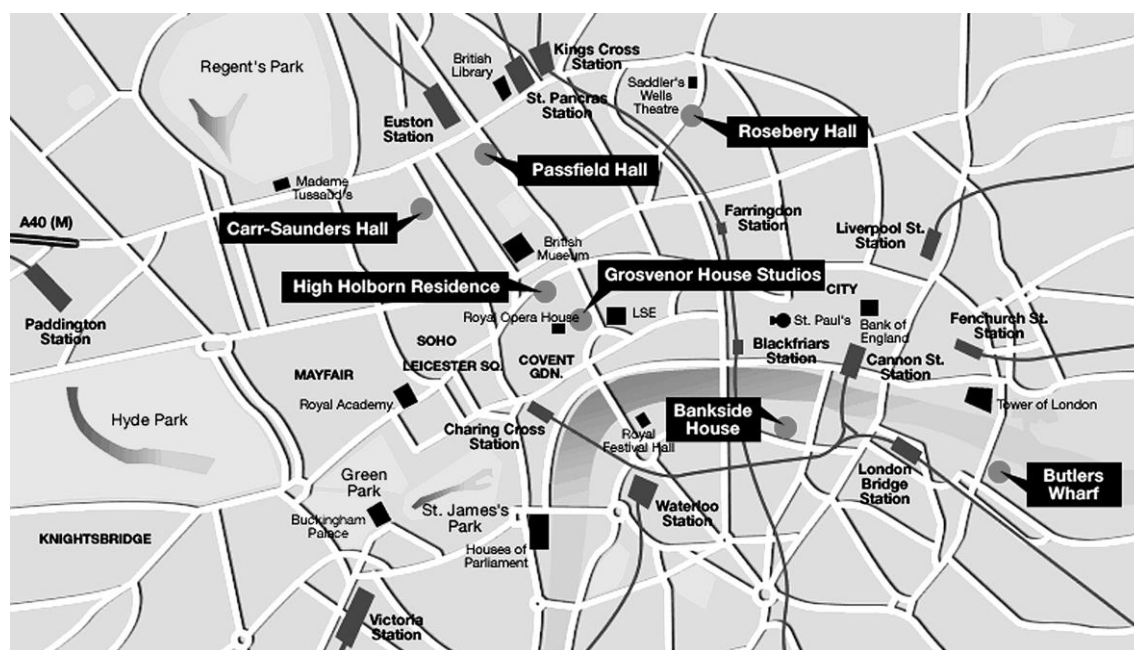
When settling into a new town and attending a new college you will often need to ask for directions. We revised this topic in *Module 4 Skills and strategies for listening*.

### Test hint

In *Module 4*, you practised orienting yourself to a map or floor plan. Before you listen to the recording for Activity 8.4, look at the map, and orient yourself by looking for key landmarks that are labelled on it (such as the parks, stations and tourist sites). Then think about how you would direct someone from these landmarks to the various hostels. In particular, try to *predict the prepositional phrases* that may be needed.

### Activity 8.4

Clarence has been accepted by the London School of Economics to study Law. His uncle was a student at LSE several years ago, and he has left a voice mail message for Clarence advising him on which hostel to apply for. Look at the map of LSE hostel accommodation below. Listen to Audio CD 4 track 6 and try to identify the hostels Clarence's uncle remembers.



Source: [www.lse.ac.uk/collections/vacations/largemap.htm](http://www.lse.ac.uk/collections/vacations/largemap.htm).

What are the names of the two hostels the speaker recommends?

1 \_\_\_\_\_

2 \_\_\_\_\_

## Entertainment

Busy students may not have much leisure time. If you have enough money, you may go to the *cinema*. The big old cinemas are now often split into *multiplexes*, so you can usually find the genre of movie you like – *romantic comedy*, *thriller* or even *horror*. In the bigger towns and cities, you can go to the *theatre*. While *concert halls* are usually found only in cities, in smaller towns *recitals* and *concerts* may be organized by the local *church*. Local *art galleries* and *museums* are often free, but you will have to pay to see a *special exhibit* or an *exhibition*. There are often talks and seminars arranged by different organizations. If you have the ability and interest, *amateur dramatic societies* regularly stage productions and are always ready to welcome new talent. Most of the time, English-speaking students entertain themselves at home in the usual ways (*television*, *computers*, etc.), or go to the *pub* for a drink and a chat. *Cafés* are also popular and students often like to meet for a coffee or a snack. *Public libraries* and *Internet cafés* are heavily used.



### Activity 8.5

Two students are sitting in a pub discussing what to do at the weekend.

- a Listen to Audio CD 4 track 7 and complete the table.

Organization	Event
City (1) _____	Exhibition of landscape paintings
(2) _____	Talk on big cats
(3) _____	Special exhibit: T-Rex
(4) _____	Talk on modern British poetry
Renford Amateur (5) _____	<i>The Merchant of Venice</i>
Golden Choir at St Andrew's (6) _____	<i>The Messiah</i>

- b Listen to Audio CD 4 track 8 and complete the cinema schedule.

Renford High Street Cinema	
House 1 – <i>Hope Springs</i> , a (1) _____	
Shows at 2:30 p.m., 5:00 p.m. and 7:30 p.m.	
House 2 – <i>Curse of the Dead</i> , a (2) _____, X-rated	
Shows at 7:15 p.m. and 9:15 p.m.	
House 3 – Classic (3) _____	
2:30 p.m. – <i>Gangsters</i>	
5.30 p.m. – <i>Diamond Theft</i>	
8:00 p.m. – <i>Corruption</i>	

- c Listen to Audio CD 4 track 9 and complete the blackboard menu.

Test hint
In <i>Module 4</i> , you practised various prediction strategies, including using your knowledge of words that collocate, or often go together. Before you listen to the recording for this section of the activity, look at the menu and try to use your knowledge of word collocations to predict some of the missing food words in this listening task.

Daily menu
<i>Assorted pies and sandwiches</i>
<i>Ploughman's</i>
<i>Fish and</i> (1) _____
(2) _____ <i>stew</i>
<i>Lamb</i> (3) _____
(4) _____ <i>in a basket</i>

## Festivals

With the impact of globalization, many festivals are celebrated worldwide. There are some peculiarly British events which are interesting for overseas students and allow them to get a taste of traditional British culture:

- Burns' Night, 25 January – birthday of Scotland's great poet, Robert Burns
- Shrove Tuesday, *Pancake Day* – the British version of Carnival/Mardi Gras, but far quieter
- St David's Day, 1 March – the *patron saint* of Wales. The Welsh wear *daffodils* to celebrate.
- St Patrick's Day, 17 March – a day for the Irish
- April Fool's Day – a morning of tricks and jokes. The fun stops at 12 noon.
- Easter – a major Christian festival
- The Grand National, early April – a much-loved horse-race
- May Day – a day of dancing around *maypoles*
- The Cup Final – one of the peaks of the football year
- *Trooping of the Colour*, early June – a ceremony in London to mark the Queen's *coronation*
- Royal Ascot – a week of horse races
- Wimbledon – the famous tennis *tournament*.
- Notting Hill Carnival, late August – a Caribbean party in London
- *Bonfire Night*, 5 November – fireworks and fires in memory of the *Gunpowder Plot*
- *Armistice Day*, 11 November – *poppies* are sold, and Remembrance Sunday to remember the war dead
- St Andrew's Day, 30 November – the *patron saint* of Scotland.

Also, the following days are important in Australia and New Zealand:

- ANZAC day, 25 April, is a public holiday that commemorates soldiers and civilians killed in wars.
- Melbourne Cup day, in November, is the day of Australia's biggest horse race. People around the country like to bet on a horse.
- On Christmas Day, Australian people combine British traditions with summer *rituals*. It's common to eat seafood and tropical fruits before *Christmas pudding*, and since it's mid-summer, people like to picnic outdoors, go to the beach or play summer games such as cricket.



**Test hint**

In *Module 4*, you practised various strategies for listening to specific dates and names. The activity below requires you to listen carefully for particular festivals. You can use the information in the 'traditional food' column to help you predict each festival, but you also need to be able to distinguish one particular festival from another. To help you discriminate these holidays, practise reading the list of holidays aloud.

**Activity 8.6**

What kinds of food are associated with British festivals? Listen to Audio CD 4 track 10 and complete the information boxes by writing in the name of the festival.



Festival	Traditional food
(1) _____	Pancakes
(2) _____	Haggis
(3) _____	Hard-boiled eggs (for hunting, not eating)
(4) _____	Sherry and mince pies
(5) _____	Roast chestnuts
(6) _____	Turkey and ham sandwiches with pickles

**Food**

The British are happily international in their tastes and likely to go to the *Chinese takeaway*, the local *Indian* restaurant for a *curry* or a *balti*, a traditional *fish and chip shop* or *Thai takeaway* for dinner. Italian *pizzas* are also common. Compared with many people around the world, the British do not eat out much. You will not find many eating places open in the evening outside big city centres. Food hawkers and the sale of food on the street are unknown. Instead there are *takeaway* places. Someone from the family will go and buy food to be eaten at home. Pubs also serve food. For lunch, unless there is an office canteen, many people will bring *packed lunches* or get themselves a *sandwich*, a much-loved snack.

The usual meals are as follows:

- Breakfast – eaten at home and often very simple – *cereal* or, in winter, *porridge*, *toast* and *tea* or *coffee*. Coffee is increasing in popularity but tea remains the top drink – black tea with milk and

sugar. The traditional *English breakfast* is a *cooked breakfast* of *bacon and egg*, but at home this is likely to be reserved for weekends. In guesthouses, this will be referred to as a *full English breakfast* in contrast to a *continental breakfast* – coffee and *croissants*. City centre cafés serve an *all-day breakfast*; and, in these places you may even come across *bubble* (short for ‘*bubble and squeak*’), traditionally a dish of fried *left-overs* from yesterday’s dinner.

- Mid-morning snack – a cup of tea or coffee and a biscuit
- Lunch – a *pie*, *sandwich*, *salad*, etc.
- Tea – mid-afternoon *pot of tea* with cake, or biscuits
- Dinner – cooked evening meal, often including potatoes of various kinds – *new*, *mashed*, *creamed*, *boiled*, *roasted* or *fried* (Note that the word ‘dinner’ is used to describe the main meal of the day, so if, as on Sunday, the midday meal is the main meal of the day it may be called ‘dinner’. Usage varies in different regions.)
- *Supper* – final late snack.

Common dishes include: *beans on toast*, tinned salmon, chips (this refers to deep-fried potatoes and should not be confused with the *crisps* which come *ready salted* in packets or tubes), roast chicken, pork chops, fried fish, roast beef and *Yorkshire pudding*, *Shepherd’s pie*, spaghetti, *Toad in the hole*, liver and onions, lamb curry, tinned soup, ham, cheese, ice-cream, etc.

Australia also offers a wide range of different styles of food. ‘Modern Australian’ *cuisine* combines local *ingredients* with European and Asian cooking methods. Thai, Chinese, Vietnamese and Indian restaurants are very popular, as are restaurants featuring Lebanese, Italian and French cuisine, and *vegetarian* and *health food* cafés. You may hear people talk about *BYO* restaurants. This refers to the habit of ‘Bringing your own’ alcohol, usually wine. At these restaurants, you may be charged a small *corkage* fee when the waiter opens your wine.

Australians are noted for their love of *barbecues* and, as Australia and New Zealand are famous for their *sheep* and *cattle*, there is plenty of good quality *lamb* and *beef*. Australia and New Zealand are also noted for their seafood. While beer is still a very popular drink in these countries, they both also have many fine *wineries*.

### Activity 8.7

Listen to Audio CD 4 track 11 and complete the form as indicated. Do not use more than one word per answer.



Saturday's catering arrangements	
<b>Breakfast</b>	_____ : breakfast cereal, _____, bread rolls, _____, fried eggs, sausages, bacon, fruit, fruit juice, tea, coffee
Underline the correct choice of fruit:	
apple	banana      grape      orange
Tick the correct choice of fruit juice:	
<input type="checkbox"/> apple	<input type="checkbox"/> lemon <input type="checkbox"/> orange <input type="checkbox"/> pineapple
<b>Mid-morning break:</b>	tea, coffee, _____
<b>Lunch:</b>	_____ and a salad
Underline the choices offered:	
Caesar's salad	cheese      egg      greens      ham      salmon      tuna
<b>Afternoon tea:</b>	tea, coffee, cakes and sandwiches
Underline the choices offered:	
cheese	egg      fish paste      ham      sardine      tomato
<b>Dinner:</b>	_____ pie and spaghetti with tomato and _____ sauce; ice-cream; _____ and soft drinks

## Holidays

While far from home, students who can afford to often do some travelling. They may buy a rail *pass* and travel around or go on short trips. In Britain, *bed and breakfast* accommodation is available all around the country – you stay with a family and share their meals. Britain has many magnificent *cathedrals* to visit as well as *country houses* and *castles*. London is packed with famous sites, such as: *The Houses of Parliament*, *Westminster Abbey*, *St Paul's*, *Buckingham Palace*, *the National Gallery*, *the British Museum*, *the Tower of London* with *the crown jewels* and *Windsor Castle*. There are also many well-known shops and shopping areas: *Selfridges*, *Hamleys*, *Harrods*, *Bond Street*, *Oxford Street*, *Covent Garden* and *Piccadilly*.

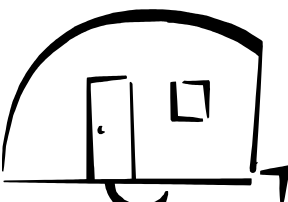

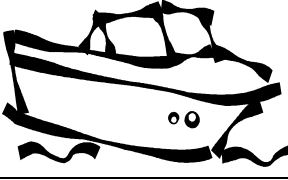


Sydney has its famous *Opera House*, *Harbour Bridge* and *Bondi Beach*.

**Test hint**

In *Module 4*, you practised using spoken cues to identify and label graphics. In the activity below (and in Activity 8.10) look at each of the pictures and try to anticipate key vocabulary that will help you to distinguish one description from the others.

**Activity 8.8**

Listen to Audio CD 4 track 12 and write the correct number next to the pictures.

	(A) _____
	(B) _____
	(C) _____
	(D) _____
	(E) _____

## Immigration

Overseas students need a *valid passport*. Don't forget to check the *expiry date* before you start planning your journey. *Entry visas* and *student visas* are *issued* by the local representative of the foreign government. For Britain and Australia, for example, they can be obtained by presenting all the necessary *documentation* and *forms* at the nearest British or Australian *embassy* or *consulate*. On arrival at the *port of entry*, your passport will be checked and *stamped* by an immigration officer. Then you will then have to *clear customs*, *declaring* any goods that are not *duty-free*.

### Activity 8.9

Listen to Audio CD 4 track 13, and complete the blanks.



Landing card	
Name: <i>NOMURA Akiko</i>	
Place of birth: <i>Osaka</i>	Date of birth: <i>13/11/85</i>
(1) _____ number: <i>TRQ57438129455</i>	Place of (2) _____: <i>Tokyo</i>
Date of (3) _____: <i>15/4/2001</i>	(4) _____ date: <i>15/4/2011</i>
(5) _____ number: <i>UN 685444</i>	Flight number: <i>QA 563</i>
Address in New Zealand: <i>University of Canterbury</i>	
Signed: <i>Akiko Nomura</i>	

## Nature

Australia has a number of different climates and a rich and unusual assortment of plants and animals. Any visitor will want to see the famous *koalas* and *kangaroos*. However, you need to be more cautious about the *poisonous spiders* that are rather too common for comfort and the *crocodiles* of the northern part of Australia. One glorious sight no one would want to miss is the *Great Barrier Reef*, one of the world's natural wonders.

New Zealand has some dramatic landscape. The North Island has *volcanoes* and associated with them *hot-springs*, *geysers* and *mud-baths*. The South Island has very impressive snow-covered mountains complete with *glaciers*. New Zealand also has some unusual wildlife, notably the *kiwi*, a flightless bird that has become a national symbol.

### Test hint

Can you pronounce and recognize all the place names given in the activity that follows?



### Activity 8.10

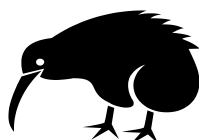
Listen to the conversation on Audio CD 4 track 14, in which the following ten places are mentioned:

- |                |                     |           |
|----------------|---------------------|-----------|
| A Cairns       | E The Hunter Valley | I Rotorua |
| B Canterbury   | F Melbourne         | J Sydney  |
| C Christchurch | G New South Wales   |           |
| D Darwin       | H the Outback       |           |

Under each picture, write the letter corresponding to the name of the place where the picture was taken. Two are done for you as examples.



1 \_\_\_\_\_



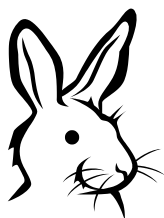
2 \_\_\_\_\_



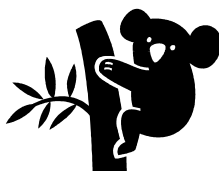
3 \_\_\_\_\_



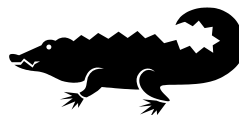
4 \_\_\_\_\_



5 \_\_\_\_\_ G



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_ E



9 \_\_\_\_\_



10 \_\_\_\_\_

## Shopping

Supermarkets are often very large and on the edge of a town. People go to them for *big weekly shopping* when they buy most of the food, toiletries and necessities they require. Small *corner shops* supply other needs and are visited when something runs out or has been forgotten. Prices in such shops are higher but you are paying for the convenience. Other local shops may include a *paper shop*, *stationer's*, *tobacconist's* or *sweetshop* where you can buy newspapers, sweets and cigarettes; a *greengrocer's*, selling fruit and vegetables; a *chemist's*, selling toiletries, cosmetics and medicines; a *butcher's*, selling meat; an *off-licence* (or '*bottle shop*'), selling alcohol; and a *health-food shop*, selling organic and vegetarian goods as well as herbal preparations. There will be a *hairdresser's* nearby, an *optician's*, a *takeaway food shop*, a *hardware shop* (tools, nails, cleaning solutions, etc.) and maybe a *shoe shop* and *clothes* shops. If you are lucky there may be a *baker's shop*. In larger towns, there will also be such shops as *department stores*, shops for electrical appliances, gardening shops, pet shops, bookshops and furniture shops. Not many places have markets.

You may have noticed that the names of many of the small shops mentioned above are written with an apostrophe 's' following. This is because the shop is traditionally referred to as the shop belonging to the relevant tradesperson, or the place where he or she operates. So the shop where the butcher sells his or her meat is the *butcher's shop*.

Ordinary shops open around 9 a.m. and shut at 5 p.m. They are often closed on Wednesday and Saturday afternoons and all day Sunday. People from Hong Kong are likely to be shocked at the limited shopping times.

Payment is usually made in cash. There is no bargaining.

### Test hint

We saw in *Module 4* that when you are interpreting a map or a floor plan, you need to orient yourself first. Before you listen to the recording for the activity below, establish clearly in your mind where right and left are, and orient yourself to the roads, crossroads and key landmarks on the map.

**Activity 8.11**

Listen to Audio CD 4 track 15. The speaker talks about the local shops. Fill in their names according to what you hear.

	(1) _____	
bus station		Bridge Street
	(2) _____	Smith's (3) _____
Greenhouse Lane		
	(4) _____	<b>High Street</b>
	Bank	
	(5) _____	
(6) _____	Wilson's	

- A bakery
- B butcher's
- C chemist's
- D greengrocer's
- E health-food shop
- F optician's
- G paper shop

**Sport**

Sport is a common topic of conversation in English-speaking countries and people follow a number of sports keenly. They are intensely *loyal* to the teams and players they support. In the UK, football seems to get most of the attention, though *cricket* is also very popular in England – and *rugby* has a strong following in Australasia. Tennis, fishing, motor-racing, golf, snooker, sailing, horse-riding for racing or show, *darts* and athletics are all shown frequently on television and enjoyed by many people. *Surfing* is much-loved in Australia and New Zealand offers a host of more adventurous sports, such as *skiing* and *bungee-jumping*. Hikers and cyclists can be seen all over the countryside. Amateur clubs are common and many people play as well as watch and support. *Ballroom dancing* is popular among older people and *keep-fit* classes of many different types



are held. Gambling is fairly common, though not quite respectable except in the case of a few major national horse races.

### Test hint

In *Module 4*, we looked at some strategies for responding to multiple-choice questions. You may want to revise these now.

We also suggested that a speaker's attitude or tone can be indicated by his/her voice (angry people raise their voices, patient people speak calmly and quietly) and by vocabulary choices ('disgraceful', 'wonderful', 'surprisingly', etc.). Notice whether *positive or negative* adjectives or adverbs are used. Remember that *prefixes* such as un- and dis- usually signal negative qualities. If no strongly positive or negative words are used, the tone may be *neutral*.

## Activity 8.12

Listen to Audio CD 4 track 16 and choose the best answers.



- 1 What is the speaker's attitude towards football?
  - A enthusiastic
  - B lukewarm
  - C uninterested
- 2 Why does the speaker say little about cricket?
  - A The plans have not been made.
  - B It won't start for a few months.
  - C There are no places for new members.
- 3 When can members play tennis?
  - A Mondays
  - B weekends
  - C any day
- 4 What is the speaker's attitude towards golf?
  - A enthusiastic
  - B lukewarm
  - C negative

5 What is the speaker's attitude towards snooker?

- A positive
  - B neutral
  - C negative
- 

## Travel

In Britain, car-ownership is common. Traffic congestion during *rush* hours can be annoying, and *parking* can also be fairly expensive. The British *motorway* system is ageing and repairs and delays are more frequent than many would like. Laws against drinking and driving are strict and well-enforced.

Many young people ride *bicycles/bikes*.

*Buses* in Britain are much as they are in Hong Kong. There are *inter-city coach services* which are well-priced and efficient.

The *railway system* is frequently criticized. Fares are high, trains not punctual and, unless one pays to *reserve a seat*, one may have to stand. One can take the train from London through the *Channel Tunnel* (*Chunnel*) to Europe and beyond.

London has its *underground* or *tube*. Some of the lines are very old and will surprise people used to the high standards of the MTR, but others are up-to-date.

*Taxis* are available, but not to be used lightly as fares are high, and *tips* are also expected.

Young people may *hitch-hike* to travel free of charge. Within towns acquaintances will often stop for people they know and *offer a lift*.

Sydney also has mass transport systems, including a suburban train network, buses and several harbour ferry services. Melbourne is famous for its extensive and historic tram network.

### Test hint

We learned in *Module 4* that determining your listening purpose allows you to listen more selectively. Look at the following activity and think about what specific information is needed (e.g. times, numbers). Get ready to hear these particular items.



*Frost* is in the air in October, and November is a damp, cold, gloomy month.

December is a miserable month with short icy days. Christmas offers light and warmth to counteract the awful northern weather.

Australia is rather too large to generalize about in the same way. The southeast of the country has cold, though rarely *freezing*, winters. Naturally, it gets extremely *chilly* on higher ground. Summers are hot and can be very dry leading to severe *bushfires*. The weather in the centre of the country is typical of deserts: very hot by day and very cold by night. The northern part is tropical with dry and wet seasons without much change in temperature.

### Test hint




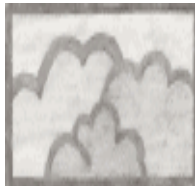

Use the pictures below to predict words that may be used in the various weather forecasts for each day.

### Activity 8.14



Listen to Audio CD 4 track 18 and write the letters corresponding to the correct days of the week under the appropriate symbols.

- A Sunday      C Tuesday      E Thursday      G Saturday  
B Monday      D Wednesday      F Friday

				
(1) _____	(2) _____	(3) _____	(4) _____	(5) _____

## Listening topics related to education: preparing for Sections 3 and 4

The topics of the last two sections of the IELTS test are more directly related to education or training. Section 3 is a conversation which may involve up to four people. Section 4 involves a single speaker giving a lecture or a less formal talk.

Again, we provide you with opportunities to prepare for this part of the test through practice in tasks similar to those you will find in the IELTS test itself. Remember that, in a listening test, two of the major difficulties are concentration and speed. We therefore strongly suggest that you complete all the activities under examination conditions in order to gain valuable test-taking practice.

The procedure we recommend is as follows:

- Give yourself 30 seconds to read the questions in each activity.
- Then start the recording and jot down your answers on a separate piece of paper.
- Stop the recording and give yourself three minutes to transfer your answers to spaces provided in the activity.
- Then turn to the feedback at the end of the module to check your responses.
- Finally, listen again to see where you may have gone wrong.

### Reminders

- Make full use of the 30 seconds at the start of each section to look through the questions and focus on the topic.
- Do not panic if you miss a few questions.
- Sometimes only write half a word. You have ten minutes at the end to transfer answers to the answer paper.
- Use a soft pencil.
- Watch your spelling.
- Use capital letters where appropriate.
- Do not write more words than you are allowed.
- Occasionally you may need to abbreviate information or use a different part of speech to express it in the spaces.

The material in the remainder of the module is arranged in three rounds. Each round has four activities – two conversations and two talks; and each activity is similar to one of the test tasks you will find in the IELTS test.

Before you begin these rounds, review the main listening strategies discussed in *Module 4* and remember to apply the ‘test hints’ given in the first half of this module. In addition, you might want to try a more communicative and active listening process by working together with other members of your tutorial group:

*Before listening:*

- Look individually at the questions and, using the skills and strategies discussed in *Module 4*, predict the kinds of information required.
- Compare your predictions with each other, and discuss any differences.
- Then try the activity individually.

*After listening:*

- Mark each others’ work according to the feedback at the end of the module and note where each of you made any mistakes.

## Round 1 of practice

In Round 1, two conversations on study-related issues are followed by two talks of the sort overseas students might hear – an introduction to seminar behaviour and an orientation to the library.

### Activity 8.15

Listen to Audio CD 4 track 19, in which a lecturer gets some details of their planned field trips from a group of students. Complete the blanks with between one and three words.



#### Environmental fieldwork plans

Names:	Rose, Jimmy and Leon
Date:	5 March
Place:	(1) _____
Purpose:	Searching for (2) _____ waste

Names:	Ali, Hamad, Sonya and Sue
Date:	(3) _____ March
Place:	(4) _____
Purpose:	(5) _____ count

Names:	Ray, Pong and Kit
Date:	(6) _____ February
Place:	Freeman's Pond
Purpose:	ph (7) _____

Names:	Fred, Ryu, Christina and Pat
Date:	21 March
Place:	(8) _____
Purpose:	(9) _____



### Activity 8.16

On Audio CD 4 track 20, you will hear a secretary talking to a potential student on the telephone and taking down some personal details. Listen to the recording and fill in the missing information.

#### Personal details

Name: (1) _____	
Date of birth: (2) ____ / ____ / ____ DD/MM/YY	Sex: (3) M/F
Nationality: (4) _____	
Educational history: Lower: 1984–90, (5) _____ Primary School Secondary: 1990–96, (6) _____ International School (7) (_____)	
Tertiary: 1996–2000: (8) _____ (Circle first degree): (9) BA/BSc/BEd Subject: (10) _____	
IELTS score: (11) _____	
Work experience: 2000–present, Siam (12) _____ Project engineer	
Courses of interest: Architecture, building science and (13) _____ development	



**Activity 8.17**

You will now hear a lecturer explaining to a new class how he expects them to behave in his seminars. Listen to Audio CD 4 track 21 and fill in the blanks. Use no more than three words for any blank.

**Seminar ground rules**

Purposes: i encourage critical and (1) _____ ii detect (2) _____ iii develop discussion, group and (3) _____ skills
Essential: (4) _____
Ground rules: i Must learn one (5) _____ ii Must take care to maintain (6) _____ iii Must be (7) _____ iv Must not (8) _____ v Must do the (9) _____ vi Must be prepared to summarize it vii Must take it in turns to prepare interesting (10) _____ viii Must take it in turns to write a report on each seminar ix Must make comments and criticism (11) _____ x (12) _____
Ask about anything you do not understand.

**Activity 8.18**

Listen to Audio CD 4 track 22, in which a librarian is introducing some new students to the college library and its services. Then choose the correct options.

**The Library**

- 1 Opening times Monday–Friday:
  - A 7:30 a.m.–9:00 p.m.
  - B 8:00 a.m.–10:00 p.m.
  - C 8:30 a.m.–9:00 p.m.
  - D 8:40 a.m.–10:00 p.m.
- 2 Opening times Saturday:
  - A 9:30 a.m.–2:00 p.m.
  - B 9:00 a.m.–12:30 p.m.
  - C 9:30 a.m.–12:45 p.m.
  - D 8:30 a.m.–1:30 p.m.
- 3 Extended opening hours in last
  - A two weeks of term
  - B three weeks of term
  - C five weeks of term
  - D six weeks of term
- 4 Seats: first- \_\_\_\_\_ basis
- 5 Which of the following are not allowed in the library?
  - A eating
  - B talking to friends
  - C reserving seats
  - D leaving the room
- 6 Printing services for dissertations include
  - A correcting
  - B binding
  - C copying
  - D buying

- 
- 7 AV services include graphics and design assistance and
- A duplicator-printing services.
  - B true-colour publishing.
  - C digital printing services.
  - D a desk-top publishing facility.
- 8 An inter-library loan service
- A is available.
  - B is not available.
- 9 Language support services include
- A COLL facilities and a video library.
  - B COLL facilities and an audio library.
  - C CALL facilities and an audio library.
  - D CALL facilities and an oral library.
- 10 The main librarians (*Choose three letters.*):
- A Jane Hughes
  - B Joan Hughes
  - C John Parson
  - D Joan Parsons
  - E John Persons
  - F Frank Merry
  - G Frank Melly
- 

Now let's turn to Round 2, which again provides a variety of items on relevant themes.

## Round 2 of practice

In this second round of practice activities, you will hear two conversations. In the first, two students find out information about the Australian city of Perth. In the second, a tutor is talking to a student about her choice of electives. Then you will hear a talk about art and personality and finally a lecturer briefing students about an assignment.



### Activity 8.19

Listen to Audio CD 4 track 23, and complete the students' notes about the city of Perth.

#### Welcome to Perth

<i>Perth</i>	
<i>Population:</i> (1) _____	
<i>Attractions (places)</i>	
<i>i</i>	Perth (2) _____
<i>ii</i>	(3) _____ of Western Australia
<i>iii</i>	(4) _____ Discovery
<i>Attractions (events)</i>	
<i>i</i>	Perth International (5) _____ (January/February)
<i>ii</i>	(6) _____ Perth Show (September)
<i>iii</i>	watching (7) _____ whales (September/December)
<i>Special recommendations:</i>	
<i>i</i>	(8) _____ (James Street)
<i>ii</i>	Perth (9) _____

### Activity 8.20

On Audio CD 4 track 24, you will hear a tutor talking to one of his business students about her choice of electives.



The task is to fill in the names of the new electives in the first box and, in the second box, tick the electives which are available.

(1) _____
<i>Product Development</i>
(2) _____
<i>Logistics</i>
(3) _____

Advertising	
Small businesses	✓
Consumer psychology	
Business psychology	
Modelling	
Ethics	
Decision-making	
Information resources	
Change management	
Survey sampling	



### **Activity 8.21**

On Audio CD 4 track 25, a lecturer is talking about research into links between one's art preferences and personality. Tick the statements which are true according to the talk.

#### **Art and personality**

- A The characteristics measured in the Five-Factor Model are closely related to one another.
  - B Intelligence is included in the model.
  - C The research was conducted by asking people to look at and rate pictures.
  - D Outgoing people prefer pictures that show scenes from daily life.
  - E Quiet people like Japanese art.
  - F Warm-hearted people like Impressionist paintings.
  - G Impressionist paintings are highly intellectual.
  - H Emotionally unstable people enjoy pop-art.
  - I Careful people prefer abstract art.
  - J Introverts appreciate pop-art.
- 



### **Activity 8.22**

You will now hear a tutor telling his students about their next assignment, a business plan.

Listen to Audio CD 4 track 26 and answer the questions.

#### **Business plans**

- 1 What is the students' reaction to the work they are given?
  - A incomprehension
  - B neutrality
  - C surprise
  - D unhappiness

## Questions 2–11

Complete the table. Use one or two words for each answer.

<b>Business plan</b>	
Executive summary / review	Length: (2) _____
Overview	Source: Include (3) _____, set-up and (4) _____.
Market analysis	Include (5) _____ and indicate clear (6) _____.
Products and services	State what you are (7) _____.
Sales and marketing	Include persuasive strategies and (8) _____.
Competitive analysis	Include (9) _____.
Financial plan	Include sources.
Projections	Include (10) _____, profits and rate of return.
Appendices	Information

11 The appendices are \_\_\_\_\_.

Finally, we turn to Round 3, which provides further practice on the sorts of questions which can arise in Sections 3 and 4 of the IELTS test.

## Round 3 of practice

In this round of practice, you will hear two conversations and one talk divided into two parts. In the first conversation, three academic staff involved in planning an academic conference on English Language Teaching (ELT) are discussing the conference schedule. The second conversation takes place in a university office – a lecturer is giving instructions to one of his staff about an orientation programme. The final activity in the module is a two-part lecture on headwear.



### Activity 8.23

Audio CD 4 track 27 is a recording of a conversation about the arrangements for an ELT conference.

Listen to the recording and complete the schedule below. Use one or two words for each answer.

#### Conference schedule

Friday, 17 June

1300–1430	(1) _____
1430–1500	(2) _____ <i>Vice Chancellor</i>
1500–1600	Plenary address: ‘New (3) _____ in ELT’ <i>Professor Simon Smith</i>
1600–1630	Break and exhibition
1630–1715	‘Writing (4) _____’ <i>Derek Thomas</i> ‘English for (5) _____’ <i>May Man</i> ‘Does the (6) _____?’ <i>Rick Diamond</i> ‘Grammar as (7) _____’ <i>Laura Hope</i>
1725–1810	‘Curriculum (8) _____’ <i>Fiona Taylor</i> ‘Using (9) _____ in the classroom’ <i>Piero Tomasi</i> ‘(10) _____ and language learning’ <i>Tracey Benson</i> ‘(11) _____ vocabulary strategies’ <i>Carol Wong</i>



### Activity 8.24

You will now hear a conversation about the details of an orientation programme for new postgraduate students at a university. Listen to Audio CD 4 track 28 and complete the programme. Use no more than two words for any answer.



## Orientation programme

<p align="center"><b>Department of (1) _____</b></p> <p align="center"><b>Postgraduate Orientation Programme 2007</b></p> <p>(2) _____ September, 1400, Redwall Lecture Theatre</p> <p>Welcome by Head of Department</p> <p>Talk by Director of (3) _____</p> <p>Talk on Student Welfare</p> <p>Introduction to (4) _____</p> <p>Q&amp;A session</p> <p>(5) _____ with programme directors</p> <p>(6) _____ of (7) _____</p> <p>Tea reception</p>
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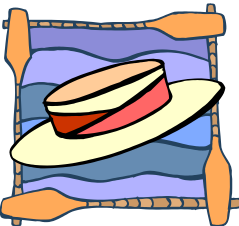

### Activity 8.25

On Audio CD 4 track 29, a lecturer in a Fashion School is talking to his students about headware.



Listen to the recording and number the hats 1–8.

#### Hats 1

			
A _____	B _____	C _____	D _____
			
E _____	F _____	G _____	H _____



### Activity 8.26

Listen to Audio CD 4 track 30, which continues the talk on headware, and answer the questions. Use one word only for each blank.

#### Hats 2

Uniform hats are worn as a means of (1) \_\_\_\_\_ and (2) \_\_\_\_\_.

The hat is no longer worn as part of (3) \_\_\_\_\_ dress.

The hat started to lose its popularity in the (4) \_\_\_\_\_.

This decline resulted in a lot of (5) \_\_\_\_\_.

Hats may still be worn at (6) \_\_\_\_\_.

Milliners (7) \_\_\_\_\_ (8) \_\_\_\_\_.

The trend has caused the fashion industry to lose

(9) \_\_\_\_\_ and opportunity for

(10) \_\_\_\_\_.

It is (11) \_\_\_\_\_ that teenagers like to wear

(12) \_\_\_\_\_ as they used to resist efforts by

(13) \_\_\_\_\_ to make them do so.

The purpose of the talk is to (14) \_\_\_\_\_ the students'

next (15) \_\_\_\_\_.

16 The speaker's attitude towards the decline of the hat is:

- A indifference
- B disappointment
- C relief
- D shock

## Conclusion

In this module we have covered a number of the most common social situations and areas of student life that are typical of questions in Sections 1/2 and 3/4 respectively of the listening test. We are not trying (because it would be impossible) to predict what any particular IELTS listening paper might contain, but to familiarize you with the sorts of topics that might occur and develop your vocabulary in those areas.

In the course of doing this, you have also had much more practice in doing listening tests and answering the types of question favoured by IELTS.

We hope that you have:

- learned new vocabulary;
- become more familiar with the test; and
- had useful listening practice.

This is the last module in the course. We wish you the best of luck in the IELTS test.