

1.5 Which were the distractors? Listen again and decide why these answers were wrong.

1.6 Which verbs from the box in 1.3 did you hear?

2 Describing an action or process

When we describe how something works, we often use prepositions or adverbs to explain movement.

2.1 Draw an arrow on the following images to represent the words that have been underlined. The first one has been done for you.



1 Put it inside the box ...



2 It then passes through a pipe ...



3 Turn the container upside down, then ...



4 The trolley moves along the tracks and ...



5 The area beneath the table was ...



6 The paper was then wrapped around the ...



7 This then forces the air upwards ...



8 Cut the paper diagonally ...

Listening skills

Describing how a machine works often involves verbs that you do not commonly use.

- 2.2** Match objects A–D with the words in the box. Then complete the description of each object.

scales thermometer speedometer calculator



It is used to _____.



It is used to _____ figures.



They are used to _____ things.



It is used to _____.

- 2.3** 21 Listen and check your answers to 2.2.

3 Describing a process

- 3.1** Think about the different stages involved in wrapping a present. How would you use the words in the box?

First, Then, Next, Then, neatly Finally,

- 3.2** 22 Listen to a description of the process and fill in the gaps.

Then circle all the verbs used to describe the process.

Here's how to wrap a present. First, gather together all of the things you need: wrapping paper, sticky tape, scissors, some ribbon and, of course, a present. Then, 1 _____ your present on the opened wrapping paper and 2 _____ a suitable amount using the scissors. Next, 3 _____ the paper around the present and 4 _____ it down with sticky tape. Then, neatly 5 _____ up each of the ends of the paper and 6 _____ them down. Finally, 7 _____ the ribbon around your present. It's now ready to present!

6 Attitude and opinion

In this unit you will practise:

- identifying attitudes and opinions
- multiple choice
- persuading and suggesting
- matching items
- reaching a decision

1 Identifying attitudes and opinions

In Listening Sections 1 and 3, the speakers are often trying to make a decision or reach an agreement. Identifying the speakers' opinions can help you to answer the questions correctly.

1.1 [23] Listen to eight extracts. What does each speaker show?

- a strong agreement
- b neither complete agreement nor complete disagreement
- c complete disagreement

1.2 Listen again and complete the extracts.

- 1 Well, 1
- 2 I think that's a _____.
- 3 Well, I'm _____ about that.
- 4 I think you're _____.
- 5 Hmm, that's a bit _____.
- 6 I think that's _____.
- 7 That seems _____ to me.
- 8 I have to admit I don't like the _____.

1.3 In Listening Sections 3 and 4, you may be asked to identify a speaker's attitude. Match words 1-7 with synonyms a-g.

- | | |
|----------------|-------------|
| 1 worried | a dubious |
| 2 enthusiastic | b hesitant |
| 3 afraid | c annoyed |
| 4 confused | d concerned |
| 5 irritated | e scared |
| 6 reluctant | f puzzled |
| 7 doubtful | g eager |

- 1.4**  24 Listen to an extract from a Listening Section 3 task. What aspect of the research did the students find surprising? Choose the correct answer (A, B or C).

- A The amount of time it took to achieve results.
- B The reaction of the public to the research.
- C The findings that the research produced.

- 1.5** Listen again and write down all the words/phrases the speakers use to mean 'surprising' or 'unsurprising'.

2 Persuading and suggesting

In Listening Sections 1 and 3, in order to reach a decision, you will hear the speakers make suggestions, agree, disagree or try to persuade each other.

- 2.1** Look at the Listening Section 3 task below. Before you listen, complete these tasks.

- 1 Try to think of a synonym or paraphrase for the underlined words/phrases.
- 2 Read through decisions A–F in the box several times so that you are familiar with the different options to choose from.
- 3 Decide whether you will hear the decisions or the presentation sections in order.

- 2.2**  25 Listen and complete the task.

Questions 1–4

What do the students decide to do with the different sections of their project?

Write the correct letter, (A–F), next to questions 1–4 below.

Presentation Sections

- 1 Introduction
- 2 Advantages
- 3 Disadvantages
- 4 Conclusion

**Test Tip** For matching tasks like this, the topics in the questions will be discussed in the same order as they are listed. But you will hear the different options in the box in a random order. As you listen, you need to keep looking at the list of options.

Decisions

- A reduce the length
- B change the method of presentation
- C write some more
- D make it more interesting
- E check the sources are reliable
- F make sure they have current data

2.3 Check your answers and then listen again. Which synonyms of the underlined words/phrases are used?

2.4 Look at Recording script 25 and find phrases which are used to do the things below.

- make a suggestion
- agree with an idea
- disagree



Study Tip Search online for national radio stations from the UK, the US, Canada, Australia or New Zealand. These often have programmes that discuss topical issues and you will hear people suggesting ideas and discussing possible solutions. This is useful for Listening Section 3.

3 Reaching a decision

In Listening Sections 1 and 3, you will often hear people discussing a problem, suggesting solutions and then reaching a decision. A discussion like this might focus on the advantages and disadvantages of each suggestion.

3.1 Look at these questions and try to think of possible advantages and disadvantages you might hear. Write them in the table.

	possible advantages/disadvantages
Section 1 The speakers decide to travel to the airport by A taxi B bus C car	
Section 3 What do the students decide to do next? A ask their tutor for help B do more research on the topic C produce a typed copy of their notes	

3.2 26 Listen and answer the questions in 3.1.

3.3 Listen again and make a note of any language that the speakers use to show they reach a decision or agreement.

Sometimes the speakers may need to decide on what action to take. A discussion like this might focus on the reasons why one course of action is necessary or important.

Listening skills

7 Following a lecture or talk

In this unit you will practise:

- identifying main ideas
- understanding how ideas are connected
- understanding an explanation
- completing a summary
- short-answer questions

1 Identifying main ideas

The questions in the Listening paper will focus on the main points made by the speakers, so it is important to be able to identify the main points of a talk.

1.1  27 Listen to part of a talk by Paul, an Australian palaeontologist (a scientist who studies dinosaurs and fossils). To help practise keeping track of the talk, put the phrases below in the order you hear them.

- The very first field trip I went on
- It's an ancestor of the modern Australian wombat
- I found a funny-looking piece of rock
- an old professor studying dried-up dinosaur bones
- I immediately changed courses
- I had to do a compulsory unit on extinction

1.2 Which of the following describes the main topic of the talk?

- a Important lectures Paul has given
- b Describing the process that led to Paul's current role
- c Explaining how ancient Australian animals became extinct

The questions in the IELTS Listening paper focus on the **main points** of the talk. In between the points, the speaker may also mention things that are not directly related to the main purpose of the talk.

1.3  27 Think about your answer to 1.2 and listen again. Which three phrases in 1.1 are used to give information that is directly related to the main purpose of the talk?

 **Test Tip** At the start of each talk, you will be told who the speaker is and why they are talking. You won't be tested on this, but you can use this information to get a clear idea of the situation. This can help you to concentrate and follow the information in the talk.

You may be asked to complete a summary in the Listening paper. This can look difficult, so it will help to break down the information.

- 1.4** Look at the summary below and write questions related to the information missing from each gap.

Summary

Paul was interested in the 1 so took an ecology course at university.

The course included a section on 2 and an interesting lecture caused him to quickly change his degree.

Paul says working in palaeontology can be difficult and he describes the conditions as

3 However, the discovery of a 4 from an ancient animal made him realise he had made the right choice.

- 1 What was Paul interested in? / Why did Paul take an ecology course?

- 1.5**  27 Listen to the talk again and complete the summary with **ONE WORD ONLY**. Check your answers, paying attention to your spelling.

- 1.6** The information in the Listening summary can help you to keep track of a talk. Look at Recording script 27 and compare it to the summary.

- 1 Is the information in the summary in the same order as the script?
- 2 Complete the table below with the correct phrases from the script or the summary.

audio script	summary
My main interest has been ...	1 <i>Paul was interested in ...</i>
2	The course included a section on ...
a lecturer ... I was fascinated	3
4	change his degree
I found a ...	5
6	a tooth from an ancient animal

2 Understanding how ideas are connected

The topics and language in Listening Sections 3 and 4 are more complex. Here are some examples of the information you may hear.

- A** the methods used in a particular study
- B** the effects of an action
- C** the reason an action was carried out
- D** the conclusions that can be drawn from research
- E** the findings of an experiment

2.1 **28** Listen to four extracts from Listening Sections 3 and 4. Decide what type of information above (A–E) you hear in each.

1

2

3

4

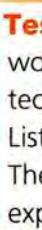
2.2 **29** Listen to the second part of Paul's talk. Answer questions 1–4 with NO MORE THAN TWO WORDS.

- 1 What information does Paul get from the machine he mentions?
- 2 What did the government recently give Paul?
- 3 What modern-day problem does he say ancient animals can help with?
- 4 What two causes of mega-fauna extinction does Paul hope to study?

3 Understanding an explanation

To help you prepare for the listening, read the information in the questions carefully and try to predict what information you will hear.

3.1 Read the two multiple-choice questions below. Use the information in the questions to complete the notes on the right.



Test Tip Don't be worried if you see technical terms in the Listening questions. These will usually be explained to you.

<p>1 What did the researchers find in their experiments on mice?</p> <ul style="list-style-type: none"> A A lack of exercise made them appear older. B Their cells remained the same as they aged. C Their cells were unaffected by changes in diet. <p>2 What new discovery have scientists made about pigeons?</p> <ul style="list-style-type: none"> A They use the Earth's magnetic field to navigate. B Their beak plays an important role when flying. C A part of their ear helps them find their way. 	<p>The talk is most likely about research done on 1 _____ . The talk will probably mention 2 _____ and _____ .</p> <p>During this talk, we will probably hear about what we already know about 3 _____ as well as some 4 _____ information. I need to listen for whether pigeons use the 5 _____ for their 6 _____ or _____ to stop them getting lost.</p>
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3.2 **30** Listen to the two extracts and answer the questions in 3.1 by choosing the correct answer, A, B or C.

3.3 Why were the other options incorrect?

Listening skills

8 Contrasting ideas

In this unit you will practise:

- signposting words
- comparing and contrasting ideas
- using notes to follow a talk
- table completion
- notes completion

1 Signposting words

For Listening Section 4, you will hear a talk by a student or an expert on an academic subject. Speakers often use signposting words to move from one topic to another, or to help connect their ideas.

1.1  31 Listen to six short extracts from different Listening Section 4 talks. Complete the extracts below.

- 1 OK, _____ the late 19th century, when a great deal of changes were taking place.
- 2 Now, _____, I wanted to give you some background information.
- 3 So, _____ some possible reasons for this.
- 4 _____, I'd like to talk about some future projects.
- 5 So, _____ did we reach?
- 6 I'll _____ what this machine can do.

1.2 Match the extracts 1–6 in 1.1 to uses A–C below.

- A to start off a topic
- B to change to a new topic
- C to finish off a topic

1.3 Here are some words you might hear in a talk. Match words 1–8 to their synonyms A–H.

- | | |
|-----------------|--------------|
| 1 results | A background |
| 2 definition | B benefits |
| 3 challenges | C solutions |
| 4 history | D findings |
| 5 advantages | E conclude |
| 6 disadvantages | F meaning |
| 7 answers | G drawbacks |
| 8 summarise | H problems |

 **Test Tip** A shift in topic often indicates that you should move on to the next question. Use signposting words (as well as headings) in the notes to help guide you through the topics and the questions.

 **Test Tip** Remember, you may hear synonyms of the words written on the question paper.

2 Comparing and contrasting ideas

Sometimes, the focus of a talk will be comparing or contrasting (saying what is the same or different about) several different things.

The information may be organised as a table that you need to complete.

2.1 You are going to do a table completion task. First, study the table and then answer questions 1–5 below.

- 1 Which of the following do you think you will hear?
 - A the names of all the plants, then all of their origins, then finally, a discussion of all the positives and negatives
 - B a full description of one plant that also contains some references to the other plants listed
 - C a complete analysis of one plant at a time, describing its origins, then finally its positives and negatives
- 2 What type of information will you need to write for Question 1?
- 3 In which column will the questions focus on the benefits?
- 4 In which column do the questions focus on the drawbacks?
- 5 What information will you need to listen for in Question 8?

Plants that changed the world

Plant	Origins	Positives	Negatives
potatoes	Central and South America Brought to 1 by the Spaniards in 16th century	It led to <ul style="list-style-type: none"> • changes in 2 • people moving to another country to find new 3 	<ul style="list-style-type: none"> • In Ireland, the 4 became dependent on potatoes. • Disease led to mass 5
tobacco	The Americas	<ul style="list-style-type: none"> • It played an important role in US history. • Known as the first 6 crop in the US. 	<ul style="list-style-type: none"> • Led to increases in slavery • Became a cause for 7
8	China	Helped bring about independence in the US.	The 9 imposed on it became a key event in American Revolution.
White Mulberry	China	It started 10 between East and West.	It led to increases in the spread of disease.

2.2  32 Listen and complete the table with ONE WORD ONLY.

 **Test Tip** The information in a table is always read from left to right. The different examples will be described in order. Notice that there is often a title or a heading at the top of the table to give you more information.