**Tuesday, May 24, 2011**

[**IELTS Listening: the future**](http://ielts-simon.com/ielts-help-and-english-pr/2011/05/ielts-listening-the-future.html)

Here's an interesting video from [ted.com](http://ted.com/) (my favourite video website). The presenter asks us to think about which news stories will matter in the long run.

will matter = will be important  
in the long run = in the long term/ in the distant future

If you watch the video with subtitles, it's also interesting to analyse the grammar used to talk about the future. The presenter mostly uses ***going to*** but he also uses ***will***, ***might*** and ***may***.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2011/05/ielts-listening-the-future.html)**|**[**Comments (15)**](http://ielts-simon.com/ielts-help-and-english-pr/2011/05/ielts-listening-the-future.html#comments)

**Tuesday, May 10, 2011**

[**IELTS Listening: gap-fill about libraries**](http://ielts-simon.com/ielts-help-and-english-pr/2011/05/ielts-listening-gap-fill-about-libraries.html)

Watch the video about the future of libraries, and fill the gaps in the text below.  
Thanks to Safaa for finding this interesting video!

***Fill the gaps by listening to the first 3 minutes of the video.***

Academic libraries are changing faster now than at any time in their history. The \_\_\_\_\_\_ \_\_\_\_\_\_ of the library as a physical space housing racks of books and papers is coming under increasing \_\_\_\_\_\_. The library stands at a crossroads.

In the digital age, there is an ever-increasing amount of information available to use in a wide \_\_\_\_\_\_ of different \_\_\_\_\_\_, and change will be \_\_\_\_\_\_ by the people that use this information.

While demand for change is coming from users, it is technology that is making it possible to \_\_\_\_\_\_ this demand. As more and more resources are available on the Internet via search engines, students and researchers now expect to be able to \_\_\_\_\_\_ information around the clock from almost anywhere in the world and via a growing number of \_\_\_\_\_\_, from laptops to phones.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2011/05/ielts-listening-gap-fill-about-libraries.html)**|**[**Comments (22)**](http://ielts-simon.com/ielts-help-and-english-pr/2011/05/ielts-listening-gap-fill-about-libraries.html#comments)

**Tuesday, May 03, 2011**

[**IELTS Listening: the future of books?**](http://ielts-simon.com/ielts-help-and-english-pr/2011/05/ielts-listening-the-future-of-books.html)

Sometimes I like to share videos simply because I found them interesting. The video below comes from [ted.com](http://www.ted.com/), one of my favourite websites, and subtitles can be turned on if you need them.

The presenter gives us an interesting glimpse into the future of ebooks. Would you like to read books like this, or do you prefer the book in its traditional form?

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2011/05/ielts-listening-the-future-of-books.html)**|**[**Comments (16)**](http://ielts-simon.com/ielts-help-and-english-pr/2011/05/ielts-listening-the-future-of-books.html#comments)

**Tuesday, April 26, 2011**

[**IELTS Listening: summary**](http://ielts-simon.com/ielts-help-and-english-pr/2011/04/ielts-listening-summary.html)

Listen to the following short lecture about the issue of plagiarism in universities.

[**click here to listen**](http://ielts-simon.com/files/plagiarism.mp3)

Now complete the summary below. Write one word in each space in the text.

Plagiarism refers to the copying of an author's language or \_\_\_\_\_\_. Teachers often find it easy to detect plagiarism because several students have copied a passage from the same \_\_\_\_\_\_. Also, students sometimes copy inappropriate information that is unrelated to the \_\_\_\_\_\_ of the assignment. Institutions may impose different \_\_\_\_\_\_ for plagiarism depending on how serious the case is. A student may be suspended or \_\_\_\_\_\_ if a whole piece of writing is found to be copied.

Share your answers in the "comments" area. I'll give you the correct answers tomorrow.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2011/04/ielts-listening-summary.html)**|**[**Comments (25)**](http://ielts-simon.com/ielts-help-and-english-pr/2011/04/ielts-listening-summary.html#comments)

**Tuesday, April 05, 2011**

[**IELTS Listening: online lectures**](http://ielts-simon.com/ielts-help-and-english-pr/2011/04/ielts-listening-online-lectures.html)

If you want to do some academic listening on a daily basis, have a look at[YouTube Edu](http://www.youtube.com/education?b=400) (YouTube's education site).

Many universities now have their own pages on this site. You can search for lectures by subject (using the categories on the left of the page) or by university (below the YouTube Edu search bar).

Have a look for lectures related to your field of studies. Some of the universities even offer full courses that you can follow for free.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2011/04/ielts-listening-online-lectures.html)**|**[**Comments (13)**](http://ielts-simon.com/ielts-help-and-english-pr/2011/04/ielts-listening-online-lectures.html#comments)

**Tuesday, March 15, 2011**

[**IELTS Listening: 'photographic film'**](http://ielts-simon.com/ielts-help-and-english-pr/2011/03/ielts-listening-photographic-film.html)

Listen to the recording about the history of photographic film, and fill the gaps in the sentences below.

[**Click here to listen**](http://ielts-simon.com/files/photographic-film.mp3)

1. Eastman started manufacturing celluloid film in \_\_\_\_\_\_.

2. The "Kodak" was available to consumers from the year \_\_\_\_\_\_.

3. It was bought by normal people because it was \_\_\_\_\_\_ and \_\_\_\_\_\_.

4. The camera was able to take \_\_\_\_\_\_ pictures before a new film was needed.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2011/03/ielts-listening-photographic-film.html)**|**[**Comments (24)**](http://ielts-simon.com/ielts-help-and-english-pr/2011/03/ielts-listening-photographic-film.html#comments)

**Tuesday, March 01, 2011**

[**IELTS Listening: babies and language**](http://ielts-simon.com/ielts-help-and-english-pr/2011/03/ielts-listening-babies-and-language.html)

Watch the ***first 3 minutes*** of the video and answer the questions below. Watch with subtitles if you find it difficult. You might also like to watch the rest of the presentation if you find the topic interesting.

1. The speaker states that

A) speaking a language is a critical skill  
B) babies are language learning geniuses  
C) adults cannot learn a new language

2. The speaker’s tests on babies involve

A) training them to respond to a sound change  
B) training them to recognise the sounds of all languages  
C) training them to respond to a panda bear

3. The speaker describes babies as 'citizens of the world' because

A) they understand everything they hear  
B) they can recognise the difference between the sounds of any language  
C) their listening skills are as good as adults’ listening skills

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2011/03/ielts-listening-babies-and-language.html)**|**[**Comments (29)**](http://ielts-simon.com/ielts-help-and-english-pr/2011/03/ielts-listening-babies-and-language.html#comments)

**Tuesday, January 04, 2011**

[**IELTS Listening: mobile phones**](http://ielts-simon.com/ielts-help-and-english-pr/2011/01/ielts-writing-task-1-comparing-bar-charts.html)

Watch the first minute of the video and complete the text below.

In 2000 there were 700 million \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_, three quarters of which were in the \_\_\_\_\_\_ \_\_\_\_\_\_. Yet by the end of 2008 there were around 4 billion, three quarters of them in the \_\_\_\_\_\_ \_\_\_\_\_\_. What was once a yuppie toy has become a tool of \_\_\_\_\_\_ \_\_\_\_\_\_, even in the world's poorest places.

Developing countries are now \_\_\_\_\_\_ the market's \_\_\_\_\_\_. In the 12 months to the end of March 2009, the number of \_\_\_\_\_\_ \_\_\_\_\_\_ in India increased by 128 million, or 52%. In Western Europe, by contrast, the number of subscribers increased by 27 million, or 5%.

***Note:***  
If you can't see the video properly, [click here](http://www.economist.com/multimedia?bclid=1213687644001&bctid=1250962172001) to watch it on the Economist site.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2011/01/ielts-writing-task-1-comparing-bar-charts.html)**|**[**Comments (26)**](http://ielts-simon.com/ielts-help-and-english-pr/2011/01/ielts-writing-task-1-comparing-bar-charts.html#comments)

**Tuesday, December 21, 2010**

[**IELTS Listening: multiple choice**](http://ielts-simon.com/ielts-help-and-english-pr/2010/12/ielts-listening-multiple-choice.html)

Watch the video and answer the multiple choice questions below.

1. Many teachers believe that

A) plagiarism is not a big problem  
B) too many students are guilty of plagiarism  
C) many students copy each other's essays

2. Plagiarism is a problem because

A) a student's true level of ability will not be known  
B) students have to rewrite their essays  
C) many students do not get caught

3. Teachers can spot plagiarism by

A) using free software  
B) comparing different students' writing styles  
C) putting key words into a search engine

***If you can't see the video, listen to the recording below:***

[**Click here to listen**](http://ielts-simon.com/files/online-plagiarism-out-of-control.mp3)

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2010/12/ielts-listening-multiple-choice.html)**|**[**Comments (20)**](http://ielts-simon.com/ielts-help-and-english-pr/2010/12/ielts-listening-multiple-choice.html#comments)

**Tuesday, December 14, 2010**

[**IELTS Listening: 'obesity' topic**](http://ielts-simon.com/ielts-help-and-english-pr/2010/12/ielts-listening-obesity-topic.html)

***Listen to the news report about obesity in the UK, then fill the gaps in the text. Share and compare your answers in the "comments" area.***

[**click here to listen**](http://ielts-simon.com/files/obesity.mp3)

Today’s survey shows that \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ in the East Midlands is overweight. The research found that the region \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ average Body Mass Index score in the country, bordering on obese.

As a region, it means we’ve got a much \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ type 2 diabetes; a much \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ and some forms of cancer. And of course, that all \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ the National Health Service.

Overall, the survey showed that 13 million adults in the UK are either overweight or obese. \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ the NHS an estimated 4.2 billion pounds a year.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2010/12/ielts-listening-obesity-topic.html)**|**[**Comments (19)**](http://ielts-simon.com/ielts-help-and-english-pr/2010/12/ielts-listening-obesity-topic.html#comments)

**Tuesday, November 30, 2010**

[**IELTS Listening: the problem of plastic**](http://ielts-simon.com/ielts-help-and-english-pr/2010/11/ielts-listening-the-problem-of-plastic.html)

Watch the video and fill the gaps in the sentences below.

1. Throwaway plastics take a lot of space and don't \_\_\_\_\_\_.

2. Plastics are also hard to \_\_\_\_\_\_.

3. A large fraction of our trash will \_\_\_\_\_\_ \_\_\_\_\_\_ rivers to the sea.

4. Birds often mistake bottle caps for \_\_\_\_\_\_.

5. Many fish have polluted plastic \_\_\_\_\_\_ in their stomachs.

6. The throwaway society cannot be \_\_\_\_\_\_; it has gone \_\_\_\_\_\_.

7. The solution is to stop plastic at its \_\_\_\_\_\_.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2010/11/ielts-listening-the-problem-of-plastic.html)**|**[**Comments (14)**](http://ielts-simon.com/ielts-help-and-english-pr/2010/11/ielts-listening-the-problem-of-plastic.html#comments)

**Tuesday, November 23, 2010**

[**IELTS Listening: space tourism**](http://ielts-simon.com/ielts-help-and-english-pr/2010/11/ielts-listening-space-tourism.html)

Watch the video about the future of space tourism. Then answer the questions below (use the comments option to share or compare your answers).

1. The video begins with this sentence: "Space tourism might seem like pie in the sky." What does this mean?
2. Where do companies plan to travel to by 2010?
3. What happened in 2004?
4. What have more than 250 people done?
5. What's the name of the yellow spaceship project?
6. How are flights with this company different to the trips planned by other companies?

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2010/11/ielts-listening-space-tourism.html)**|**[**Comments (8)**](http://ielts-simon.com/ielts-help-and-english-pr/2010/11/ielts-listening-space-tourism.html#comments)

**Tuesday, November 02, 2010**

[**IELTS Listening: city problems and solutions**](http://ielts-simon.com/ielts-help-and-english-pr/2010/11/ielts-listening-city-problems-and-solutions.html)

Watch the video and fill in the gaps in the summary below.

***Summary:***

There are more people living in cities than in \_\_\_\_\_\_ areas. Urbanisation is the defining phenomenon of this century; half of the world’s population is urban. Many people are enticed from rural areas by the \_\_\_\_\_\_ of a better life. We need to improve living conditions for the urban poor by providing adequate \_\_\_\_\_\_, clean water and \_\_\_\_\_\_.

One key to making cities \_\_\_\_\_\_ better is good planning. Planners need to \_\_\_\_\_\_ cities to make them beneficial for all citizens. Cities need green transport and green \_\_\_\_\_\_; they need to be energy \_\_\_\_\_\_ and pedestrian- \_\_\_\_\_\_, with housing and jobs to \_\_\_\_\_\_ people to come to live there.

***If you can't see the video, listen to the following recording:***

[**Click here to listen**](http://ielts-simon.com/files/world-urban-forum.mp3)

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2010/11/ielts-listening-city-problems-and-solutions.html)**|**[**Comments (24)**](http://ielts-simon.com/ielts-help-and-english-pr/2010/11/ielts-listening-city-problems-and-solutions.html#comments)

**Tuesday, September 07, 2010**

[**IELTS Listening: success!**](http://ielts-simon.com/ielts-help-and-english-pr/2010/09/ielts-listening-success.html)

Here is one of my favourite videos from [ted.com](http://ted.com/). Hopefully you will be able to apply some of the speaker's advice to your IELTS preparation.

What do you think the speaker means when he says:

1. She wanted to make something of her life.
2. I'm gonna tell you what makes TED-sters tick.
3. Put your nose down in something.
4. Or failing that, do the eight things...

If the subtitles don't work, go to ted.com and search for "8 secrets". While you're there, have a look at some other TED videos.

***Note:***  
The speaker uses the word "workafrolics". This is not a real word, but the word "frolic" is related to playing or having fun, so maybe you can guess what he means.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2010/09/ielts-listening-success.html)**|**[**Comments (12)**](http://ielts-simon.com/ielts-help-and-english-pr/2010/09/ielts-listening-success.html#comments)

**Tuesday, August 31, 2010**

[**IELTS Listening: crime topic**](http://ielts-simon.com/ielts-help-and-english-pr/2010/08/ielts-listening-crime-topic.html)

The following video is about what the police are doing to reduce youth crime in an area of the UK. Two solutions are given: special police teams on the streets, and a local resource centre with activities for young people.

The ideas in the video are also useful for IELTS writing task 2.

***Listen and fill the gaps below:***

1. Neighbourhood task teams have had an immediate impact in \_\_\_\_\_\_ crime.  
2. They have a long-term \_\_\_\_\_\_ on crime levels.  
3. We’re \_\_\_\_\_\_ anti-social behaviour.  
4. We’re working with partner agencies to help \_\_\_\_\_\_ solutions.  
5. The creation of a neighbourhood resource centre has \_\_\_\_\_\_ a big difference.  
6. The centre offers a \_\_\_\_\_\_ of activities to all ages.  
7. The police can work with the \_\_\_\_\_\_, and are seen in a whole new light.  
8. There’s been a marked \_\_\_\_\_\_ in crime and vandalism.  
9. These are important \_\_\_\_\_\_ to local communities.

***If you can't see the video, listen to the recording below:***

[**Click here to listen**](http://ielts-simon.com/files/dealing-with-anti-social-behaviour.mp3)

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2010/08/ielts-listening-crime-topic.html)**|**[**Comments (19)**](http://ielts-simon.com/ielts-help-and-english-pr/2010/08/ielts-listening-crime-topic.html#comments)

**Tuesday, August 24, 2010**

[**IELTS Listening: iPod**](http://ielts-simon.com/ielts-help-and-english-pr/2010/08/ielts-listening-ipod.html)

The following video isn't really about an IELTS topic; I just think it's interesting. You'll see the boss of Apple introducing the first iPod in 2001. At the time nobody knew what an iPod was, and now almost everyone has one! This is also a great example of how to do a presentation.

***Listen and fill the gaps below:***

1. Music is a part of \_\_\_\_\_\_ life.
2. It’s a very large \_\_\_\_\_\_ market.
3. It knows no \_\_\_\_\_\_.
4. In this whole digital \_\_\_\_\_\_ there is no market leader.
5. No one has found the \_\_\_\_\_\_ yet.
6. People trust the Apple \_\_\_\_\_\_.
7. This is a \_\_\_\_\_\_ leap.
8. It holds your \_\_\_\_\_\_ music library.
9. Your whole music library \_\_\_\_\_\_ in your pocket.
10. It’s an amazing little \_\_\_\_\_\_.

***If you can't see the video, listen to the recording below:***

[**Click here to listen**](http://ielts-simon.com/files/apple-music-event-2001-the-first-ever-ipod-introduction.mp3)

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2010/08/ielts-listening-ipod.html)**|**[**Comments (15)**](http://ielts-simon.com/ielts-help-and-english-pr/2010/08/ielts-listening-ipod.html#comments)

**Tuesday, August 17, 2010**

[**IELTS Listening: environment topic**](http://ielts-simon.com/ielts-help-and-english-pr/2010/08/ielts-listening-environment-topic.html)

The video below is about climate change. I think it's useful for three reasons:

1. The style (academic, formal) is quite similar to IELTS listening section 4.
2. The description of a graph is useful for IELTS writing task 1.
3. The film contains some great vocabulary for the environment topic (IELTS writing task 2 and IELTS speaking).

***Listen and fill the gaps in the summary:***

The graph helps us to distinguish between variations in the climate due to \_\_\_\_\_\_ causes and those variations that are induced by human \_\_\_\_\_\_.

The climate is naturally variable. Occasionally there is a downward trend that is associated with a volcano going off. Then we get to a period, from about 1910, where you can start to see an upward trend, a warming of the climate: \_\_\_\_\_\_ \_\_\_\_\_\_.

Up to this point, you could argue that climate variation can be explained by natural \_\_\_\_\_\_. That is no longer the case as you get to the latter part of the 20th century. From about 1970 onwards, you can see the red curve and the green curve beginning to diverge. The yellow curve includes human factors: in particular the \_\_\_\_\_\_ effect, which is mostly caused by carbon dioxide from \_\_\_\_\_\_ fuel burning.

There seems little doubt that this steep rise in temperature is due to human activity. Without the action of \_\_\_\_\_\_ \_\_\_\_\_\_, there would have been far less \_\_\_\_\_\_ change since the 1970’s.

***If you can't see the video, listen to the recording below:***

[**Click here to listen**](http://ielts-simon.com/files/sir-david-attenborough--the-truth-about-climate-change.mp3)

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2010/08/ielts-listening-environment-topic.html)**|**[**Comments (9)**](http://ielts-simon.com/ielts-help-and-english-pr/2010/08/ielts-listening-environment-topic.html#comments)

**Tuesday, August 10, 2010**

[**IELTS Listening: multicultural society**](http://ielts-simon.com/ielts-help-and-english-pr/2010/08/ielts-listening-multicultural-society.html)

Watch the following video and try the gap-fill exercise for IELTS listening practice.

Multiculturalism and immigration are also possible topics for IELTS writing task 2. Do you have an opinion about these issues? The video should give you some ideas.

***Listen and fill the gaps:***

1. Immigration has become a hot political, economic and \_\_\_\_\_\_ issue.
2. Minorities are creating identities that combine \_\_\_\_\_\_\_\_ of both cultures.
3. Different cultures are coming \_\_\_\_\_\_\_\_ and enriching society.
4. There is no dominant \_\_\_\_\_\_\_\_.
5. It is becoming part of everyday \_\_\_\_\_.
6. I’ve learnt new languages, and to be more friendly and \_\_\_\_\_\_\_\_\_.
7. I’ve learnt how to interact with other cultures and \_\_\_\_\_\_\_ them.

***If you can't see the video, listen to the recording below:***

[**Click here to listen**](http://ielts-simon.com/files/european-union---a-global-melting-pot.mp3)

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2010/08/ielts-listening-multicultural-society.html)**|**[**Comments (18)**](http://ielts-simon.com/ielts-help-and-english-pr/2010/08/ielts-listening-multicultural-society.html#comments)

**Tuesday, August 03, 2010**

[**IELTS Listening/Speaking: describe a city**](http://ielts-simon.com/ielts-help-and-english-pr/2010/08/ielts-listeningspeaking-describe-a-city.html)

I've used the following video with some of my classes. Try the gap-fill exercise for IELTS listening practice.

The topic of the video, a description of a city, is useful for IELTS speaking. Try using words or phrases from the video to describe a place you have visited.

***Listen and fill the gaps:***

1. Copenhagen is stylish, \_\_\_\_\_\_ and frequently cloudy or rainy.  
2. Its location is \_\_\_\_\_\_. It’s the bridge between Europe and Scandinavia.  
3. The locals \_\_\_\_\_\_ to be bike-riding, taciturn and very good-looking.  
4. My best piece of \_\_\_\_\_\_ for travellers is to wear comfortable shoes.  
5. If you can get a \_\_\_\_\_\_ point, the views over the city are \_\_\_\_\_\_.  
6. Learning the language is an exercise in \_\_\_\_\_\_.  
7. It’s \_\_\_\_\_\_ of people who are helpful and practical.  
8. Travellers should take a \_\_\_\_\_\_ of humour and a \_\_\_\_\_\_ mind.

***If you can't see the video, listen to the recording below:***

[**Click here to listen**](http://ielts-simon.com/files/copenhagen---lonely-planet-travel-video.mp3)

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**,**[**IELTS Speaking**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-speaking/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2010/08/ielts-listeningspeaking-describe-a-city.html)**|**[**Comments (28)**](http://ielts-simon.com/ielts-help-and-english-pr/2010/08/ielts-listeningspeaking-describe-a-city.html#comments)

**Tuesday, July 13, 2010**

[**IELTS Listening: world population**](http://ielts-simon.com/ielts-help-and-english-pr/2010/07/ielts-listening-world-population.html)

Watch this fascinating presentation about world population changes. It's full of good 'IELTS language'. I recommend watching with the subtitles on.

PS. The presenter is not a native English speaker, but his grammar is perfect. The only mistakes are in his pronunciation of 'digital' and 'nuclear'.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2010/07/ielts-listening-world-population.html)**|**[**Comments (7)**](http://ielts-simon.com/ielts-help-and-english-pr/2010/07/ielts-listening-world-population.html#comments)

**Tuesday, June 29, 2010**

[**IELTS Listening: good websites**](http://ielts-simon.com/ielts-help-and-english-pr/2010/06/ielts-listening-good-websites.html)

I've used a lot of videos from [ted.com](http://ted.com/) on this website. Here's another really good website for interesting videos: [fora.tv](http://fora.tv/)

Of course, these are not IELTS websites, but you will not improve your listening skills by doing IELTS tests alone.

If you need to use English for study or work purposes, you should do as much listening as possible. Have a look at [fora.tv](http://fora.tv/) and tell me what you think.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2010/06/ielts-listening-good-websites.html)**|**[**Comments (5)**](http://ielts-simon.com/ielts-help-and-english-pr/2010/06/ielts-listening-good-websites.html#comments)

**Tuesday, June 01, 2010**

[**IELTS Listening: the learning revolution**](http://ielts-simon.com/ielts-help-and-english-pr/2010/06/ielts-listening-the-learning-revolution.html)

Here's another good video from [ted.com](http://ted.com/). The presenter speaks very clearly, but it's still a good idea to turn the subtitles on.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2010/06/ielts-listening-the-learning-revolution.html)**|**[**Comments (19)**](http://ielts-simon.com/ielts-help-and-english-pr/2010/06/ielts-listening-the-learning-revolution.html#comments)

**Tuesday, April 13, 2010**

[**IELTS Listening: presidential debate**](http://ielts-simon.com/ielts-help-and-english-pr/2010/04/ielts-listening-presidential-debate.html)

This week in the UK, the leaders of the three main political parties are going to have a live TV debate. The video below shows part of the first American presidential debate between JFK and Nixon.

I think it's a useful video because you can follow the subtitles, and it's full of good vocabulary. Here are some of the 'verb + noun' collocations used:

to raise a question  
to adopt an idea  
to make recommendations  
to ask for / give / get advice  
to make (major) decisions  
to implement goals  
to face problems  
to make gains

Which speaker do you prefer?  
PS. I'm sorry if you can't watch YouTube videos.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2010/04/ielts-listening-presidential-debate.html)**|**[**Comments (11)**](http://ielts-simon.com/ielts-help-and-english-pr/2010/04/ielts-listening-presidential-debate.html#comments)

**Tuesday, January 11, 2011**

[**IELTS Listening: gap-fill summary**](http://ielts-simon.com/ielts-help-and-english-pr/2011/01/ielts-listening-delayed-language-development.html)

Listen to the recording about 'delayed language development' and fill the gaps in the summary below.

[**click here to listen**](http://ielts-simon.com/files/lang-devel.-listening.mp3)

If a child turns two but is still \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_, parents start to worry.

Parents often \_\_\_\_\_\_ this problem, hoping that their child will soon \_\_\_\_\_\_ \_\_\_\_\_\_.

One reason for late language development could be a delay in the child's \_\_\_\_\_\_ \_\_\_\_\_\_.

Delayed language development could also be caused by \_\_\_\_\_\_ or \_\_\_\_\_\_ problems.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2011/01/ielts-listening-delayed-language-development.html)**|**[**Comments (24)**](http://ielts-simon.com/ielts-help-and-english-pr/2011/01/ielts-listening-delayed-language-development.html#comments)

**Monday, September 21, 2009**

[**IELTS Listening: Basic Information**](http://ielts-simon.com/ielts-help-and-english-pr/2009/09/ielts-listening-basic-information.html)

The Listening Test is the first thing you have to do when you take an IELTS exam. If your exam is at the Manchester test centre, you should arrive at 9.15am. You will be taken to an exam room and your ID documents will be checked. The Listening Test starts at 10.00am.

The Listening Test has 4 sections. Each section contains 10 questions, so there are 40 questions in total. The test lasts about 30 minutes, then you have an extra 10 minutes to write your answers on an answer sheet.

Here are some of the problems students have with IELTS Listening:

* You only have ONE chance to listen to the recording.
* Correct spelling is important.
* Different English accents are used.
* Some of the questions are designed to trick you.

To solve these problems, we need to do a lot of listening and spelling practice. There are also some exam tips and techniques that I can give you. However, listening practice will help you much more than exam techniques.

If you want to have "a good ear", you need to listen to as much English as possible. We'll start in next week's lesson.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**About the exam**](http://ielts-simon.com/ielts-help-and-english-pr/about-the-exam/)**,**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2009/09/ielts-listening-basic-information.html)**|**[**Comments (15)**](http://ielts-simon.com/ielts-help-and-english-pr/2009/09/ielts-listening-basic-information.html#comments)

**Tuesday, May 08, 2012**

[**IELTS listening: choose from the list**](http://ielts-simon.com/ielts-help-and-english-pr/2012/05/ielts-listening-choose-from-the-list.html)

Listen to the following excerpt from a lecture about effective teachers.

[**Click here to listen**](http://ielts-simon.com/files/lecturing-for-learning--effective-teachers.mp3)

Choose ***three*** characteristics of effective teachers from the list below.

A) They use the largest number of exercises  
B) They know how to choose examples  
C) They pick the right technique at the right moment  
D) Being older can be an advantage  
E) They are chess players  
F) They pay more attention to students

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2012/05/ielts-listening-choose-from-the-list.html)**|**[**Comments (64)**](http://ielts-simon.com/ielts-help-and-english-pr/2012/05/ielts-listening-choose-from-the-list.html#comments)

**Tuesday, May 01, 2012**

[**IELTS Listening: gap-fill about consumerism**](http://ielts-simon.com/ielts-help-and-english-pr/2012/05/ielts-listening-gap-fill-about-consumerism.html)

Listen to the recording about materialism (attaching importance to money and possessions). Then fill the gaps in the text below.

[**Click here to listen**](http://ielts-simon.com/files/consumerism-1.mp3)

Beginning in the 1990s, the most \_\_\_\_\_\_ \_\_\_\_\_\_ given for attending college had changed from reasons such as becoming an \_\_\_\_\_\_ in a field or helping others to the \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ a lot of money. At the same time, compact disc players, \_\_\_\_\_\_ \_\_\_\_\_\_, personal computers, and cellular telephones all began to integrate into \_\_\_\_\_\_ \_\_\_\_\_\_. Madeline Levine criticised what she saw as a large change in American culture – “a shift away from \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_, spirituality, and integrity, and toward competition, materialism and disconnection.”

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2012/05/ielts-listening-gap-fill-about-consumerism.html)**|**[**Comments (26)**](http://ielts-simon.com/ielts-help-and-english-pr/2012/05/ielts-listening-gap-fill-about-consumerism.html#comments)

**Tuesday, April 24, 2012**

[**IELTS Listening: older people are happier**](http://ielts-simon.com/ielts-help-and-english-pr/2012/04/ielts-listening-older-people-are-happier.html)

Today's video is another one from [ted.com](http://www.ted.com/). The topic of 'older people' has appeared several times in recent IELTS tests, so hopefully this video will give you some useful bits of vocabulary.

***Try this quick gap-fill exercise from the first minute of the video:***

People are living longer, and societies are getting \_\_\_\_\_\_. We’ve come to accept longer lives with a kind of \_\_\_\_\_\_. But longer lives can and will improve \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ at all ages. To put this into perspective: more years were added to average life \_\_\_\_\_\_ in the 20th century than all years added across all \_\_\_\_\_\_ millennia of human evolution \_\_\_\_\_\_. In the \_\_\_\_\_\_ of an eye, we nearly \_\_\_\_\_\_ the length of time that we’re living.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2012/04/ielts-listening-older-people-are-happier.html)**|**[**Comments (27)**](http://ielts-simon.com/ielts-help-and-english-pr/2012/04/ielts-listening-older-people-are-happier.html#comments)

**Tuesday, April 17, 2012**

[**IELTS Listening: synonyms and opposites**](http://ielts-simon.com/ielts-help-and-english-pr/2012/04/ielts-listening-synonyms-and-opposites.html)

Often you don't hear the exact words given in the question. Instead, you hear a synonym, a similar word, or an opposite. For example, if the question contains the word ***difficult***, you might hear ***too hard*** or ***not easy***.

Try the following exercise (from Cambridge IELTS 4, page 85). The speaker explains the problems involved with 4 different school science experiments.

***Listen and choose the correct problem for the 4 experiments.***

[**Click here to listen**](http://ielts-simon.com/files/synonyms.mp3)

A) too messy  
B) too boring  
C) too difficult  
D) too much equipment  
E) too long  
F) too easy  
G) too noisy  
H) too dangerous

Experiment 1: \_\_\_\_\_\_  
Experiment 2: \_\_\_\_\_\_  
Experiment 3: \_\_\_\_\_\_  
Experiment 4: \_\_\_\_\_\_

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2012/04/ielts-listening-synonyms-and-opposites.html)**|**[**Comments (28)**](http://ielts-simon.com/ielts-help-and-english-pr/2012/04/ielts-listening-synonyms-and-opposites.html#comments)

**Tuesday, April 10, 2012**

[**IELTS Listening: advice for section 4**](http://ielts-simon.com/ielts-help-and-english-pr/2012/04/ielts-listening-advice-for-section-4.html)

Most students find section 4 of the listening test difficult, and people often ask me for advice about it.

The problem is that section 4 is ***supposed*** to be difficult: there is no break in the middle, the speaker usually talks quite quickly, and a wide range of vocabulary is used.

So, it might seem like strange advice, but I tell my students not to worry too much about section 4. Instead, we do more work on the other three sections. If you get high scores in sections 1 to 3, you don't need many points from section 4.

Here are the scores I tell my students to aim for:

* Section 1: 10 correct answers
* Section 2: 8 correct answers
* Section 3: 7 correct answers
* Section 4: 5 correct answers

As you can see, the total is 30 (band 7), but we only need 5 correct answers for section 4.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2012/04/ielts-listening-advice-for-section-4.html)**|**[**Comments (10)**](http://ielts-simon.com/ielts-help-and-english-pr/2012/04/ielts-listening-advice-for-section-4.html#comments)

**Tuesday, April 03, 2012**

[**IELTS Listening: capital letters and plurals**](http://ielts-simon.com/ielts-help-and-english-pr/2012/04/ielts-listening-capital-letters-and-plurals.html)

1. Is it acceptable to use lower case instead of upper case e.g. "central station" when the answer is "Central Station"?
2. Will you lose marks if you miss the "s" when the answer should be plural?
3. Using lower case is fine, so "central station" would be correct.
4. Missing the "s" is sometimes acceptable and sometimes not. It's ***not***acceptable when the grammar requires a plural e.g. "the journey takes three hour" would be wrong. Some answers can be singular or plural. Check the context of the question and the sentence grammar carefully.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2012/04/ielts-listening-capital-letters-and-plurals.html)**|**[**Comments (24)**](http://ielts-simon.com/ielts-help-and-english-pr/2012/04/ielts-listening-capital-letters-and-plurals.html#comments)

**Tuesday, March 27, 2012**

[**IELTS Listening: more numbers and letters!**](http://ielts-simon.com/ielts-help-and-english-pr/2012/03/ielts-listening-more-numbers-and-letters.html)

Here are some examples from Cambridge IELTS book 7. Listen to the recording, and fill the gaps in the questions below.

[**Click here to listen**](http://ielts-simon.com/files/numbers-and-letters-2.mp3)

1. Surname: \_\_\_\_\_
2. Flight number: \_\_\_\_\_
3. Credit card number: \_\_\_\_\_
4. Surname: \_\_\_\_\_
5. Room number: \_\_\_\_\_
6. Passport number: \_\_\_\_\_

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2012/03/ielts-listening-more-numbers-and-letters.html)**|**[**Comments (52)**](http://ielts-simon.com/ielts-help-and-english-pr/2012/03/ielts-listening-more-numbers-and-letters.html#comments)

**Tuesday, March 20, 2012**

[**IELTS Listening: numbers and letters**](http://ielts-simon.com/ielts-help-and-english-pr/2012/03/ielts-listening-numbers-and-letters.html)

Today's exercise gives you some practice listening to numbers and letters. Listen to the recording, and fill the gaps in the questions below.

[**Click here to listen**](http://ielts-simon.com/files/numbers-and-letters.mp3)

1. Flight number: \_\_\_\_\_
2. Flight number: \_\_\_\_\_
3. Reference number: \_\_\_\_\_
4. Reference number: \_\_\_\_\_
5. Surname: \_\_\_\_\_
6. Surname: \_\_\_\_\_
7. Address: \_\_\_\_\_ \_\_\_\_\_
8. Address: \_\_\_\_\_ \_\_\_\_\_
9. Telephone number: \_\_\_\_\_
10. Telephone number: \_\_\_\_\_

PS. Thanks to Mohamed Salamat for suggesting this exercise!

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2012/03/ielts-listening-numbers-and-letters.html)**|**[**Comments (56)**](http://ielts-simon.com/ielts-help-and-english-pr/2012/03/ielts-listening-numbers-and-letters.html#comments)

**Tuesday, March 13, 2012**

[**IELTS Listening: gap-fill**](http://ielts-simon.com/ielts-help-and-english-pr/2012/03/ielts-listening-gap-fill.html)

Today's video is about the same topic as yesterday's IELTS Reading text. The presenter gives some good tips on how to deliver a short sales presentation.

***Fill the gaps in the following summary of the video:***

A good elevator pitch is made up of two key \_\_\_\_\_\_. First, you have to lay out the "\_\_\_\_\_\_ statement": What problem is it that you are trying to solve? Second, you must show the "\_\_\_\_\_\_ proposition": How does your \_\_\_\_\_\_ solve that problem?

Every great elevator pitch must meet four key tests: First, it must be \_\_\_\_\_\_. Second, it must be easy to understand; there's no \_\_\_\_\_\_ for "tech-talk". Third, it must be greed-inducing; after all, \_\_\_\_\_\_ want to make money, and lots of it. Finally, it has to be irrefutable; if your elevator pitch leaves investors with more \_\_\_\_\_\_ than \_\_\_\_\_\_, you'd better go back to the \_\_\_\_\_\_ board.

***If you can't see the video, listen to the recording below.***

[**Click here to listen**](http://ielts-simon.com/files/the-elevator-pitch.mp3)

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2012/03/ielts-listening-gap-fill.html)**|**[**Comments (26)**](http://ielts-simon.com/ielts-help-and-english-pr/2012/03/ielts-listening-gap-fill.html#comments)

**Tuesday, February 28, 2012**

[**IELTS Listening: find the comparisons**](http://ielts-simon.com/ielts-help-and-english-pr/2012/02/ielts-listening-find-the-comparisons.html)

Here's another short video from the [Economist Multimedia](http://www.economist.com/multimedia) website:

The speaker compares days off work in different countries. Can you find the 4 comparisons he makes using the words/phrases below?

- whereas  
- but  
- by contrast  
- while

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2012/02/ielts-listening-find-the-comparisons.html)**|**[**Comments (19)**](http://ielts-simon.com/ielts-help-and-english-pr/2012/02/ielts-listening-find-the-comparisons.html#comments)

**Tuesday, February 21, 2012**

[**IELTS Listening: gap-fill about population**](http://ielts-simon.com/ielts-help-and-english-pr/2012/02/ielts-listening-gap-fill-about-population.html)

The following video comes from the *Economist* magazine's multimedia library ([click here](http://www.economist.com/multimedia) to watch and listen to some more useful videos and audio).

The gap-fill exercise comes from the introduction at the beginning of the video.

***Fill the gaps:***

In 1950, the world’s population was around \_\_\_\_\_\_ billion. It more than doubled \_\_\_\_\_\_ the next 50 years. In the mid-80’s, the \_\_\_\_\_\_ \_\_\_\_\_\_ slowed. By 2050, the world’s population is \_\_\_\_\_\_ to stabilise at around 9 billion. According to the UN’s population division, between 2010 and 2015, around half of the world’s people will live in countries with fertility \_\_\_\_\_\_ of no more than 2.1, the replacement \_\_\_\_\_\_ of fertility.

If you can't see the video, listen to the recording below.

[**Click here to listen**](http://ielts-simon.com/files/videographic--global-fertility.mp3)

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2012/02/ielts-listening-gap-fill-about-population.html)**|**[**Comments (18)**](http://ielts-simon.com/ielts-help-and-english-pr/2012/02/ielts-listening-gap-fill-about-population.html#comments)

**Tuesday, February 14, 2012**

[**IELTS Listening: globalisation**](http://ielts-simon.com/ielts-help-and-english-pr/2012/02/ielts-listening-globalisation.html)

Several students have asked me about globalisation recently. Here's a video I put on the site nearly 2 years ago. I think the speaker presents some useful ideas about the positives of globalisation.

***I've summarised some of the benefits of globalisation below. Use the video to help you fill the gaps.***

1. Globalisation extends cooperation across \_\_\_\_\_\_ boundaries.  
2. Trade increases, and growth can extend to all \_\_\_\_\_\_ of the world.  
3. People are raised out of \_\_\_\_\_\_.  
4. Larger markets increase the \_\_\_\_\_\_ to produce new ideas.  
5. There is a greater \_\_\_\_\_\_ for new ideas.  
6. Investments in education are increasing the \_\_\_\_\_\_ of new ideas.  
7. Education systems are open to students from \_\_\_\_\_\_ \_\_\_\_\_\_ the world.

***Note:***  
The speaker says that "walls have come tumbling down". This phrase is fine for speaking, but I wouldn't use it in the writing test. 'Tumbling' means 'falling'.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2012/02/ielts-listening-globalisation.html)**|**[**Comments (20)**](http://ielts-simon.com/ielts-help-and-english-pr/2012/02/ielts-listening-globalisation.html#comments)

**Tuesday, January 31, 2012**

[**IELTS Listening: test your spelling**](http://ielts-simon.com/ielts-help-and-english-pr/2012/01/ielts-listening-test-your-spelling.html)

An easy way to test your spelling is to use the answers at the back of the Cambridge IELTS books. Ask a friend to read the answers, and try to write them down. Then check to see if you made any spelling mistakes.

Here's an example using some answers from Cambridge book 7:

[**Click here to listen**](http://ielts-simon.com/files/spelling-practice.mp3)

Note: you might need to stop the recording after each word.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2012/01/ielts-listening-test-your-spelling.html)**|**[**Comments (30)**](http://ielts-simon.com/ielts-help-and-english-pr/2012/01/ielts-listening-test-your-spelling.html#comments)

**Tuesday, January 24, 2012**

[**IELTS Listening: more practice**](http://ielts-simon.com/ielts-help-and-english-pr/2012/01/ielts-listening-more-practice.html)

The link below takes you to some more official listening practice exercises on the British Council website. Start with some simple multiple choice questions:

[Click here](http://www.britishcouncil.org/professionals-exams-ielts-listening-1.htm)

**Note:** To hear the recording, click on the blue writing above the clock pictures.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2012/01/ielts-listening-more-practice.html)**|**[**Comments (20)**](http://ielts-simon.com/ielts-help-and-english-pr/2012/01/ielts-listening-more-practice.html#comments)

**Tuesday, January 10, 2012**

[**IELTS Listening: multiple choice practice**](http://ielts-simon.com/ielts-help-and-english-pr/2012/01/ielts-listening-multiple-choice-practice.html)

Here's a multiple choice question from the official IELTS website, [ielts.org](http://www.ielts.org/). The transcript and correct answers are below the questions.

[Click here to download the questions](http://ielts-simon.com/files/sample-task-2.pdf)

[**Click here to listen**](https://www.teachers.cambridgeesol.org/ts/digitalAssets/113203_Sample_Task_Type_2_Recording.mp3)

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2012/01/ielts-listening-multiple-choice-practice.html)**|**[**Comments (15)**](http://ielts-simon.com/ielts-help-and-english-pr/2012/01/ielts-listening-multiple-choice-practice.html#comments)

**Tuesday, January 03, 2012**

[**IELTS Listening: gap-fill about goals**](http://ielts-simon.com/ielts-help-and-english-pr/2012/01/ielts-listening-gap-fill-about-goals.html)

Many people set themselves goals at the beginning of a new year. Watch the video about this topic then fill the gaps in the summary below.

***Summary:***

When you talk to others about a goal, you already feel one step \_\_\_\_\_\_ to achieving it. However, that good feeling actually makes you less \_\_\_\_\_\_ to achieve the goal. Telling someone your goals makes them \_\_\_\_\_\_ likely to happen because the mind is \_\_\_\_\_\_ into feeling that the goal has already been achieved. This goes against conventional \_\_\_\_\_\_. In one study, people who announced their commitment to a goal tended to \_\_\_\_\_\_ earlier than those who kept their mouths \_\_\_\_\_\_.

***Note:***  
I thought this was quite interesting. Do you agree with the speaker?

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2012/01/ielts-listening-gap-fill-about-goals.html)**|**[**Comments (31)**](http://ielts-simon.com/ielts-help-and-english-pr/2012/01/ielts-listening-gap-fill-about-goals.html#comments)

**Tuesday, December 27, 2011**

[**IELTS Listening: nuclear power debate**](http://ielts-simon.com/ielts-help-and-english-pr/2011/12/ielts-listening-nuclear-power-debate.html)

Watch this interesting debate about nuclear power. It's good listening practice, and the arguments are really useful for IELTS writing and speaking. Use the subtitles and note down the vocabulary for each opinion.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2011/12/ielts-listening-nuclear-power-debate.html)**|**[**Comments (15)**](http://ielts-simon.com/ielts-help-and-english-pr/2011/12/ielts-listening-nuclear-power-debate.html#comments)

**Tuesday, December 06, 2011**

[**IELTS Listening: watch short videos**](http://ielts-simon.com/ielts-help-and-english-pr/2011/12/ielts-listening-watch-short-videos.html)

If you watch a***2-hour*** film in English, your aim should be to understand the general idea or the story. Don't worry about understanding every word!

However, if you watch a ***2-minute*** online video, your aim should be different. Watch the video several times, look up new words or phrases, and take notes. You could even try to write your own subtitles for the whole video.

The Economist website has a great selection of short videos that you could study in this way. [Click here](http://video.economist.com/) to go to the site, or watch the example below.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2011/12/ielts-listening-watch-short-videos.html)**|**[**Comments (17)**](http://ielts-simon.com/ielts-help-and-english-pr/2011/12/ielts-listening-watch-short-videos.html#comments)

**Tuesday, November 22, 2011**

[**IELTS Listening: 'mathematics' topic**](http://ielts-simon.com/ielts-help-and-english-pr/2011/11/ielts-listening-mathematics-topic.html)

Watch the following presentation by a mathematics professor, and answer the questions below.

1. Which verbs does the speaker use with the following nouns?

- suggestion  
- trends  
- the future

2. What words or phrases does he use to express the following ideas?

- improve a lot  
- put into effect  
- cheap  
- every day

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2011/11/ielts-listening-mathematics-topic.html)**|**[**Comments (19)**](http://ielts-simon.com/ielts-help-and-english-pr/2011/11/ielts-listening-mathematics-topic.html#comments)

**Tuesday, November 01, 2011**

[**IELTS Listening: the effects of inequality**](http://ielts-simon.com/ielts-help-and-english-pr/2011/11/ielts-listening-the-effects-of-inequality.html)

Last week's writing task 2 question was about equality. I'll share my full essay about that topic tomorrow, but first you might be interested to watch the following video about the effects of inequality.

Feel free to discuss any ideas or opinions you have in the "comments" area below this lesson.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2011/11/ielts-listening-the-effects-of-inequality.html)**|**[**Comments (6)**](http://ielts-simon.com/ielts-help-and-english-pr/2011/11/ielts-listening-the-effects-of-inequality.html#comments)

**Tuesday, October 04, 2011**

[**IELTS Listening: tips to improve your spelling**](http://ielts-simon.com/ielts-help-and-english-pr/2011/10/ielts-listening-tips-to-improve-your-spelling-1.html)

Many students get low scores in IELTS listening because they make spelling mistakes. Here are some tips to improve your spelling:

**1. Make a spelling list**  
Every time you make a spelling mistake, write the correct spelling of the word on a list. Hopefully the list of words that you can spell correctly will grow and grow.

**2. Learn by heart**  
The only way to make sure that your spelling improves is to learn words by heart. Learn the words on your spelling list, and test yourself once a week.

**3. Rules don't help very much**  
You could easily get lost in the labyrinth of English spelling rules. It's easier to remember the spelling of individual words than it is to remember all the rules.

**4. Get a dictionary 'app' for your phone**  
Do you look up words in a dictionary at least once a day? Having a dictionary application on your phone makes it easy. The Merriam-Webster dictionary app for the iPhone is a good one (and it's free).

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2011/10/ielts-listening-tips-to-improve-your-spelling-1.html)**|**[**Comments (27)**](http://ielts-simon.com/ielts-help-and-english-pr/2011/10/ielts-listening-tips-to-improve-your-spelling-1.html#comments)

**Tuesday, September 27, 2011**

[**IELTS Listening: obesity problem**](http://ielts-simon.com/ielts-help-and-english-pr/2011/09/ielts-listening-obesity-problem.html)

Today's video contains some useful ideas for the 'health' topic. The presenter speaks passionately about the obesity problem and how to solve it.

***Fill the gaps in this summary of the first 5 minutes of the talk:***

The speaker claims that many American children will have a \_\_\_\_\_\_ \_\_\_\_\_\_ than their parents. Two thirds of Americans are statistically \_\_\_\_\_\_ or obese, and \_\_\_\_\_\_-\_\_\_\_\_\_ disease is now the biggest \_\_\_\_\_\_ in the United States. Obesity costs the country 10% of \_\_\_\_\_\_ \_\_\_\_\_\_ bills, or $150 dollars a year.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2011/09/ielts-listening-obesity-problem.html)**|**[**Comments (23)**](http://ielts-simon.com/ielts-help-and-english-pr/2011/09/ielts-listening-obesity-problem.html#comments)

**Tuesday, September 20, 2011**

[**IELTS Listening: job satisfaction**](http://ielts-simon.com/ielts-help-and-english-pr/2011/09/ielts-listening-job-satisfaction.html)

Watch the video and fill the gaps in the summary below.

Americans are apparently becoming more dissatisfied with the daily \_\_\_\_\_\_. A survey has found that worker dissatisfaction has been \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_ for more than two decades. In 1987, about 60% of workers said they were satisfied, but today the figure is \_\_\_\_\_\_ to 45%.

Dissatisfaction is growing in relation to all aspects of jobs, including job security, \_\_\_\_\_\_, \_\_\_\_\_\_, bonuses and potential for growth. Some economists believe that this dissatisfaction could \_\_\_\_\_\_ innovation, and hurt \_\_\_\_\_\_ and \_\_\_\_\_\_.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2011/09/ielts-listening-job-satisfaction.html)**|**[**Comments (23)**](http://ielts-simon.com/ielts-help-and-english-pr/2011/09/ielts-listening-job-satisfaction.html#comments)

**Tuesday, August 30, 2011**

[**IELTS Listening: watch Harvard lectures**](http://ielts-simon.com/ielts-help-and-english-pr/2011/08/ielts-listening-watch-harvard-lectures.html)

There are some great Harvard lecures on YouTube. The example below comes from a series of lectures on political philosophy. I found the series really interesting, and it's fantastic listening practice.

To watch other lectures in the series [click here](http://www.youtube.com/watch?v=kBdfcR-8hEY&feature=list_related&playnext=1&list=SP30C13C91CFFEFEA6).

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2011/08/ielts-listening-watch-harvard-lectures.html)**|**[**Comments (8)**](http://ielts-simon.com/ielts-help-and-english-pr/2011/08/ielts-listening-watch-harvard-lectures.html#comments)

**Tuesday, August 16, 2011**

[**IELTS Listening: watch TV programmes**](http://ielts-simon.com/ielts-help-and-english-pr/2011/08/ielts-listening-watch-tv-programmes.html)

Watching TV programmes is a good way to improve your listening. The video below is a clip from a TV programme called "Dragons' Den".

If you live in the UK you can watch Dragons' Den on BBC 2 tonight. Otherwise, you can find clips on YouTube.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2011/08/ielts-listening-watch-tv-programmes.html)**|**[**Comments (16)**](http://ielts-simon.com/ielts-help-and-english-pr/2011/08/ielts-listening-watch-tv-programmes.html#comments)

**Tuesday, August 02, 2011**

[**IELTS Listening: great videos**](http://ielts-simon.com/ielts-help-and-english-pr/2011/08/ielts-listening-great-videos.html)

You should definitely check out the videos from [RSA Animate](http://www.youtube.com/user/theRSAorg) on YouTube. The video below is a good one to start with.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2011/08/ielts-listening-great-videos.html)**|**[**Comments (16)**](http://ielts-simon.com/ielts-help-and-english-pr/2011/08/ielts-listening-great-videos.html#comments)

**Tuesday, July 19, 2011**

[**IELTS Listening: gap-fill**](http://ielts-simon.com/ielts-help-and-english-pr/2011/07/ielts-listening-gap-fill.html)

Listen to the recording and fill the gaps in the summary below.

[**Click here to listen**](http://ielts-simon.com/files/listening-skills.mp3)

How to listen to people effectively

We can use the word *listen* to remind ourselves of the key skills of \_\_\_\_\_\_ listening.

‘L’ stands for ‘look’. Look at the person as they are speaking to you, and \_\_\_\_\_\_ them with good eye contact. ‘I’ stands for ‘inquire’. Use open, \_\_\_\_\_\_ questions to show interest in the person and what they are saying. ‘S’ reminds you to ‘\_\_\_\_\_\_’ your understanding of what the other person is saying.

T’ means ‘take notes’, and ‘E’ means ‘encourage’: smile, \_\_\_\_\_\_ and use \_\_\_\_\_\_ to encourage them to say more. ‘N’ means ‘neutralise your feelings’: stay \_\_\_\_\_\_, avoid \_\_\_\_\_\_, and think about the content that the person is trying to \_\_\_\_\_\_ \_\_\_\_\_\_ to you.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2011/07/ielts-listening-gap-fill.html)**|**[**Comments (29)**](http://ielts-simon.com/ielts-help-and-english-pr/2011/07/ielts-listening-gap-fill.html#comments)

**Tuesday, July 05, 2011**

[**IELTS Listening: great speech**](http://ielts-simon.com/ielts-help-and-english-pr/2011/07/ielts-listening-great-speech.html)

Today's video has been watched by millions of people on YouTube. It's a speech by Steve Jobs (Apple boss) telling the story of his life.

Don't worry if you don't understand everything. Hopefully you'll find the video interesting, and maybe inspiring. If you have time, take note of any useful words and phrases.

PS. I shared this video over a year ago, but I thought I'd share it again for people who missed it.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2011/07/ielts-listening-great-speech.html)**|**[**Comments (19)**](http://ielts-simon.com/ielts-help-and-english-pr/2011/07/ielts-listening-great-speech.html#comments)

**Tuesday, June 21, 2011**

[**IELTS Listening: university visiting day**](http://ielts-simon.com/ielts-help-and-english-pr/2011/06/ielts-listening-university-visiting-day.html)

Listen to the information about a university visiting day.

[**click here to listen**](http://ielts-simon.com/files/listening-uni-visit-1.mp3)

***Fill the gaps below using a maximum of three words and/or numbers.***

1. The minimum notice period to arrange a visit is \_\_\_\_\_\_.

2. You may send your booking form by post, fax or \_\_\_\_\_\_.

3. If there are no places for your first choice, you will be offered an \_\_\_\_\_\_.

4. On arrival, you should go to the \_\_\_\_\_\_ between 9 and 9.15.

5. The maximum number of guests is \_\_\_\_\_\_.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2011/06/ielts-listening-university-visiting-day.html)**|**[**Comments (44)**](http://ielts-simon.com/ielts-help-and-english-pr/2011/06/ielts-listening-university-visiting-day.html#comments)

**Tuesday, June 07, 2011**

[**IELTS Listening: test your spelling**](http://ielts-simon.com/ielts-help-and-english-pr/2011/06/ielts-listening-test-your-spelling.html)

Many IELTS candidates lose marks because of spelling mistakes.

Test your spelling by listening to the following recording and writing the words  
(I've recorded the words quickly, so stop the recording after each word).

[**Click here to listen**](http://ielts-simon.com/files/spelling-test-1.mp3)

Remember, even one wrong letter means that your answer is wrong!

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2011/06/ielts-listening-test-your-spelling.html)**|**[**Comments (48)**](http://ielts-simon.com/ielts-help-and-english-pr/2011/06/ielts-listening-test-your-spelling.html#comments)

**Tuesday, May 31, 2011**

[**IELTS Listening: smoking ban**](http://ielts-simon.com/ielts-help-and-english-pr/2011/05/ielts-listening-smoking-ban.html)

Listen to the following news report about an outdoor smoking ban in New York.

[**Click here to listen**](http://ielts-simon.com/files/smoking.mp3)

***Fill the gaps in the sentences below.***

Over the last decade smokers across the country have been \_\_\_\_\_\_ \_\_\_\_\_\_ the defensive.

New York City is now taking the war against tobacco a \_\_\_\_\_\_ \_\_\_\_\_\_ with a new law that \_\_\_\_\_\_ \_\_\_\_\_\_ effect tomorrow, banning smoking outdoors.

The law aims to \_\_\_\_\_\_ \_\_\_\_\_\_, if not eliminate, exposure to \_\_\_\_\_\_-\_\_\_\_\_\_ smoke.

Officials also hope to discourage a new generation from \_\_\_\_\_\_ \_\_\_\_\_\_ the habit, sending out the message that it is no longer acceptable to \_\_\_\_\_\_ \_\_\_\_\_\_ in family-friendly places.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2011/05/ielts-listening-smoking-ban.html)**|**[**Comments (27)**](http://ielts-simon.com/ielts-help-and-english-pr/2011/05/ielts-listening-smoking-ban.html#comments)

**Tuesday, January 29, 2013**

[**IELTS Listening: my advice**](http://ielts-simon.com/ielts-help-and-english-pr/2013/01/ielts-listening-my-advice.html)

Here is my list of advice and techniques for IELTS listening:

1. Concentrate - it's really easy to miss the answers if you lose concentration, even for a moment.
2. Read ahead - it's more important to be ready for the next section than to check the questions you have already done (check them at the end when you have 10 minutes to transfer your answers).
3. Highlight key words - when reading ahead, it's a good idea to underline words that you think you will need to listen for.
4. Have the next question in mind - when you're listening for the answer to a question, be ready for the next question as well. It's easy to miss several answers if all of your focus is on one question.
5. Expect 'tricks' - the speaker may try to confuse you - [click here](http://ielts-simon.com/ielts-help-and-english-pr/2013/01/ielts-listening-tricks.html) for an example.
6. Spelling - as well as testing your understanding and vocabulary, IELTS Listening is also a spelling test. You must work on your spelling if this is a weakness.
7. Difficult questions - don't worry if some questions seem really difficult. The exam needs to have questions that separate band 8 from band 9. If you are worrying too much, you might miss the easier questions that could get you a band 7.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2013/01/ielts-listening-my-advice.html)**|**[**Comments (17)**](http://ielts-simon.com/ielts-help-and-english-pr/2013/01/ielts-listening-my-advice.html#comments)

**Tuesday, January 22, 2013**

[**IELTS Listening: fill the gaps**](http://ielts-simon.com/ielts-help-and-english-pr/2013/01/ielts-listening-fill-the-gaps.html)

Watch the video or listen to the recording below it.

[**Click here to listen**](http://ielts-simon.com/files/the-wright-brothers-with-james-dyson-and-suzi-perry--how-we-invented-the-world.mp3)

***Listen to the first speaker and fill the gaps in the following text.***

The plane has been developed by lots of people \_\_\_\_\_\_ the years, but the Wright brothers certainly made it work and made it \_\_\_\_\_\_. Planes existed before, people had made aeroplanes fly before, but I always have a huge \_\_\_\_\_\_ for the inventor who really makes it work; Henry Ford I have the same admiration for because he made a car \_\_\_\_\_\_, and made it \_\_\_\_\_\_, and made it work. So the Wright brothers for me are probably the most - should be the most - \_\_\_\_\_\_ people when it comes to aeroplanes.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2013/01/ielts-listening-fill-the-gaps.html)**|**[**Comments (58)**](http://ielts-simon.com/ielts-help-and-english-pr/2013/01/ielts-listening-fill-the-gaps.html#comments)

**Tuesday, January 15, 2013**

[**IELTS Listening: gap-fill**](http://ielts-simon.com/ielts-help-and-english-pr/2013/01/ielts-listening-gap-fill.html)

Listen to the recording and fill the gaps in the summary below.

[**Click here to listen**](http://ielts-simon.com/files/spending-advice-1.mp3)

How to save money and stop spending

It's impossible to stop spending completely, but you can stop \_\_\_\_\_\_ spending, or \_\_\_\_\_\_ it. You really need to set up a \_\_\_\_\_\_; just take a look at how much money you bring home in your \_\_\_\_\_\_, and write down everything you spend on a piece of paper. The aim is to get a \_\_\_\_\_\_ on how much money you are bringing in and where it is going. Whether you use plastic or \_\_\_\_\_\_, record what you bought, where you bought it, and how much you \_\_\_\_\_\_. At the end of the month it's a real \_\_\_\_\_\_. You'll see a whole lot of \_\_\_\_\_\_ you can do.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2013/01/ielts-listening-gap-fill.html)**|**[**Comments (34)**](http://ielts-simon.com/ielts-help-and-english-pr/2013/01/ielts-listening-gap-fill.html#comments)

**Tuesday, January 01, 2013**

[**IELTS Listening: New Year's Resolutions**](http://ielts-simon.com/ielts-help-and-english-pr/2013/01/ielts-listening-new-years-resolutions.html)

A listening exercise for the new year. Have a great 2013!

Here's a recording in case you can't see the video:

[**Click here to listen**](http://ielts-simon.com/files/how-to-achieve-your-new-years-resolution-in-59-seconds.mp3)

Fill the gaps in the following summary.

The speaker \_\_\_\_\_\_ the lives of 5000 people as they attempted to achieve their New Year's resolutions. 10% of the people were successful, and they all followed five simple \_\_\_\_\_\_. First, they broke their goal into a \_\_\_\_\_\_ of smaller steps. Second, they told friends and family what they were trying to achieve. Third, they regularly \_\_\_\_\_\_ themselves about the benefits of obtaining their goal. Fourth, they gave themselves a small \_\_\_\_\_\_ each time they obtained one of their small steps. Finally, they \_\_\_\_\_\_ \_\_\_\_\_\_ their progress, so they knew exactly where they were.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2013/01/ielts-listening-new-years-resolutions.html)**|**[**Comments (47)**](http://ielts-simon.com/ielts-help-and-english-pr/2013/01/ielts-listening-new-years-resolutions.html#comments)

**Tuesday, December 18, 2012**

[**IELTS Listening: 'home' topic**](http://ielts-simon.com/ielts-help-and-english-pr/2012/12/ielts-listening-home-topic.html)

Watch the following interesting video and answer the questions below.

1. How many people live in Hong Kong?
2. What commodity is lacking in Hong Kong?
3. What nickname does the owner use for his home?
4. How many different room combinations can he make?
5. What two advantages do the mirrors have?

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2012/12/ielts-listening-home-topic.html)**|**[**Comments (18)**](http://ielts-simon.com/ielts-help-and-english-pr/2012/12/ielts-listening-home-topic.html#comments)

**Tuesday, December 11, 2012**

[**IELTS Listening: try these techniques**](http://ielts-simon.com/ielts-help-and-english-pr/2012/12/ielts-listening-try-these-techniques.html)

Here are 4 techniques that you could experiment with when practising IELTS listening tests from the Cambridge books:

1. Work on specific sections rather than doing full tests. For example, you could focus on section 1 this week, then do lots of examples of section 2 next week.
2. Do a full test, but allow yourself to listen two or three times. See how many extra answers you get the second or third time you listen to the recording.
3. Do a full test, but give yourself as much time as you want during the breaks (by stopping the recording). This takes away the problem of not having time to read the questions properly, and allows you to focus more on your listening skills.
4. Change the listening test into a reading test. Instead of listening to the recording, use the transcript at the back of the book. Did you get a higher score than usual? If you did, your listening skills need more work. If you didn't, maybe your problem is related to vocabulary.

The suggestions above might help you to find where your weaknesses are. They might also make exam practice a bit more interesting!

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2012/12/ielts-listening-try-these-techniques.html)**|**[**Comments (8)**](http://ielts-simon.com/ielts-help-and-english-pr/2012/12/ielts-listening-try-these-techniques.html#comments)

**Tuesday, December 04, 2012**

[**IELTS Listening: how to use the breaks**](http://ielts-simon.com/ielts-help-and-english-pr/2012/12/ielts-listening-how-to-use-the-breaks.html)

On Saturday I said that my main piece of advice for the listening test is to use the breaks well. There are breaks between the four sections of the listening test, and there are breaks in the middle of sections 1, 2 and 3 (there is no break in the middle of section 4). You will hear instructions like this:

1. First you have some time to read questions 1 to 5.
2. That is the end of section 1. You now have half a minute to check your answers.

1. 'Some time' means about 20 seconds, or up to 40 seconds before section 4. It's important to use this time to read the questions, make sure you understand them, and think about what kind of answer is needed (e.g. number, name, noun, verb, singular, plural).

2. Ignore this instruction - don't check a section that you have just finished. It's much more important to be ready for the next section. If you're not ready when the recording starts, you will find it very difficult to read the questions and listen to the answers at the same time. So use this time to read ahead.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2012/12/ielts-listening-how-to-use-the-breaks.html)**|**[**Comments (14)**](http://ielts-simon.com/ielts-help-and-english-pr/2012/12/ielts-listening-how-to-use-the-breaks.html#comments)

**Tuesday, November 27, 2012**

[**IELTS Listening: 'video games' topic**](http://ielts-simon.com/ielts-help-and-english-pr/2012/11/ielts-listening-video-games-topic.html)

Listen to the following talk about the effect of video games, then fill the gaps in the summary below.

[**Click here to listen**](http://ielts-simon.com/files/video-games.mp3)

Video games are arguably the best technologically-based teaching \_\_\_\_\_\_. When playing a video game, you are an active player who drives the \_\_\_\_\_\_ and makes decisions that change the \_\_\_\_\_\_ of what is going on. Psychologists would say that you are learning behavioural \_\_\_\_\_\_.

Video games are \_\_\_\_\_\_ driven. The medium itself is \_\_\_\_\_\_; we give the valence of good or bad or \_\_\_\_\_\_ to it. Unfortunately, the most popular video games are the ones that reward you for doing \_\_\_\_\_\_ against others.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2012/11/ielts-listening-video-games-topic.html)**|**[**Comments (34)**](http://ielts-simon.com/ielts-help-and-english-pr/2012/11/ielts-listening-video-games-topic.html#comments)

**Tuesday, November 20, 2012**

[**IELTS Listening: 'vegetarianism' topic**](http://ielts-simon.com/ielts-help-and-english-pr/2012/11/ielts-listening-vegetarianism-topic.html)

Do you have an opinion about vegetarianism? Could you write an essay about the arguments for and against a vegetarian diet? Today's video will give you some ideas.

***Fill the gaps in the following summary.***

The speaker states that eating a hamburger every day can \_\_\_\_\_\_ the \_\_\_\_\_\_ of dying by a third, and that the meat we eat comes from animals raised in \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_. He argues that meat production causes more \_\_\_\_\_\_ than \_\_\_\_\_\_, and beef production uses \_\_\_\_\_\_ \_\_\_\_\_\_ the water that it takes to produce most vegetables.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2012/11/ielts-listening-vegetarianism-topic.html)**|**[**Comments (29)**](http://ielts-simon.com/ielts-help-and-english-pr/2012/11/ielts-listening-vegetarianism-topic.html#comments)

**Tuesday, November 13, 2012**

[**IELTS Listening: gap-fill**](http://ielts-simon.com/ielts-help-and-english-pr/2012/11/ielts-listening-gap-fill.html)

Watch the presentation below, and fill the gaps in the following short summary of the first 2 minutes.

Aristotle called happiness the \_\_\_\_\_\_ \_\_\_\_\_\_, the end towards which all other things aim. The reason we want a big house, a nice car or a good job isn’t that these things are intrinsically \_\_\_\_\_\_, it’s that we expect them to bring us happiness. The paradox of happiness is that even though the \_\_\_\_\_\_ conditions in our lives have improved \_\_\_\_\_\_, we haven’t actually gotten any happier. In the last few years there’s been an \_\_\_\_\_\_ in research on happiness; we’ve learnt how things like income, education, \_\_\_\_\_\_ and \_\_\_\_\_\_ relate to it.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2012/11/ielts-listening-gap-fill.html)**|**[**Comments (28)**](http://ielts-simon.com/ielts-help-and-english-pr/2012/11/ielts-listening-gap-fill.html#comments)

**Tuesday, November 06, 2012**

[**IELTS Listening: similar words**](http://ielts-simon.com/ielts-help-and-english-pr/2012/11/ielts-listening-similar-words.html)

In yesterday's lesson I wrote about 'similar words' in the reading test. It's the same in the listening test: first read the question, then listen for words with a similar meaning. As an example, try answering the following questions by reading the transcript below.

1. The course takes place on

A) Monday, Wednesday and Friday  
B) Monday, Tuesday and Wednesday  
C) Monday, Thursday and Friday

2. Which argument was used *against* having a drama theatre?

A) It would be expensive and no students would use it  
B) It would be a poor use of resources and only a minority would use it  
C) It could not accommodate large productions of plays

***Transcript from listening test:***

The course is on three consecutive mornings starting on a Monday.

A largish minority were strongly against the drama theatre, claiming that it is elitist and a waste of funds.

(Cambridge IELTS 4, test 3)

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2012/11/ielts-listening-similar-words.html)**|**[**Comments (20)**](http://ielts-simon.com/ielts-help-and-english-pr/2012/11/ielts-listening-similar-words.html#comments)

**Tuesday, October 30, 2012**

[**IELTS Listening: section 4**](http://ielts-simon.com/ielts-help-and-english-pr/2012/10/ielts-listening-section-4.html)

Section 4 of the IELTS listening test is the most difficult part for several reasons: there is no break in the middle, you hear only one speaker, and the vocabulary is more advanced.

***Listen to the lecture and fill the gaps in the summary below.***

[**Click here to listen**](http://ielts-simon.com/files/anthropology-edited.mp3)

Both anthropologists and archaeologists study the way people live together. Anthropologists study humans’ physical, social and \_\_\_\_\_\_ development, and they \_\_\_\_\_\_ research by going to locations to ask questions and make \_\_\_\_\_\_.

Archaeologists study past societies through their material \_\_\_\_\_\_. They recover and examine evidence such as ruins, \_\_\_\_\_\_ and pottery in order to understand the history, customs and living \_\_\_\_\_\_ of earlier \_\_\_\_\_\_.

These scientists also examine aspects of living societies such as \_\_\_\_\_\_ differences, physical \_\_\_\_\_\_, music or religion. Their field is the wide \_\_\_\_\_\_ of human social experience.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2012/10/ielts-listening-section-4.html)**|**[**Comments (36)**](http://ielts-simon.com/ielts-help-and-english-pr/2012/10/ielts-listening-section-4.html#comments)

**Tuesday, October 23, 2012**

[**IELTS Listening: great website**](http://ielts-simon.com/ielts-help-and-english-pr/2012/10/ielts-listening-great-website.html)

I've just watched a few videos on the [RSA Animate](http://www.thersa.org/events/rsaanimate) website (there's an example below). I think these videos are a fantastic resource for English learners. If you can't watch the YouTube version, go to the RSA link above and choose the download option.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2012/10/ielts-listening-great-website.html)**|**[**Comments (9)**](http://ielts-simon.com/ielts-help-and-english-pr/2012/10/ielts-listening-great-website.html#comments)

**Tuesday, October 09, 2012**

[**IELTS Listening: food documentary**](http://ielts-simon.com/ielts-help-and-english-pr/2012/10/ielts-listening-food-documentary.html)

The video below is part of a BBC documentary called "The Future of Food". I found it really interesting, and it's full of good IELTS vocabulary.

Fill the gaps in the sentences below (from the first 5 minutes of the film):

1. The food we eat drains global water \_\_\_\_\_\_.
2. Rising oil prices could lead to drastic \_\_\_\_\_\_ to our diet.
3. Climate change \_\_\_\_\_\_ food production.
4. Food production will have to \_\_\_\_\_\_ by the middle of this century.
5. The \_\_\_\_\_\_ for food right across the world is rising.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2012/10/ielts-listening-food-documentary.html)**|**[**Comments (17)**](http://ielts-simon.com/ielts-help-and-english-pr/2012/10/ielts-listening-food-documentary.html#comments)

**Tuesday, October 02, 2012**

[**IELTS Listening: 'food waste' topic**](http://ielts-simon.com/ielts-help-and-english-pr/2012/10/ielts-listening-food-waste-topic.html)

Here's another interesting video from [ted.com](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/page/3/ted.com). I've attached the full transcript of what the speaker says so that you can study it more carefully.

[Click here for the transcript](http://ielts-simon.com/files/global-food-waste.pdf)

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2012/10/ielts-listening-food-waste-topic.html)**|**[**Comments (3)**](http://ielts-simon.com/ielts-help-and-english-pr/2012/10/ielts-listening-food-waste-topic.html#comments)

**Tuesday, September 25, 2012**

[**IELTS Listening: robots and jobs**](http://ielts-simon.com/ielts-help-and-english-pr/2012/09/ielts-listening-robots-and-jobs.html)

Click on the link below and watch the YouTube video about robots and jobs.

[Click here](http://www.youtube.com/watch?v=6CcptX_tXDQ&feature=related)

Fill the gaps below to complete the list of jobs that robots can do:

* Filling syringes
* Sorting, dispensing and labelling \_\_\_\_\_\_
* Analysing \_\_\_\_\_\_
* Inventory management
* Picking up, \_\_\_\_\_\_ and delivering items
* Performing \_\_\_\_\_\_ work
* Reconnaissance and \_\_\_\_\_\_ missions in the battlefield

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2012/09/ielts-listening-robots-and-jobs.html)**|**[**Comments (32)**](http://ielts-simon.com/ielts-help-and-english-pr/2012/09/ielts-listening-robots-and-jobs.html#comments)

**Tuesday, September 18, 2012**

[**IELTS Listening: 3 useful websites**](http://ielts-simon.com/ielts-help-and-english-pr/2012/09/ielts-listening-3-useful-websites.html)

Here are 3 useful websites for IELTS listening practice. Click on the titles.

* [Spelling Practice](http://www.ugru.uaeu.ac.ae/Spelling/IELTS/IELTS.htm) - If you have a problem with spelling, try this website. Choose a topic and take a spelling test. Part 3 of each test is probably the best (parts 1 and 2 might be too easy).
* [Listening and Reading](http://www.cdlponline.org/index.cfm?fuseaction=homepage) - This is not an IELTS website, but it's full of short texts that you can read and listen to at the same time. This could be a good way to work on your pronunciation (American English) and to extend your vocabulary.
* [IELTS Tests](http://www.canadavisa.com/ielts/mod/quiz/attempt.php?id=22) - A website for test practice (click **login as a guest** to do the free tests).

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2012/09/ielts-listening-3-useful-websites.html)**|**[**Comments (17)**](http://ielts-simon.com/ielts-help-and-english-pr/2012/09/ielts-listening-3-useful-websites.html#comments)

**Tuesday, September 11, 2012**

[**IELTS Listening: interesting interview**](http://ielts-simon.com/ielts-help-and-english-pr/2012/09/ielts-listening-interesting-interview.html)

In Sunday's lesson I suggested "reading around" topics to improve your language knowledge and your general knowledge.

I tried reading around last week's reading topic, the Eiger, and found this fascinating interview on YouTube:

Did you understand who the interviewee was, and what had happened to him?

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2012/09/ielts-listening-interesting-interview.html)**|**[**Comments (8)**](http://ielts-simon.com/ielts-help-and-english-pr/2012/09/ielts-listening-interesting-interview.html#comments)

**Tuesday, September 04, 2012**

[**IELTS Listening: almost any listening is good practice!**](http://ielts-simon.com/ielts-help-and-english-pr/2012/09/ielts-listening-almost-any-listening-is-good-practice.html)

It's important to practise doing real IELTS listening tests (use the Cambridge books for this), but that isn't the only listening practice you can do. I advise my students to watch TV, films and online videos - anything that interests you is good for your ear!

If you find a good video on the Internet, please share it with other students. For example, Shafaq shared [this link](http://www.uarts.edu/neil-gaiman-keynote-address) to a very clear speech by an author addressing students at a graduation ceremony. It's useful because you can listen and follow the transcript at the same time.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2012/09/ielts-listening-almost-any-listening-is-good-practice.html)**|**[**Comments (13)**](http://ielts-simon.com/ielts-help-and-english-pr/2012/09/ielts-listening-almost-any-listening-is-good-practice.html#comments)

**Monday, August 27, 2012**

[**IELTS reading and listening scores**](http://ielts-simon.com/ielts-help-and-english-pr/2012/08/ielts-reading-and-listening-scores.html)

Students often ask how many correct answers they need (out of 40) to get a band score of 7 in the reading and listening tests.

According to official IELTS guidelines:

* Band 6 is about 23 out of 40
* Band 7 is about 30
* Band 8 is about 35

***Note:***  
The score needed for each band can change depending on the difficulty of each test. If you have a really difficult test, the score needed for band 7 might be 28 or 29. If the test is easier, you might need to score 31 or 32 to get a 7. [Click here](http://www.ielts.org/researchers/score_processing_and_reporting.aspx) to see the banding guide on the official IELTS website.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**,**[**IELTS Reading**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-reading/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2012/08/ielts-reading-and-listening-scores.html)**|**[**Comments (42)**](http://ielts-simon.com/ielts-help-and-english-pr/2012/08/ielts-reading-and-listening-scores.html#comments)

**Tuesday, August 21, 2012**

[**IELTS Listening: multiple choice**](http://ielts-simon.com/ielts-help-and-english-pr/2012/08/ielts-listening-multiple-choice.html)

Here is a tricky multiple-choice question (from Cambridge IELTS 5). The language is not too difficult; the problem is that all of the choices are mentioned, so you need to be really careful.

Try to get the answers by listening only once. Then listen a few more times to check - did you get the correct answer the first time?

[**Click here to listen**](http://ielts-simon.com/files/cambridge-5.1.mp3)

***You will hear information from a travel agent. Which TWO things are included in the price of the tour?***

A) fishing trip  
B) guided bushwalk  
C) reptile park entry  
D) table tennis  
E) tennis

**Tip:** you will hear all of the choices, but only two of them are free (included in the price). You can share answers in the "comments" area below.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2012/08/ielts-listening-multiple-choice.html)**|**[**Comments (52)**](http://ielts-simon.com/ielts-help-and-english-pr/2012/08/ielts-listening-multiple-choice.html#comments)

**Tuesday, July 31, 2012**

[**IELTS Listening: you don't really need a teacher**](http://ielts-simon.com/ielts-help-and-english-pr/2012/07/ielts-listening-you-dont-really-need-a-teacher.html)

It's difficult for teachers to help students with the listening test. The only 'technique' that students need to get used to is reading ahead: using the breaks to read the next section of questions before the recording starts.

Apart from that, it's a matter of practice. Listen to as much English as you can, do as many of the Cambridge past papers as possible, and analyse your mistakes carefully. You don't really need a teacher for this.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2012/07/ielts-listening-you-dont-really-need-a-teacher.html)**|**[**Comments (20)**](http://ielts-simon.com/ielts-help-and-english-pr/2012/07/ielts-listening-you-dont-really-need-a-teacher.html#comments)

**Tuesday, July 24, 2012**

[**IELTS Listening: improve your spelling**](http://ielts-simon.com/ielts-help-and-english-pr/2012/07/ielts-listening-improve-your-spelling.html)

Many people lose easy marks in the IELTS listening test because they make spelling mistakes. The only way to improve your spelling is by noticing andlearning - you need to notice which words cause you problems, and learn the correct spellings by heart.

If you want to do some spelling practice, try the tests on [this website](http://homepage.ntlworld.com/vivian.c/TestsFrame.htm).

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2012/07/ielts-listening-improve-your-spelling.html)**|**[**Comments (14)**](http://ielts-simon.com/ielts-help-and-english-pr/2012/07/ielts-listening-improve-your-spelling.html#comments)

**Tuesday, July 17, 2012**

[**IELTS Listening: the future**](http://ielts-simon.com/ielts-help-and-english-pr/2012/07/ielts-listening-the-future.html)

Have a look at this interesting video about predictions for the year 2200. The speaker uses some useful vocabulary (don't forget you can "view subtitles").

Vocabulary from the video (look the words up if you don't know them):

scarcity  
declining population  
stagnation  
have beneficial economic effects  
the speculative value of property  
lift a heavy burden off the world's poor  
scarce labour drives wages  
technological innovation  
cultural heritage  
we're in for another change  
rash decisions

PS. You could look up 'Malthus' and 'The Enlightenment' on Wikipedia.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2012/07/ielts-listening-the-future.html)**|**[**Comments (15)**](http://ielts-simon.com/ielts-help-and-english-pr/2012/07/ielts-listening-the-future.html#comments)

**Tuesday, July 10, 2012**

[**IELTS Listening: 'happiness' topic**](http://ielts-simon.com/ielts-help-and-english-pr/2012/07/ielts-listening-happiness-topic.html)

Happiness, job satisfaction, and money are possible topics in both the [writing test](http://ielts-simon.com/ielts-help-and-english-pr/2010/10/ielts-writing-task-2-what-is-happiness.html) and the speaking test. The video below might help you with some ideas for the happiness topic. I've also made a quick listening exercise for you to try below the video.

***Fill the gaps in the summary below with one word only.***

I don’t think we have a great \_\_\_\_\_\_ idea of happiness. Many people imagine that happiness comes from something \_\_\_\_\_\_; if you get a new car, a better job, a bigger house, you’ll be happy. Whenever I hear the phrase ‘the \_\_\_\_\_\_ of happiness’, the image that comes to my mind is of racing dogs chasing a mechanical rabbit that’s always just out of \_\_\_\_\_\_. I think a much better goal of life is to be content. Contentment is an inner feeling of satisfaction that’s not dependent on external factors. I argue that the goal is to enhance contentment, comfort, serenity and \_\_\_\_\_\_ so that you can roll with the ups and \_\_\_\_\_\_ of life and not get thrown off too much. I think it is not realistic to try to be happy all the time; we’re \_\_\_\_\_\_ to be sad or blue some of the time; I think that’s part of the \_\_\_\_\_\_ experience.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2012/07/ielts-listening-happiness-topic.html)**|**[**Comments (29)**](http://ielts-simon.com/ielts-help-and-english-pr/2012/07/ielts-listening-happiness-topic.html#comments)

**Tuesday, July 03, 2012**

[**IELTS Listening: time management**](http://ielts-simon.com/ielts-help-and-english-pr/2012/07/ielts-listening-time-management.html)

Listen to the following recording and answer the questions below.

[**Click here to listen**](http://ielts-simon.com/files/tie-management.mp3)

1. Which 3 things is the speaker going to talk about?

A) how to achieve your goals  
B) how to waste time  
C) how to deal with your boss  
D) how to deal with your advisor  
E) how to delegate  
F) how to cope with stress

2. According to the speaker, Americans are good at \_\_\_\_\_\_ management, but bad at \_\_\_\_\_\_ management.

3. Almost nobody starts with the core \_\_\_\_\_\_  of "why am I doing this?"

***Note:***  
If you would like to watch the rest of this presentation, [click here](http://www.youtube.com/watch?v=6r0uOaBhHvs).

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2012/07/ielts-listening-time-management.html)**|**[**Comments (37)**](http://ielts-simon.com/ielts-help-and-english-pr/2012/07/ielts-listening-time-management.html#comments)

**Tuesday, June 26, 2012**

[**IELTS Listening: how to do multiple choice questions**](http://ielts-simon.com/ielts-help-and-english-pr/2012/06/ielts-listening-how-to-do-multiple-choice-questions.html)

Multiple choice questions are difficult because there is more to read, and the speaker often mentions more than one of the choices (to trick you).

Here are a few tips:

1. Try to read the questions and choices before the listening starts.
2. Don't check your answers to the previous section; use the breaks to read ahead.
3. Underline key words in each choice. The key words are those that make the difference in meaning between choices.
4. When listening, only look at the words you underlined. Don't read everything again.
5. Expect the trick! They often mention more than one choice, so be careful.
6. If you're not sure, make a good guess, then move on to the next question.
7. If you don't have time to read everything (tip 1), don't worry. Prepare as many questions as you can, then do your best on the others.

Remember that the best tip is this: do lots of practice!

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2012/06/ielts-listening-how-to-do-multiple-choice-questions.html)**|**[**Comments (14)**](http://ielts-simon.com/ielts-help-and-english-pr/2012/06/ielts-listening-how-to-do-multiple-choice-questions.html#comments)

**Tuesday, June 19, 2012**

[**IELTS Listening: using online videos**](http://ielts-simon.com/ielts-help-and-english-pr/2012/06/ielts-listening-using-online-videos.html)

In my opinion, online videos are a revolutionary tool for language learners and teachers. Never before have we had such access to authentic listening 'texts'.

I often use short videos in my lessons; if the video is short, we can watch it several times and take all of the good language from it. However, this doesn't mean that you shouldn't watch longer programmes or films. If you watch a longer video, don't worry too much about understanding every word or phrase; just try to follow the overall message.

Here's a longer documentary that I found interesting:

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2012/06/ielts-listening-using-online-videos.html)**|**[**Comments (14)**](http://ielts-simon.com/ielts-help-and-english-pr/2012/06/ielts-listening-using-online-videos.html#comments)

**Tuesday, June 12, 2012**

[**IELTS Listening: two tricky questions**](http://ielts-simon.com/ielts-help-and-english-pr/2012/06/ielts-listening-two-tricky-questions.html)

Here are 2 tricky questions that often cause problems in the IELTS listening test:

**1. The speaker says: "nearly everyone liked the conference".**

Which answer is correct?  
A) Everyone like the conference  
B) Most people liked the conference

The correct answer is B, but many students put A because they hear the word "everyone".

**2. The speaker says: "early afternoon".**

If there is a gap-fill question, you must write "early afternoon". If you write "afternoon", your answer will be marked wrong.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2012/06/ielts-listening-two-tricky-questions.html)**|**[**Comments (13)**](http://ielts-simon.com/ielts-help-and-english-pr/2012/06/ielts-listening-two-tricky-questions.html#comments)

**Tuesday, June 05, 2012**

[**IELTS Listening: 'smart fridge' exercise**](http://ielts-simon.com/ielts-help-and-english-pr/2012/06/ielts-listening-smart-fridge-exercise.html)

Listen to the following recording about a new “smart fridge”.

[**Click here to listen**](http://ielts-simon.com/files/smart-fridge.mp3)

***Which THREE of these statements are true?***

A) The smart fridge is an essential component of kitchens.  
B) It is technologically advanced in comparison with other fridges.  
C) It alerts users when foods reach their expiry date.  
D) It can help consumers when they are out shopping.  
E) It is able to make decisions about food purchases.  
F) It can tell users which foods are healthier.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2012/06/ielts-listening-smart-fridge-exercise.html)**|**[**Comments (75)**](http://ielts-simon.com/ielts-help-and-english-pr/2012/06/ielts-listening-smart-fridge-exercise.html#comments)

**Tuesday, May 15, 2012**

[**IELTS Listening: 'effective teachers' transcript**](http://ielts-simon.com/ielts-help-and-english-pr/2012/05/ielts-listening-effective-teachers-transcript.html)

Several people commented that they found last week's listening exercise useful, but that they would like to see the full transcript of what the speaker said.

Here's the recording again, with the full transcript and answers underlined:

[**Click here to listen**](http://ielts-simon.com/files/lecturing-for-learning--effective-teachers-1.mp3)

There are several things that we know about really effective teachers. One of them is that the most effective teachers have the largest number of metaphors and the largest number of examples to choose from, and they’re the best at choosing the right ones, and techniques at the right moment. So, really expert teachers - I think it helps to be old in this, you know, or to learn from people who’ve been around for a while - really excellent teachers have a vast store of ‘moves’ (if we think of them as chess players) that they can go to in a given situation. And so the more moves you have, you know, the more arrows in your quiver, the more likely you are to be able to get through those sorts of moments. But again, just moving makes a difference for students in being able to pay attention, and it’s also a way of signalling when you’re going to change up.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2012/05/ielts-listening-effective-teachers-transcript.html)**|**[**Comments (13)**](http://ielts-simon.com/ielts-help-and-english-pr/2012/05/ielts-listening-effective-teachers-transcript.html#comments)

**Tuesday, September 10, 2013**

[**IELTS Listening: multiple choice**](http://ielts-simon.com/ielts-help-and-english-pr/2013/09/ielts-listening-multiple-choice.html)

Multiple choice questions can be difficult, especially when the speaker mentions all of the possible choices. Look at this example (Cambridge 7, page 15):

***Janice thinks that employers should encourage workers who are***

***A) potential leaders.  
B) open to new ideas.  
C) good at teamwork.***

This is what Janice says:

"Well, currently teamwork is in fashion in the workplace and in my opinion the importance of the individual is generally neglected. What managers should be targeting is those employees who can take the lead in a situation and are not afraid to accept the idea of responsibility."

As you can see, all three of the choices are mentioned. You really need to concentrate for this kind of question - don't just write the first thing you hear.

So, which answer is correct, and why?

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2013/09/ielts-listening-multiple-choice.html)**|**[**Comments (37)**](http://ielts-simon.com/ielts-help-and-english-pr/2013/09/ielts-listening-multiple-choice.html#comments)

**Tuesday, September 03, 2013**

[**IELTS Listening: most livable cities**](http://ielts-simon.com/ielts-help-and-english-pr/2013/09/ielts-listening-most-livable-cities.html)

***Watch the following video or listen to the recording below it.***

[**Click here to listen**](http://ielts-simon.com/files/top-10-most-livable-cities-in-the-world.mp3)

***Fill the gaps below. Which city does each phrase refer to?***

1. top-\_\_\_\_\_ education and welfare
2. integration for immigrants to increase its \_\_\_\_\_
3. greatly \_\_\_\_\_ public transportation
4. innovative, mixed-use \_\_\_\_\_ incorporating cycling paths
5. hidden under the \_\_\_\_\_ of a neon-lit mega city
6. a small-town \_\_\_\_\_
7. world-class shopping and business \_\_\_\_\_
8. Australia’s cultural \_\_\_\_\_
9. a big push to \_\_\_\_\_ traffic congestion
10. integration between city life and the \_\_\_\_\_

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2013/09/ielts-listening-most-livable-cities.html)**|**[**Comments (38)**](http://ielts-simon.com/ielts-help-and-english-pr/2013/09/ielts-listening-most-livable-cities.html#comments)

**Tuesday, August 27, 2013**

[**IELTS Listening: gap-fill, multiple choice**](http://ielts-simon.com/ielts-help-and-english-pr/2013/08/ielts-listening-gap-fill-multiple-choice.html)

Listen to the information about driving tests, and answer the questions below.

[**Click here to listen**](http://ielts-simon.com/files/driving-test.mp3)

1. Fill the gaps below with no more than 3 words.

On the day of your test, you need to take the following with you:  
- both parts of your \_\_\_\_\_\_  
- theory test \_\_\_\_\_\_  
- appointment letter or \_\_\_\_\_\_

2. What ***two*** things will the examiner do before the test?

A) Ask for a paper driving licence  
B) Check your paperwork  
C) Speak to your driving instructor  
D) Give you the option of bringing your driving instructor with you  
E) Give you and your instructor some feedback

3. Which ***two*** of the following statements are true of the test?

A) An eyesight check is not part of the test  
B) You can ask the examiner questions about safety  
C) You have to drive in a variety of traffic conditions  
D) The test lasts about 10 minutes  
E) You will be asked to follow signs or spoken instructions

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2013/08/ielts-listening-gap-fill-multiple-choice.html)**|**[**Comments (46)**](http://ielts-simon.com/ielts-help-and-english-pr/2013/08/ielts-listening-gap-fill-multiple-choice.html#comments)

**Tuesday, August 20, 2013**

[**IELTS Listening: nature or nurture?**](http://ielts-simon.com/ielts-help-and-english-pr/2013/08/ielts-listening-nature-or-nurture.html)

The "nature or nurture" topic has appeared in different parts of the IELTS test. Do you know what "nature or nurture" means?

***Watch the video and fill the gaps in the summary below.***

We are all born with certain physical characteristics \_\_\_\_\_\_ by our genes. But does our DNA \_\_\_\_\_\_ how we act? Researchers say that genes help control how we \_\_\_\_\_\_ our environment, but can environment influence which genes are \_\_\_\_\_\_? That leads to debate over the role parents play in \_\_\_\_\_\_ their children. Some believe the stronger \_\_\_\_\_\_ influences happen outside the home. As scientists study DNA, they are starting to understand better what makes us \_\_\_\_\_\_.

***If you can't see the video, here's an audio version:***

[**Click here to listen**](http://ielts-simon.com/files/nature-vs.-nurture.mp3)

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2013/08/ielts-listening-nature-or-nurture.html)**|**[**Comments (32)**](http://ielts-simon.com/ielts-help-and-english-pr/2013/08/ielts-listening-nature-or-nurture.html#comments)

**Tuesday, August 13, 2013**

[**IELTS Listening: real test samples**](http://ielts-simon.com/ielts-help-and-english-pr/2013/08/ielts-listening-real-test-samples.html)

Yesterday I gave you a link to the reading test samples on ielts.org (the official IELTS website). Here's the link to the listening samples:

[Click here for sample listening tests](http://www.ielts.org/test_takers_information/test_sample/listening_sample.aspx)

Print the question sheets first. Don't try to do the tests on your computer.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2013/08/ielts-listening-real-test-samples.html)**|**[**Comments (3)**](http://ielts-simon.com/ielts-help-and-english-pr/2013/08/ielts-listening-real-test-samples.html#comments)

**Tuesday, August 06, 2013**

[**IELTS Listening: gap-fill summary**](http://ielts-simon.com/ielts-help-and-english-pr/2013/08/ielts-listening-gap-fill-summary.html)

Listen to the following excerpt from a talk about innovation, and fill the gaps in the summary below.

[**Click here to listen**](http://ielts-simon.com/files/ideas-and-innovation.mp3)

Are we getting overwhelmed with an always-connected, \_\_\_\_\_\_-\_\_\_\_\_\_ lifestyle, and is that going to lead to less \_\_\_\_\_\_ thoughts as we move away from the slower, deeper, contemplative state of reading?

The great \_\_\_\_\_\_ of scientific and technological innovation has been the historic increase in \_\_\_\_\_\_, and our ability to reach out and exchange ideas with other people, and to borrow other people’s \_\_\_\_\_\_ and combine them with our \_\_\_\_\_\_ and turn them into something new. That has been the primary \_\_\_\_\_\_ of creativity and innovation over the last 600 or 700 years.

It’s true we’re more \_\_\_\_\_\_, but what has happened that is really miraculous and marvelous over the last 15 years is that we have so many new ways to \_\_\_\_\_\_ and find other people who have that \_\_\_\_\_\_ piece that will complete the idea we’re working on.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2013/08/ielts-listening-gap-fill-summary.html)**|**[**Comments (44)**](http://ielts-simon.com/ielts-help-and-english-pr/2013/08/ielts-listening-gap-fill-summary.html#comments)

**Tuesday, July 23, 2013**

[**IELTS Listening: multiple choice**](http://ielts-simon.com/ielts-help-and-english-pr/2013/07/ielts-listening-multiple-choice.html)

Listen to the following advice about how to reduce your spending.

[**Click here to listen**](http://ielts-simon.com/files/spending-tips.mp3)

***Which TWO of the following tips are NOT given by the speaker?***

A) Don’t go shopping when you’ve had a bad day.  
B) Don’t spend what you don’t have.  
C) Pay off your debts first.  
D) Look after what you own.  
E) Replace your car every four years.  
F) Buy things second-hand.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2013/07/ielts-listening-multiple-choice.html)**|**[**Comments (59)**](http://ielts-simon.com/ielts-help-and-english-pr/2013/07/ielts-listening-multiple-choice.html#comments)

**Tuesday, July 16, 2013**

[**IELTS Listening: gap-fill summary**](http://ielts-simon.com/ielts-help-and-english-pr/2013/07/ielts-listening-gap-fill-summary.html)

Listen to the recording about road safety and fill the gaps in the summary.

[**Click here to listen**](http://ielts-simon.com/files/road-safety-in-europe.mp3)

***Summary:***

Traffic in Europe is increasingly \_\_\_\_\_\_. The aim of the 'European Road Safety Day' is to reduce the \_\_\_\_\_\_ \_\_\_\_\_\_ from road accidents throughout the European Union.

The number of lives saved every year since 2001 has \_\_\_\_\_\_ \_\_\_\_\_\_ markedly in line with \_\_\_\_\_\_. However, there are still nearly \_\_\_\_\_\_ people killed on Europe's roads each year.

The big problems to address are speed, alcohol or drugs, and not wearing a \_\_\_\_\_\_. These are the \_\_\_\_\_\_ \_\_\_\_\_\_ of accidents.

***Note:***  
If you would like to watch the full video about this topic, [click here](http://www.youtube.com/watch?v=ijYXR9QV9OQ).

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2013/07/ielts-listening-gap-fill-summary.html)**|**[**Comments (39)**](http://ielts-simon.com/ielts-help-and-english-pr/2013/07/ielts-listening-gap-fill-summary.html#comments)

**Tuesday, July 09, 2013**

[**IELTS Listening: 'money' topic**](http://ielts-simon.com/ielts-help-and-english-pr/2013/07/ielts-listening-money-topic.html)

I didn't choose the following video to make any political arguments. I chose it for listening practice because the people in the video speak clearly and use some good phrases. Psychology studies are also a popular topic in the IELTS reading test, and 'money' is a possible topic in the writing test.

If you can't see the video, listen to the recording below.

[**Click here to listen**](http://ielts-simon.com/files/money-inequality.mp3)

***Fill the gaps in the following summary of the first 4 minutes of the video:***

1. Does the amount of \_\_\_\_\_\_ you have affect the kind of person you are?
2. In a recent study, drivers of luxury cars were three to four times more \_\_\_\_\_\_ to break the law than drivers of less expensive, low \_\_\_\_\_\_ cars.
3. The academic paper that resulted \_\_\_\_\_\_ \_\_\_\_\_\_ everywhere.
4. It is very clear that this study of social class touched a \_\_\_\_\_\_.
5. The results were \_\_\_\_\_\_ across thirty studies which were run on thousands of people all over the United States.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2013/07/ielts-listening-money-topic.html)**|**[**Comments (25)**](http://ielts-simon.com/ielts-help-and-english-pr/2013/07/ielts-listening-money-topic.html#comments)

**Tuesday, July 02, 2013**

[**IELTS Listening: great videos**](http://ielts-simon.com/ielts-help-and-english-pr/2013/07/ielts-listening-great-videos.html)

One of my favourite sites for interesting videos is the [RSA website](http://www.thersa.org/events/rsaanimate/animate/power-of-outrospection). The short talks are great for listening practice, and the animation makes them easier to follow. Here's an example that I watched yesterday:

If you can't see YouTube videos, you might be able to download the original video on [this page](http://www.thersa.org/events/rsaanimate/animate/power-of-outrospection).

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2013/07/ielts-listening-great-videos.html)**|**[**Comments (8)**](http://ielts-simon.com/ielts-help-and-english-pr/2013/07/ielts-listening-great-videos.html#comments)

**Tuesday, June 25, 2013**

[**IELTS Listening: English as a global language**](http://ielts-simon.com/ielts-help-and-english-pr/2013/06/ielts-listening-english-as-a-global-language.html)

I occasionally re-post old lessons (to give the creative part of my brain a break!). Here's a lesson from 2010 that you might find interesting. I apologise if you've done the exercise before.

***Fill the gaps in the sentences below.***

1. How many people are trying to learn English \_\_\_\_\_\_? Two billion of them.
2. Learning English can give people the \_\_\_\_\_\_ for a better life, a job, to be able to pay for school, or \_\_\_\_\_\_ better food on the table.
3. With English you can become part of a \_\_\_\_\_\_ conversation, a global conversation about global problems.
4. English is becoming the language of \_\_\_\_\_\_ \_\_\_\_\_\_.
5. English represents hope for a better future, where the world has a \_\_\_\_\_\_ language to solve its \_\_\_\_\_\_ problems.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2013/06/ielts-listening-english-as-a-global-language.html)**|**[**Comments (44)**](http://ielts-simon.com/ielts-help-and-english-pr/2013/06/ielts-listening-english-as-a-global-language.html#comments)

**Tuesday, June 18, 2013**

[**IELTS Listening Advice: listen to 'real' things**](http://ielts-simon.com/ielts-help-and-english-pr/2013/06/ielts-listening-advice-listen-to-real-things.html)

Of course, yesterday's [advice](http://ielts-simon.com/ielts-help-and-english-pr/2013/06/ielts-reading-advice-read-real-things.html) about reading is also true for listening. When I was learning languages (French and German) at school, the only listening practice I got was when the teacher spoke or when she played short recordings on a tape recorder!

The current generation of language learners don't know how lucky they are! They have the Internet at their disposal, with access to millions of videos, podcasts, audiobooks etc. They have the chance to immerse themselves in the language for hours every day. Are you taking advantage of this?

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2013/06/ielts-listening-advice-listen-to-real-things.html)**|**[**Comments (12)**](http://ielts-simon.com/ielts-help-and-english-pr/2013/06/ielts-listening-advice-listen-to-real-things.html#comments)

**Tuesday, June 11, 2013**

[**IELTS Listening Advice: transcribing**](http://ielts-simon.com/ielts-help-and-english-pr/2013/06/ielts-listening-advice-transcribing.html)

A good way to work on your listening is by transcribing what you hear. Transcribing means writing down the full text of a recording. You might find it difficult and laborious, but this is the kind of hard work that pays off in the end.

Try transcribing [last week's recording](http://ielts-simon.com/ielts-help-and-english-pr/2013/06/ielts-listening-biometrics-gap-fill.html) or a section of a real test in one of the Cambridge books. Imagine how quickly your listening would improve if you did a short transcription every day!

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2013/06/ielts-listening-advice-transcribing.html)**|**[**Comments (9)**](http://ielts-simon.com/ielts-help-and-english-pr/2013/06/ielts-listening-advice-transcribing.html#comments)

**Tuesday, June 04, 2013**

[**IELTS Listening: 'biometrics' gap-fill**](http://ielts-simon.com/ielts-help-and-english-pr/2013/06/ielts-listening-biometrics-gap-fill.html)

Watch the video and fill the gaps in the sentences below.

1. In today’s society we rely on \_\_\_\_\_ and \_\_\_\_\_ to access information.

2. We have to trust that a passport or driver’s license has not been \_\_\_\_\_ with.

3. Fingerprint, facial, iris and \_\_\_\_\_ patterns are sources of biometric data.

4. We’re identifying people at \_\_\_\_\_ with facial recognition software.

5. As the technology \_\_\_\_\_, our identities will be better \_\_\_\_\_.

***If you can't see the video, here's the recording:***

[**Click here to listen**](http://ielts-simon.com/files/what-are-biometrics_.mp3)

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2013/06/ielts-listening-biometrics-gap-fill.html)**|**[**Comments (51)**](http://ielts-simon.com/ielts-help-and-english-pr/2013/06/ielts-listening-biometrics-gap-fill.html#comments)

**Tuesday, May 28, 2013**

[**IELTS Listening: multiple choice exercise**](http://ielts-simon.com/ielts-help-and-english-pr/2013/05/ielts-listening-multiple-choice-exercise.html)

Listen to the recording about study skills, and answer the questions below.

[**Click here to listen**](http://ielts-simon.com/files/study-skills-1.mp3)

What are the TWO main reasons why students have trouble remembering information for tests?

A) stress  
B) nerves  
C) lack of time in the test  
D) lack of planning  
E) lack of preparation

Which TWO relaxation techniques are NOT recommended by the speaker?

A) breathing deeply  
B) counting backwards  
C) closing your eyes  
D) visualising a relaxing image  
E) counting slowly

Which TWO habits can parents help their children with?

A) eating properly and getting enough sleep  
B) organising their study schedules  
C) buying the right study guide  
D) breaking the exam down  
E) cramming

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2013/05/ielts-listening-multiple-choice-exercise.html)**|**[**Comments (98)**](http://ielts-simon.com/ielts-help-and-english-pr/2013/05/ielts-listening-multiple-choice-exercise.html#comments)

**Tuesday, May 21, 2013**

[**IELTS Listening: education videos**](http://ielts-simon.com/ielts-help-and-english-pr/2013/05/ielts-listening-education-videos.html)

I've used videos from ted.com in my lessons before, but did you know that there is a YouTube channel called [TED-Ed](http://www.youtube.com/user/TEDEducation/videos) which has some great education videos?

Here's one that I found interesting:

Can anyone summarise the content of this video?

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2013/05/ielts-listening-education-videos.html)**|**[**Comments (18)**](http://ielts-simon.com/ielts-help-and-english-pr/2013/05/ielts-listening-education-videos.html#comments)

**Tuesday, May 14, 2013**

[**IELTS Listening: multiple choice**](http://ielts-simon.com/ielts-help-and-english-pr/2013/05/ielts-listening-multiple-choice.html)

Listen to the following talk about unemployment, then answer the multiple choice questions below. Make sure you read all 3 questions carefully before you start.

[**Click here to listen**](http://ielts-simon.com/files/listening-1.mp3)

1. A year from now, the unemployment rate will be

A) fairly good  
B) not as high in California  
C) very high for the country as a whole

2. One problem is that

A) employees cannot work for more than 33 hours per week  
B) employers will extend working hours instead of hiring new staff  
C) there are too many part-time workers

3. If the economy begins to improve

A) more people will be discouraged from looking for work  
B) people will think that there are more job opportunities  
C) there will be an expansion of the workforce

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2013/05/ielts-listening-multiple-choice.html)**|**[**Comments (100)**](http://ielts-simon.com/ielts-help-and-english-pr/2013/05/ielts-listening-multiple-choice.html#comments)

**Tuesday, May 07, 2013**

[**IELTS Listening: 'clubhouse' or 'club house'?**](http://ielts-simon.com/ielts-help-and-english-pr/2013/05/ielts-listening-clubhouse-or-club-house.html)

A lot of people have asked me the same question recently: If the answer in the book is "clubhouse", would "club house" be accepted?

The answer is yes. As long as the question instruction doesn't say that answers must be one word only, the answer "club house" would be fine.

[Click here](http://www.enchantedlearning.com/grammar/compoundwords/) to see a big list of compound words (but don't try to learn them all).

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2013/05/ielts-listening-clubhouse-or-club-house.html)**|**[**Comments (13)**](http://ielts-simon.com/ielts-help-and-english-pr/2013/05/ielts-listening-clubhouse-or-club-house.html#comments)

**Tuesday, April 30, 2013**

[**IELTS Listening: my advice**](http://ielts-simon.com/ielts-help-and-english-pr/2013/04/ielts-listening-my-advice.html)

Recently several people have asked me to help them improve their listening scores. I think they were hoping that I would give them a new technique or some clever advice.

Unfortunately, there are no special techniques for the listening test, and my normal advice to students is that they simply need to do lots of practice.

The people who do well in the listening test are those who have a "good ear" for English. In other words, they are able to follow fast speech and distinguish individual words easily. How did they develop a good ear? They listened to a lot of English.

If you're trying to improve your listening score, stop searching for techniques! Spend your time listening to as much English as possible. Expose your ears to the language and they will gradually become better at hearing it.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2013/04/ielts-listening-my-advice.html)**|**[**Comments (18)**](http://ielts-simon.com/ielts-help-and-english-pr/2013/04/ielts-listening-my-advice.html#comments)

**Tuesday, April 23, 2013**

[**IELTS Listening: 'handedness' exercise**](http://ielts-simon.com/ielts-help-and-english-pr/2013/04/ielts-listening-handedness-exercise.html)

Listen to the following recording about right and left-handedness.

[**Click here to listen**](http://ielts-simon.com/files/handedness.mp3)

What is the probability of right-handed parents having a left-handed child?

A) more than 10%.  
B) about 2%.  
C) about 17%.

What comparison is made between males and females?

A) 50% of left-handed people are male.  
B) Males are less likely to be left-handed.  
C) Males are twice as likely to be left-handed.

A child's handedness can be determined for certain

A) when the child reaches two years of age.  
B) when the child is six months old.  
C) according to which hand the child reaches with in the first year of life.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2013/04/ielts-listening-handedness-exercise.html)**|**[**Comments (79)**](http://ielts-simon.com/ielts-help-and-english-pr/2013/04/ielts-listening-handedness-exercise.html#comments)

**Tuesday, April 16, 2013**

[**IELTS Listening: similar words**](http://ielts-simon.com/ielts-help-and-english-pr/2013/04/ielts-listening-similar-words.html)

I often talk about the importance of looking for "keywords" or "similar words" in the reading test, but the same advice applies to many questions in the listening test.

Look at the following question from Cambridge IELTS 4:

***Which argument was used against having a drama theatre?***

A) It would be expensive and no students would use it.  
B) It would be a poor use of resources because only a minority would use it.  
C) It could not accommodate large productions of plays.

***Find the answer by looking for the "similar words" in the transcript below.***

There was, however, much disagreement about whether to build a drama theatre. Just over forty per cent of the respondents were in favour, but a largish minority were strongly against it, claiming that it is elitist and a waste of funds.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2013/04/ielts-listening-similar-words.html)**|**[**Comments (38)**](http://ielts-simon.com/ielts-help-and-english-pr/2013/04/ielts-listening-similar-words.html#comments)

**Tuesday, April 09, 2013**

[**IELTS Listening and Writing: spelling**](http://ielts-simon.com/ielts-help-and-english-pr/2013/04/ielts-listening-and-writing-spelling.html)

Spelling mistakes can affect your score in the listening and writing tests. If you have a problem with spelling, here are some tips:

1. Type your essays: your computer will find your spelling mistakes.
2. When writing by hand, use a dictionary to check difficult words.
3. Keep a list: write down any mistakes your computer/teacher finds.
4. Memorise: learn difficult words by heart.
5. Test yourself on words you previously spelt wrongly.
6. Never give your teacher an essay that you haven't checked.

If you find that spelling is a big problem, you should work on it every day. Keep a notebook or put posters on your walls. If you do nothing, you will not improve; there is no secret rule that will suddenly solve the problem!

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2013/04/ielts-listening-and-writing-spelling.html)**|**[**Comments (13)**](http://ielts-simon.com/ielts-help-and-english-pr/2013/04/ielts-listening-and-writing-spelling.html#comments)

**Tuesday, April 02, 2013**

[**IELTS Listening: another TED video**](http://ielts-simon.com/ielts-help-and-english-pr/2013/04/ielts-listening-another-ted-video.html)

Here's another interesting video from the [TED](http://www.ted.com/) website. I haven't made an exercise for this one, but I'd like to suggest that you watch the talk 3 times:

1. Watch it once without subtitles - just enjoy the presentation.  
2. Then watch it with subtitles so that you understand it fully.  
3. Finally, watch again and write and new words or phrases in your notebook.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2013/04/ielts-listening-another-ted-video.html)**|**[**Comments (11)**](http://ielts-simon.com/ielts-help-and-english-pr/2013/04/ielts-listening-another-ted-video.html#comments)

**Tuesday, March 26, 2013**

[**IELTS Listening: multiple choice**](http://ielts-simon.com/ielts-help-and-english-pr/2013/03/ielts-listening-multiple-choice-1.html)

Listen to the following short talk about cave paintings.

[**Click here to listen**](http://ielts-simon.com/files/lascaux.mp3)

1. In which continent are the cave paintings that the speaker is describing?

A) Africa  
B) Europe  
C) Asia

2. How were the painted caves discovered?

A) By children  
B) By artists  
C) By tourists

3. How can visitors experience the cave paintings nowadays?

A) They can’t see any paintings because the caves are closed  
B) They can go on a tour of the original cave  
C) They can visit a reproduction of the original cave

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2013/03/ielts-listening-multiple-choice-1.html)**|**[**Comments (120)**](http://ielts-simon.com/ielts-help-and-english-pr/2013/03/ielts-listening-multiple-choice-1.html#comments)

**Tuesday, March 19, 2013**

[**IELTS Listening: keep a spelling list**](http://ielts-simon.com/ielts-help-and-english-pr/2013/03/ielts-listening-keep-a-spelling-list.html)

Many of my students have problems with spelling. Simple spelling mistakes can lose you marks in the IELTS listening test, even if you have the right answer.

My advice is to keep a spelling list - a list of words that you have difficulty with. Forget about spelling rules; just learn the words by heart.

Are you sure you can spell the following words correctly?

1. quite and quiet  
2. address  
3. questionnaire  
4. career  
5. necessary  
6. choose and choice  
7. business  
8. government  
9. environment

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2013/03/ielts-listening-keep-a-spelling-list.html)**|**[**Comments (15)**](http://ielts-simon.com/ielts-help-and-english-pr/2013/03/ielts-listening-keep-a-spelling-list.html#comments)

**Tuesday, March 12, 2013**

[**IELTS Listening: synonyms**](http://ielts-simon.com/ielts-help-and-english-pr/2013/03/ielts-listening-synonyms.html)

In the listening test, synonyms or similar words are often the key to getting the answer. Try the following multiple choice questions from Cambridge IELTS 7.

[**Click here to listen**](http://ielts-simon.com/files/synonyms-1.mp3)

***1. The original buildings on the site were***

A) houses  
B) industrial buildings  
C) shops

***2. The local residents wanted to use the site for***

A) leisure  
B) apartment blocks  
C) a sports centre

***Note:***  
Which synonyms or similar words did you hear?

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2013/03/ielts-listening-synonyms.html)**|**[**Comments (52)**](http://ielts-simon.com/ielts-help-and-english-pr/2013/03/ielts-listening-synonyms.html#comments)

**Tuesday, March 05, 2013**

[**IELTS Listening: multiple choice**](http://ielts-simon.com/ielts-help-and-english-pr/2013/03/ielts-listening-multiple-choice.html)

Watch the short video and answer the multiple choice questions below.

1. What is the speaker interested in?

A) only physics  
B) many things, but not physics  
C) physics and language groupings, among other things  
D) long-distance relationships

2. How old does he think modern language is?

A) 20 to 25 thousand years old  
B) not as old as cave paintings  
C) as old as cave sculptures  
D) at least 35 thousand years old

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2013/03/ielts-listening-multiple-choice.html)**|**[**Comments (78)**](http://ielts-simon.com/ielts-help-and-english-pr/2013/03/ielts-listening-multiple-choice.html#comments)

**Tuesday, February 26, 2013**

[**IELTS Listening: 'money' topic**](http://ielts-simon.com/ielts-help-and-english-pr/2013/02/ielts-listening-money-topic.html)

I'd like to use the following video to get you thinking about the 'money' topic for writing task 2. We'll look at a task 2 question for this topic tomorrow.

If you can't see the video, listen to the recording below.

[**Click here to listen**](http://ielts-simon.com/files/what-if-money-was-no-object_.mp3)

***Questions:***  
Can you summarise the speaker's views? To what extent do you agree with him?

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2013/02/ielts-listening-money-topic.html)**|**[**Comments (25)**](http://ielts-simon.com/ielts-help-and-english-pr/2013/02/ielts-listening-money-topic.html#comments)

**Tuesday, February 19, 2013**

[**IELTS Listening: population in Australia**](http://ielts-simon.com/ielts-help-and-english-pr/2013/02/ielts-listening-population-in-australia.html)

Listen to the recording and answer the questions below.

[**Click here to listen**](http://ielts-simon.com/files/australian-population-edited.mp3)

***1. Which three things are affected by population growth?***

A) environment, housing and architecture  
B) jobs, housing and infrastructure  
C) jobs, transport and culture

***2. What happens every 3 minutes in Australia?***

A) one person dies  
B) one person is born  
C) one person leaves the country

***3. What proportion of Australians were born abroad?***

***4. From which two countries do most immigrants come?***

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2013/02/ielts-listening-population-in-australia.html)**|**[**Comments (38)**](http://ielts-simon.com/ielts-help-and-english-pr/2013/02/ielts-listening-population-in-australia.html#comments)

**Tuesday, February 12, 2013**

[**IELTS Listening: CCTV debate**](http://ielts-simon.com/ielts-help-and-english-pr/2013/02/ielts-listening-cctv-debate.html)

Watch the following news broadcast about CCTV (closed-circuit television). Do you think that having video cameras in public places is a good idea?

If you can't see the video, listen to the recording below.

[**Click here to listen**](http://ielts-simon.com/files/alex-deane-debates-cctv-cameras-on-bbc-breakfast.mp3)

Here are some of the points that were mentioned in the film. Try to organise them into arguments for and arguments against CCTV.

- invades privacy  
- safety of the community  
- invading every part of your life  
- prosecutions with CCTV evidence  
- crime prevention  
- financial and privacy costs  
- intrusion  
- feel safer  
- protection  
- an excuse to have fewer police officers

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2013/02/ielts-listening-cctv-debate.html)**|**[**Comments (11)**](http://ielts-simon.com/ielts-help-and-english-pr/2013/02/ielts-listening-cctv-debate.html#comments)

**Tuesday, February 05, 2013**

[**IELTS Listening: matching**](http://ielts-simon.com/ielts-help-and-english-pr/2013/02/ielts-listening-matching.html)

Listen to the following information about the facilities provided by a holiday company called PS Camping (*Cambridge IELTS 7, page 13*).

[**Click here to listen**](http://ielts-simon.com/files/cambridge-7-p13.mp3)

***What does the speaker say about the following items? Write the correct letter, A, B or C next to questions 1-4.***

A. They are provided in all tents.  
B. They are found in central areas of the campsite.  
C. They are available on request.

1. barbecues
2. toys
3. cool boxes
4. mops and buckets

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2013/02/ielts-listening-matching.html)**|**[**Comments (43)**](http://ielts-simon.com/ielts-help-and-english-pr/2013/02/ielts-listening-matching.html#comments)

**Tuesday, April 29, 2014**

[**IELTS Listening: another TED talk**](http://ielts-simon.com/ielts-help-and-english-pr/2014/04/ielts-listening-another-ted-talk.html)

Here's an interesting [TED](http://www.ted.com/) talk that I've just watched. The presenter speaks clearly, but you can turn the subtitles on if you need them.

Here's the first sentence of the talk. Fill the gaps!

A computer is an incredibly powerful \_\_\_\_\_ of creative expression, but for the \_\_\_\_\_ part, that expression is \_\_\_\_\_ to the screens of our laptops and mobile phones.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2014/04/ielts-listening-another-ted-talk.html)**|**[**Comments (15)**](http://ielts-simon.com/ielts-help-and-english-pr/2014/04/ielts-listening-another-ted-talk.html#comments)

**Tuesday, April 22, 2014**

[**IELTS Listening: spelling and capital letters**](http://ielts-simon.com/ielts-help-and-english-pr/2014/04/ielts-listening-spelling-and-capital-letters.html)

People often ask me about spelling and capital letters. Here's my advice:

1. Correct spelling is very important. I know students who have lost up to 10 points in their IELTS listening tests because of spelling mistakes.
2. Capital letters, on the other hand, are ***not*** important. You can write all of your answers in capitals or in lower case - it won't affect your score.
3. Plurals are very important. e.g. If the question asks you to fill the gap "There are many \_\_\_\_\_\_", the answer could be "reasons" but not "reason".

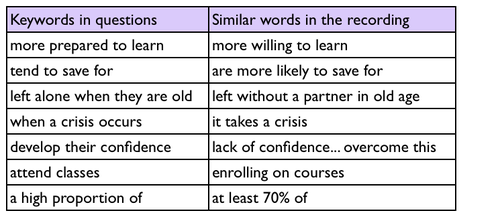
***Note:*** I don't recommend learning spelling rules. It's better to keep a list of your mistakes, and learn correct spellings by heart.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2014/04/ielts-listening-spelling-and-capital-letters.html)**|**[**Comments (6)**](http://ielts-simon.com/ielts-help-and-english-pr/2014/04/ielts-listening-spelling-and-capital-letters.html#comments)

**Tuesday, April 15, 2014**

[**IELTS Listening: more keywords!**](http://ielts-simon.com/ielts-help-and-english-pr/2014/04/ielts-listening-more-keywords.html)

You can find 'keywords' in the listening test too. Here is some of the key vocabulary that helped my students to get the answers for test 1, section 4 in Cambridge IELTS book 5.

[](http://ielts-simon.com/.a/6a0120a5bb05d8970c01a5119d686a970c-pi)

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2014/04/ielts-listening-more-keywords.html)**|**[**Comments (7)**](http://ielts-simon.com/ielts-help-and-english-pr/2014/04/ielts-listening-more-keywords.html#comments)

**Tuesday, April 08, 2014**

[**IELTS Listening: 'cover letter' gap-fill**](http://ielts-simon.com/ielts-help-and-english-pr/2014/04/ielts-listening-cover-letter-gap-fill.html)

Listen to the following tips about how to write a cover letter when applying for a job. Fill the gaps in the summary using no more than THREE words.

[**Click here to listen**](http://ielts-simon.com/files/covering-letter.mp3)

**Tip 1**  
Address the cover letter to a \_\_\_\_\_\_ person, generally the person in charge of the department you’re applying to or the \_\_\_\_\_\_ in charge of the interview.

**Tip 2**  
Avoid simply repeating the information in your résumé. Instead, use your cover letter to introduce and highlight your \_\_\_\_\_\_, curiosity, and your \_\_\_\_\_\_ in the field you’re applying to work in.

**Tip 3**  
Keep it short, simple and \_\_\_\_\_\_, definitely no more than one page, and probably closer to half a page; three paragraphs should do the trick. Resist the \_\_\_\_\_\_ to ramble on, and instead \_\_\_\_\_\_ right into the interesting parts.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2014/04/ielts-listening-cover-letter-gap-fill.html)**|**[**Comments (25)**](http://ielts-simon.com/ielts-help-and-english-pr/2014/04/ielts-listening-cover-letter-gap-fill.html#comments)

**Tuesday, April 01, 2014**

[**IELTS Listening: 'teleworking' topic**](http://ielts-simon.com/ielts-help-and-english-pr/2014/04/ielts-listening-teleworking-topic.html)

'Teleworking' means using telecommunications to enable people to work from outside the office (usually from home). Listen to the following recording, and note the benefits of teleworking from both a business and a personal perspective.

[**Click here to listen**](http://ielts-simon.com/files/teleworking.mp3)

We'll look at the same topic in tomorrow's writing lesson.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2014/04/ielts-listening-teleworking-topic.html)**|**[**Comments (45)**](http://ielts-simon.com/ielts-help-and-english-pr/2014/04/ielts-listening-teleworking-topic.html#comments)

**Tuesday, March 25, 2014**

[**IELTS Listening: multiple choice**](http://ielts-simon.com/ielts-help-and-english-pr/2014/03/ielts-listening-multiple-choice.html)

My students found the following question quite difficult. It comes from Cambridge IELTS 6, page 14.

You will hear a conversation between Brian and his tutor.  
What is Brian going to do before the course starts?

A) attend a class  
B) write a report  
C) read a book

[**Click here to listen**](http://ielts-simon.com/files/multiple-choice-1.mp3)

***Note:***  
In the recording I am reading both parts of the conversation (Brian / Tutor). In the real test, you will hear two different voices.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2014/03/ielts-listening-multiple-choice.html)**|**[**Comments (36)**](http://ielts-simon.com/ielts-help-and-english-pr/2014/03/ielts-listening-multiple-choice.html#comments)

**Tuesday, March 18, 2014**

[**IELTS Listening: tricks**](http://ielts-simon.com/ielts-help-and-english-pr/2014/03/ielts-listening-tricks.html)

In the IELTS listening test you need to be ready for 'tricks'. Sometimes more than one possible answer is mentioned, or the speaker gives an answer and then changes it.

Look at these questions (from Cambridge IELTS 5) then listen to the recording.

1. Cost to join per year (without current student card): £ ....................
2. Number of items allowed (members of public): ....................
3. Creative Writing class: Held on .................... evenings

[**Click here to listen**](http://ielts-simon.com/files/listening-tricks.mp3)

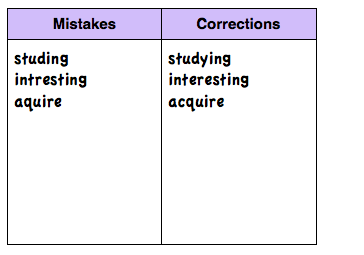
Can you hear the tricks? What are the correct answers?

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2014/03/ielts-listening-tricks.html)**|**[**Comments (39)**](http://ielts-simon.com/ielts-help-and-english-pr/2014/03/ielts-listening-tricks.html#comments)

**Tuesday, March 11, 2014**

[**IELTS Listening: spelling**](http://ielts-simon.com/ielts-help-and-english-pr/2014/03/ielts-listening-spelling.html)

A good way to improve your spelling is by keeping a "mistakes and corrections" list. Here's an example with some real mistakes that one of my students made:

[](http://ielts-simon.com/.a/6a0120a5bb05d8970c0162fdac5b66970d-pi)

Every time you make a spelling mistake, write the word on your list, and learn the correct spellings by heart.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2014/03/ielts-listening-spelling.html)**|**[**Comments (10)**](http://ielts-simon.com/ielts-help-and-english-pr/2014/03/ielts-listening-spelling.html#comments)

**Tuesday, March 04, 2014**

[**IELTS Listening: 'future jobs' lecture**](http://ielts-simon.com/ielts-help-and-english-pr/2014/03/ielts-listening-future-jobs-lecture.html)

Here's another interesting [TED](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/www.ted.com) video. Please remember that this type of listening is more difficult than IELTS, so don't worry if you need to turn the subtitles on. Try to understand the overall message, and pick up some new phrases if you can.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2014/03/ielts-listening-future-jobs-lecture.html)**|**[**Comments (10)**](http://ielts-simon.com/ielts-help-and-english-pr/2014/03/ielts-listening-future-jobs-lecture.html#comments)

**Tuesday, February 25, 2014**

[**IELTS Listening: gap-fill summary**](http://ielts-simon.com/ielts-help-and-english-pr/2014/02/ielts-listening-gap-fill-summary.html)

***Listen to the recording, then fill the gaps in the summary below.***

[**Click here to listen**](http://ielts-simon.com/files/community-listening-2.mp3)

Community service is the practice of \_\_\_\_\_\_ or \_\_\_\_\_\_ unpaid work. Examples of projects include cleaning a park, collecting items for \_\_\_\_\_\_ or cleaning \_\_\_\_\_\_ verges. Other examples include \_\_\_\_\_\_ children with learning disabilities or \_\_\_\_\_\_ money for the local area. Some students must do community service in order to receive their \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_. 'Service learning' means that students have to show how their work has \_\_\_\_\_\_ to their education.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2014/02/ielts-listening-gap-fill-summary.html)**|**[**Comments (82)**](http://ielts-simon.com/ielts-help-and-english-pr/2014/02/ielts-listening-gap-fill-summary.html#comments)

**Tuesday, February 18, 2014**

[**IELTS Listening: 3D printing lecture**](http://ielts-simon.com/ielts-help-and-english-pr/2014/02/ielts-listening-3d-printing-lecture.html)

Listen to the recording and answer the questions below.

[**Click here to listen**](http://ielts-simon.com/files/3d-printing-short.mp3)

***1. Which 3D printed product can already be bought?***

A) computers  
B) glasses  
C) mobile phones

***2. Which THREE materials can be used in 3D printers?***

A) paper  
B) metal  
C) wood  
D) glass  
E) concrete

***3. Fill the gaps below with no more than TWO words.***

**Advantages of 3D printing:**  
As the technology develops, it will allow many products to be \_\_\_\_\_\_. Items will be delivered digitally, therefore reducing \_\_\_\_\_\_ and permitting more local manufacturing. The process will also lead to a reduction in \_\_\_\_\_\_ and a rise in \_\_\_\_\_\_.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2014/02/ielts-listening-3d-printing-lecture.html)**|**[**Comments (86)**](http://ielts-simon.com/ielts-help-and-english-pr/2014/02/ielts-listening-3d-printing-lecture.html#comments)

**Tuesday, February 11, 2014**

[**IELTS Listening: multiple-choice video lesson**](http://ielts-simon.com/ielts-help-and-english-pr/2014/02/ielts-listening-multiple-choice-video-lesson.html)

Here's this week's video lesson:

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2014/02/ielts-listening-multiple-choice-video-lesson.html)**|**[**Comments (29)**](http://ielts-simon.com/ielts-help-and-english-pr/2014/02/ielts-listening-multiple-choice-video-lesson.html#comments)

**Tuesday, February 04, 2014**

[**IELTS Listening: multiple-choice practice**](http://ielts-simon.com/ielts-help-and-english-pr/2014/02/ielts-listening-multiple-choice-practice.html)

Listen to the following recording on the subject of multitasking.

[**Click here to listen**](http://ielts-simon.com/files/multitasking.mp3)

***1. How does the first speaker describe multitasking? Choose ONE answer.***

A) it is a myth  
B) it is efficient but distracting  
C) it reduces the time that tasks take  
  
***2. Which TWO statements are true according to the second speaker?***

A) people who can multitask are more effective  
B) people should always focus on one thing only  
C) we need permission to get things done  
D) the brain is less productive when we are distracted  
E) organisations are unproductive if they are constantly on-line

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2014/02/ielts-listening-multiple-choice-practice.html)**|**[**Comments (76)**](http://ielts-simon.com/ielts-help-and-english-pr/2014/02/ielts-listening-multiple-choice-practice.html#comments)

**Tuesday, January 28, 2014**

[**IELTS Listening: a difficult type of question**](http://ielts-simon.com/ielts-help-and-english-pr/2014/01/ielts-listening-a-difficult-type-of-question.html)

When you hear the 'keywords' from the question, you can usually expect to hear the answer just after them. However, sometimes the speaker has already said the answer ***before*** you hear the 'keywords'. Here's an example to show you what I mean:

**Question (from Cambridge IELTS 7):**  
Undiscovered material may be damaged by \_\_\_\_\_\_.

*When listening to the recording, you are waiting to hear the keywords "undiscovered material" and "damaged by", and you are hoping to hear the answer****after****hearing those keywords.*

**This is what you hear:**  
Don't make fires, however romantic it may seem. It's really dangerous in dry areas, and you can easily burn priceless undiscovered material by doing so.

*Can you see that the answer came****before****the keywords "undiscovered material"? What is the correct answer?*

**Note:**  
There isn't a special technique to help you with this type of question; you just need to be aware that you might have heard the answer before you hear the 'keywords'.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2014/01/ielts-listening-a-difficult-type-of-question.html)**|**[**Comments (27)**](http://ielts-simon.com/ielts-help-and-english-pr/2014/01/ielts-listening-a-difficult-type-of-question.html#comments)

**Tuesday, January 21, 2014**

[**IELTS Listening: 'litter' topic**](http://ielts-simon.com/ielts-help-and-english-pr/2014/01/ielts-listening-litter-topic.html)

Listen to the following interview about the problem of litter on a beach in England.

[**Click here to listen**](http://ielts-simon.com/files/litter.mp3)

**Fill the gaps in the summary below:**

Over the \_\_\_\_\_ of the last weekend, the local authority collected 20 tonnes of rubbish from one beach. It costs the authority a great \_\_\_\_\_ of money to collect the rubbish, but they take \_\_\_\_\_ in their beach, and they want to \_\_\_\_\_ visitors. The leader of the local council would like people to take \_\_\_\_\_ for their rubbish and take it home.

He believes that there is an \_\_\_\_\_ of personal responsibility, but that suppliers should also think about how they \_\_\_\_\_ their goods. He says that the council needs to attack the problem at both \_\_\_\_\_.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2014/01/ielts-listening-litter-topic.html)**|**[**Comments (45)**](http://ielts-simon.com/ielts-help-and-english-pr/2014/01/ielts-listening-litter-topic.html#comments)

**Tuesday, January 14, 2014**

[**IELTS Listening: more practice**](http://ielts-simon.com/ielts-help-and-english-pr/2014/01/ielts-listening-more-practice.html)

***Listen to two students talking about lectures and seminars at university, and fill the gaps in the summaries below.***

[**Click here to listen**](http://ielts-simon.com/files/lectures-and-seminars.mp3)

**Student A**  
University lectures involve everyone on a course \_\_\_\_\_\_ up and receiving information from one of the \_\_\_\_\_\_ about a particular topic. Seminars, on the other hand, are \_\_\_\_\_\_ group meetings in which students discuss in detail the \_\_\_\_\_\_ of ideas that they heard about in a lecture.

**Student B**  
A university timetable will consist of a \_\_\_\_\_\_ of lectures and seminars. The number of people in lectures can \_\_\_\_\_\_ depending on the course. For my course we have about 400 people in a big lecture \_\_\_\_\_\_. The number of people attending a small-group seminar \_\_\_\_\_\_ between 10 and 20.

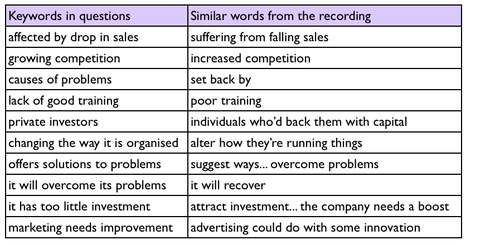
**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2014/01/ielts-listening-more-practice.html)**|**[**Comments (40)**](http://ielts-simon.com/ielts-help-and-english-pr/2014/01/ielts-listening-more-practice.html#comments)

**Tuesday, January 07, 2014**

[**IELTS Listening: keywords**](http://ielts-simon.com/ielts-help-and-english-pr/2014/01/ielts-listening-keywords.html)

I've talked about 'keywords' and keyword tables in many of my reading lessons (including yesterday's video lesson), but we haven't really looked at the same idea in the context of the listening test.

The table below shows the key vocabulary for test 4, section 3 in Cambridge IELTS book 5. Notice how the questions and answers contain similar words, just like those in the reading test.

[](http://ielts-simon.com/.a/6a0120a5bb05d8970c01a510820196970c-pi)

Have you ever made a keyword table for a listening test? I think it's a really useful exercise, especially for sections 3 and 4.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2014/01/ielts-listening-keywords.html)**|**[**Comments (16)**](http://ielts-simon.com/ielts-help-and-english-pr/2014/01/ielts-listening-keywords.html#comments)

**Tuesday, December 17, 2013**

[**IELTS Listening: section 4**](http://ielts-simon.com/ielts-help-and-english-pr/2013/12/ielts-listening-section-4.html)

Section 4 is the most difficult part of the listening test for the following reasons:

* There is no break in the middle of the 10 questions
* You hear one speaker giving a fairly long talk or lecture
* The speaker will speak quite quickly
* A wider range of vocabulary is used, compared to the other sections

Here's my tip: Don't worry too much about this section. Try to get as many points from the other 3 sections as you can, and this will allow you to lose points in section 4. Remember that you can make 10 mistakes and still get a band 7.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2013/12/ielts-listening-section-4.html)**|**[**Comments (21)**](http://ielts-simon.com/ielts-help-and-english-pr/2013/12/ielts-listening-section-4.html#comments)

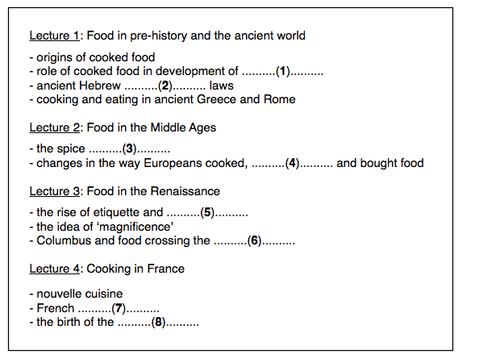
**Tuesday, December 10, 2013**

[**IELTS Listening: more practice**](http://ielts-simon.com/ielts-help-and-english-pr/2013/12/ielts-listening-more-practice.html)

Listen to the following introduction to a series of lectures about food.

[**Click here to listen**](http://ielts-simon.com/files/history-of-food.mp3)

Fill the gaps below with no more than TWO words.

[](http://ielts-simon.com/.a/6a0120a5bb05d8970c019b028622df970d-pi)

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2013/12/ielts-listening-more-practice.html)**|**[**Comments (85)**](http://ielts-simon.com/ielts-help-and-english-pr/2013/12/ielts-listening-more-practice.html#comments)

**Tuesday, December 03, 2013**

[**IELTS Listening: improve your 'ear'**](http://ielts-simon.com/ielts-help-and-english-pr/2013/12/ielts-listening-improve-your-ear.html)

***Improve your 'ear'*** was point 7 in the list of [advice](http://ielts-simon.com/ielts-help-and-english-pr/2013/11/ielts-listening-are-you-doing-these-things.html) that I gave last week. Here's some more practice to help you with that.

I noted down some useful vocabulary while watching the video. [Click here](http://ielts-simon.com/files/the-earth-is-full-1.pdf) to download my notes.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2013/12/ielts-listening-improve-your-ear.html)**|**[**Comments (11)**](http://ielts-simon.com/ielts-help-and-english-pr/2013/12/ielts-listening-improve-your-ear.html#comments)

**Tuesday, November 26, 2013**

[**IELTS Listening: are you doing these things?**](http://ielts-simon.com/ielts-help-and-english-pr/2013/11/ielts-listening-are-you-doing-these-things.html)

Are you doing the following things in order to prepare and practise for the IELTS listening test?

1. working through as many of the tests in the official Cambridge IELTS books as possible - there are 36 full tests if you have all 9 books
2. doing the listening test samples on the official IELTS website [here](http://www.ielts.org/test_takers_information/test_sample/listening_sample.aspx)
3. analysing any mistakes that you make when doing the above tests
4. listening to difficult parts of each test several times, until you hear and understand all of the correct answers
5. checking the written transcripts (at the back of the Cambridge books) carefully for any questions that you found difficult
6. noting new words and any spellings that you got wrong
7. listening to as much English as possible to improve your ear (not just IELTS tests, but news reports, documentaries, talks, presentations, interviews, films, TV programmes etc. that you find on the Internet)

If you're doing all of these things, keep going! You might not notice it, but your listening will be improving gradually.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2013/11/ielts-listening-are-you-doing-these-things.html)**|**[**Comments (20)**](http://ielts-simon.com/ielts-help-and-english-pr/2013/11/ielts-listening-are-you-doing-these-things.html#comments)

**Tuesday, November 19, 2013**

[**IELTS Listening: mastering part 1**](http://ielts-simon.com/ielts-help-and-english-pr/2013/11/ielts-listening-mastering-part-1.html)

Part 1 is supposed to be the easy part of the listening test. It is almost always a simple gap-fill exercise with basic information about some kind of booking or appointment.

But does this mean that you don't need to practise part 1? The answer is no.

I recommend doing lots of practice for part 1. You should be aiming for 10 out of 10 in this part of the listening test because it is likely that you will lose points in parts 2, 3 and 4. In fact, a good idea would be to focus exclusively on part 1 until you regularly get 10 out of 10. Get as many of the official Cambridge books as you can, and do all of the part 1 questions. Don't move on to parts 2, 3 and 4 until you master part 1.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2013/11/ielts-listening-mastering-part-1.html)**|**[**Comments (12)**](http://ielts-simon.com/ielts-help-and-english-pr/2013/11/ielts-listening-mastering-part-1.html#comments)

**Tuesday, November 12, 2013**

[**IELTS Listening: more practice!**](http://ielts-simon.com/ielts-help-and-english-pr/2013/11/ielts-listening-more-practice.html)

Here's another interesting TED presentation. The quick gap-fill exercise below comes from the start of the talk, but I'd recommend watching the whole thing if you have time. Turn the subtitles on if you need help.  
mm

mm  
We live in difficult and challenging \_\_\_\_\_\_ \_\_\_\_\_\_, of course. And one of the first \_\_\_\_\_\_ of difficult economic times, I think, is public spending of any kind, but certainly in the \_\_\_\_\_\_ \_\_\_\_\_\_ at the moment is public spending for science, and particularly curiosity-\_\_\_\_\_\_ science and exploration. So I want to try and convince you in about 15 minutes that that's a ridiculous and \_\_\_\_\_\_ thing to do.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2013/11/ielts-listening-more-practice.html)**|**[**Comments (24)**](http://ielts-simon.com/ielts-help-and-english-pr/2013/11/ielts-listening-more-practice.html#comments)

**Tuesday, November 05, 2013**

[**IELTS Listening: TED videos**](http://ielts-simon.com/ielts-help-and-english-pr/2013/11/ielts-listening-ted-videos.html)

I haven't shared a [TED](http://www.ted.com/) video for a while, so here's one that I found interesting. The presenter speaks clearly, but you can add subtitles if you need them.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2013/11/ielts-listening-ted-videos.html)**|**[**Comments (12)**](http://ielts-simon.com/ielts-help-and-english-pr/2013/11/ielts-listening-ted-videos.html#comments)

**Tuesday, October 29, 2013**

[**IELTS Listening: one word or two?**](http://ielts-simon.com/ielts-help-and-english-pr/2013/10/ielts-listening-one-word-or-two.html)

People often ask me the following question:

*Is it acceptable to write words like "bookshop" or "seafood" as two words (book shop, sea food)?*

To answer this question, you need to look at the question instructions.

* If the instruction says that you can use more than one word, "book shop" and "sea food" would be accepted.
* However, if the instruction tells you to use only one word, you must write "bookshop" or "seafood". If you write two words, it's wrong!

***Note:*** When doing practice tests, use a dictionary to find out whether we normally write one word or two.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2013/10/ielts-listening-one-word-or-two.html)**|**[**Comments (8)**](http://ielts-simon.com/ielts-help-and-english-pr/2013/10/ielts-listening-one-word-or-two.html#comments)

**Tuesday, October 22, 2013**

[**IELTS Listening: advertising**](http://ielts-simon.com/ielts-help-and-english-pr/2013/10/ielts-listening-advertising.html)

The following video is part of a documentary about the issue of advertising to children. As well as being good listening practice, the ideas in the video are really useful for IELTS writing and speaking.

***Watch the video and fill the gaps in the summary below.***

1. Marketers have children in their sights because of their increasing \_\_\_\_\_\_ power.
2. Children spend money on everything from clothes to music to \_\_\_\_\_\_.
3. They directly influence the amount of adult \_\_\_\_\_\_.
4. Marketers have studied the phenomenon of \_\_\_\_\_\_.
5. Advertisers know that children have a lot of power in the \_\_\_\_\_\_.
6. Children are bombarded with over 3000 \_\_\_\_\_\_ messages every day.
7. Companies want to get brand \_\_\_\_\_\_ for life.
8. They want to convince children that life is about \_\_\_\_\_\_.
9. They want to turn children into \_\_\_\_\_\_ customers.

***If you can't see the video, listen to the recording below.***

[**Click here to listen**](http://ielts-simon.com/files/advertising-to-children.mp3)

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2013/10/ielts-listening-advertising.html)**|**[**Comments (40)**](http://ielts-simon.com/ielts-help-and-english-pr/2013/10/ielts-listening-advertising.html#comments)

**Tuesday, October 15, 2013**

[**IELTS Listening: 'money' topic**](http://ielts-simon.com/ielts-help-and-english-pr/2013/10/ielts-listening-money-topic.html)

Here's an interesting presentation that millions of people have watched on YouTube. As well as making useful listening practice, it might help you with ideas for writing task 2 (money topic). The clear descriptions of graphs and bar charts are also useful for writing task 1.

Remember to note down any useful phrases that you hear.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2013/10/ielts-listening-money-topic.html)**|**[**Comments (12)**](http://ielts-simon.com/ielts-help-and-english-pr/2013/10/ielts-listening-money-topic.html#comments)

**Tuesday, October 08, 2013**

[**IELTS Listening: gap-fill**](http://ielts-simon.com/ielts-help-and-english-pr/2013/10/ielts-listening-gap-fill.html)

Listen to the following talk about mistakes to avoid when writing a CV (curriculum vitae = a document that summarises your education and work experience).

[**Click here to listen**](http://ielts-simon.com/files/cv.mp3)

***Fill the gaps below with a MAXIMUM of THREE WORDS.***

Common mistakes when writing a CV:

1. Having a \_\_\_\_\_\_ CV without a good structure.  
2. Writing \_\_\_\_\_\_, with long paragraphs or sentences, will lose people's \_\_\_\_\_\_.  
3. It's often hard to spot your own \_\_\_\_\_\_.  
4. Unexplained gaps in the dates on your CV will raise questions about what you might be \_\_\_\_\_\_.  
5. A gap in the dates could cause an employer to think \_\_\_\_\_\_.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2013/10/ielts-listening-gap-fill.html)**|**[**Comments (55)**](http://ielts-simon.com/ielts-help-and-english-pr/2013/10/ielts-listening-gap-fill.html#comments)

**Tuesday, October 01, 2013**

[**IELTS Listening: what is blended learning?**](http://ielts-simon.com/ielts-help-and-english-pr/2013/10/ielts-listening-what-is-blended-learning.html)

Watch the following video or listen to the recording below it.

[**Click here to listen**](http://ielts-simon.com/files/blended-learning.mp3)

***Fill each gap in the summary below using a maximum of 2 words.***

People think that blended learning could be the next \_\_\_\_\_ in education. In a nutshell, blended learning is a mix of face-to-face learning and \_\_\_\_\_. A concrete example is a teacher who records maths videos and posts them onto her school’s \_\_\_\_\_. Students can watch the videos and take tests. A report tells the teacher how well her students understood the \_\_\_\_\_, and this means that she can plan her next lesson \_\_\_\_\_.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2013/10/ielts-listening-what-is-blended-learning.html)**|**[**Comments (43)**](http://ielts-simon.com/ielts-help-and-english-pr/2013/10/ielts-listening-what-is-blended-learning.html#comments)

**Tuesday, September 24, 2013**

[**IELTS Listening: how to use practice tests**](http://ielts-simon.com/ielts-help-and-english-pr/2013/09/ielts-listening-how-to-use-practice-tests.html)

It's a good idea to do practice tests (e.g. using the Cambridge IELTS books) in preparation for the listening exam. Here's some advice to help you benefit from doing practice tests:

**1. Your score is not the most important thing**  
The important thing is what you have learnt by doing the test. Were there any new words or phrases that you can learn? What did you find difficult? Did any of the questions trick you? In other words, what do you need to do to improve your score?

**2. Check how accurate your answers are**  
Be strict with yourself; every grammar or spelling mistake is important. For example, if the speaker says "The library has a collection of newspapers", you must ***not***write "collection of newspaper".

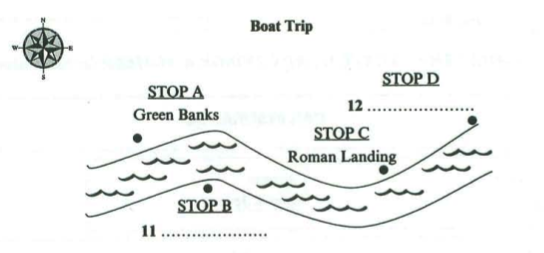
**3. Get into the habit of moving on**  
If you missed something, forget about it and move on. Always prepare for the next question rather than worrying about a previous question. When you are given 30 seconds to check your answers, use the time to look at the next section instead.

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2013/09/ielts-listening-how-to-use-practice-tests.html)**|**[**Comments (9)**](http://ielts-simon.com/ielts-help-and-english-pr/2013/09/ielts-listening-how-to-use-practice-tests.html#comments)

**Tuesday, September 17, 2013**

[**IELTS Listening: diagram gap-fill**](http://ielts-simon.com/ielts-help-and-english-pr/2013/09/ielts-listening-diagram-gap-fill.html)

Sometimes you have to label a diagram in the listening test. For example, the diagram below comes from Cambridge IELTS book 7.

[](http://ielts-simon.com/.a/6a0120a5bb05d8970c015438887b97970c-pi)

Many students miss the answers for this type of question because they get "lost" on the diagram. They don't know where to look.

There is one simple technique to avoid this problem: whenever you see a diagram, ***look for the question numbers***. You will always hear the answers in the correct order, so your eyes should go to the first question number first, then move around the diagram following the numbers.

For the question above, your eyes should be looking at the bottom of the picture (question 11) when the recording starts, and your ears should be listening for "stop B".

**Posted by**[**Simon**](http://profile.typepad.com/6p0120a5bb05d8970c)**in**[**IELTS Listening**](http://ielts-simon.com/ielts-help-and-english-pr/ielts-listening/)**|**[**Permalink**](http://ielts-simon.com/ielts-help-and-english-pr/2013/09/ielts-listening-diagram-gap-fill.html)**|**[**Comments (11)**](http://ielts-simon.com/ielts-help-and-english-pr/2013/09/ielts-listening-diagram-gap-fill.html#comments)