

# IELTS LISTENING

Cẩm nang học IELTS từ A-Z



**WISE**  
ENGLISH

# Chúng tôi là WISE ENGLISH

Bạn đọc thân mến!

Có một nhà thám hiểm huyền thoại từng nói “Nếu một người, vì bất kì lý do gì, có được một cuộc đời phi thường, thì người đó không được quyền giữ nó cho riêng mình”. Cũng có ai đó nói rằng “Kiến thức chỉ có giá trị khi nó được nhân rộng”.

Đây chắc hẳn là lý do khiến sứ mệnh giúp các bạn trẻ Việt Nam thay đổi phương pháp học tiếng Anh không ngừng sục sôi trong trái tim đầy nhiệt huyết của đội ngũ WISE ENGLISH – những người đã và đang gặt hái được vô vàn thành công trên con đường chinh phục ngôn ngữ.

WISE ENGLISH là ý tưởng được nung nấu và ấp ủ với nhiều năm không ngừng nghiên cứu, thử nghiệm, cải thiện và dần đi đến hoàn thiện. WISE ra đời, mang theo **sứ mệnh cao cả là giúp các bạn trẻ Việt Nam thay đổi phương pháp học tiếng Anh theo TƯ DUY NÃO BỘ (NLP) và NGÔN NGỮ để chinh phục ngôn ngữ này một cách NHANH NHẤT và HIỆU QUẢ NHẤT**. Đây cũng chính là những phương pháp đã được áp dụng thành công và mang lại những kết quả không tưởng cho chính đội ngũ nhà sáng lập của WISE ENGLISH. Trên chặng đường hoàn thiện và phát triển, WISE luôn tự hào với học viên và cả chính bản thân vì những điều khác biệt không ngừng được tạo ra từng ngày, từng giờ. Thay vì khiến học viên phải chết chìm trong phương pháp học tiếng Anh truyền thống, kém hiệu quả, phương pháp mới của WISE mở ra một cánh cửa mới cho người học, **rút ngắn 80% thời gian học** so với phương pháp truyền thống trên trường hoặc đang được sử dụng tại các trung tâm Anh ngữ khác. Đồng thời, WISE hướng dẫn học viên trở về học ngôn ngữ một cách TỰ NHIÊN NHẤT để cảm nhận “giai điệu” phong phú của tiếng Anh, cũng bởi vì, tiếng Anh là một ngôn ngữ tuyệt diệu và đầy cảm xúc, thứ sẽ giúp bạn thể hiện bản thân mình theo rất nhiều cách khác nhau.

Sau những chặng đường gian khổ đã trải qua, những thành tựu mà WISE đã đạt được vượt trên cả những thành công về mặt lợi nhuận, là những thứ còn tuyệt vời hơn, điều mà WISE luôn ao ước, đó là có thể chạm đến, thay đổi và cải thiện trình độ tiếng Anh cho rất nhiều học viên, những người với những xuất phát điểm hoàn toàn khác nhau.

WISE ENGLISH rất vui mừng khi nhìn thấy bạn đang dành thời gian của mình để có trên tay cuốn sách này. Chắc hẳn bạn đang muốn cải thiện khả năng tiếng Anh của mình và dù bạn đang loay hoay và mù mờ về mặt định hướng học tiếng Anh của mình ra sao thì hãy cứ bình tĩnh vì WISE biết cách để giúp bạn đi đúng con đường cần đi và áp dụng đúng phương pháp cần thực hiện.



## LỜI NÓI ĐẦU

***“Study Smarter, not Harder” - WISE ENGLISH -***

Các bạn đang cầm trên tay quyển sách **“IELTS LISTENING - CẨM NANG HỌC IELTS TỪ A-Z”** được tổng hợp và biên soạn bởi đội ngũ **WISE ENGLISH**.

IELTS (International English Language Testing System) là một hệ thống bài kiểm tra về khả năng sử dụng thành thạo tiếng Anh được trải dài qua 4 kỹ năng Nghe (Listening), Nói (Speaking), Đọc (Reading), Viết (Writing). Cấu trúc bài thi IELTS LISTENING gồm **40** câu hỏi chia đều cho **4** sections với độ dài thời gian trong **40** phút. Thí sinh được phép nghe duy nhất **1** lần, gồm **4** đoạn hội thoại và độ khó tăng dần qua các section. Trước mỗi phần nghe, thí sinh sẽ có khoảng **30** giây để xem trước các câu hỏi và sau khi đoạn recording kết thúc, thí sinh sẽ có **10** phút để chuyển đáp án sang tờ làm bài (answer sheet).

Listening là một kỹ năng không dễ đối với người Việt Nam chúng ta nói chung và học viên học IELTS nói riêng. Chưa có một số liệu thống kê chính thức về trung bình người Việt hiểu bao nhiêu phần trăm đoạn hội thoại của người bản xứ, nhưng với kinh nghiệm giảng dạy lâu năm của Founder và đội ngũ WISE ENGLISH thì có thể ước lượng trung bình các học sinh Việt Nam hiểu được tầm 20-50% khi giao tiếp với người bản xứ. Con số này có nghĩa là nếu người bản xứ nói ra 100 từ thì chúng ta trung bình chỉ hiểu được từ 20 đến maximum là 50 từ mà thôi.

Trong IELTS thì kỹ năng Listening là một kỹ năng không hề đơn giản. IELTS đòi hỏi người học phải có được độ **NGHE HIỂU** để thật sự hiểu đoạn hội thoại nói gì và tránh được các bẫy khi làm bài. Thông thường cách dạy Listening trên trường với các bài tập điền từ luyện đôi tai chúng ta kỹ năng “nghe theo từ vựng”, tức là “catch” các từ vựng khi nghe giống với từ vựng trong câu hỏi để điền vào chỗ trống. Điều này thật tai hại với kỹ năng NGHE và không giúp ích gì trong việc **NGHE HIỂU** của chúng ta, và đây là một trong những lý do các bạn sĩ tử IELTS thường hay “fail” trong skill Listening.

IELTS thật sự đòi hỏi chúng ta đạt được độ **NGHE HIỂU** để giao tiếp được trong đời sống thường ngày. Nếu bạn đạt 6.5 IELTS Listening, chắc chắn bạn có thể nghe hiểu các đoạn hội thoại thông thường khi giao tiếp với người bản ngữ.

Thấu hiểu những điều trên, WISE cho ra đời quyển sách "**IELTS LISTENING - CẨM NANG HỌC IELTS TỪ A-Z**". Đây là quyển sách hữu ích đối với những ai vẫn đang trong giai đoạn mới bắt đầu. Bởi nó sẽ giúp bạn hiểu rõ hơn về các dạng bài thường gặp trong đề thi IELTS LISTENING, cách xử lý từng dạng bài cũng như cải thiện kỹ năng **NGHE HIỂU** của bạn.

### Quyển sách này có gì?

Với **08 bài học** tương ứng với 08 dạng câu hỏi khác nhau và thường bắt gặp trong bài thi IELTS Listening, bạn học sẽ được làm quen với cách tiếp cận mỗi dạng đề và các bước làm bài để xử lý từng dạng câu hỏi đó. Điểm trọng tâm của mỗi bài là phần **Strategies (Chiến lược làm bài)** hướng dẫn cụ thể các bước xử lý từng dạng bài và **Tips - một số mẹo** làm bài để đạt kết quả cao nhất. Tiếp đến, sách cung cấp ví dụ **Examples** để bạn dễ hình dung các bước, đồng thời kèm theo bài tập thực hành **Exercises** được chia cấp độ từ dễ đến khó nhằm giúp bạn học luyện tập thêm, hoặc thầy cô giáo nếu dùng quyển sách này có thể cho học viên làm tại lớp. Phần cuối mỗi lessons là **Homework** dùng để tự học, tự luyện tập hoặc thầy cô ra bài tập về nhà.

Vậy bạn có cần một ai hướng dẫn giải các bài tập trong sách không? Chắc chắn là không, vì phần thứ hai của quyển sách là **Answer Key** có đầy đủ đáp án và script của các bài nghe. Bạn đừng vội xem Answer Key trước khi làm hết các bài tập trong sách nhé! Hãy xem Answer key sau cùng, để bạn học rút ra được kinh nghiệm làm bài cho mình, và việc sử dụng sách sẽ hiệu quả hơn.

Vì quyển sách bằng ngôn ngữ tiếng Anh, nên trước mỗi bài (Lesson), WISE có soạn một số hướng dẫn và tóm tắt bằng tiếng Việt để bạn đọc tiện nắm các ý chính và dễ theo dõi. Học hoàn toàn bằng ngôn ngữ tiếng Anh cũng giúp các bạn nhanh nâng cao trình độ của mình. Đó là lý do đội ngũ WISE soạn sách hoàn toàn bằng tiếng Anh.

## Học quyển sách này thế nào?

Để đạt độ **NGHE HIỂU** tốt, bên cạnh việc giải các bài tập thông thường, bạn vui lòng làm theo phương pháp **Transcribing** như sau:

**Bước 1:** Khi làm bài nghe, bạn thực hiện chép chính tả, tức là bạn pause sau mỗi một câu và nghe lại khoảng 03 lần (nếu bạn chưa quen có thể nghe nhiều lần hơn), và bạn ghi vào giấy những gì bạn nghe được. Ghi cả câu. Nếu không nghe được, hãy đoán. Nếu không đoán ra được từ người bản xứ vừa đề cập, hãy để trống. Bạn hãy làm điều này cho đoạn nghe từ 3-5 phút thôi nhé.

**Bước 2:** Sau khi ghi ra giấy, bạn kiểm tra transcript ở phần Answer Key cuối quyển sách. Những đoạn bạn chưa nghe được, vui lòng dùng bút khác màu sửa vào đó. Hãy học từ những đoạn bạn chưa nghe được, đa phần là do một trong các lý do sau:

- **Lỗi Phát âm:** Bạn chưa phát âm đúng từ vựng nên nghe không được
- **Lỗi Từ vựng:** Bạn chưa biết từ vựng đó nên nghe không tốt
- **Lỗi Nhấn nhá:** Đây là lỗi phổ biến, làm cho người nghe cảm giác như bài nói quá nhanh. Thật ra người bản ngữ luôn nhấn nhá, nuốt âm, bỏ chữ trong câu, làm bạn cảm thấy không nghe được.

**Bước 3:** Sau khi bạn biết các lỗi mình thuộc dạng nào, hãy làm như sau:

- **Đối với lỗi Phát âm:** học lại phát âm trong từ điển Oxford, Cambridge, hoặc đến các lớp phát âm của WISE ENGLISH để học chuẩn IPA.
- **Đối với lỗi Từ vựng:** học theo Phương pháp Học từ vựng 06 bước (bạn có thể lên website wiseenglish.vn hoặc đặt mua quyển sách của WISE để nắm rõ tác dụng của phương pháp đặc biệt này)
- **Đối với lỗi Nhấn nhá:** học nghe và lặp lại sao cho giống người bản xứ trong đoạn băng nhất có thể, đồng thời ghi âm. Hãy nghe lại và lặp đi lặp lại cách này cho đến khi bạn nhấn nhá, nuốt âm, bỏ chữ gần giống với người bản xứ nhất. Hãy học cách nói của họ đối với các từ vựng không phải là keywords trong câu như: "a", "the", "is", "are", "of"... (tức những từ không chứa đựng thông tin quan trọng) để rèn luyện đôi tai của bạn nghe được cả những từ mà người bản xứ thường hay bỏ qua, và lướt nhanh này.

Khi đôi tai của bạn có khả năng nhận biết được cả những từ không quan trọng này trong câu, bạn đang tiến gần hơn đến khả năng NGHE HIỂU TỰ ĐỘNG rồi đấy!

### Quyển sách này dành cho ai?

Quyển sách này dành cho các bạn mới bắt đầu làm quen với IELTS, đã có nền tảng tiếng Anh tương đương A2 của khung năng lực châu Âu (CEFR) và có mục tiêu đạt **IELTS 5.5 – 6.5 trở lên**.

Quyển sách này được thiết kế để dành cho tự học, hoặc thầy cô có thể sử dụng như sách giáo khoa trên lớp. Sách cung cấp đủ các bài học để có thể giảng dạy trong vòng 50-60 giờ.

### Tác giả quyển sách này là ai?

Cả 2 bộ sách **“CHIẾN LƯỢC LÀM BÀI BAND 9.0”** và **“CẨM NANG HỌC IELTS TỪ A-Z”** là sản phẩm do đội ngũ Giáo Viên và Phát triển chất lượng của WISE ENGLISH với **IELTS 8.0+** biên soạn và tổng hợp trong suốt quá trình dạy và tiếp nhận những khó khăn, thách thức của các bạn học viên, với người chịu trách nhiệm chính đó là nhà sáng lập WISE ENGLISH, anh **Lưu Minh Hiểu (Thạc sĩ trường ĐH Kinh tế và Khoa học Chính trị London – LSE, Cử nhân ĐH Manchester, Anh quốc, loại Xuất sắc, top 0.5% sinh viên xuất sắc nhất toàn trường, thầy giáo dạy kèm nhiều sinh viên Anh, Mỹ, Châu Âu)**, đồng thời là người sáng lập phương pháp **Học từ vựng 6 bước** ứng dụng **Ngôn ngữ lập trình Tư duy (NLP)** vào việc học ngôn ngữ.

WISE ra đời với Sứ mệnh giúp các bạn trẻ Việt Nam thay đổi phương pháp học tiếng Anh theo **TƯ DUY NÃO BỘ (NLP)** và **NGÔN NGỮ** để chinh phục ngôn ngữ này một cách **NHANH NHẤT** và **HIỆU QUẢ NHẤT**.  
Slogan của WISE là **“Study Smarter, not Harder”**.





WISE ENGLISH tin rằng **“IELTS LISTENING - CẨM NANG HỌC IELTS TỪ A-Z”** sẽ mang đến cho bạn một trải nghiệm thú vị và bổ ích. Đây chắc chắn sẽ là kim chỉ nam giúp các bạn đạt được điểm số cao trong bài thi IELTS Listening, đồng thời thành công trên con đường chinh phục IELTS.

Chắc hẳn quyển sách còn nhiều thiếu sót, mọi góp ý xin gửi về hòm thư điện tử **[ebook@wiseenglish.vn](mailto:ebook@wiseenglish.vn)** để giúp các tác giả hoàn thiện quyển sách hơn và các lần tái bản sau sẽ có quyển sách tốt hơn đến với quý vị độc giả.

WISE ENGLISH chân thành cảm ơn và chúc các bạn học tập thật tốt!



# CẢM NHẬN ĐỘC GIẢ



**Trương Hoàng Vũ**, 16 tuổi, học sinh

Đối với em thì giáo trình của WISE rất hay ạ. Vừa có thể đưa ra cho em được rất nhiều dạng câu hỏi LISTENING hay gặp trong bài thi IELTS. Vừa hướng dẫn chi tiết cách giải quyết các dạng câu hỏi đó. Nhiều là vậy nhưng lại không hề rối một chút nào bởi luôn có rất nhiều bài tập chọn lọc để nắm chắc kiến thức. Bên cạnh đó, em còn tiếp thu được rất nhiều từ vựng thông qua mỗi bài học.



**Nguyễn Thị Bảo Trâm**, 17 tuổi, học sinh

Từ nhỏ, em đã có thói quen nghe đi nghe lại những câu nói thú vị của các nhân vật hoạt hình yêu thích trên TV, cố gắng nhại lại sao cho thật giống bản gốc. Có lẽ thế mà dần dần em cũng không còn cảm giác choáng ngợp khi nghe một ngôn ngữ lạ, đặc biệt là tiếng Anh. Cũng chính vì vậy, LISTENING là kỹ năng em catch up nhanh nhất. Đọc bộ sách "CẨM NANG HỌC IELTS TỪ A-Z" của WISE, em biết được mình cần phải làm gì để không lãng phí thời gian, có phương pháp chinh phục và nâng band IELTS hiệu quả nhất. Em thấy phấn khích khi được nghe audio và thực hành các bài tập trong sách. Sau mỗi bài học, cảm thấy khi mình hiểu đoạn hội thoại mà người ta nói rất đã. Từng chiến thuật, kỹ năng đều được sách phân tích kĩ. Và đối với em, em cảm thấy cực kì hài lòng về bộ sách. Thật đúng đắn khi lựa chọn để cải thiện trình độ, nâng cao kỹ năng. Việc nghe nói tiếng Anh của em trở nên tự nhiên và dễ dàng hơn rất nhiều.



# CẢM NHẬN ĐỘC GIẢ



**Nguyễn Phương Ngọc, 16 tuổi, học sinh**

Cảm nhận đầu tiên của em là sách CẨM NANG HỌC IELTS TỪ A-Z” bên WISE khá dày ạ! Nội dung LISTENING được đầu tư kỹ lưỡng và chi tiết với rất nhiều mẫu câu, ví dụ cũng như từ vựng. Chất lượng sách thì rất tốt. Em đặc biệt thích phần bài tập được bổ sung rất nhiều dạng và đều có phần giải chi tiết ở cuối sách nên em có thể thoải mái luyện tập thêm ở nhà sau mỗi buổi học.



**Võ Thị Phương Nhung, 17 tuổi, học sinh**

Em cảm thấy khi tiếp xúc với quyển sách này, đặc biệt kỹ năng LISTENING, những thứ trước kia em chưa tìm ra mấu chốt để làm bài phần nghe thì nay đã thông. Nó giúp em có thể tiếp tục đào sâu vào quá trình học tập của mình. Sách thích hợp với những bạn mới bắt đầu luyện nghe. Giới thiệu tất cả các loại câu hỏi thường gặp trong bài thi IELTS Listening được chia đều thành nhiều lesson cùng với tổng hợp các mẹo làm bài thi LISTENING hiệu quả. Những tips đơn giản và dễ nhớ nên bạn có thể áp dụng xuyên suốt từ khi bắt đầu ôn luyện. Ngoài ra từng lesson còn cung cấp cho các bạn một số từ vựng mới kèm theo đó là cách paraphrase của nó để dễ dàng tìm keyword – đó là điểm quan trọng để làm phần nghe dù độ khó cỡ nào. Từ đó giúp các bạn tiếp cận nhanh chóng và làm quen với kỹ năng này và nâng band của mình lên nếu các bạn chịu khó làm bài tập trong sách

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## 01

## IELTS LISTENING OVERVIEW

## GAP-FILLING (Form/ Note/ Table completion)

Trong bài học đầu tiên các bạn sẽ được làm quen với cấu trúc đề bài thi IELTS LISTENING. Bài học đề cập đến dạng bài thường gặp nhiều nhất trong đề thi là GAP-FILLING (FORM/ NOTE /TABLE COMPLETION) đồng thời gợi ra chiến lược Strategies và mẹo làm bài - Tips chung dành cho tất cả dạng câu hỏi trong bài thi IELTS Listening.

Bài thi IELTS LISTENING bao gồm các câu hỏi kiểm tra khả năng hiểu toàn ý và chi tiết, khả năng hiểu quan điểm và thái độ của người nói, khả năng hiểu mục đích của bài nói và khả năng quan sát theo dõi sự phát triển các ý. Cấu trúc bài thi IELTS LISTENING gồm **40 câu hỏi** chia đều cho **4 sections** với độ dài thời gian trong **40 phút**. Thí sinh được phép nghe duy nhất **1 lần**, gồm **4 đoạn hội thoại** và độ khó tăng dần qua các section bao gồm: *độc thoại, đàm thoại do người bản xứ hoặc do hai đến nhiều người có giọng phát âm khác nhau của nhiều quốc gia*. Các câu hỏi thường được nghe theo thứ tự của băng, không đảo trật tự vì vậy các bạn có thể dễ dàng nắm bắt được cả bài nghe. Trước mỗi phần nghe, thí sinh sẽ có khoảng **30 giây** để xem trước các câu hỏi và sau khi đoạn recording kết thúc, thí sinh sẽ có **10 phút** để chuyển đáp án sang Answer sheet – Phiếu điền đáp án

- *Section 1:* Đây được xem là phần nghe dễ nhất trong bài thi, bao gồm các cuộc đối thoại hằng ngày với những chủ đề quen thuộc trong cuộc sống.
- *Section 2:* Bạn sẽ được nghe một đoạn độc thoại có chủ đề quen thuộc trong cuộc sống.
- *Section 3:* Bạn được nghe một cuộc đối thoại giữa 2 – 4 người, thảo luận về một vấn đề học thuật với các từ ngữ học thuật và chuyên môn được sử dụng trong môi trường giáo dục hoặc đào tạo.
- *Section 4:* Một đoạn độc thoại về chủ đề học tập, chẳng hạn một bài giảng đại học, phần này không có thời gian nghỉ giữa các đoạn thông tin.

Các dạng câu hỏi thường gặp trong bài thi IELTS Listening:

### 1. Gap-fill questions

Trong Gap-fill sẽ được phân ra các dạng bài nhỏ như: *Form Completion Questions; Note Completion Questions; Table Completion; Flow Chart Completion Questions; Sentence Completion Question; Summary Completion Questions*

## 2. Multiple Choice Questions

## 3. Short Answer Questions

## 4. Sentence completion

## 5. Labelling Questions

Labelling Questions được chia thành 2 loại nhỏ bao gồm: *Map/Plan Labelling Questions* và *Diagram Labelling Question*

## 6. Classification

## 7. Matching

**Gap filling** (điền vào chỗ trống) là một trong dạng bài dễ trong IELTS LISTENING, đặc biệt là chiếm gần trọn cả **section 1** và **section 4**. Bạn cảm thấy sự khác biệt cơ bản giữa hai section đó là ở **section 1** phần nghe được nói chậm và rõ ràng, **section 4** tốc độ nghe sẽ nhanh hơn và thông thường sẽ là một bài luận hay diễn văn tập trung về một đề tài. Bài học hôm nay ta sẽ làm quen với dạng cơ bản của câu hỏi **Gap filling**:

- **Form completion**

Thường dạng này sẽ xảy ra trong cuộc sống hằng ngày như một *khóa học*, *tài liệu hành chính* hoặc *đơn xin việc*.

- **Note completion**

Thường dạng này sẽ được đánh số hoặc dưới dạng gạch đầu dòng.

- **Table completion**

Đối với dạng này, cách làm bài sẽ dựa vào Heading để biết được thông tin cần nghe và làm bài dễ dàng hơn.

Chiến lược - **Strategies** để giúp bạn xử lý dạng bài này như sau:

1. Đọc kĩ hướng dẫn đề bài và chú ý **Word Limit** (*Giới hạn từ*).
2. Đọc các câu hỏi/ câu thông tin được cho, gạch chân keywords đồng thời xác định loại từ cho từ cần điền.
3. Nghe kĩ và trả lời câu hỏi.



Mỗi bước làm sẽ được giải thích chi tiết, đính kèm ví dụ (**Examples**) và bài tập **Exercises** để người học hiểu sâu hơn cách làm bài. Cuối bài học là **Homework** để các bạn có thể tự luyện tập tại nhà.



## 01

## IELTS LISTENING OVERVIEW

## GAP-FILLING (Form/ Note/ Table completion)

## I. OBJECTIVES

**This lesson will provide:**

- General information about IELTS Listening Test.
- Tips and strategies to deal with Gap Filling Question type (Form/ Note/ Table completion).

## II. LISTENING OVERVIEW

## IELTS Listening test

- IELTS Listening test is made to assess your listening abilities. This module is the same for Academic and General IELTS.

<b>Time</b>	40 minutes
<b>Questions</b>	40
<b>Sections</b>	4

- The Listening module takes 40 minutes: 30 minutes for testing and 10 minutes for transferring your answers to the answer sheet.

- There are 40 questions in Listening module, with 10 questions in each section. In the IELTS Listening, you will hear the text **ONCE ONLY**. Each section is gradually more difficult and the test is divided up as follows:

- **Section 1:** Conversation between 2 speakers about everyday situations.

This is the easiest section. Speaker talks quite slowly, making pauses. The key information is usually repeated.

**Examples:** Two people talking about their journey planning; one person asking another how to reach an unknown city; woman giving advice to her colleague about a new project; two men discussing results of a football match; tourist registering at the hotel etc.

- **Section 2:** A monologue about everyday situations.

Speaker talks quite slowly, but makes fewer pauses than in previous section.

**Examples:** Information for potential buyers about new-built flats, radio interview about lake resort, advertisement about positive effects of a new toothbrush etc.

- **Section 3:** Conversation between 2, 3 or 4 speakers about educational or training situations.

This section is harder than the two previous, speakers discuss topics at a faster pace and sometimes use advanced vocabulary.

**Examples:** Students talking about a class assignment, people discussing professor's academic speech etc.



- **Section 4:** A monologue on academic subject.

It is the most difficult section. There is no break in the middle, the speaker talks quite quickly and uses a wide range of vocabulary.

**Examples:** Lecture about endangered species, talk on bringing up children subject, speech about global warming and its effects, lecture about forest reserve etc.

 **Note:** You will be given about **30 seconds** to study the questions before the start of each section.



### IELTS Listening score

Each of the 40 questions is worth 1 point. Depending on how many points you gain, you can receive a score from 0 to 9 points for the Listening Section. The following **conversion table** applies to calculate your IELTS Listening score:

<b>Raw score (out of 40)</b>	39- 40	37- 38	35- 36	32- 34	30- 31	26- 29	23- 25	18- 22	16- 17	13- 15	10- 12	8- 10	6-7	4-5
<b>Band score</b>	9	8.5	8	7.5	7	6.5	6	5.5	5	4.5	4	3.5	3	2.5

There are several different types of question and each requires a different strategy so you should familiarise yourself with all of them. They include:



Task type	What do I have to do?
Gap filling (Notes/summary/table/flow-chart completion)	Complete notes/a summary/table/flow-chart with a suitable word or words within the word limit given.
Multiple choice	Choose one answer from alternatives A-C Choose two answers from alternatives A-E
Short-answer questions	Answer questions in the word limit given
Sentence completion	Complete a sentence with a suitable word or words within the word limit given.
Labeling a diagram, plan or map	Label a diagram/plan or map with a suitable word (or words) or by choosing from a box of possible answers.
Classification	Classify the information given in the question according to three different criteria (A, B or C). These may be dates, names, types, etc.
Matching	Match a list of statements to a list of possible answers in a box (e.g. people, theories or dates).

### III. GAP FILLING (Form/ Note/ Table completion)

#### 1. Overview

- In this question type, you will see a form, note, table, flowchart or a summary with missing words.

- Normally the answers will be one or two words long. You might be asked to listen for **factual information**, such as **phone numbers, dates and times**.

In this lesson, we will look at how you should answer the form, note and table completion types in more detail.

- These types of questions usually occur in all sections.

#### 1.1 Form completion

You have probably filled out many forms during your life, for courses, official documents or job applications. In the listening test, you may see a form with missing information, which includes *names, dates and numbers*.

You would hear information in the test that will allow you to complete the form by filling in the missing information.

 **Note:** Before listening to the sound clip during the test you should read through the form and try to predict the word that would be suitable for each gap.



**Example:**

**Questions 6-10**

**Completion the booking form below. Write ONE WORD AND/OR A NUMBER for each answer.**

**AIRPORT SHUTTLE BOOKING FORM**

To: Milton

Date: **6**.....

No. Of passengers: One

Bus time: **7**.....pm

Type of ticket: Single

Name: Janet **8**.....

Flight No: **9**.....

From: London Heathrow

Address in Milton: Vacation Motel, 24, Kitchen Street

Fare: \$35

Credit Card No: (Visa) **10**.....



**1.2 Note completion**

Notes are often numbered or organised with bullet points. They may also be organised by heading and subheading followed by the organised information.

**Example:**

**Questions 1-10**

**Complete the notes below. Write ONE WORD AND/OR A NUMBER for each answer.**

**EVENTS DURING KENTON FESTIVAL**

**Example:**

Start date: ....16<sup>th</sup> .... May

**Opening ceremony (first day)**

In town center, starting at **1**.....

The mayor will make a speech

A **2**..... will perform

Performance of a **3**..... about Helen Tungate (a **4**.....)

Evening fireworks display situated across the **5**.....

**Other events**

Videos about relationships that children have with their **6**.....

Venue: **7**..... House

Performance of **8**..... dances

Venue: the **9**..... market in the town center

Time: 2 and 5 pm every day except 1<sup>st</sup> day of festival



**Several professional concerts and one by children**  
 Venue: library  
 Time: 6.30 pm on the 18<sup>th</sup>  
 Tickets available online from festival box office and from shops which have the festival **10**..... in their windows

**1.3 Table completion**


- You may be asked to **complete a table**, with gaps for you to complete. The headings in the table will tell you the type of information you will hear and need to listen for. You may have a gap fill table or a task to complete a table with a list of words in a box to choose from.
- To complete a table you will need to write words that you hear in the recording during the test. You will be given a number of words and/or numbers to write in the instructions.

**Example:**

**Questions 6-10**  
 Complete the table below. Write **NO MORE THAN TWO WORDS AND/OR NUMBERS** for each answer.

<b>LONDON ATTRACTIONS</b>			
<b>Name of place</b>	<b>Adults price</b>	<b>Child price</b>	<b>Opening times</b>
Hampton Court Palace	\$16.50	6.....	7..... to.....
Madame Tussuads	8.....	9.....	10 9.30 A.M to .....

**2. Strategies**



**Step 1:** Read the instructions carefully and pay attention to any word limit given.  
**Step 2** Look at the information/options you have been given, highlight any keywords and predict the type of words you should be listening for.  
**Step 3:** Listen carefully and answer the questions.

**Step 1: READ THE INSTRUCTIONS CAREFULLY**

**\* Word limit:**

In the instructions, you will be given the word limit which requires you to fill in each gap with certain words or numbers.

**Example:**

“Write **NO MORE THAN TWO WORDS** for each answer” means that you may need to write one word or two words.

“Write **NO MORE THAN ONE WORD AND/OR A NUMBER** for each answer” means that if you write more than one word, your answer will be wrong. However, your answer could be included one word and a number such as “16<sup>th</sup> June”; “3 books”; “24 cats”, “£450.50”



**EXERCISE 1:** Look at these instructions below and tick  the correct number of words.

<p><b>a. Write NO MORE THAN TWO WORDS for each answer.</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Beautiful woman</li> <li><input type="radio"/> 12 beautiful woman</li> <li><input type="radio"/> Young beautiful woman</li> <li><input type="radio"/> A beautiful woman</li> </ul>	<p><b>b. Write ONE WORD AND/OR A NUMBER for each answer.</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> 25<sup>th</sup> December</li> <li><input type="radio"/> 25 December</li> <li><input type="radio"/> December</li> <li><input type="radio"/> Twenty-five December</li> </ul>
<p><b>c. Write ONE WORD ONLY for each answer.</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Smith</li> <li><input type="radio"/> John Smith</li> <li><input type="radio"/> His name is Smith</li> <li><input type="radio"/> John</li> </ul>	<p><b>d. Write NO MORE THAN THREE WORDS for each answer.</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> In September</li> <li><input type="radio"/> On Thursday</li> <li><input type="radio"/> 26<sup>th</sup> September</li> <li><input type="radio"/> Celebrating in 26<sup>th</sup> September</li> </ul>
<p><b>e. Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> 2 cats and a dog</li> <li><input type="radio"/> Lovely cats</li> <li><input type="radio"/> A lovely cat</li> <li><input type="radio"/> 3 lovely cats</li> </ul>	<p><b>f. Write NO MORE THAN TWO WORDS for each answer.</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Young talented people</li> <li><input type="radio"/> Young people</li> <li><input type="radio"/> 3 young people</li> <li><input type="radio"/> A young people</li> </ul>

<p><b>g. Write ONLY ONE WORD for each answer.</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> 3 pillows</li> <li><input type="radio"/> 3 beautiful pillows</li> <li><input type="radio"/> Pillows</li> <li><input type="radio"/> A pillow</li> </ul>	<p><b>h. Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> 3 cupcakes</li> <li><input type="radio"/> 4 delicious cupcakes</li> <li><input type="radio"/> 5 beautiful and delicious cupcakes</li> <li><input type="radio"/> Beautiful and delicious cupcakes</li> </ul>
<p><b>i. Write ONLY ONE WORD for each answer.</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> A man</li> <li><input type="radio"/> One man</li> <li><input type="radio"/> Man</li> <li><input type="radio"/> Only one man</li> </ul>	<p><b>j. Write NO MORE THAN TWO WORDS for each answer.</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Design</li> <li><input type="radio"/> Gorgeous design</li> <li><input type="radio"/> A gorgeous house</li> <li><input type="radio"/> 2 beautiful houses</li> </ul>

**\* Instructions**

The instructions will show you how many words you are allowed to write in the gaps.

Taking a moment to understand the whole context of the notes would help you deal with these questions easily.

**Example:**

**a. Form completion**

**Questions 1-5**  
**Complete the notes below**  
**Write ONE WORD AND/OR A NUMBER for each answer.**

→ You are required to answer 5 questions

→ **Word limit: one word or a number or a word with a number**

**b. Sentence completion**

**Questions 5-7**  
**Complete the sentences below**  
**Write NO MORE THAN THREE WORDS for each answer.**

→ You are asked to answer questions 5-7 by filling **no more than three words** in each gap

**Step 2: LOOK AT THE INFORMATION/OPTIONS YOU HAVE BEEN GIVEN, HIGHLIGHT ANY KEYWORDS AND PREDICT THE TYPE OF WORDS YOU SHOULD BE LISTENING FOR**

- Read the information/options carefully and find out keywords. You should think of any **synonyms** and **paraphrases** of the keywords that you may hear.

- Pay attention to the information before and after the gaps to predict the type of words that you are going to listen. For example: noun (proper names, dates, time, numbers), verb, noun phrase, adjective, adverb.



**Example:**

**a. Form completion**

**Question 1**

**Complete the form below. Write ONLY ONE WORD for the answer.**

**BEFORE THE EVENT**

- Will need to confirm booking online
- Speak to manager the day before to arrange1 .....

→ **Keywords:** “Speak to manager the day before to arrange ...”

→ The missing word must be a **noun** as it follows the verb “**arrange**”

**b. Note completion**

**Question 2**

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

**Options:**

- Car hire
- Don't want to drive
- 2.....
- expensive

→ **Keywords:** Car hire

→ The missing word must be a **noun** or an **adjective**

**c. Table completion**

<b>Questions 3-5</b>		
<b>Complete the table below. Write ONLY ONE WORD for the answer.</b>		
<b>Technique</b>	<b>Procedure</b>	<b>Comment</b>
Handpicking 4.....	Remove insects with gloves  Breed "good" insects to attack pests	Effectives and low-cost; but 3.....  so not useful for large farms  Risky due to 5 ..... outcomes

→ *Keywords:*

"Breed "good" insects to attack pests"

"Effectives and low-cost; but 3..... so not useful for large farms"

"Risky due to 5 ..... outcomes"

→ *Types of missing words:*

- (3): an adjective
- (4): a noun
- (5): an adjective



 **EXERCISE 2: Read these questions, underline keywords and predict the type of missing words.**

1.

<b>Questions 1-2</b>
<b>Complete the notes below. Write NO MORE THAN TWO WORDS for each answer.</b>
Course length: 1 _____
Number of hours per week: 2 _____

*Types of missing words:* .....

2.

**Questions 1-5**

Complete the table below. Write **NO MORE THAN TWO WORDS** for each answer.

Possible strategy	Benefits	Problems
Peer group discussion	Increase 1.....	Dissertations tend to contain the same 2.....
Use the 3..... Service	Provides structured programme	Limited 4.....
Consult study skills books	Are a good source of reference	Can be too 5.....

Types of missing words: .....

3.

**Questions 1-3**

Complete the table below. Write **ONE WORD ONLY** for each answer.

**HEALTH CENTER**

Name of center	Doctor's name	Advantage
The Harvey Clinic	Example: Dr. Green	Especially good with 1.....
The 2..... Health practice	Dr Fuller	Offers 3.....appointments

Types of missing words: .....

4.

**Questions 1-2**

Complete the form below. Write **ONLY ONE WORD** for each answer.

Deposit: 1 \$ \_\_\_\_\_

Accommodation: \$200 per week plus

2 \$ \_\_\_\_\_ registration

Types of missing words: .....



5.

**Questions 1-3**

**Complete the notes below. Write ONLY ONE WORD for each answer.**

Full name of applicant: Pieter Henes

Data of birth: **1**.....

Joint account holder(s): No

Current address: **2**.....Exeter

Time at current address **3**.....

Types of missing words: .....

**Step 3: LISTEN CAREFULLY AND ANSWER THE QUESTIONS**

**3. Examples**

 **Example 1:**

**Questions 1-4**

**Complete the notes below. Write ONE WORD AND/OR A NUMBER for each answer.**

<b>CYCLE TOUR LEADER: APPLICANT ENQUIRY</b>
<p><b>Example:</b> Name: Margaret .....<i>Smith</i>.....</p>
<p><b>About the applicant:</b> Wants a <b>1</b>..... job Will soon start work as a <b>2</b>..... Has led cycle trips in <b>3</b>..... Interested in being a leader of a cycling trip for families Is currently doing voluntary work with members of a <b>4</b>.....club</p>

(Cambridge Practice Tests for IELTS 12, Test 8, Section 1)



**\*Preparation time:**

✓ **Step1:**

- Number of questions: 4;
- Types of questions: Note completion;
- Word limit: one word and/ or a number

✓ **Step 2:**

- Keywords: "Wants a 1..... job

Will soon start work as a 2.....

Has led cycle trips in 3.....

Is currently doing voluntary work with members of a 4..... club"

- Type of missing words:

(1): an adjective    (2): a noun    (3): a noun (a place or a name)    (4): a noun or an adjective

✓ **Step 3: Listen and answer the questions**

- **Listen again and check:**

**Bob:** Hello, Pembroke Cycling Holidays, Bob speaking.

**Margaret:** Oh hello. I've seen your advert for people to lead cycle trips. Are you the right person to speak to?

**Bob:** Yes, I am. Could I have your name, please?

**Margaret:** It's Margaret Smith.

**Bob:** Are you looking for a permanent job, Margaret?

**Margaret:** No, temporary (Q1) I've got a permanent job starting in a few months' time and I want to do something else until then.

**Bob:** What work do you do?

**Margaret:** This will probably sound crazy-I used to be a lawyer and then I made a complete career change and I'm going to be a doctor (Q2). I've just finished my training

**Bob:** Right. And have you had any experiences of leading cycle trips?

**Margaret:** Yes, I've led several bike tours in Africa (Q3). The trip to India that I had arranged to lead next months has now been cancelled, so when I saw you were advertising for tour leaders, I decided to apply.

**Bob:** OK. Now we normally have two or three leaders on a trip, depending on the size of the group. Some tours are for very experienced cyclists, but we've got a tour coming up soon in Spain, which is proving so popular we need an additional leader. It's a cycling holiday for families. Would that suit you?

**Margaret:** It certainly would. I enjoy working with children, and I probably need some more experience before I go to a really challenging trip

**Bob:** *That tour includes several teenagers: Have you worked with that age group before?*

**Margaret:** *Yes, I'm a volunteer worker in a youth club (Q4), where I help people to improve their cycling skills."*

**Question 1:**

Bob wanted to know that whether Margaret found a permanent job or not, and Margaret told him that she wanted a temporary job

**Answer: temporary**

**Question 2:**

*"This will probably sound crazy - I used to be a lawyer and then I made a complete career change and I'm going to be a doctor"*

The phrase "going to be" is similar to "soon start work as a".

**Answer: doctor**

**Question 3:**

*"Bob: Right. And have you had any experiences of leading cycle trips?"*

*Margaret: Yes, I've led several bike tours in Africa"*

The phrase "bike tours" has similar meaning to "cycle trips".

**Answer: Africa**

**Question 4:**

*"I'm a volunteer worker in a youth club, where I help people to improve their cycling skills."*

Currently doing voluntary work = volunteer worker.

**Answer: youth**



#### 4. Review and tips

- ✓ Often this conversation is a **telephone conversation**. Based on the information provided in the recording, candidates complete the details in the form.
- ✓ One common trick is for the person to give one piece of information and then correct it later in the recording. Focusing as much as possible during the test.
- ✓ When predicting we should think about **Grammar** and **Subject** such as **phone numbers, address, dates, business names** etc.
- ✓ The recording usually uses **synonyms** so you should make sure you think about the type of information you might hear in the form of synonyms, not just the information you read
- ✓ Be careful not to write over the word limit.
- ✓ Familiarising yourself with how numbers sound in English and remember that the speaker may have an accent from an English speaking country you might not be familiar with, such as **Ireland, Scotland, New Zealand or Canada**.
- ✓ If there is a word, such as a **surname or an address** that is unfamiliar to most people, the recording will **spell** it out.
- ✓ Be aware of some synonyms such as, **weekend** for **Saturday and Sunday** or **fortnight** for **two weeks**.
- ✓ **Names** or **academic words** will **not** be **paraphrased** because they are **unchangeable keywords**. Focusing on information around these words to find out the correct answers.
- ✓ In terms of **measures**, you can write **abbreviation** instead of the whole words. For instance, you should write **10cm** instead of **10 centimeters**.
- ✓ You will often hear more than one piece of information that could fit the gap though, so do not just write the first information that you hear.



- ✓ If you hear words such as '**even though**', '**but**', or '**however**' then this can be a sign that the meaning of a sentence is going to be modified in some way, which may affect your choice.
- ✓ If you do miss an answer or were not sure, then it is ok to take a guess. This is better than leaving a blank space and you never know you might answer correctly!

**2** **EXERCISE 3: Listen carefully and circle the correct numbers.**

- 1 The student from New York bought (50-15) new books last week.
- 2 My uncle George lives at (13-30) King's Road.
- 3 Mr. Johnson was (40-14) minutes late for his lecture.
- 4 It took (16-60) hours to finish his work.
- 5 Mary finished the test in (17-70) minutes.
- 6 My friend Alan lost (19-90) pounds on the first day of class.
- 7 I paid (80-18) pounds for that coat.
- 8 He lives at (5062-1562) Green Street, York.
- 9 Her address is (3040-1340) Farm Street, Brighton.
- 10 We bought (14-40) CDs last month.



(Basic IELTS Listening, Unit 2)

**3** **EXERCISE 4: Listen carefully and circle the correct numbers.**

- 1 My office is on the (6<sup>th</sup>-5<sup>th</sup>) floor.
- 2 The team from Shanghai won the (4<sup>th</sup>-1<sup>st</sup>) place in the tennis match.
- 3 Jim was the (22<sup>nd</sup> -27<sup>th</sup>) in the last marathon race.
- 4 Mary's birthday is on the (25<sup>th</sup> -29<sup>th</sup>) of September.
- 5 Our seats are in the (21<sup>st</sup> -23<sup>rd</sup>) row.
- 6 The meeting will be on the (3<sup>rd</sup> -1<sup>st</sup>) of April.
- 7 The theatre is on the (15<sup>th</sup>-50<sup>th</sup>) Street.
- 8 People celebrated the (45<sup>th</sup>-55<sup>th</sup>) anniversary of the school last year.
- 9 Alaska was the (5<sup>th</sup>-50<sup>th</sup>) state in America.
- 10 The final exam is on the (25<sup>th</sup>-26<sup>th</sup>) of June.



(Basic IELTS Listening, Unit 2)

**4** **EXERCISE 5: Listen to the conversation and write down the information about each person.**

**1** First name: Linda  
Last name: .....  
Country: .....  
Subject: .....

**2** First name: Joseph  
Last name: .....  
Country: .....  
Subject: .....

**3** First name: .....  
Last name: Maclain  
Country: .....  
Subject: .....

(Basic IELTS Listening, Unit 1-9)

**5** EXERCISE 6: Listen to the names of the places and write them down.

1 .....	2 .....	3 .....	4 .....	5 .....
6 .....	7 .....	8 .....	9 .....	10 .....
11 .....	12 .....	13 .....	14 .....	15 .....
16 .....	17 .....	18 .....	19 .....	20 .....

(Basic IELTS Listening, Unit 1)

**6** EXERCISE 7: Listen to the recording and write down the letters.

<p><b>1</b></p> <p>Name: .....</p> <p>What does she do? .....</p> <p>Where is she from? .....</p> <p>What sport does she like? .....</p> <p>How often? .....</p>	<p><b>2</b></p> <p>Name: .....</p> <p>What does he do? .....</p> <p>Where is he from? .....</p> <p>What does he like? .....</p> <p>Where does he work? .....</p> <p>Where does he go at weekend? .....</p>
<p><b>3</b></p> <p>Name: .....</p> <p>What does he do? .....</p> <p>How often does he work? .....</p> <p>Where does he plan to go? .....</p> <p>When does he plan to go? .....</p>	<p><b>4</b></p> <p>Name: .....</p> <p>What does she do? .....</p> <p>Where does she work? .....</p> <p>Where does she plan to go? .....</p> <p>How long does she work on Sundays? .....</p>

(Basic IELTS Listening, Unit 1)

**7** EXERCISE 8: Listen to the recording and write the correct letters.

Name	Where from	Subject
Charles	Leeds	Music
Liz		
Chris		
Paulo		

(Basic IELTS Listening, Unit 1-9)

**8** EXERCISE 9: You will hear some great names in British history. As you listen, write down the years of their birth and death in the correct column.

Name	Birth	Death
Henry VIII		
Queen Elizabeth I		
William Shakespeare		
Queen Victoria		
Sir Winston Churchill		

(Basic IELTS Listening, Unit 2-51)

**5. Practice**

**9** EXERCISE 10:

**Questions 1-8**  
 Complete the notes below. Write ONE WORD AND/OR A NUMBER for each answer.

**THE UNDERGROUND HOUSE**

**Design**

- Built in the earth, with two floors
- The south-facing side was constructed of two layers of **1**.....
- Photovoltaic tiles were attached
- A layer of foam was used to improve the **2** ..... of the building

**Special features**

- To increase the light, the building has many internal mirrors and **3**.....
- In future, the house may produce more **4**..... than it needs
- Recycled wood was used for the **5**..... of the house
- The system for processing domestic **6**..... is organic

**Environmental issues**

- The use of large quantities of **7** ..... in construction was environmentally harmful
- But the house will have paid its environmental debt within **8**.....

(Cambridge Practice Tests for IELTS 9, Test 3, Section 4)

✓ **Step 1:**

Types of questions: .....;      Number of questions: .....;      Word limit: .....

✓ **Step 2: Underline keywords and predict the type of missing words**

.....

✓ **Step 3: Listen to the the recording and answer these questions above**



**EXERCISE 11:**


**Questions 1-10**

**Complete the form below. Write NO MORE THAN THREE WORDS AND/OR A NUMBERS for each answer.**

<b>HOST FAMILY APPLICANT</b>
<i>Example:</i> Name: Jenny Chan
Present address: Sea View Guest House, <b>1</b> ..... Daytime phone number: 2237676 (NB best time to contact is <b>2</b> .....) Age: 19 Intended length of stay: <b>3</b> .....



Occupation while in UK: student  
 General level of English: **4**.....  
 Preferred location: in the **5**.....  
 Special diet: **6**.....  
 Other requirements: own facilities  
 Own television  
**7**.....  
 To be **8**.....  
 Maximum price: **9** £..... a week  
 Preferred starting date: **10**.....



(Cambridge Practice Tests for IELTS 5, Test 4, Section 1)

✓ **Step 1:**

Types of questions:                      Number of questions:                      Word limit:  
 .....;                      .....;                      .....

✓ **Step 2: Underline keywords and predict the type of missing words**

.....

✓ **Step 3: Listen to the the recording and answer these questions above**

 **EXERCISE 12:**

**Questions 1-2**

**Complete the table below. Write ONE WORD AND/OR TWO NUMBERS for each answer.**

**ANTARTIC TREATY**

DATE	EVENT
1870	Polar research meeting
<b>1</b> ..... to .....	1 <sup>st</sup> International Polar year
1957	Antarctic Treaty was proposed
1959	Antarctic Treaty was <b>2</b> .....

(Cambridge Practice Tests for IELTS 7, Test 2, Section 3)

✓ **Step 1:**

Types of questions:

Number of questions:

Word limit:

.....;

.....;

.....

✓ **Step 2: Underline keywords and predict the type of missing words**

.....

✓ **Step 3: Listen to the the recording and answer these questions above**

**IV. HOMEWORK**



**Questions 1-4**

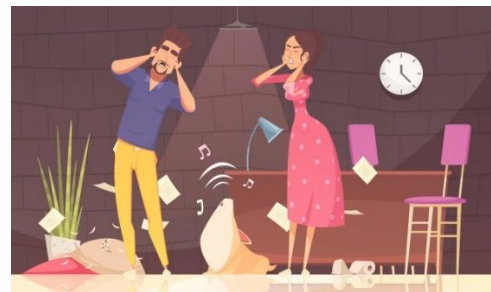
**Complete the notes below. Write ONE WORD ONLY for each answer.**

**NOISE IN CITIES**

Past research focused on noise level (measured in decibels) and people’s responses.

**Noise “maps”**

- Show that the highest noise levels are usually found on roads
- Do not show other sources of noise, e.g when windows are open or people’s neighbours are in their **1**.....
- Ignore variations in people’s perceptions of noise
- Have made people realize that the noise is a **2**..... issue that must be dealt with



**Problems caused by noise**

- Sleep disturbance
- Increase in amount of stress
- Effect on the **3**..... of schoolchildren

**Different types of noise**

Some noises can be considered pleasant e.g the sound of a **4**..... in a town

(Cambridge Practice Tests for IELTS 12, Test 8, Section 4)



2.

**Questions 1-5**

**Complete the table below. Write ONE WORD AND/OR A NUMBER for each answer.**

Hobbies: does a lot of <b>1</b> ....., and is interested in the <b>2</b> .....
On Youth Council, wants to work with young people who are <b>3</b> .....
Will come to talk to the Elections Officer next Monday at <b>4</b> ..... pm
Mobile number: <b>5</b> .....

(Cambridge Practice Tests for IELTS 11, Test 2, Section 1)



3.

**Questions 1-4**

**Complete the table below. Write ONE WORD ONLY for each answer.**

Area	Work to be done	Notes
Kitchen	Replace the <b>1</b> ..... in the door	Fix tomorrow
	Paint all above the <b>2</b> .....	Strip paint and plaster approximately one <b>3</b> ..... in advance
Garden	One <b>4</b> ..... needs replacing (end of garden)	

(Cambridge Practice Tests for IELTS 10, Test 4, Section 1)



4.

**Questions 1-4**

**Complete the form below. Write ONE WORD ONLY for each answer.**

**ITINERARY**

Day 1	Arrive in Kishba
Day 2	Rest day
Day 3	Spend all day in a <b>1</b> ..... Visit a school


Day 4	Rest day
Day 5	See a 2..... with old carvings
Day 6	Rest day
Day 7	Swim in a 3.....
Day 8	Rest day
Day 9	Visit a 4.....
Day 10	Depart from Kishba

(Cambridge Practice Tests for IELTS 7, Test 3, Section 2)



**Questions 1-3**

Complete the form below. Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

<b>CAR INSURANCE</b>	
<i>Example:</i> <b>Name:</b> Patrick Jonse	
<b>Address:</b> 1....., Greenale	
<b>Content number:</b> 730453	
<b>Occupation:</b> 2.....	
<b>Size of car engine:</b> 1200cc	
	<b>Type of car:</b> <b>Manufacturer:</b> Hewton <b>Model:</b> 3..... <b>Year:</b> 1997

(Cambridge Practice Tests for IELTS 7, Test 2, Section 1)

## 02

## GAP-FILLING (Sentence/ Summary completion)

Trong bài học tiếp theo, các bạn sẽ được làm quen với dạng câu hỏi Sentence và Summary Completion. Là một biến thể của Gap-filling, **Sentence/Summary Completion** là dạng bài yêu cầu điền từ còn thiếu vào chỗ trống hoặc chọn đáp án từ danh sách cho trước để **hoàn thành câu** hay **đoạn tóm tắt sẵn**. Đây là dạng thường xuyên xuất hiện và có thể gặp ở tất cả các phần của dạng bài Listening.

Một điểm lưu ý chung đối với cả hai dạng bài này là các từ trong câu hay đoạn tóm tắt được cho trong đề sẽ không giống với những gì bạn sẽ được nghe mà chúng sẽ được paraphrase (*diễn đạt lại bằng cách sử dụng từ vựng, cấu trúc câu*). Vì vậy, điểm mấu chốt là bạn cần tận dụng thời gian để đọc trước các câu hay đoạn tóm tắt này để hiểu nội dung sẽ nghe là gì.

Chiến thuật – **Strategies** để giải quyết dạng bài này như sau:

**Bước 1:** Đọc kỹ yêu cầu đề bài và xác định được số từ và chữ số được phép điền.

**Bước 2:** Đọc trước các câu được cho trong đề, gạch chân Keywords và đoán loại từ cần được điền vào chỗ trống (danh từ, động từ, tính từ, ...). Xác định được keywords để giúp bạn hiểu được nội dung của câu đồng thời theo dõi được thông tin trong bài nghe.

**Bước 3:** Tập trung nghe và điền câu trả lời vào chỗ trống. Đừng quá chú trọng vào một chỗ trống để bỏ qua mất thông tin của chỗ trống còn lại.



Bên cạnh đó, để xử lý dạng câu hỏi này, các bạn cũng cần “bỏ túi” một vài **Tips** hay như:

1. Luôn tận dụng những khoảng nghỉ giữa 2 phần trong bài test và trước khi bài nghe bắt đầu để đọc trước và hiểu câu hỏi bằng cách gạch chân từ khóa.
2. Không tập trung chỉ trả lời một câu hỏi. Nếu không chắc chắn, hãy đoán và chuyển sang câu hỏi kế tiếp. Sử dụng 10 phút cuối để kiểm tra lại spelling và grammar.
3. Thông thường đáp án đúng sẽ được phát âm to và rõ hơn hoặc người nói lặp lại 2 lần hoặc được đánh vần.

4. Lắng nghe những từ nối như “*but*”, “*however*”, “*so*”, ... để nắm được đáp án chính xác bởi vì trong băng thường có những đáp án gây nhiễu để khó xác định.

5. Không viết vượt quá số lượng từ cho phép.

Đối với mỗi bước làm sẽ bao gồm ví dụ minh họa cụ thể – **Examples** để hình dung được cách thức làm bài theo chiến thuật trên. Các ví dụ sẽ luôn kèm theo phần hướng dẫn – **How to do**, nêu rõ các bước cùng lời giải thích chi tiết và cụ thể để bạn có thể tự luyện tập và thực hành phần **Exercises** và **Homework** (Phần Keys sẽ nằm ở cuối quyển sách).



02

## GAP-FILLING (Sentence/ Summary completion)

### I. OBJECTIVES


This lesson will help you prepare for the IELTS listening test by familiarizing you with Sentence and Summary completion questions, giving you some tips and a chance to practice.

### II. OVERVIEW

- Sentence completion and Summary completion can come in all sections of the test.
- These types of questions represent parts of a talk or a conversation.
- There are a lot of types of information related to **dates, places, price, names** and **times**.
- You will be given specific instructions about word limit.

#### 1. Sentence completion

In this type of question, you are given a sentence taken from the listening, and you have to decide which word fits in the gap.

 **Note:** Remember that the sentence will not be exactly the same as what you hear on the audio - it will be **paraphrased** (using different words to what you hear).



#### Example:

##### Questions 23-25

**Complete the sentences below. Write ONE WORD ONLY for each answer.**

**23** Kira says that lecturers are easier to ..... than those in her home country.

**24** Paul suggests that Kira may be more ..... than when she was studying before.

**25** Kira says that students want to discuss things that worry them or that ..... them very much.

#### 2. Summary completion

You will be given a list of sentences that summarise the audio you will listen to. Normally the summary will use **paraphrasing** techniques to change the sentences so that it will be more difficult for the test takers.



**Note:** You should be able to read the sentences before listening and have a very good idea about what you are going to hear.

**Example:**

**Questions 31-34**

Complete the summary below. Write **NO MORE THAN TWO WORDS** for each answer.

**ENVIRONMENTAL EFFECTS OF PESTICIDE USE**

Most pesticides are carried into other environments. They travel along rivers or streams or are carried by the **31**..... They can harm animals or remove their **32**..... causing starvation. Pesticides that remain in the soil cause a decrease in the quality and number of **33**..... Furthermore, **34**..... can be caused by repeated use of pesticides over time.

**III. STRATEGIES**



**Step 1:** Read the instructions carefully and pay attention to any word limit given

**Step 2:** Look at the sentences, underline keywords and predict the type of words you should be listening for

**Step 3:** Listen carefully and answer the questions

**Step 1: READ THE INSTRUCTIONS CAREFULLY**

The instructions will provide you requirements of the task. Now, look at two examples below:

**a**

**Questions 15-17**

Complete the summary below. Write **ONLY ONE WORD** for each answer.

→ Number of questions: 3; Word limit: 1

**b**

**Questions 22-25**

Complete the table below. Write **NO MORE THAN TWO WORDS** for each answer.

→ Number of questions: 4; Word limit: NO MORE THAN TWO WORDS



**Step 2: LOOK AT THE SENTENCES, UNDERLINE KEYWORDS AND PREDICT THE TYPE OF WORDS**

- You first look at the sentences and underline keywords to get the general meaning. This will help you follow the listening and hopefully get the correct answers more easily

- Pay attention to the information around the gaps in order to predict what type of word will fit grammatically (verb, noun, adjective etc.) and predict the content based on the other words around it - is it a place, name, number, or something else?

**Example:**

**a Sentence completion**

**Questions 1-2**

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

- 1 The key issue for residents is.....
- 2 The council needs to buy suitable ..... for playgrounds.

→ **Keywords:**

- 1 The key issue for residents is .....
- 2 The council needs to buy suitable ..... for playgrounds

→ **Type of missing words:**

- (1): a noun      - (2): a noun



**b Summary completion**

**Questions 25-26**

**Complete the summary below. Write ONLY ONE WORD for each answer.**

**LOOKING FOR ASIAN HONEY BEES**

Bills called Rainbow Bees Eaters eat only **25**..... and cough up small bits of skeleton and other products in a pellet.

Reseachers go to the locations the bee eaters like to use for **26**.....

→ **Keywords:**

“Bills called Rainbow Bees Eaters eat only **25**..... and cough up small bits of skeleton and other products in a pellet.”

“Reseachers go to the locations the bee eaters like to use for **26**.....”

→ **Type of missing words:**

- (25): a noun                      - (26): a noun



**EXERCISE 1: Underline keywords and predict the type of words.**

1.

**Questions 20-21**

**Complete the summary below. Write ONE WORD ONLY for each answer.**

Babbage did not receive any help for his Analytical Engine from **20**..... Long before its time, Ada predicted the development of **21**.....

Type of missing words:

.....

2.

**Questions 1-3**

**Complete the sentences below. Write ONLY ONE WORD AND/OR A NUMBER for each answer.**

**AFTER THE EVENT**

- 1 The ..... must be cleaned
- 2 All ..... must be removed from the venue
- 3 Return the cables to .....



Type of missing words:

.....

3.

**Questions 33-34**

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

**COLLABORATION**

- 33 During a training course, the speaker was in team that had to build a .....
- 34 Other teams experienced..... from trying to collaborate.

Type of missing words:

.....

4.

**Questions 19-20**

**Complete the summary below. Write ONE WORD AND/OR A NUMBER for each answer.**

The best place to park in town-next to the station. Phone number for takeaway pizzas  
19..... Railway museum closed on 20.....

Type of missing words:

.....

5.

**Questions 21-22**

**Complete the summary below. Write ONE WORD ONLY for each answer.**

Introducing Giannetti’s book containing a 21..... of adaptation. Then ask class to suggest the 22..... adaptation.

Type of missing words:

.....

6.

**Questions 23-25**

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

Ada’s 23..... suggests that the work she did for Menabrea was not completely original. Ada’s biographer felt that she had a 24..... of the future of computer science. After all, her contribution to computer science is 25.....

Type of missing words:

.....

7.

**Questions 36-38**

**Complete the sentences below. Write NO MORE THAN TWO WORDS for each answer.**

**INDUSTRIOUSNESS**

36 Hard work may be a ..... use of various company

37 The word “lazy” in this context refers to people who avoid doing tasks that are  
.....

38 In business context, hard work brings about .....

Type of missing words:

.....

8.

**Questions 10-12**

**Complete the summary below. Write ONE WORD ONLY for each answer.**

The Mintel report suggests that in future companies will be forced to practice greater **10**..... in their dealings because of the increased awareness amongst **11**..... of ethical issues. This prediction is supported by the growth in the number of **12**.....

Type of missing words:

.....

9.

**Questions 30-31**

**Complete the sentences below. Write NO MORE THAN TWO WORDS for each answer.**

**30** A genetic problem cannot be treated with drugs because strictly speaking it is not a .....

**31** Research into genetic defects had its first success in the discovery of the cause if one form of .....

Type of missing words:

.....

10.

**Questions 14-15**

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

**14** Language problems may come to the attention of the public when they have ..... such as fatal accidents or social problems

**15** Evidence of the extent of the language barrier has been gained from ..... of materials used by scientists such as books and periodicals.

Type of missing words:

.....

**Step 3: LISTEN CAREFULLY AND ANSWER THE QUESTIONS**



IV. EXAMPLES

1 Example 1:

Questions 25-30

Complete the summary below. Write ONE WORD ONLY for each answer.

LOOKING FOR ASIAN HONEY BEES

Bills called Rainbow Bees Eaters eat only 25..... and cough up small bits of skeleton and other products in a pellet.

Reseachers go to the locations the bee eaters like to use for 26.....

They collect the pellets and take them to a 27..... for analysis.

Here 28..... is used to soften them, and the researchers look for the 29..... of Asian bees in the pellets.

The benefits of this research is that the result is more 30..... than searching for live Asian bees.



(Cambridge Practice Tests for IELTS 8, Test 2, Section 3)

\*Preparation time:

✓ Step 1:

- Type of questions: Summary completion;
- Number of questions: 6;
- Word limit: ONE WORD ONLY

✓ Step 2: Underline keywords and predict the type of missing words

- Keywords:

“Bills called Rainbow Bees Eaters eat only 25..... and cough up small bits of skeleton and other products in a pellet.”

“Researchers go to the locations the bee eaters like to use for 26.....”

“They collect the pellets and take them to a 27..... for analysis.”

“Here 28..... is used to soften them, and the researchers look for the 29..... of Asian bees in the pellets.”

“The benefits of this research is that the result is more 30..... than searching for live Asian bees”

- Type of words

(25): a noun (26): a noun (27): a noun (28): a noun (29): a noun (30): an adjective

✓ **Step 3: Now, listen to the the recording and answer these questions above**

- **Listen again and check:**

**Professor:** How will you know if Asian bees have entered Australia?

**Grant:** We're looking at the diet of the bird called the Rainbow Bee Eater. The Bee Eater doesn't care what it eat, as long as they're insects (Q25). But the interesting thing about this bird is that we are able to analyse exactly what it eats and that's really helpful if we're looking for introduced insects.

**Professor:** How come?

**Grant:** Because insects have their skeletons outside their bodies, so the Bee Eaters digest the meat from the inside. Then they bring up all the indigestible bits of skeleton and of course, the wings in a pellet-a small ball of waste material which they cough up.



**Professor:** That sounds a bit unpleasant. So, how do you go about it?

**Grant:** In the field we track down the Bee Eaters and find their favourite feeding (Q26) spots, you know, the places where the birds usually feed. It's here that we can find the pellets. We collect them up and take them back to the laboratory (Q27) to examine the contents.

**Professor:** How do you do that?

**Grant:** The pellets are really hard, especially if they have been out in the sun for a few days so, first of all, we treat them by adding water (Q28) to moisten them and make them softer. Then we pull them apart under the microscope. Everything's all scrunched up but we're looking for wings so we just pull them all out and straighten them. Then we identify them to see if we can find any Asian bee wings. (Q29)

**Professor:** And how many have you found?

**Grant:** So far our research shows that Asian bees have not entered Australian in any number-it's a good result and much more reliable (Q30) than trying to find live ones as evidence of introduced insects.

**Professor:** Well, that's fascinating! Thank you, Grant, for those insights. I hope that you might inspire some of our students here to conduct some similar experiments."

**Question 25:**

*Professor: How will you know if Asian bees have entered Australia?*

*Grant: We're looking at the diet of the bird called the Rainbow Bee Eater. The Bee Eater doesn't care what it eat, as long as they're insects.*

- As long as = only

**Answer: insects**

**Question 26:**

*That sounds a bit unpleasant. So, how do you go about it?*

*Grant: In the field we track down the Bee Eaters and find their favourite feeding spots, you know, the places where the birds usually feed*

- Locations = spots;      - Track down = go to

**Answer: feeding**

**Question 27:**

*"We collect them up and take them back to the laboratory to examine the contents"*

- The pellets = them ;      - Analysis = examine the contents

**Answer: laboratory**

**Question 28:**

*"The pellets are really hard, especially if they have been out in the sun for a few days so, first of all, we treat them by adding water to moisten them and make them softer"*

- Moisten = soften

**Answer: water**

**Question 29:**

*"Then we identify them to see if we can find any Asian bee wings"*

- Look for = find;      - Them = the pellets

**Answer: wings**

**Question 30:**

“So far our research shows that Asian bees have not entered Australian in any number-it’s a good result and much more reliable than trying to find live ones as evidence of introduced insects”

- Search for live Asian bees = find ones as evidence of introduced insects

**Answer: reliable**

 **Example 2:**

**Questions 23-25**

**Complete the sentences below. Write ONE WORD ONLY for each answer.**

**23** Kira says that lecturers are easier to ..... than those in her home country

**24** Paul suggests that Kira may be more ..... than when she was studying before

**25** Kira says that students want to discuss things that worry them or that ..... them very much

(Cambridge Practice Tests for IELTS 9, Test 4, Section 3)

✓ **Step 1:**

- Type of questions: Sentence completion;
- Number of questions: 3;
- Word limit: ONE WORD ONLY

✓ **Step 2: Underline keywords and PREDICT the type of missing words**

- Keywords:

**23** Kira says that lecturers are easier to ..... than those in her home country

**24** Paul suggests that Kira may be more ..... than when she was studying before

**25** Kira says that students want to discuss things that worry them or that ..... them very much

- Type of missing words:

(23): a verb    (24): an adjective    (25): a verb





✓ **Step 3: Now, listen to the the recording and answer these questions above**

- **Listen again and check the transcription below:**

**Paul:** *And what about the lecturers themselves? Are they essentially the same as the lecturers in your country?*

**Kira:** *Well, actually, no. Here, they're much easier to approach (Q23). After every lecture you can go and ask them something you didn't understand. Or you can make an appointment and talk to them about anything in the course.*

**Paul:** *Maybe you found them different because you're more mature student now (Q24), whereas when you were studying in your country your were younger and not so assertive.*

**Kira:** *No, I don't think that's the difference. Most of the students here do it. In my faculty, they all seem to make appointments-usually to talk about something in the course that's worrying them, but sometimes just about something that might really interest them (Q25). Something they might want to specialise in. The lecturers must set aside certain times every week when they're available for students.*

**Paul:** *That's good to hear.*

**Question 23:**

*"Kira: Well, actually, no. Here, they're much easier to approach. After every lecture you can go and ask them something you didn't understand".*

- When Kira asked Paul about the difference of the lectures in his country. Paul said that "They're much easier to approach" which means the lectures were easier to study.

**Answer: approach**

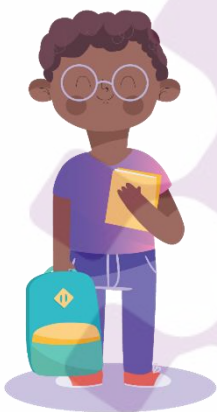
**Question 24:**

*"Paul: Maybe you found them different because you're more mature student now, whereas when you were studying in your country your were younger and not so assertive".*

- Paul said that Kira was older than other students when she studied in his country.

- The phrase "whereas when you were studying in your country your were younger and not so assertive" has similar meaning to "when she was studying before".

**Answer: mature**



**Question 25:**

"Kira: No, I don't think that's the difference. Most of the students here do it. In my faculty, they all seem to make appointments-usually to talk about something in the course that's worrying them, but sometimes just about something that might really interest them".

- talk about = discuss

**Answer: interest**



**Note:**

- ✓ You should be very careful not to go over the word limit. The instructions will normally say '**NO MORE THAN TWO WORDS AND/OR A NUMBER**' but read the instructions carefully to make sure.
- ✓ The sentences are just paraphrases of what you will hear and you will therefore need to think about how they might have changed the sentences.  
For example, the sentence might say 'The \_\_\_\_\_ family structure has changed greatly in the last fifty years.' but in the listening you might hear 'In the last half century the nuclear family unit had been altered significantly.'

**V. PRACTICE**

**EXERCISE 2:**

**Questions 1-5**

Complete the summary below. Write **NO MORE THAN THREE WORDS AND/ OR A NUMBER** for each answer.

**MODULAR COURSES**

Students study 1..... during each module. A module takes 2.....

And the work is very 3..... To get a Diploma each students has to study 4..... and then work on 5..... in depth.

(Cambridge Practice Tests for IELTS 5 Test 1 Section 3)

✓ **Step 1:**

Type of questions: .....; Number of questions: .....; Word limit: .....

✓ **Step 2: Underline keywords and predict the type of words**

.....  
.....

✓ **Step 3: Listen to the the recording and answer these questions**

**4 | EXERCISE 3:**

**Questions 1-5**

**Complete the summary below. Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.**

**SAVING FOR THE FUTURE**

Research indicates that many women only think about their financial future when a 1.....occurs. This is the worst time to make decisions. It is best for women to start thinking about pensions when they are in their 2..... A good way for women to develop their 3..... in dealing with financial affairs would be to attend classes in 4..... When investing in stocks and shares, it is suggested that women should put a high proportion of their savings in 5..... In such ways, women can have a comfortable, independent retirement.



*(Cambridge Practice Tests for IELTS 5 Test 1 Section 4)*

✓ **Step 1:**

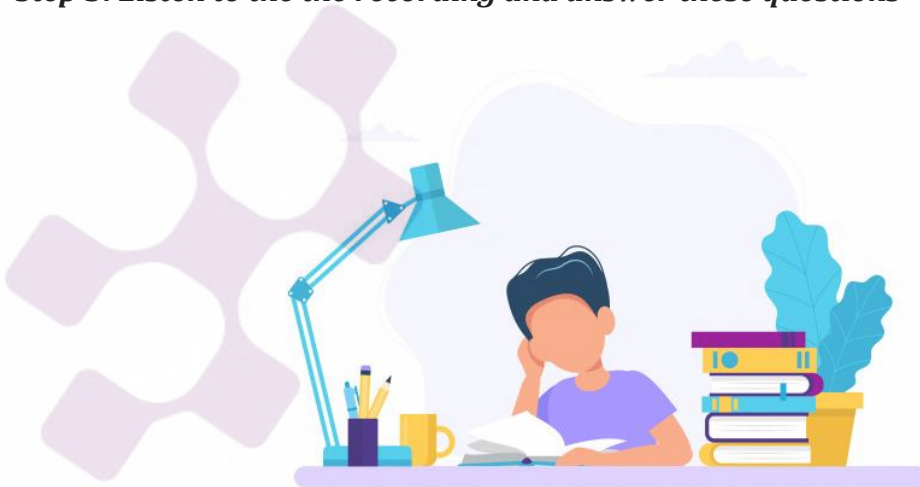
Type of questions: .....; Number of questions: .....; Word limit: .....

✓ **Step 2: Underline keywords and predict the type of words**

.....

.....

✓ **Step 3: Listen to the the recording and answer these questions**



**5** EXERCISE 4:

**Questions 1-5**

Complete the sentences below. Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

**THE DINOSAUR MUSEUM**

- 1 The museum closes at .....p.m on Mondays
- 2 The museum is not open on .....
- 3 School groups are met by tour guides in the .....  
.....
- 4 The whole visit takes 90 minutes, including .....minutes for the guided tour
- 5 There are ..... behind the museum where students can have lunch



(Cambridge Practice Tests for IELTS 8, Test 1, Section 2)

✓ **Step 1:**

Type of questions: .....; Number of questions: .....; Word limit: .....

✓ **Step 2: Underline keywords and predict the type of words**

.....  
.....

✓ **Step 3: Listen to the the recording and answer these questions**

**6** EXERCISE 5:

**Questions 1-2**

Complete sentences below. Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

- The presentation will last 15 minutes
- There will be 1..... minutes for questions
- The presentation will not be 2.....

(Cambridge Practice Tests for IELTS 7, Test 4, Section 3)

✓ **Step1:**

Type of questions: .....; Number of questions: .....; Word limit: .....

✓ **Step 2: Underline keywords and predict the type of words**

.....  
.....

✓ **Step 3: Listen to the the recording and answer these questions**



**EXERCISE 6:**

**Questions 1-5**

Complete the sentences below. Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.



**HOUSEHOLD WASTE RECYCLING**

1 By 2008, carbon dioxide emissions need to be ..... lower than in 1990

2 Recycling saves energy and reduces emissions from landfill sites and .....

3 People say that one problem is a lack of ..... sites for household waste

- At the “bring banks” household waste is sorted unsuitable items removed

4 Glass designed to be utilised for ..... cannot be recycled with other types of glass

5 In the UK, ..... tons of glass is recycled each year.

(Cambridge Practice Tests for IELTS 5, Test 2, Section 4)

✓ **Step1:**

Type of questions: .....; Number of questions: .....; Word limit: .....

✓ **Step 2: Underline keywords and predict the type of words**

.....  
.....

✓ **Step 3: Listen to the the recording and answer these questions**

VI. HOMEWORK



Questions 1-4

Complete the sentences below. Write NO MORE THAN THREE WORDS AND/ OR A NUMBER for each answer.

- 1 The tour costs \$.....
- 2 Bookings must be made no later than ..... days in advance.
- 3 A..... deposit is required.
- 4 The customer's reference number is.....

(Cambridge Practice Tests for IELTS 5, Test 1, Section 1)

✓ Step1:

Type of questions: .....; Number of questions: .....; Word limit: .....

✓ Step 2: Underline keywords and predict the type of words

.....

.....

✓ Step 3: Listen to the the recording and answer these questions



Questions 1-4

Complete the sentences below. Write ONE WORD ONLY for each answer.

- 1 The watercolours class suits people who are .....
- 2 To find out about the Maori language class, conatct Jason.....
- 3 For the photography class, check the ..... for the camera.
- 4 There is a trip to a local ..... in the final week of the photograph class.

(The Official Guide to IELTS Test 4, Section 1)

✓ Step1:

Type of questions: .....; Number of questions: .....; Word limit: .....

✓ Step 2: Underline keywords and predict the type of words

.....

.....

✓ Step 3: Listen to the the recording and answer these questions



**Questions 1-4**

**Complete the summary below. Write NO MORE THAN TWO WORDS for each answer.**

**GEORGE'S EXPERIENCE OF UNIVERSITY**

George is studying Mechanical Engineering which involves several disciplines. He is finding 1..... the most difficult. At the moment, his course is mainly 2..... He will soon have an assignment which involves a study of 3..... He thinks there are too many 4..... and would like less of them.



*(The Official Guide to IELTS Test 2, Section 3)*

✓ **Step 1:**

Type of questions: .....; Number of questions: .....; Word limit: .....

✓ **Step 2: Underline keywords and predict the type of words**

.....  
.....

✓ **Step 3: Listen to the recording and answer these questions**



**Questions 1-3**

**Complete the summary below. Write ONE WORD ONLY for each answer.**

**THE "WEAK TIE" THEORY: HOW FRIENDS-OF-FRIENDS INFLUENCE US**

In 1973, Mark Granovetter claimed that the influence of "weak-ties" can affect the behaviour of populations in the fields of information science, politics and 1..... Although friends-of-friends may be unlike us, they have similar enough 2..... to have a beneficial effect on our lives. An example, about them is provided by weak-ties. Since Granovetter his theory, other studies have show that weak-tie networks also benefit out 3.....

*(The Official Guide to IELTS Test 6, Section 4)*

✓ **Step1:**

Type of questions: .....; Number of questions: .....; Word limit: .....

✓ **Step 2: Underline keywords and predict the type of words**

.....  
.....

✓ **Step 3: Listen to the the recording and answer these questions**



**Questions 1-2**

Complete the summary below. Write **ONE WORD ONLY** for each answer.

**HEALTH AND HAIR**

Changes in diet will take longer to affect your hair than your **1**..... Vitamins C, D and E are all important for healthy hair and **2**..... are one of the best sources of Vitamin C.

(The Official Guide to IELTS Test 3, Section 4)

✓ **Step1:**

Type of questions: .....; Number of questions: .....; Word limit: .....

✓ **Step 2: Underline keywords and predict the type of words**

.....  
.....

✓ **Step 3: Listen to the the recording and answer these questions**





## 03

## MULTIPLE CHOICE QUESTIONS

Multiple Choice là dạng bài khá quen thuộc trong bài thi IELTS LISTENING nhưng luôn được đánh giá là khó và dễ bị mất điểm nếu không nắm rõ dạng bài này. Đây là dạng bài trắc nghiệm mà các thí sinh lựa chọn đáp án A, B, C hoặc A, B, C, D cho sẵn để trả lời câu hỏi của đề bài sau khi đã nghe recording. Bạn sẽ thường gặp dạng câu hỏi này trong Part 2 hoặc Part 3 của bài thi IELTS Listening.

Ví dụ về dạng câu hỏi này:

**Clothes designed by entrants for the Young Fashion competition must:**

- A. Be modelled by the designed themselves
- B. Be inspired by aspects of contemporary culture
- C. Be made from locally produced materials

Chiến lược - **Strategies** chung cho dạng **Multiple Choice** bao gồm:

**Bước 1:** Đọc kĩ hướng dẫn đề bài.

**Bước 2:** Đọc câu hỏi trước khi nghe và gạch chân các từ khoá để bạn có thể chủ động hơn khi nghe.

**Bước 3:** Đọc tất cả các answer choices và gạch chân Keywords để nhận diện được sự khác biệt về nghĩa giữa các options đồng thời nghĩ về các từ đồng nghĩa có thể sẽ được nhắc đến của keywords này.

Có hai dạng **Keywords** mà bạn học cần xác định:

1. Questions words:

Xác định những từ để hỏi như *what, when, where, who, which, whom, whose, how* nhằm để đoán được loại thông tin mà bạn sẽ nghe hoặc phù hợp với câu hỏi.

2. Changeable keywords và unchangeable keywords:

- *Changeable keywords*: là những từ có thể bị paraphrased trong câu. Thường là tính từ, động từ hoặc danh từ.

- *Unchangeable keywords* là những từ không thể bị thay thế bằng những từ khác. Thường là những danh từ riêng, tên riêng, năm, ngày tháng.

**Bước 4:** Tập trung bắt kịp, nghe keywords, synonyms và chọn câu trả lời đúng.



Những lưu ý quan trọng đối với dạng bài này:

1. Các câu trả lời thường sẽ ở dạng từ đồng nghĩa - synonyms hoặc là những cụm từ được paraphrase. Đừng chỉ lắng nghe những thông tin được nhắc đến giống như trong câu hỏi. Hãy suy nghĩ về cách câu trả lời có thể được diễn đạt bằng cách sử dụng từ đồng nghĩa hoặc diễn giải bằng những từ ngữ khác.
2. Tất cả các options sẽ được đề cập trong bản ghi, vì vậy bạn cần tập trung hết mức có thể.
3. Lắng nghe những từ nối như “but”, “however”, “so”, ... để nắm được đáp án chính xác bởi vì trong băng thường có những đáp án gây nhiễu để khó xác định.
4. Bạn được phép để viết lên giấy thi vì vậy hãy sử dụng dấu tick cho câu trả lời bạn cho là đúng và dấu chéo (x) cho câu trả lời bạn cho là sai để giúp loại trừ câu trả lời.
5. Các lựa chọn thường có ý nghĩa tương tự nhau và bạn có thể khó nhận ra sự khác biệt.
6. Đừng kiểm tra lại câu trả lời của bạn trong khoảng thời gian chuyển giao giữa các phần. Thay vào đó, hãy đọc câu hỏi và thông tin ở phần tiếp theo.
7. Đừng dành quá nhiều thời gian cho một câu hỏi. Nếu bạn không thể chắc chắn được câu trả lời, hãy ghi chú và chuyển sang các câu hỏi tiếp theo. Bạn có thể đọc ghi chú của mình và chọn câu trả lời đúng trong 10 phút khi kết thúc bài kiểm tra.

Bạn sẽ được cung cấp các ví dụ minh họa cụ thể – **Examples** để hình dung được cách thức làm bài theo chiến thuật trên. Các ví dụ sẽ luôn kèm theo phần hướng dẫn – **How to do**, nêu rõ các bước cùng lời giải thích chi tiết và cụ thể để bạn có thể tự luyện tập và thực hành phần **Exercises** và **Homework** (Phần Keys sẽ nằm ở cuối quyển sách).



## 03

## MULTIPLE CHOICE QUESTIONS

## I. OBJECTIVES

This lesson will:

- Show you how to effectively answer multiple choice questions in the IELTS listening test.
- Provide detailed instructions.

## II. OVERVIEW

- In the IELTS Listening module, Multiple Choice Questions are considered to be one of the most difficult task types.
- There are lots of tricks in Multiple Choice Questions.
- These questions usually occur in sections 2 and 3 of the listening test.
- Each question contains 3 answers and only one of them is correct. Your task is to choose the right answer.

**Example:**

**Clothes designed by entrants for the Young Fashion competition must:**

- A Be modelled by the designed themselves
- B Be inspired by aspects of contemporary culture
- C Be made from locally produced materials

## III. STRATEGIES

**Step 1:** Read the instructions carefully.

**Step 2:** Read the questions and underline keywords.

**Step 3:** Read the answer choices and underline keywords. Looking for keywords in different options allows you to see the differences between the different options.

**Step 4:** Listen carefully and choose the right answers.



**Step 1: READ THE INSTRUCTIONS CAREFULLY**

The instructions will tell you the number of questions and answers.

**Example:**

**Questions 21-25**  
**Choose the correct letter, A, B or C.**

→ Number of questions: 5

→ You are asked to choose **one** letter out of three

 **EXERCISE 1: Identify the number of questions.**



**a**

**Questions 20-26**  
**Choose the correct letter, A, B or C.**

Number of questions: .....

**b**

**Questions 10-14**  
**Choose the correct letter, A, B or C.**

Number of questions: .....

**c**

**Question 40**  
**Choose the correct letter, A, B or C.**

Number of questions: .....

**d**

**Questions 7-9**  
**Choose the correct letter, A, B or C.**

Number of questions: .....

**e**

**Questions 15-17**  
**Choose the correct letter, A, B or C.**

Number of questions: .....

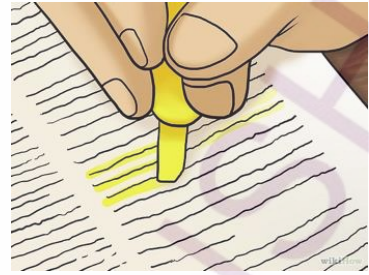
**Step 2: READ THE QUESTIONS AND HIGHLIGHT KEYWORDS**

Read provided questions carefully and find out keywords.

\* **Keywords:**

**1. Question words:**

Keywords in the questions maybe **Question words** such as **WHAT, WHEN, WHERE, WHO, WHICH, WHOM, WHOSE, HOW**. We may rely on the question words to guess what kinds of information or types of words that would be appropriate for the answers.



**EXERCISE 2: Make questions with the underlined words/phrases.**

1 Nam received a gift from her yesterday.

*Example: When did Nam receive a gift from her?*

2 Mina usually works out at the gym after getting up.

.....

3 I brush my teeth twice a day.

.....

4 John has an appointment at 11.30 A.M.

.....

5 She often plays in the campus.

.....

6 My cat is really cute and intelligent.

.....

7 They live in the city center which is 5 km from a small village.

.....

8 I like "Diary of a Cricket" because it's very interesting.

.....

9 Last night I went to disco with my friend.

.....

10 She worried about the last examination.

.....

## 2. Changeable keywords and unchangeable keywords:

There are two types of keywords that could help you distinguish one option from others.

- **Changeable** keywords are usually **adjectives, nouns** or **verbs** which could be paraphrased in the recording.

- **Unchangeable** keywords are usually **names, years, names of places and dates**. They would not be replaced by other words.

### Example:

a

**How did Charles feel about having to change routes?**

- A He reluctantly accepted it
- B He was irritated by the diversion
- C It made no difference to his enjoyment

→ *Keywords:*

- How did Charles feel about having to change routes?
- *Unchangeable keywords:* “**Charles**”
- *Changeable keywords:* “**feel**”, “**change routes**”



b

**In the year 1994, Michael Willson went to Japan**

- A As a part-time student
- B As a volunteer worker
- C As a businessman

→ *Keywords:*

- In the year 1994, Michael Willson went to Japan
- *Unchangeable keywords:* “**1994**”, “**Michael Willson**”, “**Japan**”
- *Changeable keywords:* “**went**”

c


**What problem did the company face in 1999?**

- A Not meeting the targets leading to reduced sales
- B Market strategy was weak as compared to competitors
- C Media started criticizing the company for its failures

→ Keywords:

- What problem did the company face in 1999?
- *Unchangeable keywords:* "1999"
- *Changeable keywords:* "what problem", "company face"



 **EXERCISE 3: Identify keywords in the following questions.**

1

**The company has most camping sites in**

- A France
- B Italy
- C Switzerland

*Changeable keywords:*

*Unchangeable keywords:*

.....

.....

2

**The group of people (mentioned by the reporter) know what the graffiti on the buildings says because:**

- A They know the language of the graffiti
- B They wrote most of it
- C They have lived in this area for a long time

*Changeable keywords:*

*Unchangeable keywords:*

.....

.....

3

**The reporter in the centre of Sao Paulo mentions all of the following, except**

- A It's Tuesday evening
- B He's approaching a huge loud group of people
- C There are some police cars at the end of the street

*Changeable keywords:*

*Unchangeable keywords:*

.....

.....

4

**James Fox believes that the improvement in crime figures could**

- A Make us complacent in the fight against crime
- B Result in an increase in teenage violence
- C Result in a decrease in teenage violence

*Changeable keywords:*

*Unchangeable keywords:*

.....

.....

5

**Professor Dilulio thinks that spending on social programs**

- A Should continue as it is
- B Should be decreased
- C Is irrelevant to crime rates

*Changeable keywords:*

*Unchangeable keywords:*

.....

.....

**Step 3: READ THE ANSWER CHOICES AND UNDERLINE KEYWORDS**

\* Underlining keywords that help to distinguish one option from others.

**Note:**

- If all of the answer choices are **nouns**, especially **short nouns**, most of them will **not** be **paraphrased**.
- If all of the answer choices are **adjectives (or adverbs)**, the answers will be **paraphrased** from these words.
- If the answers are long nouns, read and find out the differences between these options.



**Look at these examples:**

In the examples below, statements in the options are relatively long. Underlining keywords could help you find out the differences between three options and also follow the recording easily.





1

**What problem did the company face in 1999?**

- A Not meeting the targets leading to reduced sales
- B Market strategy was weak as compared to competitors
- C Media started criticizing the company for its failures

→ *Keywords:*

- A Not meeting the targets leading to **reduced sales**
- B **Market strategy** was **weak** as compared to competitors
- C **Media** started **criticizing** the company for its failures

2

**What must the students do as part of registration at the university?**

- A Check the notice board in the Law Faculty
- B Find out about lectures
- C Organise tutorial groups

→ *Keywords:*

- A Check the notice board in the Law Faculty
- B Find out about lectures
- C Organise tutorial groups



**EXERCISE 4: Underline keywords in the options.**

1

**Bailyn argues that it is better for a company to employ more workers because**

- A It is easy to make excess staff redundant
- B Crises occur if you are under-staffed
- C People are available to substitute for absent staff

2

**Schor thinks it will be difficult for workers in the US to reduce their working hours**

- A They would not be able to afford cars or homes
- B Employers are offering high incomes for long hours
- C The future is dependent on technological advances

3

**American boys drop out of school at higher rate than girls because**

- A They need to be in control of the way they learn
- B They play video games instead of doing school work
- C They are not as intelligent as girls

4

**Jamie says that before this presentation,**

- A She was indifferent towards to the issue
- B She was strongly in favour of GM food
- C She knew only one side of the argument

5

**How did Jamie choose the topic for her presentation?**

- A She saw a film about it
- B The issue has been in the media recently
- C One of her parents is an expert on it



6

**In relation to social media, the professor advises Jamie to**

- A Ignore articles with political messages
- B Be aware of the techniques marketers use
- C Only trust stories from mainstream media

7

**What does Jamie say about using technology in this presentation?**

- A She found it harder than she had expected
- B She should have been more ambitious
- C She felt it distracted from her message

8

**What is the negative effect of rice?**

- A It is regular part of more than half of the world population's diet
- B Rice paddies emit more methane than coal mining industry
- C Its plantations produce 17% of the world's total methane emissions

9

**Why did scientists suggest that those people were killed whilst running away?**

- A Their skeletons showed signs of fatal trauma
- B There were 16 children
- C During that period organised group violence was very frequent

10

**Why do human beings fight, according to the article?**

- A Because they have been fighting wars for thousands of years.
- B Because chimpanzees, who are humans' closest relatives, engage in warfare.
- C Because humans inherited predilection for warfare from their ape-like ancestors.

**Step 4: LISTEN CAREFULLY AND CHOOSE THE CORRECT ANSWERS**

#### IV. EXAMPLES

 **Example:**

**Questions 11-12**

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

#### VISITING THE SHEEPMARKET

**11 Which is the most rapidly-growing group of residents in the Sheepmarket?**

- A Young professional people
- B Students from university
- C Employees in the local market



**12 The speaker recommends the side streets in the Sheepmarket for their**

- A International restaurants
- B Historical building
- C Arts and crafts

(Cambridge Practice Tests for IELTS 12, Test 8, Section 2)

✓ **Step 1:**

- Number of questions: 2
- Number of correct answer: 1

✓ **Step 2: Underline keywords in each question**

**11 Which is the most rapidly-growing group of residents in the Sheepmarket?**

Changeable keywords: "which", "most rapidly-growing group of residents".

Unchangeable keywords: Sheepmarket

**12 The speaker recommends the side streets in the Sheepmarket for their**

Changeable keywords: "recommend", "side streets"

Unchangeable keywords: Sheepmarket

✓ **Step 3: Underline keywords in each options**

**11 Which is the most rapidly-growing of residents in the Sheepmarket?**

- A Young professional people
- B Students from university
- C Employees in the local market

**12 The speaker recommends the side streets in the Sheepmarket for their**

- A International restaurants
- B Historical building
- C Arts and crafts

✓ **Step 4: Listen carefully and answer the questions**

**Your answers:**

11.....

12.....



- Listen again and check the transcription below:

*“Welcome to this podcast about the Sheepmarket, which is one of the oldest parts of the city. As its name suggests, there was originally a market here where farmers brought their sheep, but now it’s been redeveloped into a buzzing, vibrant area of the city, which is also home to one of the city’s fastest-growing communities. The nearby university has always meant the area’s popular with students, who come in to enjoy the lively nightlife, but now graduates embarking on careers in the worlds of fashion and design are buying up the new apartments recently built here to replace the small houses where the market workers used to live. (Q11) The narrow old side streets are great places of finding original pictures, jewellery and ceramics (Q12) which won’t break the bank as well as local produce like fruit and vegetables.”*

**Question 11:**

The keywords in the question are *most rapidly-growing group of residents*. Therefore, the phrases *the city’s fastest-growing communities* should tell you that you have got to the section of the recording where the answer will be.

- It can be heard that the speaker mentions all options in Question 11:

**A** Young professional people (*graduates embarking on careers in the worlds of fashion and design*): These people are *buying new apartments* in this area, which helps us infer that the number of this group is increasing → **A** is correct.

**B** Students from university (*The nearby university has always meant the area’s popular with students*): the quantity of university students remain the same, so **B** is incorrect.

**C** Employees in the local market (*to replace the small houses where the market workers used to live*): people working in the local market used to live here. There is no information about whether the number of them is increasing or not. Hence, option **C** is not right.

**Question 12:**

- The phrase “*arts and crafts*” is similar to “*original pictures, jewellery and ceramics*”

→ **C** is correct

- Option **A** and **B** were not mentioned in the recording.

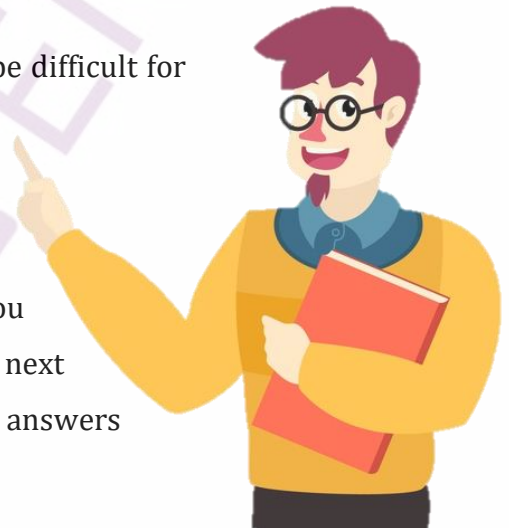
**Answer: 11 A      12 C**

⚠ **Note:** Remember to underline keywords in questions and options before listening!



## V. ESSENTIAL TIPS

1. The answers will normally come in the form of **synonyms** or **paraphrases**. Do not just listen for exact matches, think about how the answer could be expressed using synonyms or paraphrasing.
2. All the options would be mentioned in the recording, so you need to **concentrate** as much as possible.
3. Listen for the word **“but”** or **“however”** because they could be a signal to another information in the recording.
4. If you think an answer is correct, put a tick (✓) next to it but keep listening to make sure it is right.
5. Writing on your question papers is allowed, so use ticks (✓) and crosses (x) for right or wrong answers.
6. The choices often look similar in meaning and it may be difficult for you to tell the differences.
7. Do not check your answers in the previous sections during the break. Instead, read the next part.
8. Do not spend too much time on one question. If you cannot get the answers, take notes and turn to the next questions. You can read your notes and choose correct answers in 10 minutes at the end of the test.



## VI. PRACTICE

### EXERCISE 5:

#### Questions 1-6

Choose the correct letter, A, B or C.

1 The Antarctic Center was established in Christchurch because

- A New Zealand is an member of the Antarctic Treaty
- B Christchurch is geographically well positioned
- C The climate of Christchurch is suitable



**2 One role of the Antarctic Center is to**

- A Provide expeditions with suitable equipment
- B Provide researchers with financial assistance
- C Ensure that research is internationally relevant

**3 The purpose of the Visitors' Centre is to**

- A Provide accommodation
- B Run training sessions
- C Show people what Antarctica is like

**4 Dr. Merrywhether says that Antarctica is**

- A Unlike any other country
- B Extremely beautiful
- C Too cold for tourists

**5 According to Dr Merrywhether, Antarctic is very cold because**

- A Of the shape the continent
- B It is surrounded by a frozen sea
- C It is an extremely dry continent

**6 Dr Merrywhether thinks Antarctica was part of another continent because**

- A He has done his own research in the area
- B There is geological evidence of this
- C It is very close to South America



(Cambridge Practice Tests for IELTS 7, Test 2, Section 3)

✓ **Step 1:**

.....  
.....

✓ **Step 2 & 3: Underline keywords in questions and options**

✓ **Step 4: Listen to the recording and answer the questions**



**EXERCISE 6:**

**Questions 1-6**

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

**1 When are the experimental areas closed to the public?**

- A All the year round
- B Almost all the year
- C A short time every year

**2 How can you move around the park?**

- A By tram, walking or bicycle
- B By solar car or bicycle
- C By bicycle, walking or bus

**3 The rare breed animals kept in the park include**

- A Hens and horses
- B Hoats and cows
- C Goats and hens

**4 What is the main purpose of having the Rare Breeds Section?**

- A To save unusual animals
- B To keep a variety of breeds
- C To educate the public

**5 What can you see in the park at the present time?**

- A The arrival of wild birds
- B Fruit tree blossom
- C A demonstration of fishing

**6. The shop contains books about**

- A Animals
- B Local traditions
- C The history of the park



(Cambridge Practice Tests for IELTS 8, Test 2, Section 2)

✓ **Step1:**

.....

.....



✓ **Step 2 + Step 3: Underline keywords in questions and option**

✓ **Step 4: Listen and answer the questions**



4 EXERCISE 7:

Questions 1-4

Choose the correct letter, A, B or C.

NEW CITY DEVELOPMENTS

1 The idea for the two new developments in the city came from

- A Local people
- B The City Council
- C The SWRDC

2 What is unusual about Brackenside pool?

- A Its architectural style
- B Its heating system
- C Its method of water treatment

3 Local newspapers have raised worries about

- A The late opening date
- B The cost of the project
- C The size of the facilities

4 What decision has not yet been made about the pool?

- A Whose statue will be at the door
- B The exact opening times
- C Who will open it



(Cambridge Practice Tests for IELTS 10, Test 2, Section 2)

✓ Step1:

.....

.....



✓ Step 2 + Step 3: Underline keywords in questions and options

✓ Step 4: Listen and answer the questions

## VII. HOMEWORK



### Questions 1 and 2

Choose the correct letter, A, B or C.

**1 A champion athlete will be in the shop**

- A On Saturday morning only
- B All day Saturday
- C For the whole weekend

**2 The first person to answer 20 quiz questions correctly will win**

- A Gym membership
- B A video
- C A calendar



(Cambridge Practice Tests for IELTS 9, Test 1, Section 2)

✓ **Step 1:**

.....

.....

✓ **Step 2 + Step 3: Underline keywords in questions and options**

✓ **Step 4: Listen carefully and answer the questions**



### Questions 1-4

Choose the correct letter, A, B or C.

**1 Joanna concentrated on women performers because**

- A Women are more influenced by fashion
- B Women's dress has led to more controversy
- C Women's code of dress is less strict than men's

**2 Mike Frost's article suggests that in popular music, women's dress is affected by**

- A Their wish to be taken seriously
- B Their tendency to copy each other
- C Their reaction to the masculine nature of the music

**3 What did Joanna's subjects say about the audience at a performance?**

- A The musicians' choice of clothing is linked to respect for the audience
- B The clothing should not distract the audience from the music
- C The audience should make the effort to dress appropriately

**4 According to the speakers, musicians could learn from sports scientists about**

- A The importance of clothing for physical freedom
- B The part played by clothing in improving performance
- C The way clothing may protect against physical injury

(Cambridge Practice Tests for IELTS 11, Test 4, Section 3)

✓ **Step 1:**

.....  
.....

✓ **Step 2 + Step 3: Underline keywords in both questions and options**

✓ **Step 4: Listen carefully and answer the questions**



**Questions 1-3**

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

**1 As part of Monday's activity, visitors will**

- A Prepare food with herbs
- B Meet a well-known herbalist
- C Dye cloth with herbs

**2 For the activity on Wednesday**

- A Only group bookings are accepted
- B Visitors should book in advance
- C Attendance is free

**3 For the activity on Saturday, visitors should**

- A Come in suitable clothing
- B Make sure they are able to stay for the whole day
- C Tell the rangers before the event that they wish to do

✓ **Step 1:**

.....

.....

✓ **Step 2 + Step 3:** Underline keywords in questions and options

✓ **Step 4:** Listen and answer the questions



**Questions 1-4**

Choose the correct letter, A, B or C.

**FIELD TRIP PROPOSAL**

**1 The tutor thinks that Sandra's proposal**

- A Should be re-ordered in some parts
- B Needs a content page
- C Ought to include more information

**2 The proposal would be easier to follow if Sandra**

- A Inserted subheadings
- B Used more paragraphs
- C Shortened her sentences

**3. What was the problem with the formatting on Sandra's proposal?**

- A Separate points were not clearly identified
- B The headings were not always clear
- C Page numbering was not used in an appropriate way

**4. Sandra became interested in visiting the Navajo National Park through**

- A Articles she read
- B Movies she saw as a child
- C Photographs she found on the internet



(Cambridge Practice Tests for IELTS 8, Test 1, Section 3)

✓ **Step 1:**

.....

.....

✓ **Step 2 + Step 3:** Underline keywords in questions and options

✓ **Step 4:** Listen and answer the questions



**Questions 1-6**

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

**LATIN AMERICAN STUDIES**

**1 Paul decided to get work experience in South American because he wanted**

- A To teach English there
- B To improve his Spanish
- C To learn about Latin American life

**2 What project work did Paul originally intend to get involved in?**

- A Construction
- B Agriculture
- C Tourism

**3 Why did Paul change from one project to another?**

- A His first job was not well organised
- B He found doing the routine work very boring
- C The work was too physical demanding

**4 In the village community, he learnt how important it was to**

- A Respect family life
- B Develop trust
- C Use money wisely

**5 What does Paul say about his project manager?**

- A He let Paul do most of the work
- B His plans were too ambitious
- C He was very supportive of Paul

**6 Paul was surprised to be given**

- A A computer to use
- B So little money to live on
- C An extension to his contract



(Cambridge Practice Tests for IELTS 8, Test 3, Section 3)

✓ **Step 1:**

.....

.....

✓ **Step 2 + Step 3: Underline keywords in questions and options**

✓ **Step 4: Listen and answer the questions**

## 04

## MATCHING INFORMATION

Bài học hôm nay nhằm cung cấp thông tin chính để giúp bạn tiếp cận và làm quen với dạng MATCHING INFORMATION và trả lời câu hỏi chính xác nhất. Trong dạng bài **Matching Questions**, bạn sẽ thấy hai phần thông tin được đánh dấu thành một dãy chữ cái (*thường được đóng khung*) và một dãy được đánh theo số thứ tự. Đề bài yêu cầu bạn nối nội dung của dãy chữ cái với số hoặc ngược lại. Hay nói một cách khác đây là dạng bài nghe và nối về thông tin với nhau. Bạn sẽ thường gặp dạng bài này trong Section 2 hoặc 3 của bài thi.

Các bước **Strategies** để làm bài này như sau:

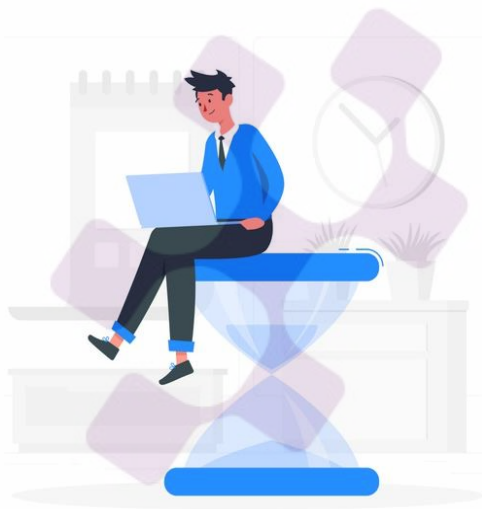
**Bước 1:** Đọc và phân tích đề bài thật kĩ

**Bước 2:** Đọc lướt qua các câu hỏi và gạch chân các từ ngữ chính (keywords) để nhấn mạnh các từ quan trọng trong các lựa chọn và xác định mình cần nối danh sách bên nào với bên nào.

**Bước 3:** Đọc phần tùy chọn thông tin ở dãy danh sách bằng cách gạch chân Keywords và cố gắng đoán từ đồng nghĩa của các thông tin được cho theo dãy chữ cái và theo dãy số thứ tự câu hỏi. Tuy nhiên thỉnh thoảng các thông tin này sẽ ngắn nên bạn không cần tập trung quá nhiều thời gian nếu gặp trường hợp này mà hãy sang bước tiếp theo.

**Bước 4:** Cân nhắc khi nghe. Hãy sử dụng các thông tin được cung cấp ở hai danh sách để đoán các loại câu hỏi mà bạn có thể được nghe, đặc biệt trong dạng câu mà nối 1 với nhiều đáp án.

Bạn có thể áp dụng những **Tips** dưới đây giúp trả lời câu hỏi nhanh hơn và tránh những lỗi sai không đáng:



1. Bạn nên tập trung vào bài Nghe ngay từ ban đầu vì đôi khi câu trả lời có thể được nhắc đến ngay từ đầu bài nói.

2. Các câu trả lời thường sẽ ở dạng từ đồng nghĩa - synonyms hoặc là những cụm từ được paraphrase. Đừng chỉ lắng nghe những thông tin được nhắc đến giống như trong câu hỏi. Hãy suy nghĩ về cách câu trả lời có thể được diễn đạt bằng cách sử dụng từ đồng nghĩa hoặc diễn giải bằng những từ ngữ khác

3. Đối loại câu hỏi này, bạn nên lắng nghe hiểu nội dung chính của bài nói, không nghe những từ hoặc cụm từ riêng lẻ.

4. Khi bạn đã chọn một tùy chọn-option, hãy gạch nó đi để bạn sẽ không phải dùng lại.

5. Mẹo quan trọng nhất trong dạng bài Matching Questions của IELTS Listening là bạn cần tập trung vào tất cả các tùy chọn để bạn có thể chọn đúng câu trả lời.

Đối với mỗi bước làm sẽ bao gồm ví dụ minh họa cụ thể – **Examples** để hình dung được cách thức làm bài theo chiến thuật trên. Các ví dụ sẽ luôn kèm theo phần hướng dẫn – **How to do**, nêu rõ các bước cùng lời giải thích chi tiết và cụ thể để bạn có thể tự luyện tập và thực hành phần **Exercises** và **Homework** (Phần Keys sẽ nằm ở cuối quyển sách).



**04**

**MATCHING INFORMATION**

**I. OBJECTIVES**

This lesson is aimed at:

- Supplying crucial knowledge to effectively answer matching information questions test.
- Providing tips and strategies for this type of questions.

**II. OVERVIEW**

- This type of questions is common for **Sections 2 and 3**.
- You will be required to match an option to the piece of information that best explains it.
- If you have as many options as questions, each option will be an answer for only one of the questions.
- The tricky part is that one option can be the answer for many questions.
- The questions will be in the same order as the information in the recording.



**Example:**

**Questions 1-4**

**What is the woman’s attitude toward each of the following activities of study?**

**Choose FOUR answers from the box and write the correct letter, A-E, next to questions 1-4.**

- 1 Writing an essay .....
- 2 Taking exams .....
- 3 Making class notes .....
- 4 Taking presentation notes .....

<b>Attitude</b>	
<b>A</b>	Define a problem
<b>B</b>	Independent learning
<b>C</b>	Develop study skills
<b>D</b>	Gain confidence
<b>E</b>	Find it difficult



### III. ESSENTIAL TIPS

1. You should focus on the audio from the **beginning** because sometimes the answers can be heard right at the start.
2. The ideas in the lists might not be expressed in the same way as those in the recording. They would be **paraphrased** by using **synonyms** or **changing structures**.
3. In this type of questions, you should listen for **ideas**, never listen for particular words or phrases.
4. When you have chosen an option, **put a line** through it so you won't get to use it again.
5. The most important tip in matching questions of IELTS Listening is that you need to keep your eyes focused on **all the options** so that you can choose the right one.



### IV. STRATEGIES

**Step 1:** Read the instructions carefully

**Step 2:** Read the questions and underline keywords

**Step 3:** Read the options and underline keywords

**Step 4:** Listen carefully and answer the questions



#### **Step 1: READ THE INSTRUCTIONS CAREFULLY**

The instructions will show you how many questions you are required to complete as well as the information that you have to find out.

#### **Example 1:**

##### **Questions 1-5**

**What is planned for each of the following facilities?**

**Choose FIVE answers from the box and write the correct letter, A-G, next to questions 1-5.**

→ Number of questions: 5

→ You are required to seek out **FIVE** answers containing information related to the plans for many facilities.

**Example 2:**

**Questions 1-4**

**What are the responsibilities of each of the following restaurant staff?**

**Choose FOUR answers from the box and write the correct letter, A-F, next to questions 1-4.**

→ Number of questions: 4

→ You are asked to match **FOUR** correct answers which indicate the responsibilities of each staff in the restaurant.

**Step 2: READ THE QUESTIONS AND UNDERLINE KEYWORDS**

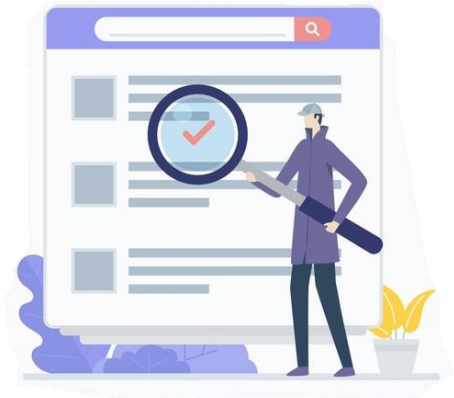
Pay attention to **names, dates** or **academic phrases** because they would not be paraphrased.

**Example 1:**

- |  |       |
|--|-------|
| 1 Methods of determining if a child had ADHD                       | ..... |
| 2 After about five minutes of a vigilance test, some subjects will | ..... |
| 3 Vigilance tests help   | ..... |
| 4 If a few grams of a drug are well concealed, even the best dogs  | ..... |

→ **Keywords:**

1. Methods of determining if a child had ADHD
2. After about five minutes of a vigilance test, some subjects will still
3. Vigilance tests help
4. If a few grams of a drug are well concealed, even the best dogs”



**Example 2:**

- |   |       |
|---|-------|
| 1 The development of business scheme                | ..... |
| 2 Using employees and funds                         | ..... |
| 3 Getting and passing message on to related persons | ..... |

→ **Keywords:**

- 1 The development of business scheme
- 2 Using employees and funds
- 3 Getting and passing message on to related persons”



 **EXERCISE 1: Underline keywords in these questions.**

1.	2.
<ol style="list-style-type: none"> <li>1 Businesses which produce goods</li> <li>2 Business premises which are located close to local markets</li> <li>3 Businesses depending on local customers</li> <li>4 Foreign businesses</li> </ol>	<ol style="list-style-type: none"> <li>1 John who is in charge of buying stuff</li> <li>2 Linda who is responsible for cleaning</li> <li>3 Max who is a waitress</li> <li>4 Tim who is a restaurant's manager</li> </ol>
3.	4.
<ol style="list-style-type: none"> <li>1 Minkie whale in Africa</li> <li>2 Sperm whale in South America</li> <li>3 Northern right whale in North America</li> <li>4 Killer Whale in Pacific Ocean</li> </ol>	<p><b>Physical activities</b></p> <ol style="list-style-type: none"> <li>1 Running on the hill</li> <li>2 Swimming in the local river</li> <li>3 Cycling in the countryside</li> <li>4 Doing yoga on the beach</li> <li>5 Training with a personal trainer</li> </ol>
5.	6.
<ol style="list-style-type: none"> <li>1 Guitar class</li> <li>2 Singing class</li> <li>3 Traditional dancing class</li> <li>4 Hip-hop class</li> </ol>	<ol style="list-style-type: none"> <li>1 El Nino in Southeast Asia</li> <li>2 Climate change all over the world</li> <li>3 The death of coral reef</li> </ol>
7.	8.
<ol style="list-style-type: none"> <li>1 The building next to a University</li> <li>2 The roads leading to the bridge</li> <li>3 The bridge closed to the traffic light</li> </ol>	<ol style="list-style-type: none"> <li>1 How the device senses gases</li> <li>2 Where the new gas sensor was created</li> <li>3 Other uses of the new gas sensor</li> <li>4 How the device was designed</li> </ol>
9.	10.
<ol style="list-style-type: none"> <li>1 It helped other countries develop their own film industry.</li> <li>2 It was the biggest producer of films</li> <li>3 It was first to develop the 'feature' film</li> <li>4 It was responsible for creating stars.</li> <li>5 It made the most money from 'avantgarde' films</li> </ol>	<ol style="list-style-type: none"> <li>1 Taking presentation notes</li> <li>2 Making class notes</li> <li>3 Taking an exam</li> <li>4 Writing an essay</li> </ol>

**Step 3: READ THE OPTIONS AND UNDERLINE KEYWORDS**

- Reading the given options in the box and find out the differences between them through **features, dates or names**.
- **Underlining** keywords is considered as one of the most efficient strategies when doing this type of questions.

**Example:**

<p><b>PROBLEMS</b></p> <p>A It is expensive</p> <p>B The colour is too strong</p> <p>C The colour is not long lasting</p> <p>D It is very poisonous</p> <p>E It can damage the fabric</p> <p>F The colour maybe unexpected</p>
--

→ *Keywords:*

- A It is expensive
- B The colour is too strong
- C The colour is not long lasting
- D It is very poisonous
- E It can damage the fabric
- F The colour maybe unexpected



**EXERCISE 2: Underline keywords in the given options**

1	2
<p>A Define a problem because of climate change</p> <p>B Independent learning</p> <p>C Develop self-study skills for students</p> <p>D Gain confidence thanks to the training courses</p> <p>E Improve communication skills</p>	<p style="text-align: center;"><b>Plans</b></p> <p>A It will move to a new location</p> <p>B It will have its opening hours extended</p> <p>C It will be refurbished</p> <p>D It will be used for a different purpose</p> <p>E It will have its opening hours reduced</p> <p>F It will have new management</p> <p>G It will be extended</p>

<b>3</b>	<b>4</b>
<b>Problems</b>	<b>Information</b>
<p><b>A</b> The colour maybe unexpected</p> <p><b>B</b> It is unsuitable for some fabrics</p> <p><b>C</b> It is not generally available</p> <p><b>D</b> It is quite expensive</p> <p><b>E</b> It is sold on the Internet</p>	<p><b>A</b> It has a good place to stop and rest</p> <p><b>B</b> It is suitable for all abilities</p> <p><b>C</b> It involves crossing a river</p> <p><b>D</b> It will be easy for young people</p> <p><b>E</b> It will be a good way for children's development</p>
<b>5</b>	<b>6</b>
<b>Information</b>	
<p><b>A</b> It demands a lot of skills</p> <p><b>B</b> It maybe closed in bad weather</p> <p><b>C</b> It has some very narrow sections</p> <p><b>D</b> It may occur in July</p> <p><b>E</b> It may last for 2 hours</p>	<p><b>A</b> Reduce the number of insects</p> <p><b>B</b> Decline in the number of species</p> <p><b>C</b> Impacts on the growth of animals</p> <p><b>D</b> Impacts on water quality</p> <p><b>E</b> Effects on global temperature</p>
<b>7</b>	<b>8</b>
<b>Essential requirements</b>	
<p><b>A</b> Foreign languages</p> <p><b>B</b> Willingness to travel abroad</p> <p><b>C</b> Professional qualification</p> <p><b>D</b> Physical health</p> <p><b>E</b> Driving certificates</p>	<p><b>A</b> A finding of the UCSF study</p> <p><b>B</b> An opinion of the UCSF study</p> <p><b>C</b> A finding of the EPA report</p> <p><b>D</b> An assumption of consultants to the tobacco industry</p>
<b>9</b>	<b>10</b>
<p><b>A</b> Only John does</p> <p><b>B</b> Only Maria does</p> <p><b>C</b> They will do together</p> <p><b>D</b> None of them does</p>	<p><b>A</b> They are hardly interested</p> <p><b>B</b> They might be interested</p> <p><b>C</b> They are definitely interested</p> <p><b>D</b> They might be less interested</p>

**Step 4: LISTEN CAREFULLY AND ANSWER THE QUESTIONS**

V. EXAMPLES

 **Example:**

**Questions 1-4**

What information does Annie give about skiing on each of the following mountain trails?

Choose **FOUR** answers from the box and write the correct letter, A-F, next to Questions 1-4.

Information	Mountain trails
<b>A</b> It has a good place to stop and rest	<b>1</b> Highland trail .....
<b>B</b> It is suitable for all abilities	<b>2</b> Pine trail .....
<b>C</b> It involves crossing a river	<b>3</b> Stony trail .....
<b>D</b> It demands a lot of skill	<b>4</b> Loser's trail .....
<b>E</b> It maybe closed in bad weather	
<b>F</b> It has some very narrow sections	

(Cambridge Practice Tests for IELTS 13, Test 4, Section 2)



✓ **Step 1: Read the instructions**

→ Number of questions: 4

→ You are asked to match **FOUR** correct answers with the questions which refer to many mountain trails.



✓ **Step 2: Underline keywords in the questions**

 **Note:** You should pay more attention to the **names** of the trails 

Mountain trails	
<b>1</b> <u>Highland</u> trail	.....
<b>2</b> <u>Pine</u> trail	.....
<b>3</b> <u>Stony</u> trail	.....
<b>4</b> <u>Loser's</u> trail	.....

✓ **Step 3: Underline keywords in the options**

Information	
A	It has a <u>good</u> place to <u>stop</u> and <u>rest</u>
B	It is <u>suitable</u> for <u>all</u> abilities
C	It involves <u>crossing</u> a river
D	It <u>demands</u> a lot of <u>skill</u>
E	It maybe <u>closed</u> in bad weather
F	It has <u>some</u> very <u>narrow</u> sections

✓ **Step 4: Listen carefully and answer the questions**

Your answers:

1 ..... 2 ..... 3 ..... 4 .....

- Listen again and check:



“Now, let me tell you something about the different ski trails you can follow during your stay here. Highland Trail’s directly accessible from where we are now. This trail’s been designed to give first-timers an experience they’ll enjoy regardless of their age or skill, but it’s also ideal for experts to practice their technique. (Q1)

Then there’s Pine Trail ... if you’re nervous about skiing leave this one to the experts! You follow a steep valley long right down on the river below-scary! But if you’ve fully mastered the techniques needed for hills. It’s great fun. (Q2)

Stony Trail’s a good choice once you’ve got a general idea of the basics. There are one or two tricky sections, but nothing too challenging. There’s a shelter half-way where you can sit and take a break and enjoy the afternoon sunshine. (Q3)

And finally, Loser’s Trail. This starts off following a gentle river valley but the last part is quite exposed to the snow conditions can be challenging – if it’s snowing or windy, check with us before you set out to make sure the trail’s open that day. (Q4)

Right so now if you’d like to follow me, we’ll get started.....”

**Question 1:**

“This trail’s designed to give first-timers an experience they’ll enjoy regardless of their age or skill, but it’s also ideal for experts to practice their technique”.

→The phrase “all abilities” has similar meaning to “regardless of their age or skill”

**Answer: B**

**Question 2:**

*"You follow a steep valley long right down on the river below-scary! But if you've fully mastered the techniques needed for hills. It's great fun."*

→ "mastered the techniques" is compatible with "demand", "skill"

**Answer: D**

**Question 3:**

*"There are one or two tricky sections, but nothing too challenging. There's a shelter half-way where you can sit and take a break and enjoy the afternoon sunshine."*

→ "sit and take a break and enjoy the afternoon sunshine" = "stop and rest"

**Answer: A**

**Question 4:**

*"if it's snowing or windy, check with us before you set out to make sure the trail's open that day."*

→ The speaker asked their customers to check with them in case the trail closed due to bad weather.

**Answer: E**

**VI. PRACTICE**

 **EXERCISE 3:**

**Questions 1-5**

**Choose FIVE answers from the box and write the correct letter, A-G, next to Questions 1-5.**

**What comments do the speakers make about each of the following aspects of Russ's previous presentation?**



Comments	Aspects of Russ's previous presentation
<b>A</b> Lacked a conclusion	<b>1</b> structure .....
<b>B</b> Useful in the future	<b>2</b> eye contact .....
<b>C</b> Not enough	<b>3</b> body language .....
<b>D</b> Sometimes distracting	<b>4</b> choice of words .....
<b>E</b> Showed originally	<b>5</b> handouts .....
<b>F</b> Covered a wide range	
<b>G</b> Not too technical	



✓ **Step 1: Read the instructions**

Number of questions: .....; Exercise requirements: .....

✓ **Step 2 + Step 3: Underline keywords in the questions**

✓ **Step 4: Listen to the the recording and answer these questions above**

 **3 EXERCISE 4:**

**Questions 1-4**

**What is the responsibility of each of the following restaurant staff?**

**Choose FOUR answers from the box and write the correct letter, A-F, next to questions 1-4.**

Responsibilities	Restaurant staff
<b>A</b> Training courses	<b>1</b> Joy Parkins .....
<b>B</b> Food stocks	<b>2</b> David Field .....
<b>C</b> First aid	<b>3</b> Dexter Wills .....
<b>D</b> Breakages	<b>4</b> Mike Smith .....
<b>E</b> Staff discounts	
<b>F</b> Timetables	

(Cambridge Practice Tests for IELTS 12, Test 5, Section 2)

✓ **Step 1: Read the instructions**

✓ Number of questions: .....; Exercise requirements: .....

✓ **Step 2 + Step 3: Read questions and options**

✓ **Step 4: Listen to the the recording and answer these questions above**



 **4 EXERCISE 5:**

**Questions 1-5**

**What does the man say about the play on each of the following days?**

**Choose FIVE answers from the box and write the correct letter, A-G, next to questions 1-5.**

Comments	Days
<b>A</b> The playwright will be present	
<b>B</b> The play was written to celebrate an anniversary	
<b>C</b> The play will be performed inside a historic building	<b>1</b> Wednesday .....
<b>D</b> The play will be accompanied by lived music	<b>2</b> Thursday .....
<b>E</b> The play will be performed outdoors	<b>3</b> Friday .....
<b>F</b> The play will be performed for the first time	<b>4</b> Saturday .....
<b>G</b> The performance will be attended by officials from the town	<b>5</b> Monday .....

(Cambridge Practice Tests for IELTS 12, Test 6, Section 2)

✓ **Step 1: Read the instructions**

Number of questions: .....; Exercise requirements: .....

✓ **Step 2 + Step 3: Underline keywords in the questions**

✓ **Step 4: Listen to the the recording and answer these questions above**



**EXERCISE 6:**

**Questions 1-6:**

**What do the speakers say about each of the following films?**

**Choose SIX answers from the box and write the correct letter, A-G, next to questions 1-6.**



Comments	Films
<b>A</b> Clearly shows the historical period	<b>1</b> Ran .....
<b>B</b> Contains only parts of the play	<b>2</b> Much Ado about .....
<b>C</b> Is too similar to another kind of film	Nothing
<b>D</b> Turned out to be unpopular with audiences	<b>3</b> Romeo and Juliet .....
<b>E</b> Presents the play in a different period from the original	<b>4</b> Hamlet .....
<b>F</b> Sets the original in a different country	<b>5</b> Prospero's books .....
<b>G</b> Incorporates a variety of art forms	<b>6</b> Looking for Richard .....

(Cambridge Practice Tests for IELTS 12, Test 8, Section 3)

- ✓ **Step 1: Read the instructions**  
 Number of questions: ..... ;  
 Exercise requirements: .....
- ✓ **Step 2 + Step 3: Underline keywords in questions and options**
- ✓ **Step 4: Listen to the the recording and answer these questions above**



 **EXERCISE 7:**

**Questions 1-5**

Choose **FIVE** answers from the box and write the correct letter, A-G, next to Questions 1-5.

What is planned for each of the following facilities?

<b>Plans</b>	
<p><b>A</b> It will move to a new location.</p> <p><b>B</b> It will have its opening hours extended.</p> <p><b>C</b> It will be refurbished.</p> <p><b>D</b> It will be used for a different purpose.</p> <p><b>E</b> It will have its opening hours reduced.</p> <p><b>F</b> It will have new management.</p> <p><b>G</b> It will be expanded.</p>	<p><b>1</b> railway station car park .....</p> <p><b>2</b> cinema .....</p> <p><b>3</b> indoor market .....</p> <p><b>4</b> library .....</p> <p><b>5</b> nature reserve .....</p>

(Cambridge Practice Tests for IELTS 11, Test 3, Section 2)



- ✓ **Step 1: Read the instructions**  
 Number of questions: ..... ;  
 Exercise requirements: .....
- ✓ **Step 2 + Step 3: Underline keywords in the questions**
- ✓ **Step 4: Listen to the the recording and answer these questions above**

**VII. HOMEWORK**



1.

**Questions 1-3:**

**Who is each play suitable for?**

**Write the correct letter, A, B or C next to Questions 1-3.**

Plays	
A Mainly for children	1 The Mystery of Muldoon .....
B Mainly for adults	2 Fire and Flood .....
C Suitable for people of all ages	3 Silly Sailor .....

(Cambridge Practice Tests for IELTS 11, Test 4, Section 1)

✓ **Step 1: Read the instructions**

Number of questions: .....; Exercise requirements: .....

✓ **Step 2 + Step 3: Underline keywords in questions and options**

✓ **Step 4: Listen to the the recording and answer these questions above**



2.

**Questions 1-5**

**What is currently the main area of work of each of the following people?**

**Choose FIVE answers from the box and write the correct letter, A-H, next questions 1-5.**

Area of work	People
A Advertising	1 Simon (the speaker) .....
B Animal care	2 Liz .....
C Building	3 Sarah .....
D Educational links	4 Duncan .....
E Engine maintenance	5 Judith .....
F Food and drink	
G Sales	
H Staffing	

(Cambridge Practice Tests for IELTS 9, Test 3, Section 2)

✓ **Step 1: Read the instructions**

Number of questions: .....; Exercise requirements: .....

✓ **Step 2 + Step 3: Read in questions and options**

✓ **Step 4: Listen to the the recording and answer these questions above**



Questions 1-5:

Where can each of the following items be found?

Choose FIVE answers from the box and write the correct letter, A-G, next to questions 1-5.

Locations	
A In box on washing machine	1 pillows .....
B In cupboard on landing	2 washing powder .....
C In chest of drawers	3 key .....
D Next to window in living room	4 light bulbs .....
E On shelf by back door	5 map .....
F On top of television	
G Under kitchen sink	

(Cambridge Practice Tests for IELTS 9, Test 4, Section 2)

✓ **Step 1: Read the instructions**

Number of questions: .....; Exercise requirements: .....

✓ **Step 2 + Step 3: Underline keywords in the questions**

✓ **Step 4: Listen to the the recording and answer these questions above**



Questions 1-5

Which dolphin does Alice make each of the following comments about?

Write the correct letter, A, B, C or D, next to questions 1-5.

Dolphins	Comments
<b>A Moondancer</b> <b>B Echo</b> <b>C Kiwi</b> <b>D Samson</b>	1 It has not been seen this year .....
	2 It is photographed more than the others .....
	3 It is always very energetic .....
	4 It is the newest one in the scheme .....
	5 It has an unusual shape .....

(Cambridge Practice Tests for IELTS 10, Test 3, Section 2)

✓ **Step 1: Read the instructions**

Number of questions: .....; Exercise requirements: .....

✓ **Step 2 + Step 3: Underline keywords in the questions**

✓ **Step 4: Listen to the the recording and answer these questions above**



**Questions 1-4**

**What does Paul decide about each of the following modules?**

**Write the correct letter, A, B or C next to questions 1-4.**

	<b>Module</b>
<b>A</b> He will do this	<b>1</b> Gender Studies in Latin America .....
<b>B</b> He might do this	<b>2</b> Second Language Acquisition .....
<b>C</b> He won't do this	<b>3</b> Indigenous Women's Lives .....
	<b>4</b> Portuguese Language Studies .....

(Cambridge Practice Tests for IELTS 8, Test 3, Section 3)

✓ **Step 1: Read the instructions**

Number of questions: .....; Exercise requirements: .....

✓ **Step 2 + Step 3: Underline keywords in questions and options**

✓ **Step 4: Listen to the the recording and answer these questions above**



## 05

## LABELLING A MAP/DIAGRAM/PLAN

**Map/Plan/Diagram Labelling** là dạng bài yêu cầu điền vào chỗ trống đáp án phù hợp với các địa điểm trên bản đồ/ sơ đồ/ biểu đồ. Đây được xem là dạng bài dễ ăn điểm nhất, chỉ sau bài điền từ ở section 1. Tuy nhiên, cũng như các dạng bài IELTS LISTENING khác, **LABELLING** nói chung là kiểu bài mà thí sinh rất dễ bị đánh lừa, và nếu không nghe kỹ, bạn học sẽ dễ mắc những lỗi sai đáng tiếc.

Dạng bài **LABELLING** có thể xuất hiện trong bất kỳ phần nào của bài Nghe, tuy nhiên nó thường xuyên xuất hiện trong *Section 2*. Thông thường, thí sinh sẽ được cung cấp hình minh họa cùng danh sách câu trả lời và nhiệm vụ của thí sinh là sắp xếp theo thứ tự. Các chủ đề phi học thuật (ví dụ một địa điểm, chỉ đường, quy trình sản xuất, ...) thường hay xuất hiện trong dạng đề này. Vì vậy việc nắm bắt các từ vựng liên quan (Useful Languages) đến bản đồ hay sơ đồ là vô cùng quan trọng.

Bài học này sẽ chỉ ra đầy đủ các từ ngữ sẽ thường được nhắc đến bao gồm từ chỉ vị trí như: *north, west, south, east...* hay các từ chỉ phương hướng như: *turn left, turn right, go straight* và các từ chỉ nơi chốn như *theatre, car park...* Kèm theo đó là các bài tập áp dụng **Exercises** nhằm giúp bạn học nhớ từ vựng hiệu quả hơn.

Sau khi đã được làm quen với các từ vựng liên quan đến dạng bài, bài học bắt đầu đi sâu vào việc hướng dẫn từng bước làm bài (**Strategies**) dành cho dạng bài này như sau:

**Bước 1:** Đọc kỹ đề bài, xem đề yêu cầu điền từ vào bản đồ hay chọn A, B, C, D.

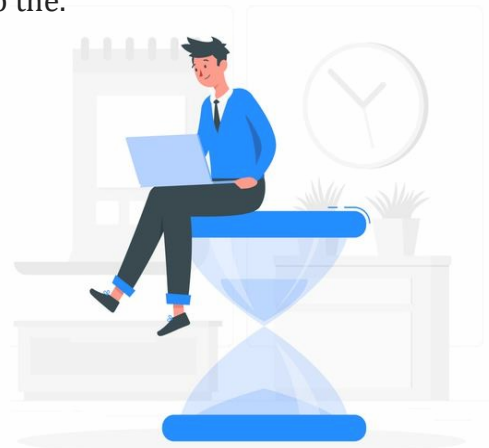
**Bước 2:** Xác định thật kỹ các vị trí cho trước, đặc biệt để ý đến **phương hướng của những địa điểm đã có sẵn** và phương hướng của những địa điểm cần tìm.

**Bước 3:** Đọc câu hỏi

**Bước 4:** Lắng nghe cẩn thận và ghi lại bất kỳ câu trả lời có thể.

**Tips** để làm dạng bài nhanh và hiệu quả:

1. Câu trả lời sẽ được nhắc theo thứ tự giống như bản ghi âm.
2. Nắm vững các từ vựng chỉ **vị trí, phương hướng và nơi chốn**.
3. Bạn thường được cung cấp một biểu tượng la bàn nhằm giúp bạn xác định hướng Bắc, Nam, Đông, và Tây.



4. Nếu không có biểu tượng la bàn trên bản đồ, hãy tự vẽ nhanh một cái la bàn nhỏ trên bản đồ để giúp bạn theo dõi bản phương hướng dễ dàng hơn.
5. Chú ý nghe các từ ám chỉ các bước tiếp theo như ***"The next room we are about to see is..."*** hoặc ***"If you now follow me to..."***
6. Xem toàn bộ bản đồ / sơ đồ trước khi nghe.
7. Trong khi nghe, bạn nên theo dõi phương hướng, lộ trình bằng việc sử dụng bút chì. Hãy chú ý đến tên của các địa điểm.
8. Xác định vị trí bắt đầu được nhắc đến trong bản đồ/sơ đồ/biểu đồ (Thường được kí hiệu mũi tên).

Đối với mỗi bước làm sẽ bao gồm ví dụ minh họa cụ thể – **Examples** để hình dung được cách thức làm bài theo chiến thuật trên. Các ví dụ sẽ luôn kèm theo phần hướng dẫn – **How to do**, nêu rõ các bước cùng lời giải thích chi tiết và cụ thể để bạn có thể tự luyện tập và thực hành phần **Exercises** và **Homework** (Phần Keys sẽ nằm ở cuối quyển sách).





05

LABELING A MAP/DIAGRAM/PLAN

I. OBJECTIVES

This lesson will help you:

- Learn how to label a map/diagram/plan in the IELTS Listening test.
- Apply tips and strategies when doing the test.

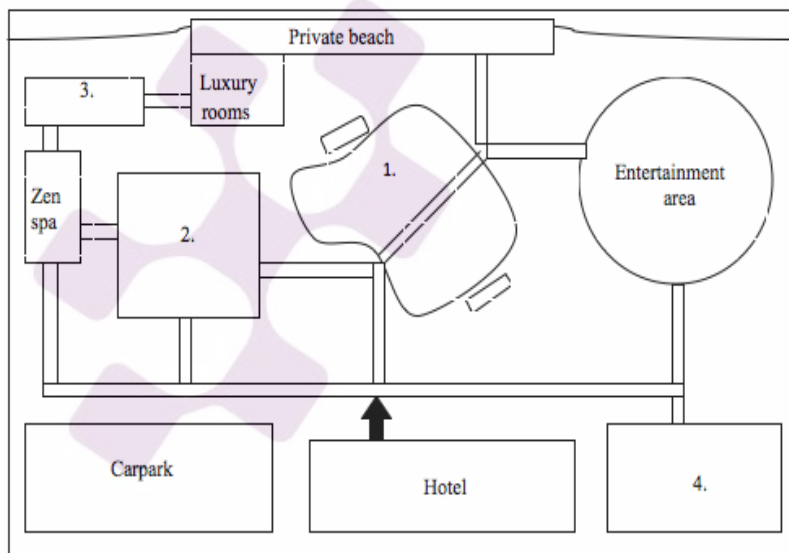
II. OVERVIEW

- Map/Diagram/Plan labelling is one of the most popular type of questions in the IELTS Listening test.
- This task type usually occurs in **Section 2**.
- You will be given a map, a diagram or a plan with some blank spaces to label the names of some facilities and buildings or various parts of a machine.
- In some maps you are given a **list of words**. Your task is to choose the correct words to fit on the maps.
- In other forms of this question type, you will just be given a number of gaps, what you need to do is to listen and choose the right words from the recording.

Example 1:

Questions 1-4

Label the map below. Choose **FOUR** answers from the box and write the letters A-G next to questions 1-4.



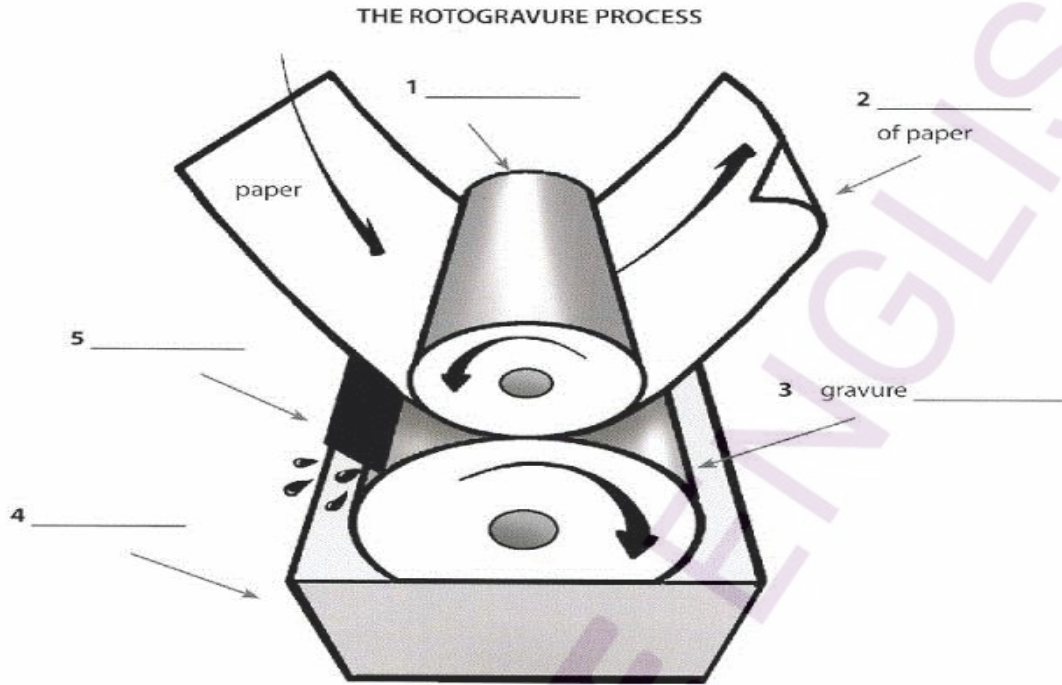
- A Café Restaurant
- B Swimming pool
- C Reception
- D Family rooms
- E Bar
- F Sports centre
- G Gym

1 .....      2 .....  
 3 .....      4 .....

**Example 2:**

**Questions 1-4**

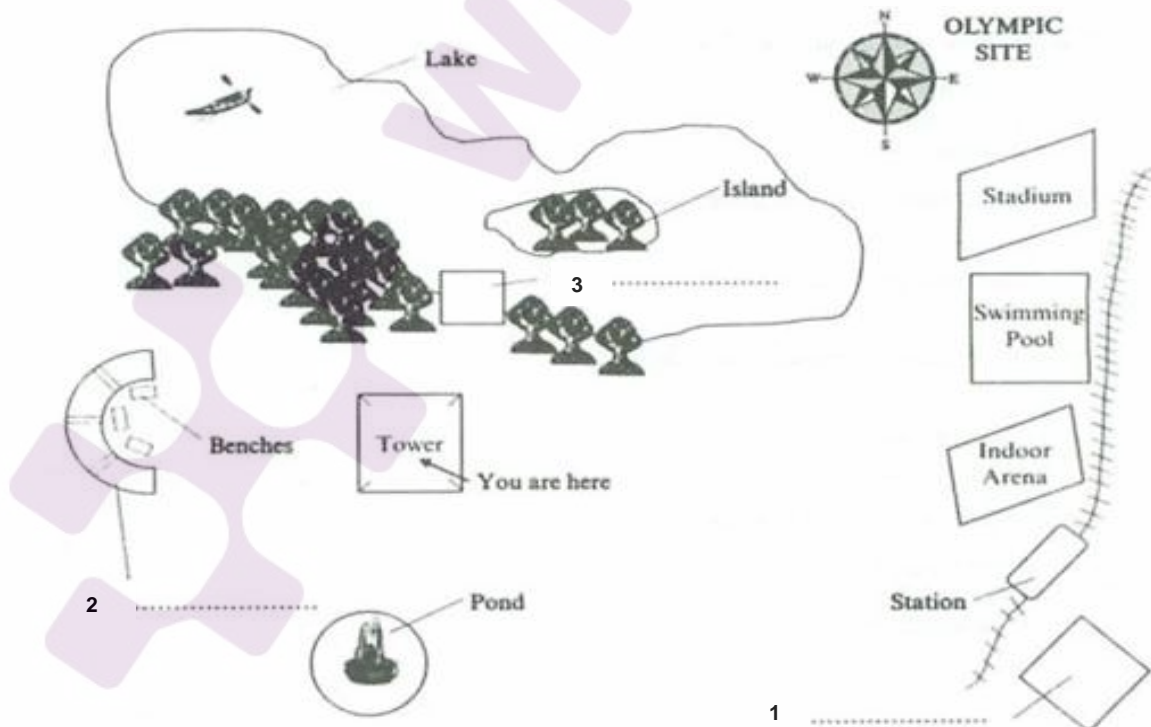
Complete the diagram below. Write **NO MORE THAN TWO WORDS** for each answer.



**Example 3:**

**Questions 1-3**




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



### III. ESSENTIAL TIPS

1. The questions to answer are in the **same order** as the recording.
2. In order to answer these questions, you need to be able to familiar with **direction languages** like: **go straight, turn left, turn right, take/ go down/ go along/ go straight X road/ street, take the first on the left, take the second on the right, etc.** and languages related to **locations** such as:

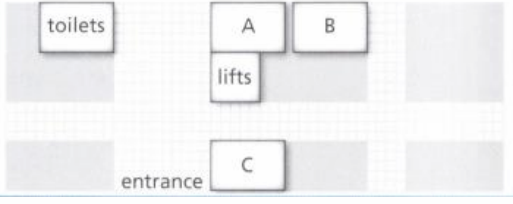
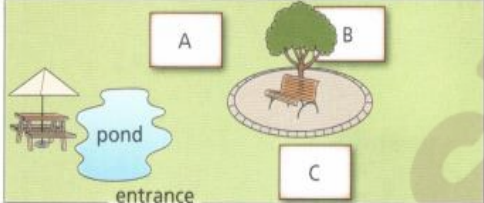

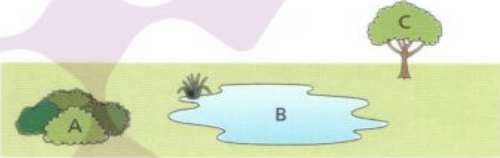
- At the top/ at the bottom	- On the left/ on the right
- Left hand side/ right hand side	- Opposite/ in front of/ behind
- South/ North/ East/ West	- In the middle/ in the centre
- Southeast/ Southwest/ Northeast/ Northwest	- Above/ below
- To the North/ to the South/ to the East/ to the West	- Inside/ outside
- Just beyond/ a little beyond/ just pass	- Next to/ alongside/ adjoining (= next to or joined with)

3. You are usually given a **compass icon**  in the **corner** telling you where **'North', 'South', 'East'** and **'West'** are. This means that these phrases will be used to direct you.
4. If there is **no compass icon** on the maps, **draw**  a little one to help you follow the recording easily.
5. Stay focused on the **signposting** languages like **'The next room we are about to see is...'**, or **'If you now follow me to...'** to help you understand each stage of the talk.
6. Study the **whole maps/diagrams** before actually listening to the recording.
7. While listening you should **trace your route** with your pencil. Pay attention to the **names of places**.
8. Look for any **arrows**  on the maps.





**EXERCISE 1: Listen to the recording and fill the gaps with the phrases that help you to locate the correct answer.**

Audio		Locating words/phrases
1	<p>Where is the gift shop?</p> 	<p>1 The entrance is .....</p> <p>2 Then go .....</p> <p>3 The shop you want is .....</p> <p>4 ..... lifts.</p>
2	<p>Where can you buy stamps?</p> 	<p>5 In ..... resort, you'll see a .....</p> <p>6 ..... courtyard, you'll find a .....</p> <p>7 It's just .....</p> <p>tree.</p>
3	<p>What is the proposed location of the new bridge?</p> 	<p>8 I was thinking of putting it .....</p> <p>9 I think it would be better if it's ..... motorway.</p>
4	<p>Where is the ideal habitat for the Traviston Frog?</p> 	<p>10 It is unable to live in ..... ..... of a pond.</p>



**EXERCISE 2: Listen to the recording again and choose the correct letter A, B or C.**

## IV. STRATEGIES



**Step 1:** Read the instructions carefully to learn what the test asks you to do.

**Step 2:** Identify features on the maps/ plans/ diagrams.

**Step 3:** Read the questions.

**Step 4:** Listen carefully and answer the questions.

### **Step 1: READ THE INSTRUCTIONS CAREFULLY**

The instructions will ask you to complete a certain number of questions.

#### **Example 1:**

##### **Questions 1-3**

**Label the map below.**

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

- - Number of questions: 3
- Types of questions: Map labelling
- Word limit: NO MORE THAN TWO WORDS

#### **Example 2:**

##### **Questions 1-5**

**Label the diagram below.**

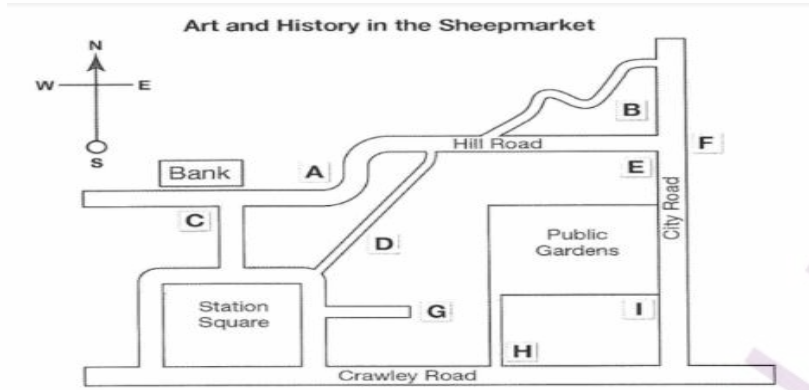
**Choose FIVE answers from the box and write the letters A-J next to the questions 1-5.**

- - Number of questions: 5
- Types of questions: Diagram labelling
- Exercise requirements: matching FIVE answers from the box with questions 1-5

### **Step 2: IDENTIFY FEATURES ON THE MAPS/ DIAGRAMS/ PLANS**

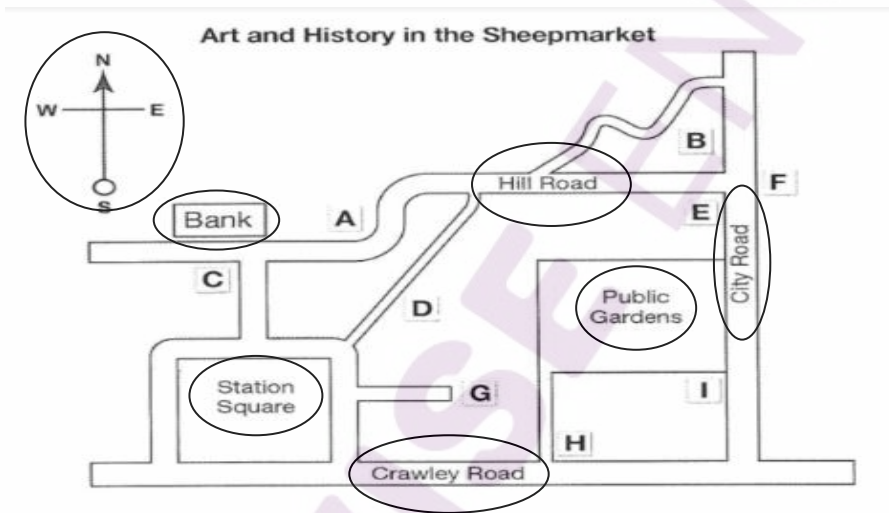
- Look at the major parts of the maps or plans in order to understand and **navigate** your way around more easily when listening to the recording. You also need to **visualize** the locations of different features to make sure that you could follow the talk.
- Underline or circle some locations on the maps such as **roads, buildings or parks**.
- Try to find out the **starting point** of the recording on the maps/diagrams/plans.

**Example:**



→ *Types of questions:* labelling a map of the Sheepmarket.

→ *Key features:*



**Step 3: READ THE QUESTIONS**

Reading the nearby questions to keep track of the recording as the track will be in the same order as the questions.

**Step 4: LISTEN CAREFULLY AND ANSWER THE QUESTIONS**

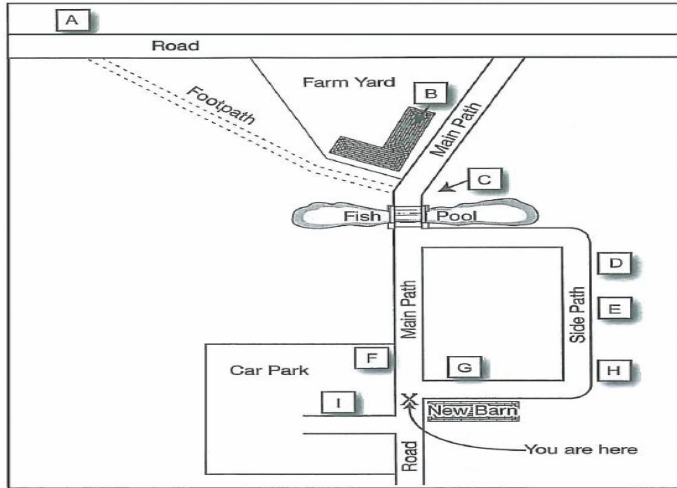


V. EXAMPLES

 **Example 1:**

**Questions 1-6**

**Label the map below. Write the correct letter, A-I, next to questions 1-6.**



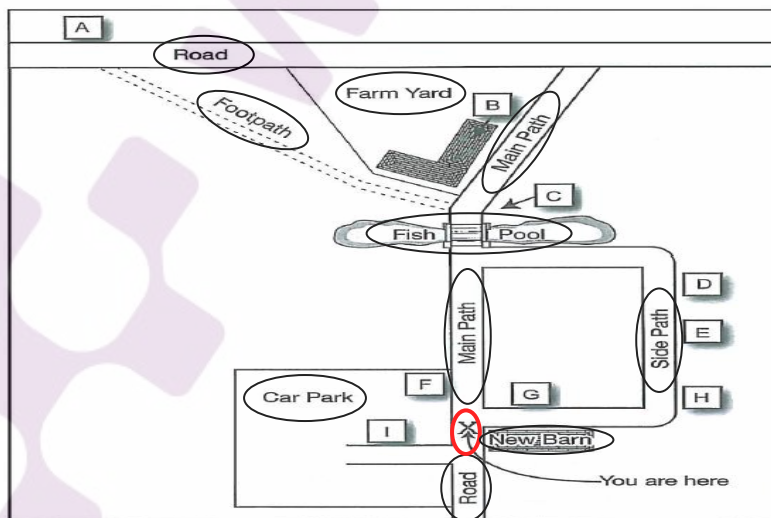
- 1 Scarecrow .....
- 2 Maze .....
- 3 Cafe .....
- 4 Black Barn .....
- 5 Covered picnic area .....
- 6 Fiddy House .....

(Cambridge Practice Tests for IELTS 11, Test 1, Section 2)

✓ **Step 1: Read the instructions**

- Number of questions: 6; Types of questions: map labelling
- Exercise requirements: matching the correct letter with the questions 1-6

✓ **Step 2: Find out key features and underline keywords**



✓ **Step 3: Read the questions 1-6 carefully**

✓ **Step 4: Listen and answer the questions**

- **Listen again and check:**

“Now let me give you some idea of the layout of the farm. The building where you bought your tickets is the New Barn, immediately to your right, and we’re now at the beginning of the main path to the farmland and of course the car park is on your left. The scarecrow you can see in the car park in the corner, beside the main path (Q1), is a traditional figure for keeping the birds away from crops, but our scarecrow is a permanent sculpture. It’s taller than a human being, so you can see it from a distance.

If you look ahead of you, you’ll see a maze. It’s opposite the New Barn, beside the side path that branches off to the right just over there (Q2). The maze is made out of hedges which are too tall for young children to see over them, but it’s quite small, so you can’t get lost in it!

Now, can you see the bridge crossing the fish pool further up the main path? If you want to go to the cafe, go towards the bridge and turn right just before it. Walk along the side path and the cafe on the first bend you come to (Q3). The building was originally the schoolhouse and it’s well over a hundred years ago.

As you may know, we run skills workshops here, where you can learn traditional crafts like woodworks and basket-making. You can see examples of work, and talk to someone about the courses, in the Black Barn. If you take the side path to the right, here, just by the New Barn, you’ll come to the Black Barn just where the path firsts bends. (Q4)

Now I mustn’t forget to tell you about picnicking as I can see some of you have brought your lunch with you. You can picnic in the field, though do clear up behind you, of course. Or if you’d prefer a covered picnic area, there’s one near the farmyard; just after you cross the bridge there is a covered picnic spot on the right. (Q5)

And the last thing to mention is Fiddy House itself. From here you can cross the bridge then walk along the footpath through the field to the left of the farmyard. That goes to the house (Q6), and I’ll give you a lovely view of it. It’s certainly worth a few photographs, but as it’s a private home, I’m afraid you can’t go inside.”

**Question 1:**

“The scarecrow you can see in the car park in the corner, beside the main path, is a traditional figure for keeping the birds away from crops, but our scarecrow is a permanent sculpture. It’s taller than a human being, so you can see it from quite a distance.”

**Answer: F**





**Question 2:**

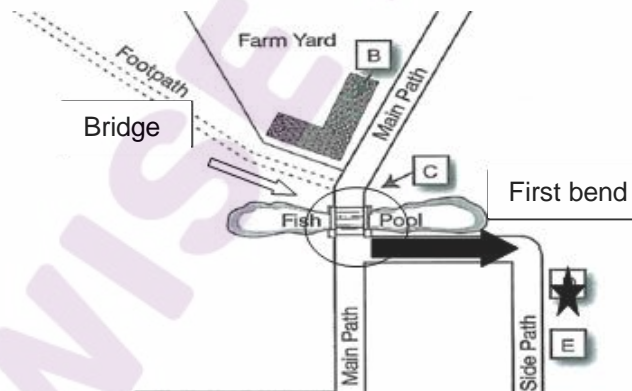
*"If you look ahead of you, you'll see a maze. It's opposite the New Barn, beside the side path that branches off to the right just over there."*



**Answer: G**

**Question 3:**

*"If you want to go to the cafe, go towards the bridge and turn right just before it. Walk along the side path and the cafe on the first bend you come to the building was originally the schoolhouse and it's well over a hundred years ago."*



**Answer: D**

**Question 4:**

*"You can see examples of work, and talk to someone about the courses, in the Black Barn. If you take the side path to the right, here, just by the New Barn, you'll come to the Black Barn just where the path first bends."*

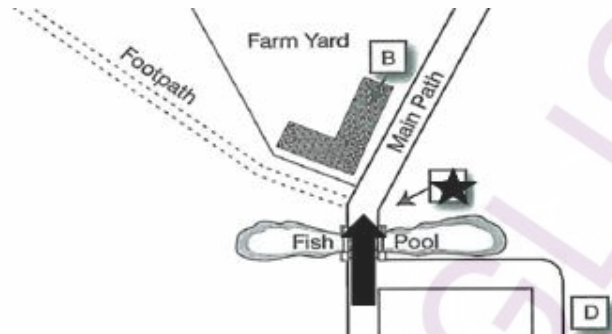


**Answer: H**

**Question 5:**

*"You can picnic in the field, though do clear up behind you, of course. Or if you'd prefer a covered picnic area, there's one near the farmyard; just after you cross the bridge there is a covered picnic spot on the right."*

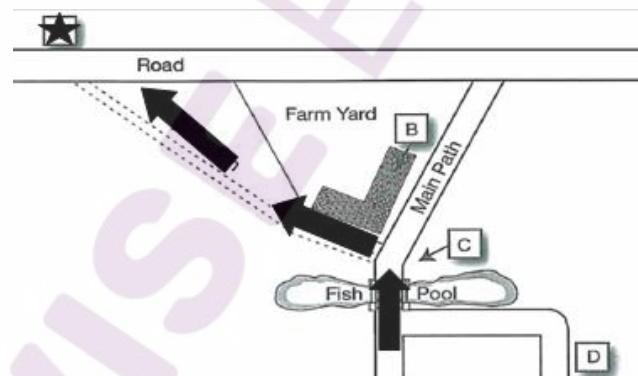
**Answer: C**



**Question 6:**

*"And the last thing to mention is Fiddy House itself. From here you can cross the bridge then walk along the footpath through the field to the left of the farmyard. That goes to the house, and I'll give you a lovely view of it."*

**Answer: A**



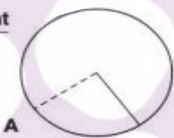
**Example 2:**

**Questions 1-2**

Label the diagram below. Write **NO MORE THAN THREE WORDS** for each answer.

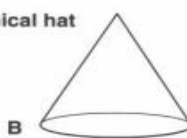
**INTRODUCTION TO HAT-MAKING**

**First Hat**



cut into centre and 1 ..... the cut

**Conical hat**



**Second Hat**



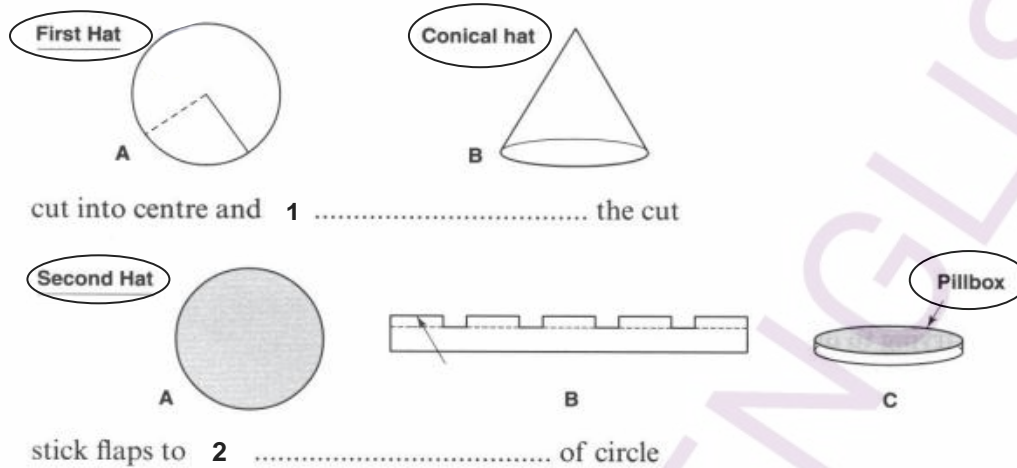
stick flaps to 2 ..... of circle



✓ **Step 1: Read the instructions**

- Number of questions: 2; Types of questions: Diagram labeling
- Exercise requirements: writing NO MORE THAN THREE WORDS for each answer

✓ **Step 2: Find out key features and underline keywords**



✓ **Step 3: Read the questions 1-2 carefully**

✓ **Step 4: Listen and answer the questions**

- Listen again and check:

“After we'd done the research, we went back to the classroom to make two basic hat shapes using rolls of old wallpaper. We each made, first of all, a conical hat by ... er ... if I show you now... cutting out a circle and then making one cut up to the centre and then ... er ... overlapping the cut like this... (Q1) a conical hat that sits on your head. The other hat we made was a little more complicated ... er ... first of all we cut out a circle again ... like this... then you need a long piece with flaps on it - I've already made that bit which I have here - you bend the flaps over and stick them ... with glue or prittstick... to the underside of the circle ... like this (Q2). Again, I've prepared this so that I don't get glue everywhere. The pupils do, of course, so you need plenty of covers for the table. And there you have a pillbox hat as in pill and box. Now variations and combinations of these two hat shapes formed the basis of the pupils' final designs.”

**Question 1:**

“if I show you now... cutting out a circle and then making one cut up to the centre and then ... er ... overlapping the cut like this this ...”

**Answer: overlap**



**Question 2:**

"I've already made that bit which I have here - you bend the flaps over and stick them ... with glue or prittstick ... to the underside of the circle ... like this"

**Answer: underside**

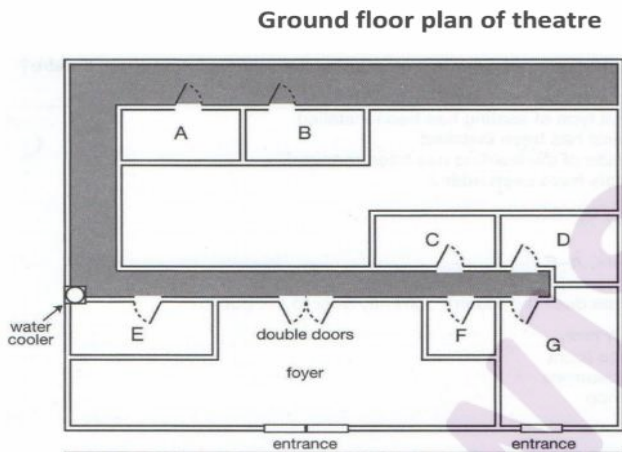


**VI. PRACTICE**

**EXERCISE 3:**

**Questions 1-4**

**Label the map below. Write the correct letter A-G next to questions 1-4.**



- 1 Box office .....
- 2 Theater manager's office .....
- 3 Lighting box .....
- 4 Artistic director's office .....

(Cambridge Practice Tests for IELTS 11, Test 2, Section 2)

✓ **Step1: Read the instructions**

- Number of questions: .....; Types of questions: .....
- Exercise requirements: .....

✓ **Step 2: Circle or underline the names of facilities**

✓ **Step 3: Read the questions**

✓ **Step 4: Listen to the recording and answer these questions**

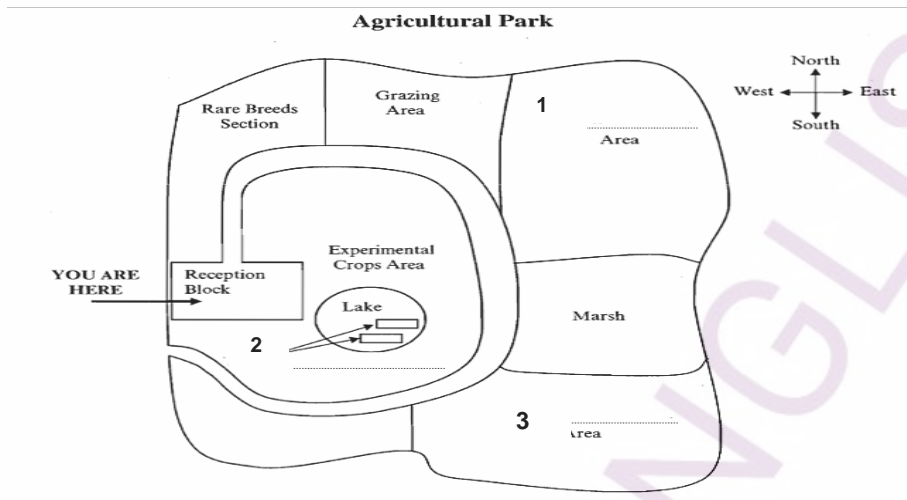




**EXERCISE 4:**

**Questions 1-3**

Label the map below. Write **NO MORE THAN TWO WORDS** for each answer.



(Cambridge Practice Tests for IELTS 8, Test 2, Section 2)

✓ **Step 1: Read the instructions**

- Number of questions: .....; Types of questions: .....
- Exercise requirements: .....

✓ **Step 2: Circle or underline the names of facilities**

✓ **Step 3: Read the questions**

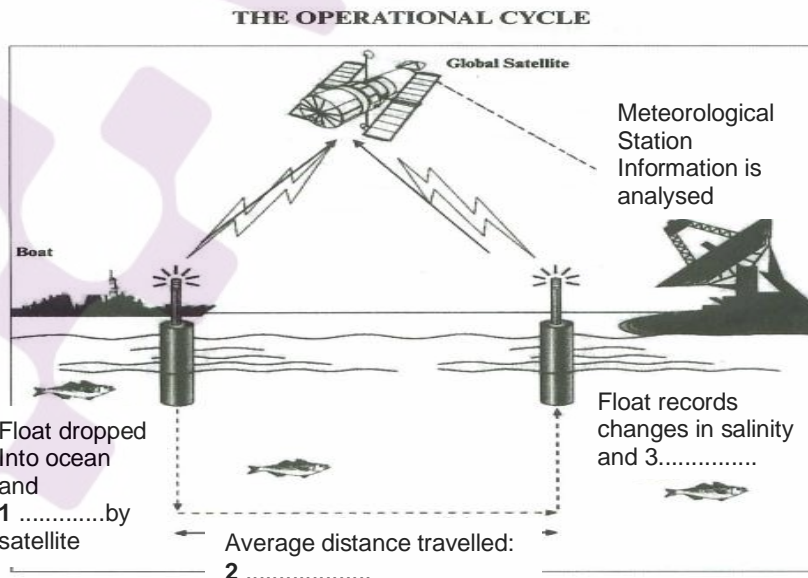
✓ **Step 4: Listen to the recording and answer these questions**



**EXERCISE 5:**

**Questions 1-3**

Label the diagram below. Write **ONE WORD ONLY AND/OR A NUMBER** for each answer.



(Cambridge Practice Tests for IELTS 7, Test 3, Section 3)

✓ **Step 1: Read the instructions**

- Number of questions: .....; Types of questions: .....
- Exercise requirements: .....

✓ **Step 2: Circle or underline the names of facilities**

✓ **Step 3: Read the questions**

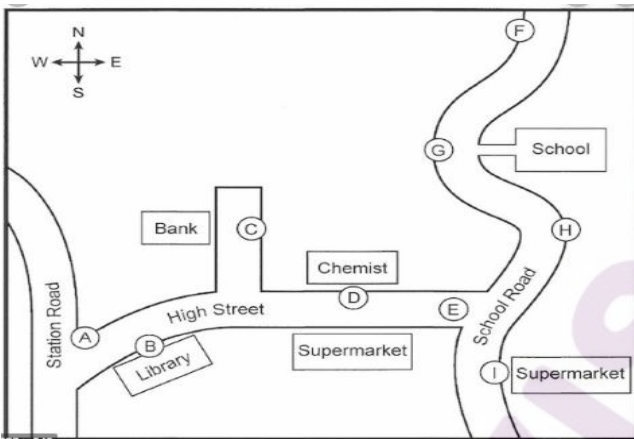
✓ **Step 4: Listen to the recording and answer these questions**

 **EXERCISE 6:**

**Questions 1-7**

*Label the map below. Write the correct letter A-I next the questions 1-7.*

**PROPOSED TRAFFIC CHANGES IN GRANFORD**



- 1 New traffic lights .....
- 2 Pedestrian crossing .....
- 3 Parking allowed .....
- 4 New “no parking” sign .....
- 5 New disabled parking spaces .....
- 6 Widened pavement .....
- Lorry loading/ unloading restrictions .....

*(Cambridge Practice Tests for IELTS 13, Test 1, Section 2)*

✓ **Step 1: Read the instructions**

- Number of questions: .....; Types of questions: .....
- Exercise requirements: .....

✓ **Step 2: Circle or underline the names of facilities**

✓ **Step 3: Read the questions**

✓ **Step 4: Listen to the recording and answer these questions**

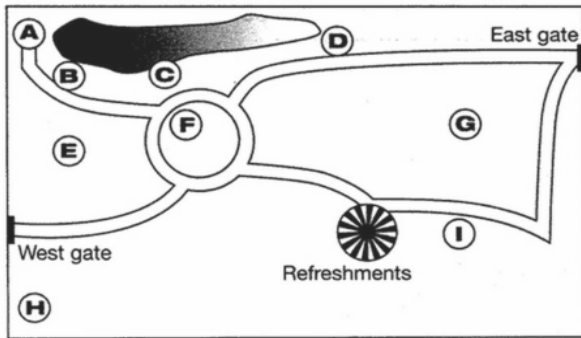


8 EXERCISE 7:

Questions 1-4

Label the map below. Write the correct letter A-I next the questions 1-4.

HINCHINGBROOKE PARK



- 1 Bird hide .....
- 2 Dog-walking area .....
- 3 Flower garden .....
- 4 Wooded garden .....

(Cambridge Practice Tests for IELTS 9, Test 2, Section 2)

✓ Step 1: Read the instructions

- Number of questions: .....; Types of questions: .....
- Exercise requirements: .....

✓ Step 2: Circle or underline the names of facilities

✓ Step 3: Read the questions

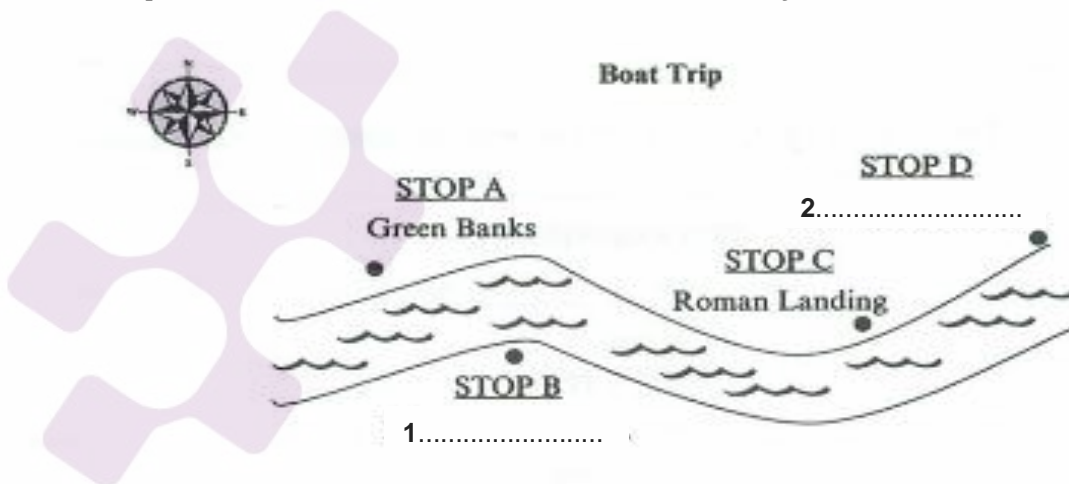
✓ Step 4: Listen to the recording and answer these questions

VII. HOMEWORK

9 1.

Questions 1 and 2

Label the map below. Write NO MORE THAN TWO WORDS for each answer.



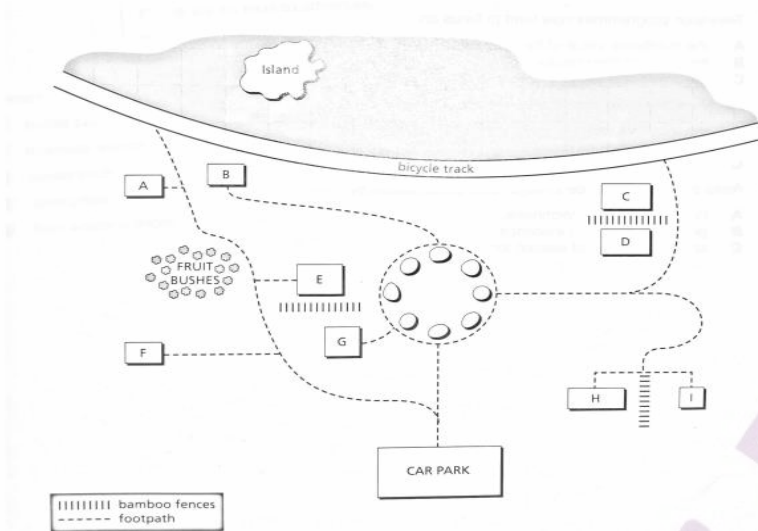
(Cambridge Practice Tests for IELTS 7, Test 2, Section 2)



**Questions 1-6**

Label the map below. Write the correct letter, A-I, next to Questions 1-6.

**HADLEY PARK COMMUNITY GARDENS PROJECT**



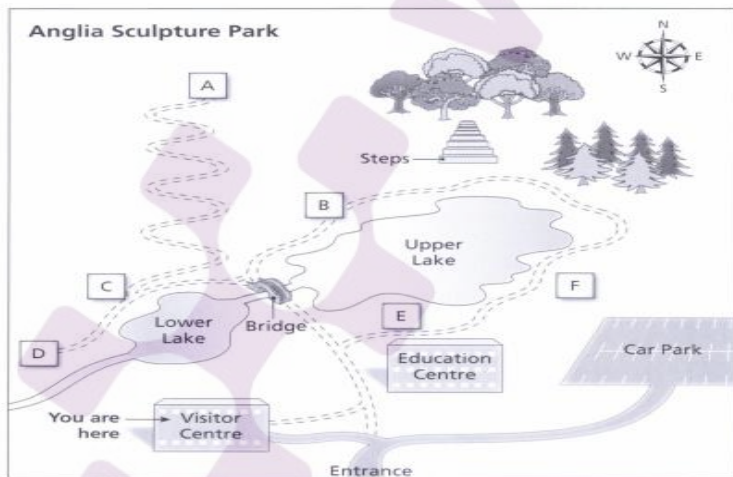
- 1 Vegetable beds .....
- 2 Bee hives .....
- 3 Seating .....
- 4 Adventure playground .....
- 5 Sand area pond .....

(The Official Guide to IELTS Test 4, Section 2)



**Questions 1-4**

Label the map below. Write the correct letter, A-F, next to questions 1-4.



- 1 Joe Tremain .....
- sculptures
- 2 Giorgio Catalucci .....
- bird sculptures
- 3 Garden Gallery .....
- 4 Long House .....

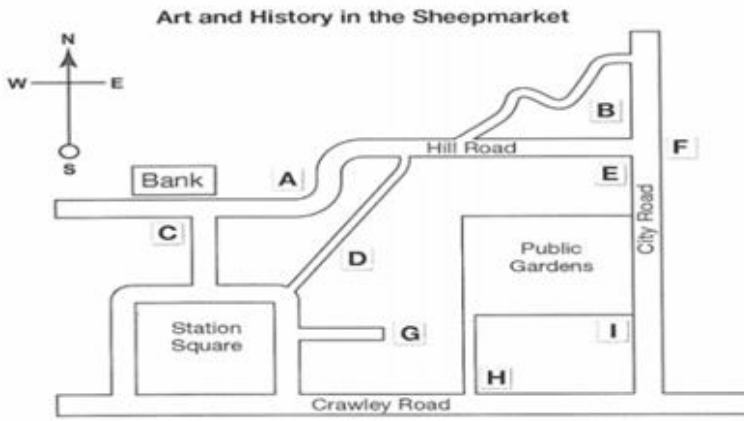
(The Official Guide to IELTS Test 7, Section 2)





**Questions 1-6**

Label the map below. Write the correct letters, A-I, next to questions 1-6.



- 1 The Reynolds House .....
- 2 The Thumb .....
- 3 The Museum .....
- 4 The Contemporary  
Art .....
- 5 Gallery .....
- 6 The Warner Gallery .....

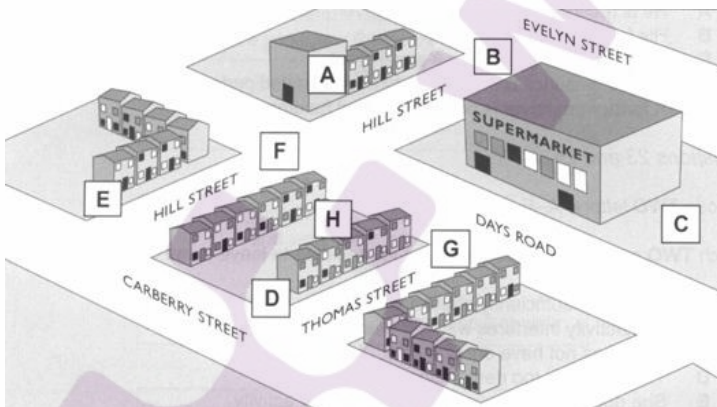
(Cambridge Practice Tests For IELTS 12, Test 8, Section 2)



**Questions 1-7**

Label the map below. Write the correct letter, A-H, next to questions 1-7.

**RED HILL IMPROVEMENT PLAN**



- 1 Trees .....
- 2 Wider footpaths .....
- 3 Coloured road surface .....
- 4 New sign .....
- 5 Traffic lights .....
- 6 Artwork .....
- 7 Children's playground .....

(Cambridge Practice Tests for IELTS 8, Test 4, Section 2)

## FLOWCHART COMPLETION

Một dạng bài khác của Gap-filling mà thí sinh cũng có thể bắt gặp trong bài thi IELTS Listening, đặc biệt là Part 2 và Part 3, đó là dạng “**Flow Chart Completion**”. Dạng bài đánh giá khả năng lọc thông tin từ bài nghe và nắm vững kỹ thuật *Paraphrase* trong Listening. Đây là dạng câu hỏi cung cấp cho bạn một *sơ đồ quy trình* hoặc *các giai đoạn của một sự kiện* theo trình tự mũi tên và yêu cầu nghe và điền từ còn thiếu. Thỉnh thoảng bài thi sẽ cho sẵn một danh sách từ và yêu cầu bạn nghe, chọn từ thích hợp để điền vào chỗ trống. Cuộc đối thoại sẽ có ít nhất 2 người, cung cấp các thông tin để bạn tóm tắt theo các giai đoạn cụ thể.

Chiến thuật **Strategies** cho dạng bài này như sau:

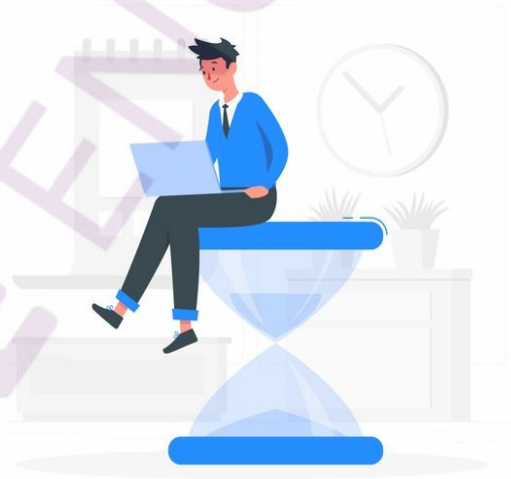
**Bước 1:** Đọc kỹ đề bài. Chú ý *Word Limit* (1 từ, 2 từ, 3 từ).

**Bước 2:** Đọc các thông tin trong từng giai đoạn, xác định *Keywords* và loại từ cần điền vào chỗ trống

**Bước 3:** Nghe và trả lời câu hỏi.

Những **Tips** đối với dạng câu hỏi này:

1. Tập trung nghe những thông tin quan trọng liên quan đến các từ khóa trong đề bài. Tránh nghe những thông tin gây nhiễu.
2. Gạch chân từ khóa trước khi nghe sẽ giúp bạn theo dõi được thông tin trong bài nói
3. Luôn chú ý giới hạn từ cho phép trong bài
4. Thử đoán câu trả lời trước khi bắt đầu nghe
5. Nghĩ về các từ đồng nghĩa trước và sau chỗ trống cần điền trước khi nghe
6. Ghi chép nhanh những thông tin quan trọng nếu cần thiết
7. Cần hiểu được nội dung chính của các giai đoạn và quy trình được cho trong đề
8. Chú ý nghe các từ **signposting languages** như *Firstly, Next, Finally, ...* để xác định người nói đang nhắc đến giai đoạn nào.



Bạn sẽ được cung cấp các ví dụ minh họa cụ thể – **Examples** để hình dung được cách thức làm bài theo chiến thuật trên. Các ví dụ sẽ luôn kèm theo phần hướng dẫn – **How to do**, nêu rõ các bước cùng lời giải thích chi tiết và cụ thể để bạn có thể tự luyện tập và thực hành phần **Exercises** và **Homework** (Phần Keys sẽ nằm ở cuối quyển sách).



## 06

## FLOWCHART COMPLETION

## I. OBJECTIVES

This lesson will provide:

- Detailed instructions about flowchart completion questions in the IELTS Listening test.
- Tips and strategies to tackle with some common problems when doing this type of questions.

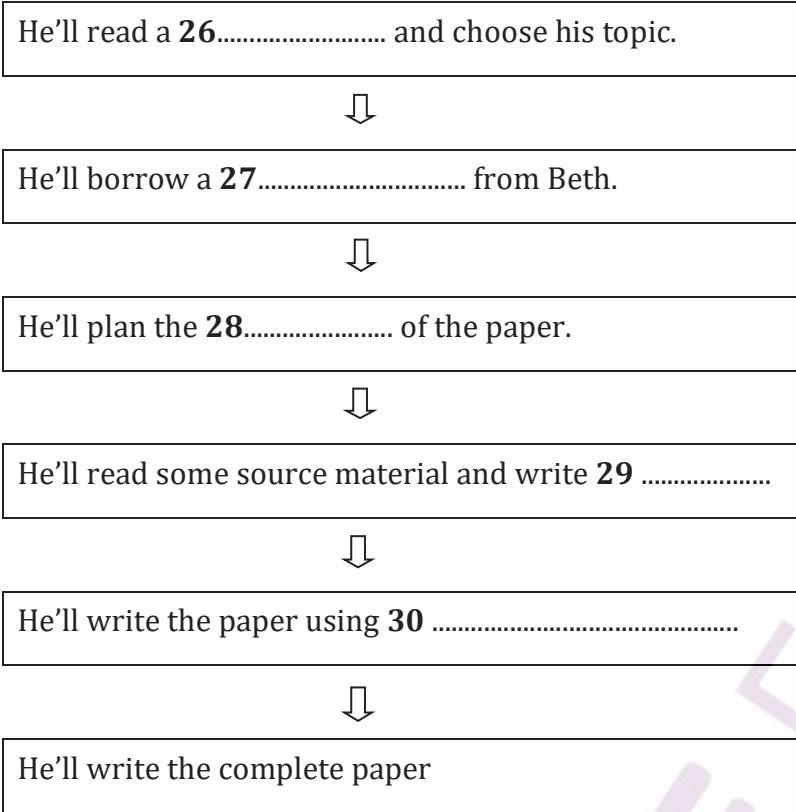
## II. OVERVIEW

- This type of questions usually occurs in Sections 2 and 3.
- You will find some texts along with blanks in the statements which you need to complete.
- There are **arrows** or **lines** in between the texts or statements which may be in the upward or downward directions. The flow chart can also be in horizontal or vertical directions.
- Audio information always flows in **sequence**.
- In some flow-charts, you are given a **list of words** and you are asked to choose the correct words.
- In other type of flowcharts, you will be given some gaps. What you have to do is to listen and choose the right words from the recording. In this case, you will be given specific instructions about the word limit.

**Example 1:****Questions 26-30**

**Complete the flow chart below. Choose FIVE answers from the box and write the correct letter A-G next to questions 26-30.**

### HOW JAMES WILL WRITE HIS PAPER ON THE VIKINGS



- A Bullet points
- B Film
- C Notes
- D Structures
- E Student paper
- F Textbook
- G Documentary

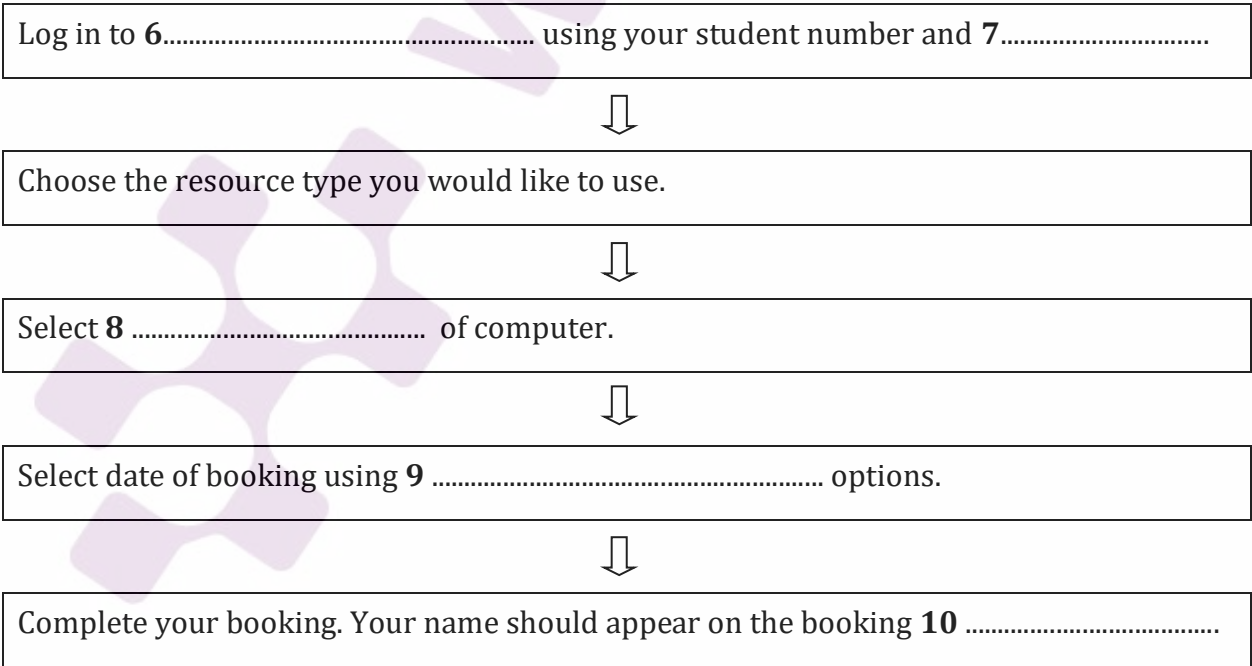
Example 2:

Questions 6-10

Complete the flowchart below. Write **NO MORE THAN ONE WORD** for each answer.



### PROCESS OF BOOKING A COMPUTER



### III. ESSENTIAL TIPS

1. Since flow chart is in the form of **short steps**, you need to focus on the important information in the audio and avoid any extended information or extra information.
2. Underlining keywords could help you follow the track easily.
3. Always keeping in mind the **word limit**.
4. Making **predictions** before you listen to the recording.
5. Before the recording starts, thinking about **synonyms** of the words before and after the questions.
6. Jotting down the important points.
7. Trying to understand the ideas as a whole of the flowchart before you start answering questions.
8. If the topic is **familiar**, then try to remember the related and relevant things about it.
9. When describing a process, the speaker will use various sequencing words such as: '**first of all**', '**then**', '**after x has been done**', '**finally**', etc.
10. The verb **tenses** usually used are **present simple/present perfect** when describing a process. Verbs are often used in **passive voice**.



### IV. STRATEGIES

**Step 1:** Read the instructions carefully

**Step 2:** Read each stage, identify keywords, note the links between stages and indicate the types of missing words

**Step 3:** Listen carefully and answer the questions



#### **Step 1: READ THE INSTRUCTIONS CAREFULLY**

The instructions will provide the number of answers you are asked to complete.

**Example 1:**

**Questions 1-4**

**Complete the flowchart below. Choose FOUR answers from the box and write the correct letter A-G next to questions 1-4.**

→ Number of questions: 4

→ Exercise requirements: choosing FOUR answers to fill in the gaps

**Example 2:**

**Questions 5 -10**

**Complete the flowchart below. Write NO MORE THAN ONE WORD AND/OR A NUMBER for each answer.**

→ Number of questions: 6

→ Exercise requirements: writing NO MORE THAN ONE WORD AND/OR A NUMBER for each gap

**Step 2: READ EACH STAGE, IDENTIFY KEYWORDS (AND INDICATE THE TYPES OF MISSING WORDS or READ THE OPTIONS)**

**Step 2.1: Describe an action or a process**

- Often, this type of questions will describe a process or an action which contains several steps.
- Steps link together through some linking words such as: **first, then, next, finally, ...**



**EXERCISE 1: Listen and fill in the gaps, then underline the linking words.**

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

**Step 2.2: Read each stage and identify keywords**

- Trying to read and memorize some information from each stage as fast as possible.
- Identifying keywords before **underlining** them. If you are required to answer the questions by yourself, try to indicate the **types of missing words**.
- If you are asked to choose the correct letters for the gaps, you should read the given options carefully.

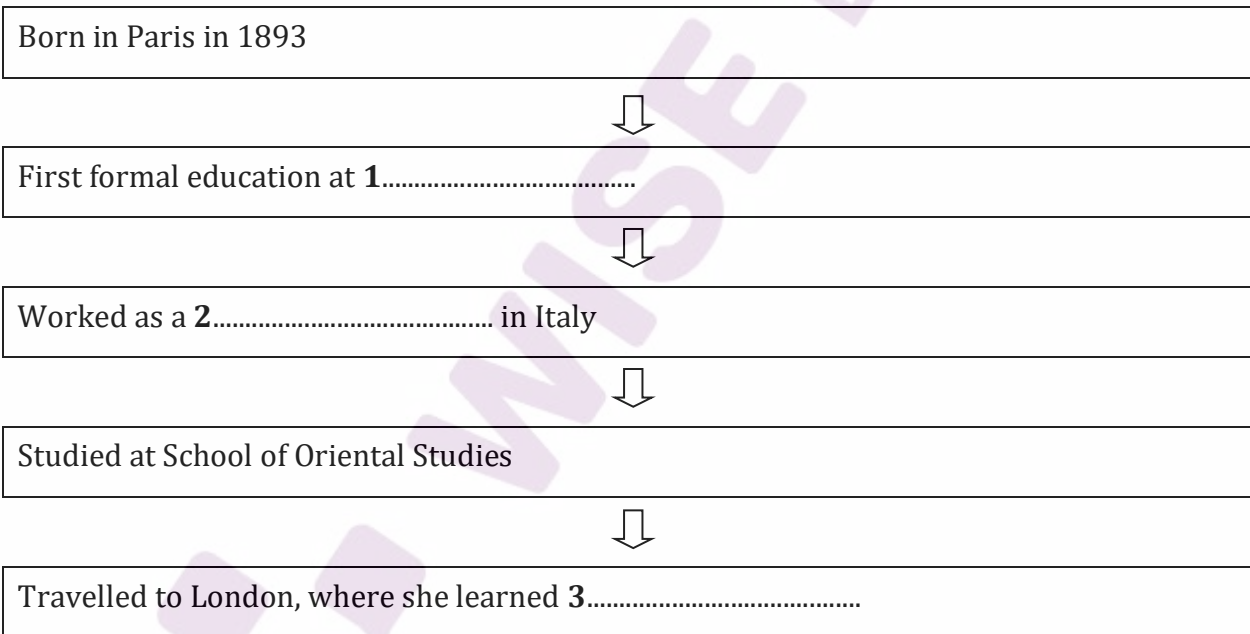


**Example 1:**

**Questions 1-3**

Complete the flowchart below. Write **NO MORE THAN TWO WORDS** for the answer.

**FREYA STARK**



→ *Keywords:*

“First formal education at **1**.....”

“Worked as a **2**..... in Italy”

“Travelled to London, where she learned **3**.....”

→ *Types of missing words:*

- (1): a noun phrase (indicating a place)
- (2): a noun phrase (indicating a job)
- (3): a noun phrase (indicating a subject)



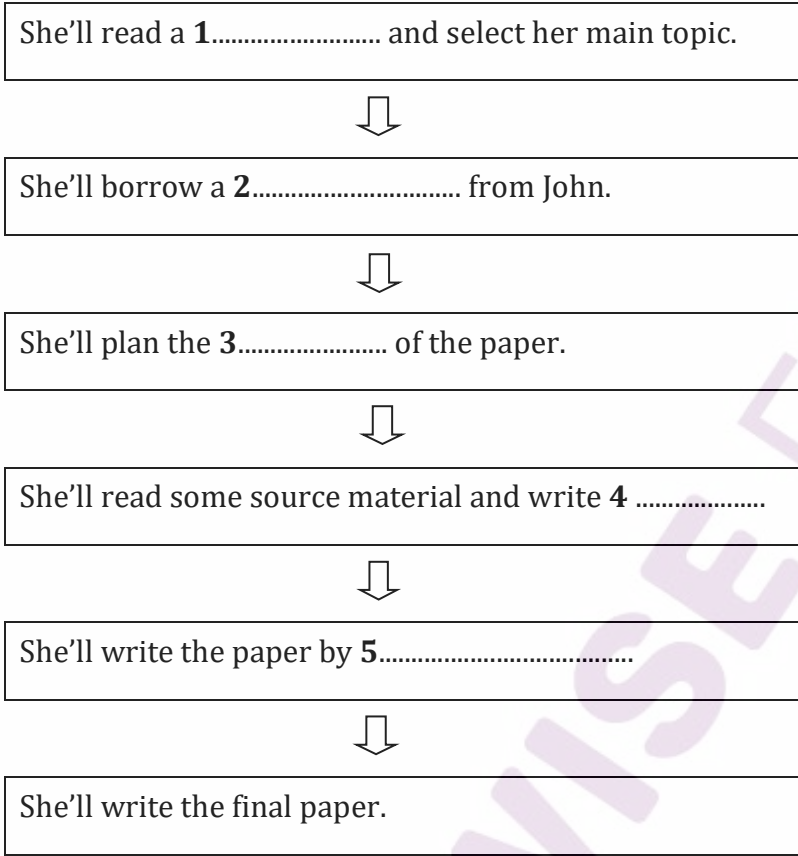


**Example 2:**

**Questions 1-5**

Complete the flowchart below. Choose FIVE answers from the box and write the correct letter, A-G, next to questions 1-5.

**THE FINAL REPORT**



- A. Bullet points
- B. Drama
- C. Notes
- D. Outline
- E. Student paper
- F. Notebook
- G. Materials



→ *Keywords:*

“She’ll read a 1..... and select her main topic.”

“She’ll borrow a 2..... from John.”

“She’ll plan the 3..... of the paper.”

“She’ll read some source material and write 4.....”

“She’ll write the paper by 5.....”

⚠ **Note:** You should not underline the short keywords 

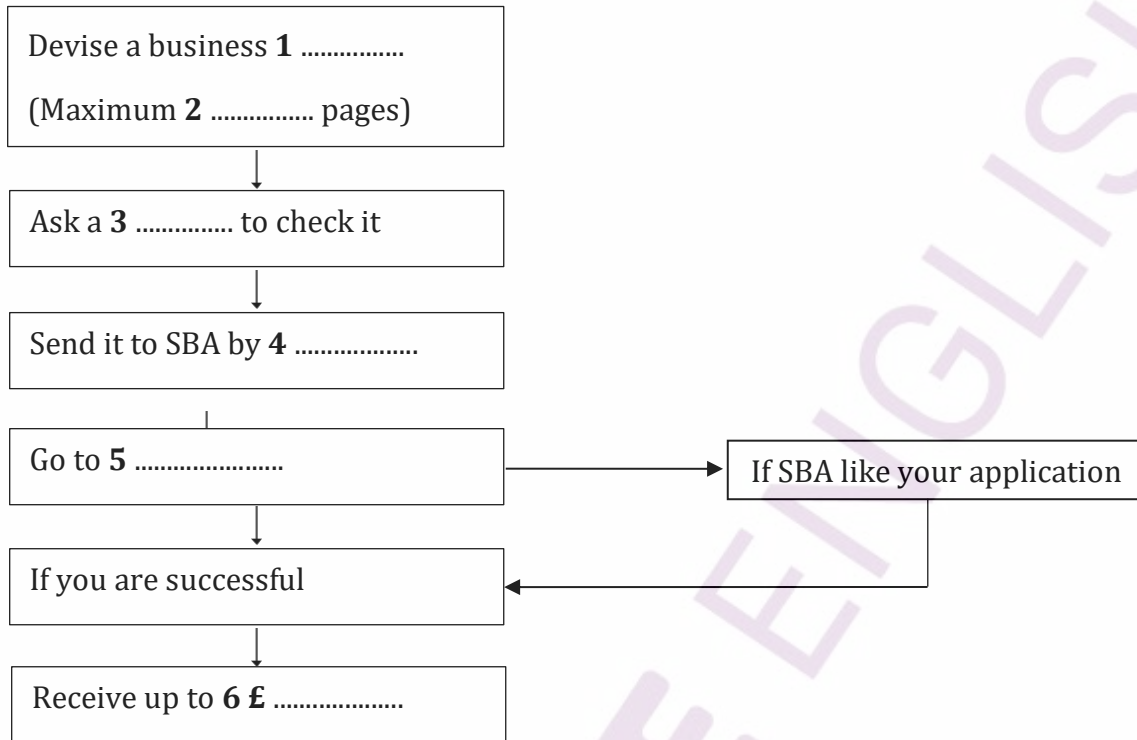
 **EXERCISE 2: Finding keywords**

For each question, underlining keywords and predicting the types of missing words.

1.

**Questions 1-6**

**Complete the flowchart below. Write ONE WORD ONLY AND/OR A NUMBER for the answer**



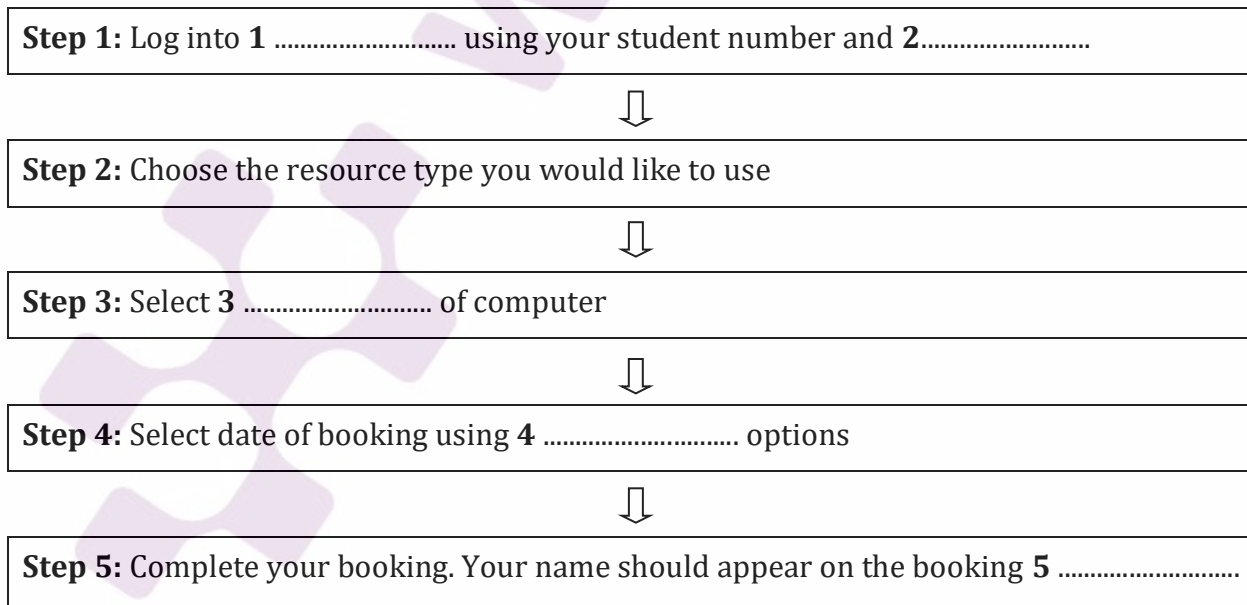
Types of missing words: .....

2.

**Questions 1-5**

**Complete the flowchart below. Write NO MORE THAN TWO WORDS for the answer.**

**PROCESS OF BOOKING A COMPUTER**

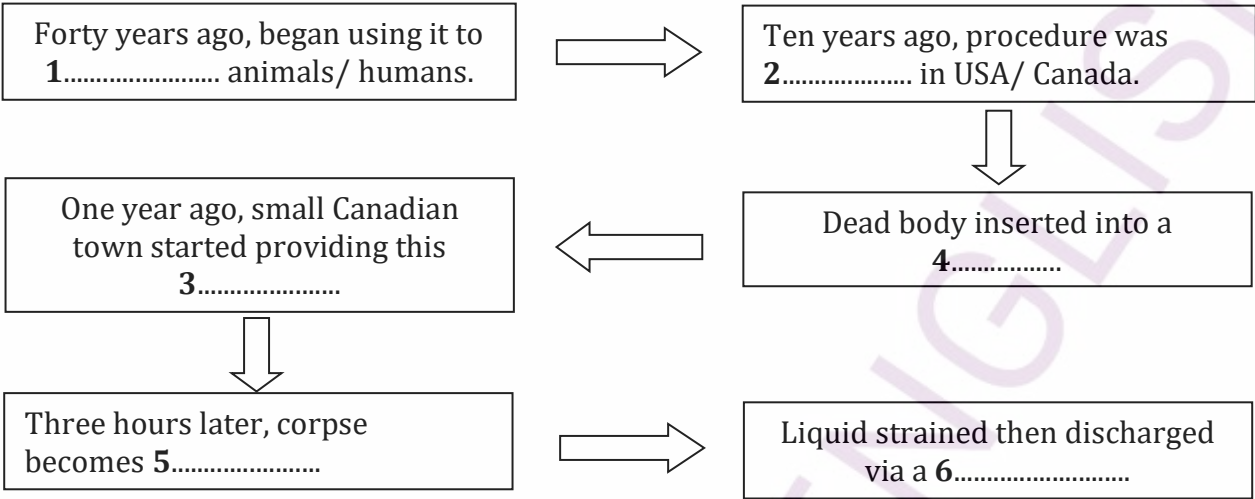


Types of missing words: .....

3.

**Questions 1-6**

**Complete the flowchart below. Write ONE WORD ONLY AND/OR A NUMBER for the answer.**



Types of missing words: .....

**Step 3: LISTEN CAREFULLY AND ANSWER THE QUESTIONS**

**V. EXAMPLES**

**Example 1:**

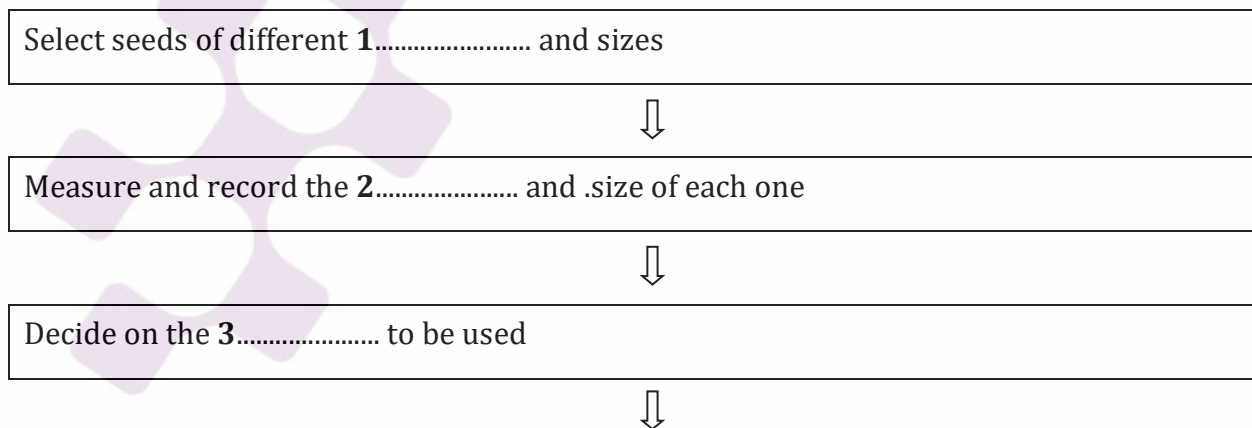
**Questions 1-5**

**Complete the flowchart below. Choose FIVE answers from the box and write the correct letter, A-H, next to Questions 1-5.**



- |             |          |          |             |
|-------------|----------|----------|-------------|
| A Container | B Soil   | C Weight | D Condition |
| E Height    | F Colour | G Types  | H Depths    |

**STAGES IN THE EXPERIMENT**



Use a different **4**..... for each seed and label it



After about 3 weeks, record the plant's **5**.....



Investigate the findings

(Cambridge Practice Tests for IELTS 13, Test 1, Section 3)

**\*Preparation time:**

✓ **Step 1: Read the instructions**

- Number of questions: 5.
- Exercise requirements: filling the gaps by choosing five correct letters.

✓ **Step 2: Underline keywords in questions and options**

- Underline the questions:

“Select seeds of different 1. .... and sizes”

“Measure and record the 2. .... and size of each one”

“Decide on the 3..... to be used”

“Use a different 4. .... for each seed and label it”

“After about 3 weeks, record the plant's 5.....”



⚠ **Note:** You should not underline short options



✓ **Step 3: Listen and answer the questions**

- **Listen again and check:**

“Emma: Anyway, shall we have a look at the procedure for our experiment? We’ll need to get going with it quite soon.”

Jack: Right. So the first thing we have to do is find our seeds. I think vegetable seeds would be best. And obviously they mustn’t all be the same size. So, how many sorts do we need? About four different ones? (Q1)

Emma: I think that would be enough. There’ll be quite a large number of seeds for each one.

Jack: Then, for each seed we need to find out how much it weights. (Q2) And also measures its dimensions, and we need to keep a careful record of all that.

Emma: That'll be quite time-consuming. And we also need to decide how deep we're going to plant the seeds (Q3)- right on the surface, a new millimeters down, or several centimeters.

Jack: OK. So then we get planting. Do you think we can plant several seeds together in the same plant pot? (Q4)

Emma: No, I think we need a different one for each seed.

Jack: Right. And we'll need to label them, we can use different coloured labels. Then we wait for the seeds to germinate. I reckon that'll be about three weeks, depending on what the weather's like. Then we see if our plants have come up. And write down how tall they've grown. (Q5)

Emma: Then all we have to do is look at our numbers, and see if there's any relation between them.

Jack: That's right!"

**Question 1:**

"Jack: Right. So the first thing we have to do is find our seeds. I think vegetable seeds would be best. And obviously they mustn't all be the same size. So, how many sorts do we need? About four different ones?"

- The speaker said that the first thing they had to do was to find seeds of different sorts and sizes.
- The noun **sorts** have similar meaning to **types**.

**Answer: G**

**Question 2:**

"Jack: Then, for each seed we need to find out how much it weights. And also measures its dimensions, and we need to keep a careful record of all that."

- find out how much = measure
- dimensions = sizes

**Answer: C**

**Question 3:**

"Emma: That'll be quite time-consuming. And we also need to decide how deep we're going to plant the seeds - right on the surface, a new millimeters down, or several centimeters".

**Answer: H**

**Question 4:**

"Jack: OK. So then we get planting. Do you think we can plant several seeds together in the same plant pot?

Emma: No, I think we need a different one for each seed."

- The noun **plant ... in** is equivalent with **use**.
- Plant pot = container.

Answer: A

Question 5:

“Jack: Right. And we’ll need to label them-we can use different coloured labels. Then we wait for the seeds to germinate. I reckon that’ll be about three weeks, depending on what the weather’s like. Then we see if our plants have come up. And write down how tall they’ve grown.”

- About three weeks = after 3 weeks
- Record = write down
- Heights = how tall they’ve grown



PARAPHRASING

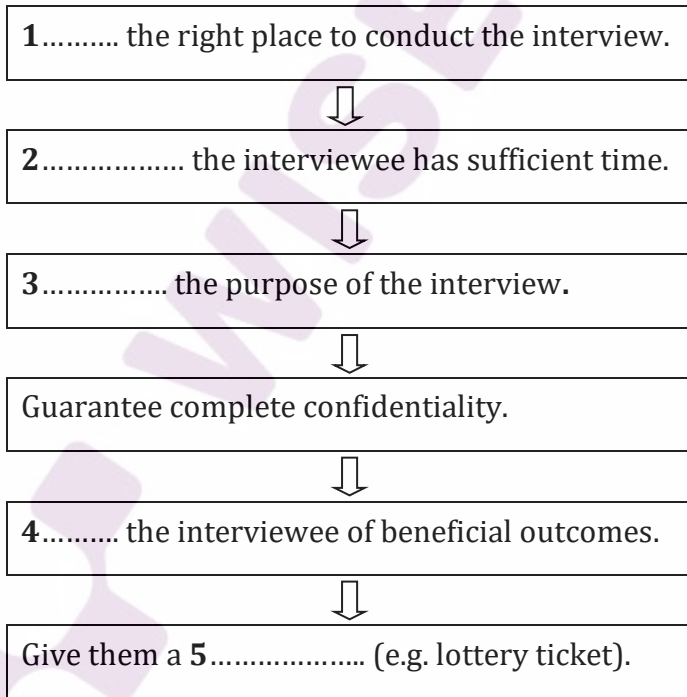
Answer: E

Example 2:

Questions 1-5

Complete the flowchart below. Write ONE WORD ONLY for each answer.

NICOLE’S INTERVIEWING TECHNIQUE



(IELTS Practice Test 1, Test 2)

\*Preparation time:

✓ Step 1: Read the instructions

- Number of questions: 5
- Exercise requirements: filling the gaps by writing ONE WORD ONLY

✓ **Step 2: Underline keywords in questions and predict the types of missing words**

→ *Keywords:*

"1..... the right place to conduct the interview.

2..... the interviewee has sufficient time.

3.....the purpose of the interview.

4.....the interviewee of beneficial outcomes

Give them a 5..... (e.g. lottery ticket)."

→ *Types of missing words:*

(1): a verb

(2): a verb

(3): a verb

(4): a verb

(5): a noun beginning with a consonant

✓ **Step 3: Listen and answer the questions**

- **Listen again and check:**

**Frank:** *So Nicole, can you explain the technique you used for interviewing people? Every time I try interviewing, I seem to encounter problems, and yet you managed to interview so many people so quickly. What's the secret?*

**Nicole:** *It's really quite simple. Let me explain it all. The first step, and this is probably the most important point, is to select the position, or the location where you're going to do the interviewing (Q1). It's got to be a good one. For me, it was the university cafeteria at lunch time, where people would be relaxed, have time, be sitting down, and be more willing to speak.*

**Frank:** *Ah, clever!*

**Nicole:** *But that leads to the next point. Everyone's in a hurry these days, so you've got to immediately confirm that they can, in fact, spare some moments to answer your questions (Q2). There's no point starting and then having them rush off in the middle of the interview. It just ruins everything.*

**Frank:** *Yeah. That's happened to me a few times, actually.*

**Nicole:** *And then it's equally important to carefully outline why you want to talk to them in the first place (Q3). Some people might think you're a salesman, or a busybody, or some nutcase from a religious cult. They have to know the purpose, and trust you. Now, part of that trust involves*



*guaranteeing that the information will be kept in total confidence, and for that reason, I show how we don't take down names or any personal data. After that, you're ready to begin, but sometimes they're not won over, or not ready to give you the time, in which case you remind them about how their information can actually improve life for all students (Q4), and that they are actually serving the purposes of everyone by cooperating.*

**Frank:** *Right. Make it seem like a noble cause.*

*Nicole: It is, in a way, but the last step is not so noble at all. I just offer them a payback - usually a 'scratchy' lottery ticket - if they promise to answer all the questions (Q5). Everyone dreams of scratching one of those tickets and winning a million dollars, so that makes them do everything you want.*

**Frank:** *Ah-ha! Very clever."*

**Question 1:**

*"Nicole: The first step, and this is probably the most important point, is to select the position, or the location where you're going to do the interviewing."*

- The position, or the location where you're going to do the interviewing = the right place to conduct the interview

**Answer: select**

**Question 2:**

*"Nicole: But that leads to the next point. Everyone's in a hurry these days, so you've got to immediately confirm that they can, in fact, spare some moments to answer your questions."*

- spare some moments to answer your questions = the interviewee has sufficient time

**Answer: confirm**

**Question 3:**

*"Nicole: And then it's equally important to carefully outline why you want to talk to them in the first place."*

- why you want to talk to them in the first place = the purpose of the interview

**Answer: outline**

**Question 4:**

*"Nicole: After that, you're ready to begin, but sometimes they're not won over, or not ready to give you the time, in which case you remind them about how their information can actually improve life for all students, and that they are actually serving the purposes of everyone by cooperating."*

- how their information can actually improve life for all students = beneficial outcomes

**Answer: remind**



**Question 5:**

“Nicole: It is, in a way, but the last step is not so noble at all. I just offer them a payback - usually a ‘scratchy’ lottery ticket - if they promise to answer all the questions.”

- Offer = give

**Answer: payback**



**VI. PRACTICE**

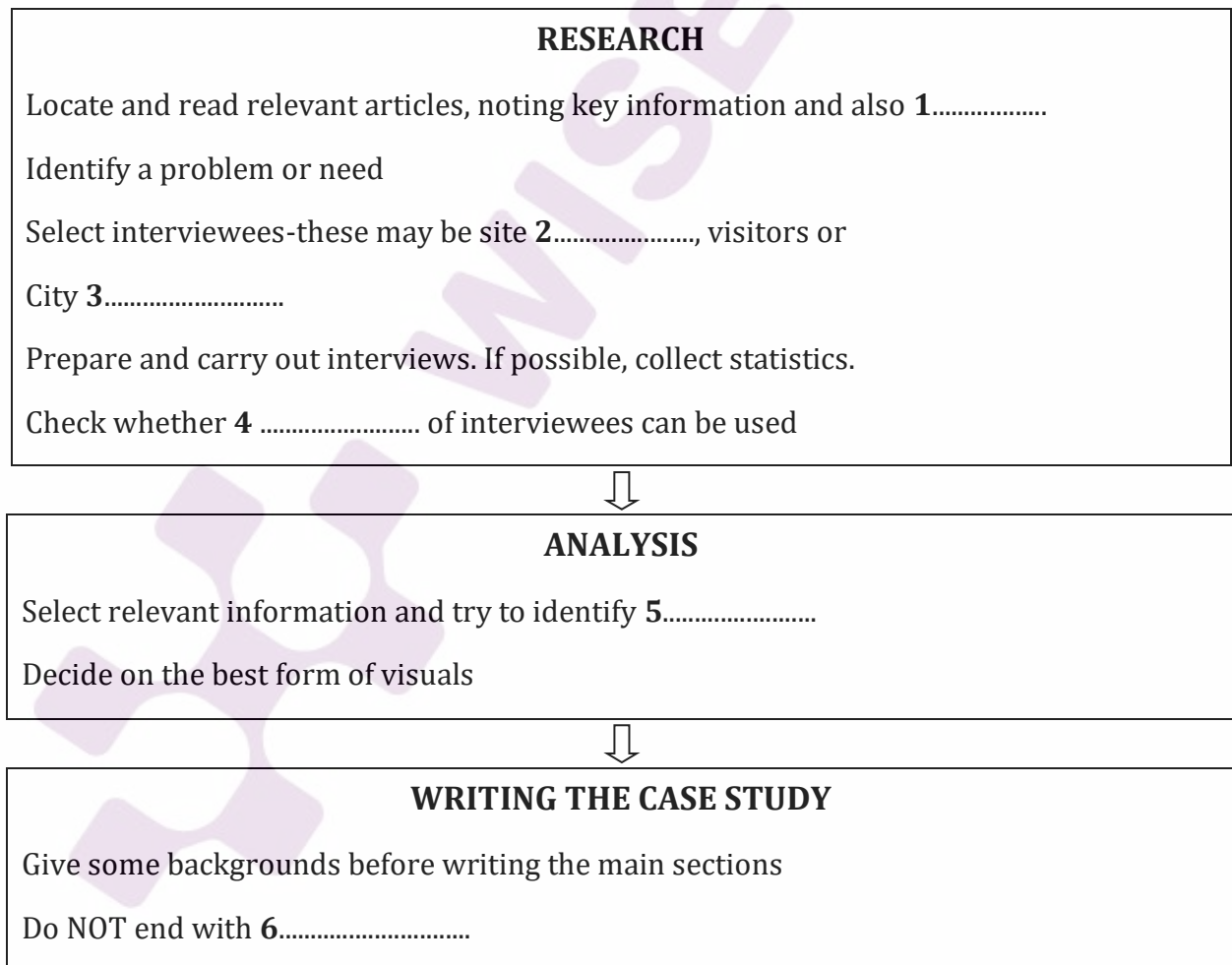
**4 EXERCISE 3:**

**Questions 1-6**

**Complete the flowchart below. Choose SIX answers from the box and write the correct letter A-H next to questions 1-6.**

<b>A</b> Patterns	<b>B</b> Names	<b>C</b> Sources	<b>D</b> Questions
<b>E</b> Employees	<b>F</b> Solutions	<b>G</b> Headings	<b>H</b> Officials

**STAGES IN DOING A TOURISM CASE STUDY**



- ✓ **Step 1: Read the instructions**
- Number of questions: .....
- Exercise requirements: .....
- ✓ **Step 2: Underline keywords in the questions**
- ✓ **Step 3: Listen and answer the questions**

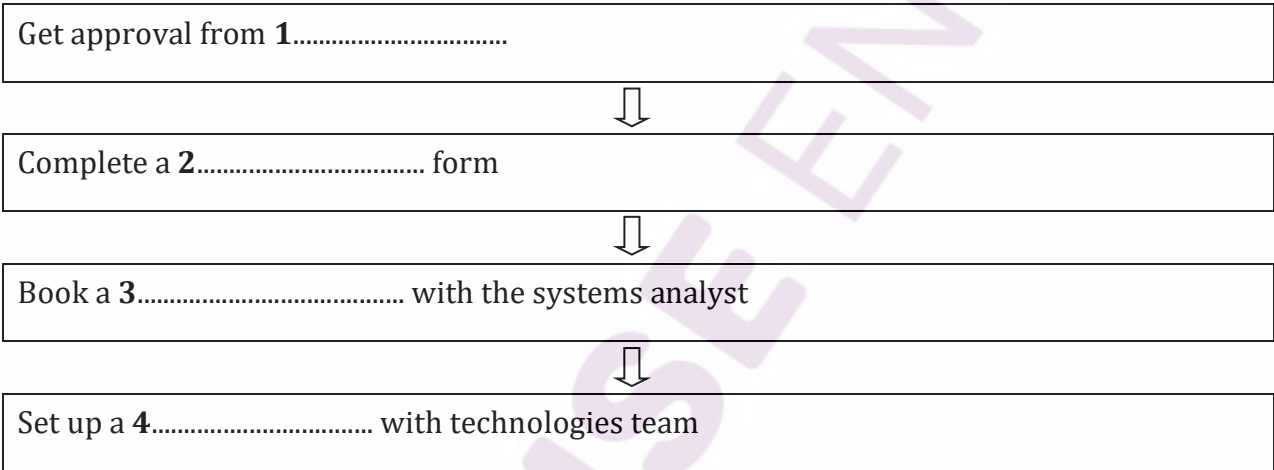


**5 EXERCISE 4:**

**Questions 1-4**

Complete the flowchart below. Write **NO MORE THAN TWO WORDS** for each answer.

**NEXT STEPS**



*(The Official Guide to IELTS Test 1, Section 3)*

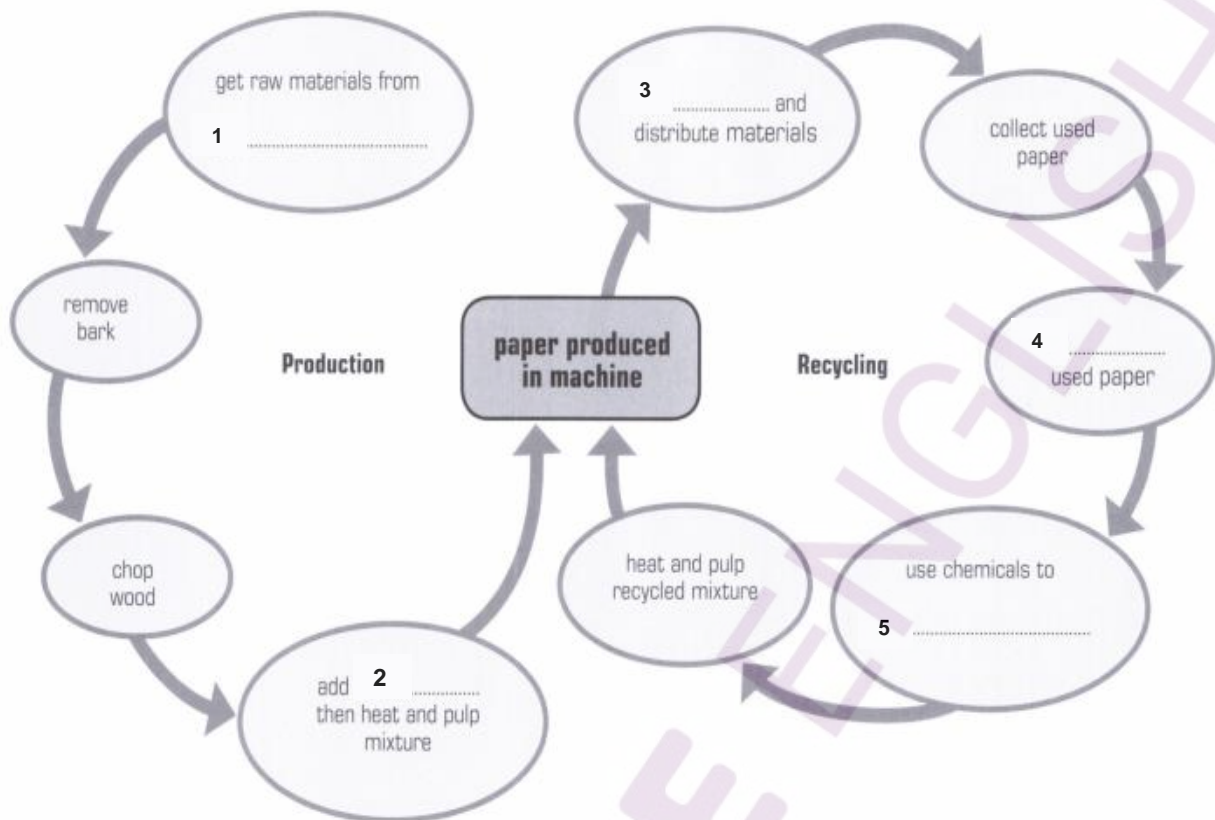
- ✓ **Step 1: Read the instructions.**
- Number of questions: .....
- Exercise requirements: .....
- ✓ **Step 2: Underline keywords in the questions and predict the types of missing words**  
.....
- ✓ **Step 3: Listen and answer the questions**

**6 EXERCISE 5:**

**Questions 1-5**

Complete the flowchart below. Write **NO MORE THAN TWO WORDS** for each answer.

## PAPER PRODUCTION AND RECYCLING



(The Official Guide to IELTS Test 3, Section 3)

✓ **Step 1: Read the instructions**

- Number of questions: .....

- Exercise requirements: .....

✓ **Step 2: Underline keywords in the questions and predict the types of missing words**

.....

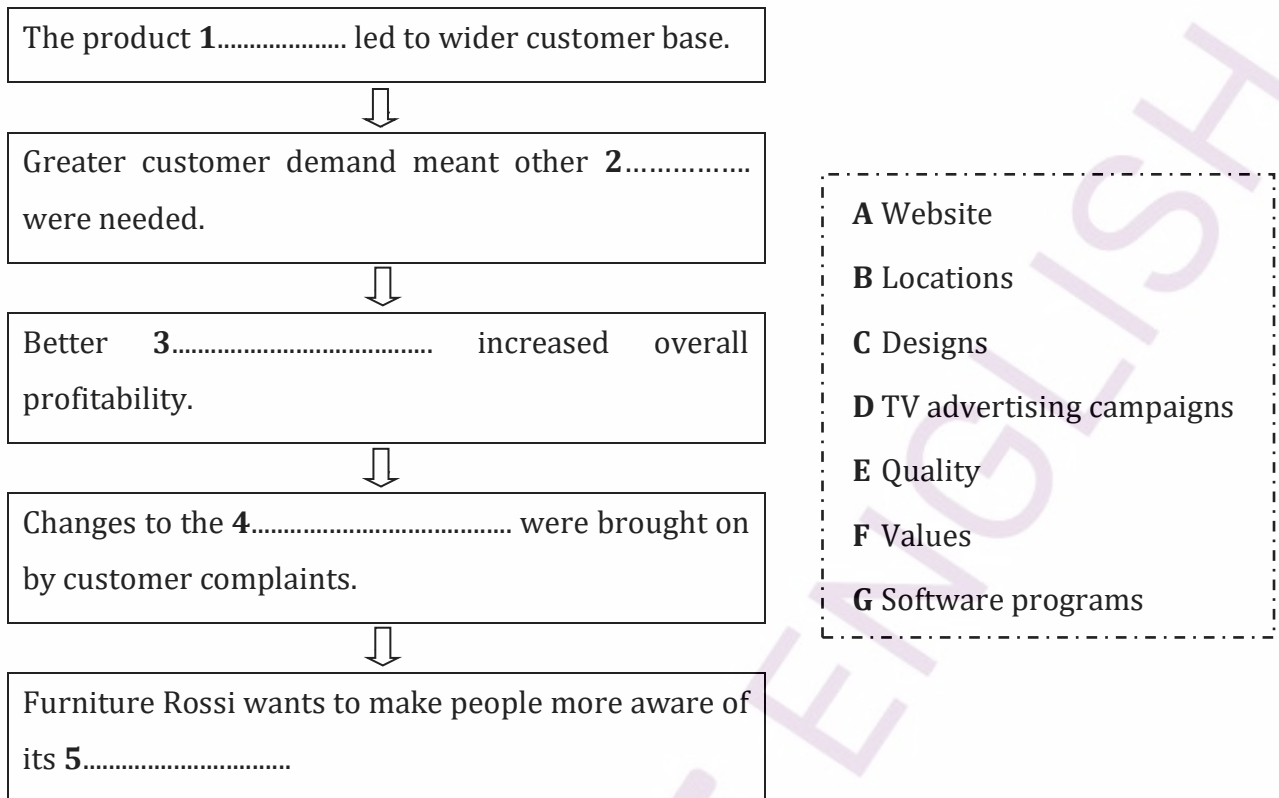
✓ **Step 3: Listen and answer the questions**

### EXERCISE 6:

#### Questions 1-5

Complete the flowchart below. Choose FIVE answers from the list below and write the correct letter, A-G, next to questions 1-5.

## HISTORY OF FURNITURE ROSSI



(The Official Guide to IELTS Test 5, Section 3)

- ✓ **Step 1: Read the instructions**
- Number of questions: .....
- Exercise requirements: .....
- ✓ **Step 2: Underline keywords in the questions**
- ✓ **Step 3: Listen and answer the questions**

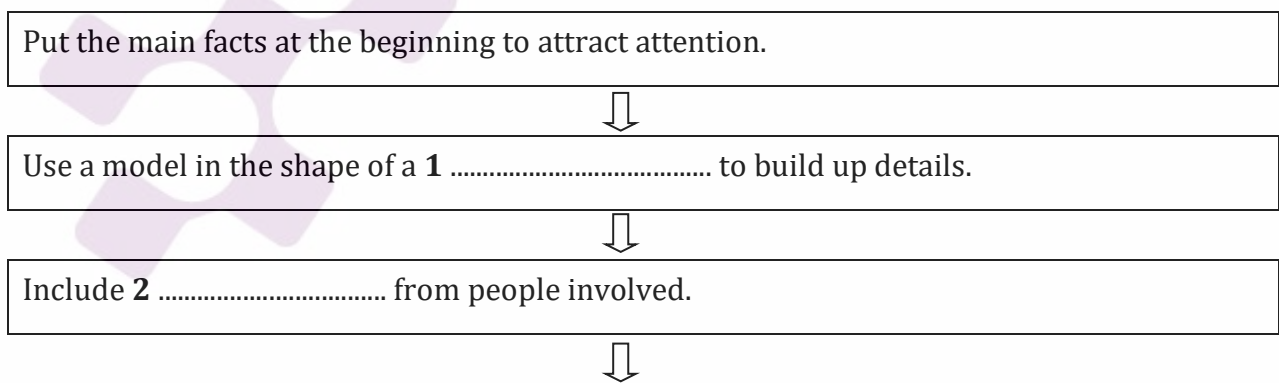


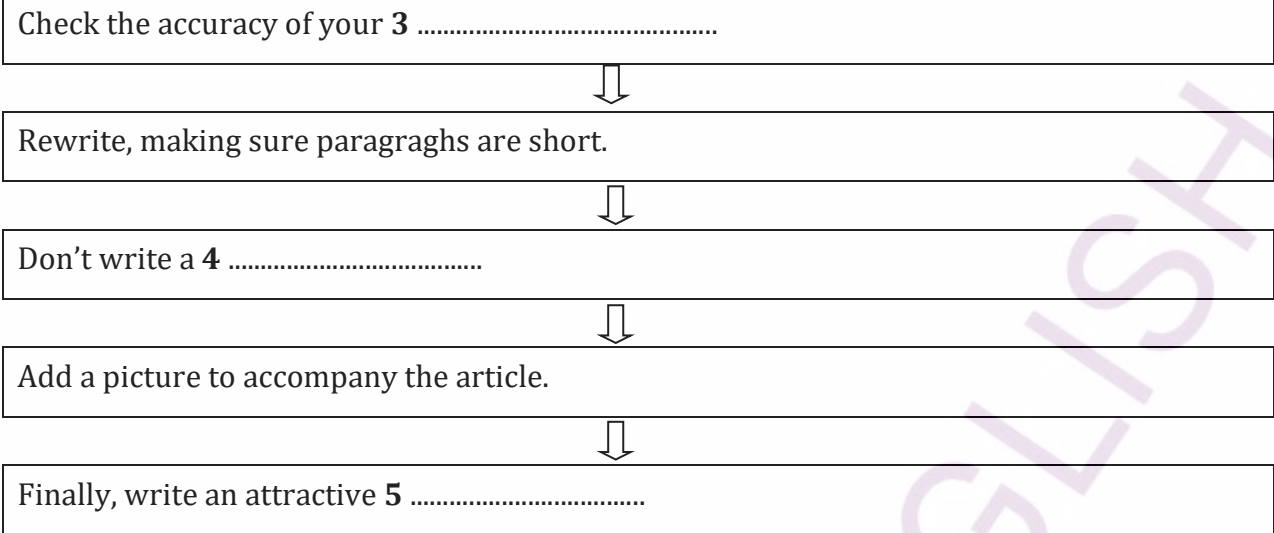
**EXERCISE 7:**

**Questions 1-5**

Complete the flow chart below. Write **ONE WORD ONLY** for each answer.

## HOW TO WRITE AN ARTICLE





(Complete IELTS Band 5 Unit 4, Listening Section 4)

- ✓ **Step 1: Read the instructions.**
  - Number of questions: .....
  - Exercise requirements: .....
- ✓ **Step 2: Underline keywords in the questions and predict the types of missing words**  
.....
- ✓ **Step 3: Listen and answer the questions**

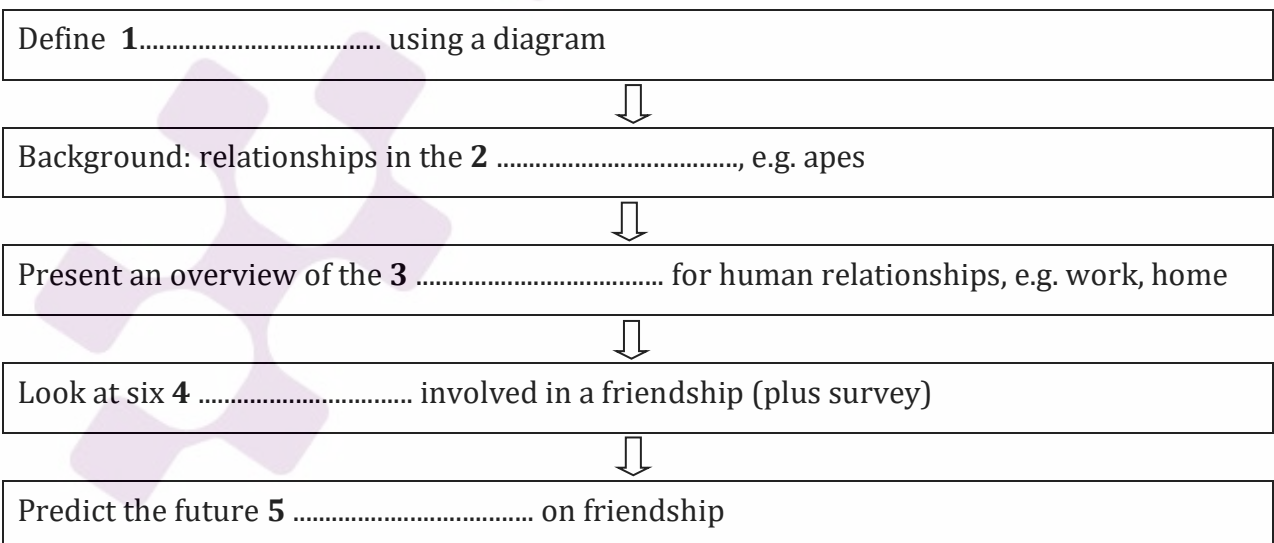
## VII. HOMEWORK



### Questions 1-5

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

#### FUMIKO'S PLAN

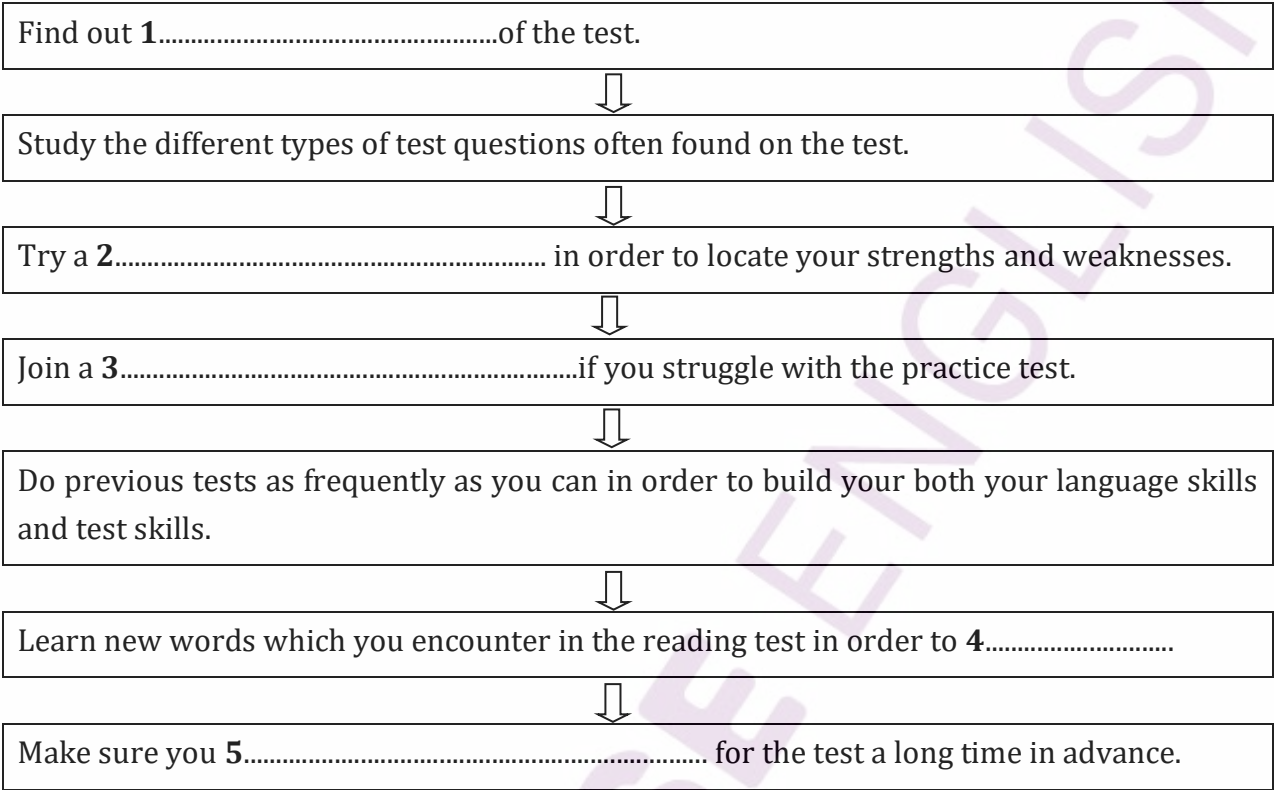


(Complete IELTS Band 5.5 Unit 7, Listening Section 3)



Questions 1-5

Complete the flowchart below. Write NO MORE THAN THREE WORDS for each answer.



(IELTSTUTOR.ORG)

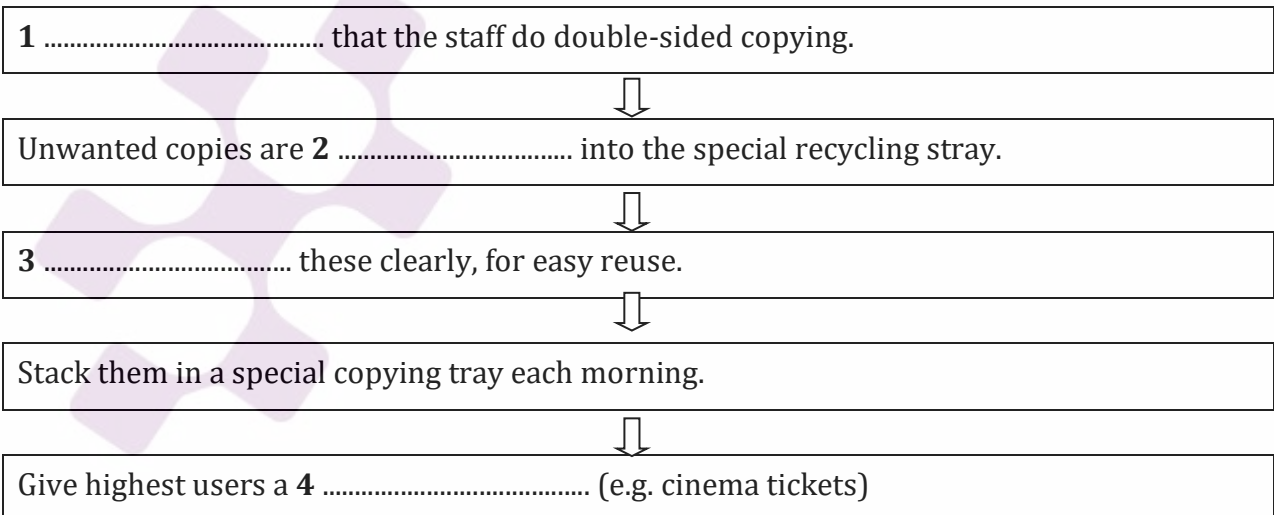


Questions 1-5

Complete the flowchart. Write ONE WORD ONLY for each answer.



PROCEDURE TO REDUCE COPYING WASTE

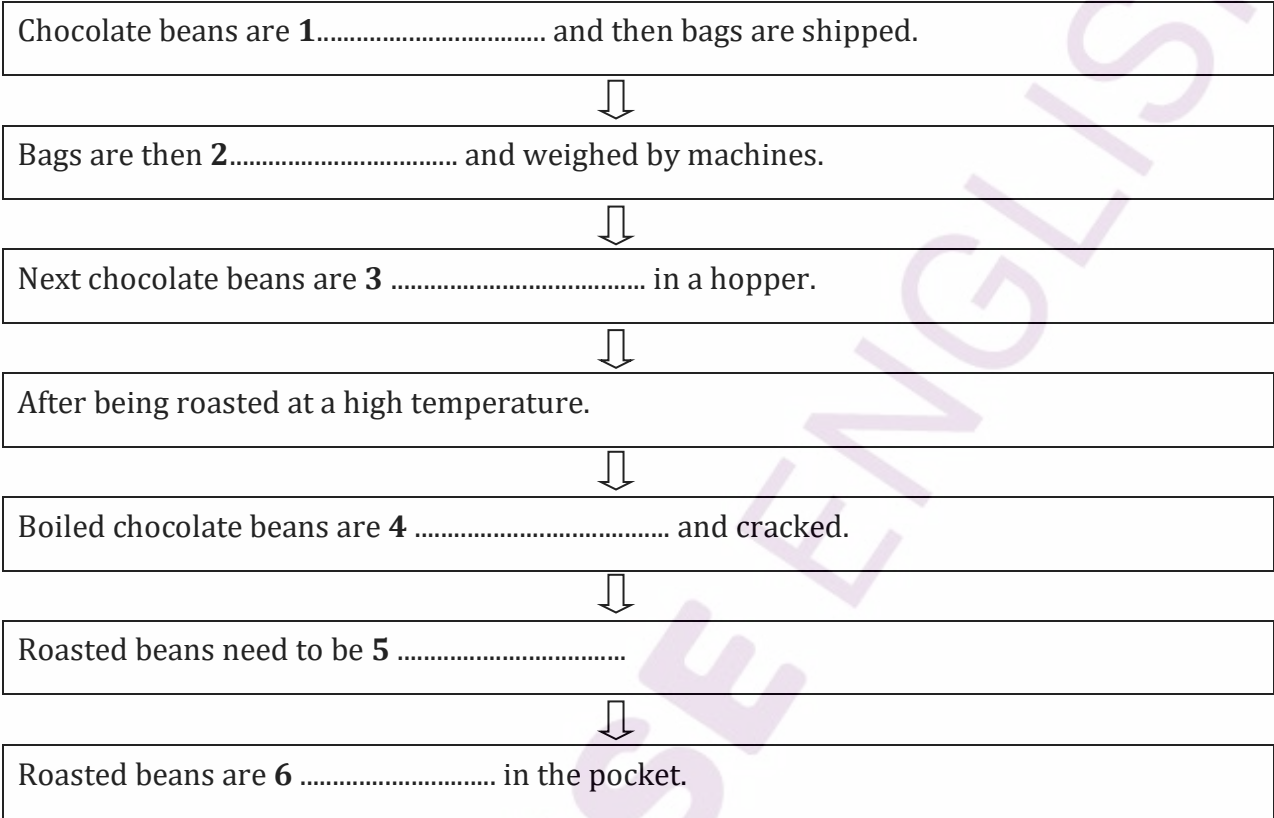


(IELTS Recent Actual Tests Vol.6, Test 6)



Questions 1-6: Complete the flowchart below. Write ONE WORD ONLY for each answer.

### HARVESTING AND PROCESSING COCOA BEANS



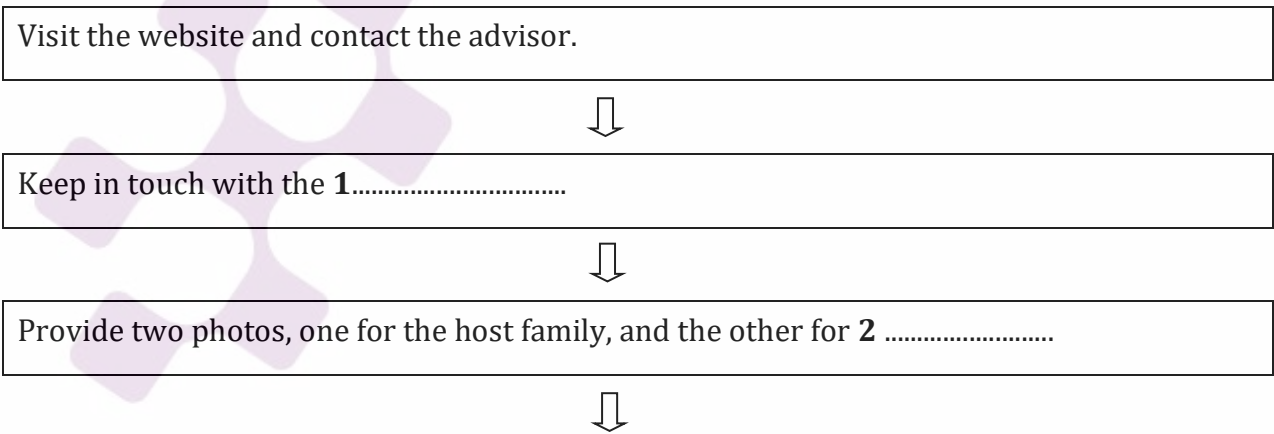
(IELTS Recent Actual Tests Vol.4, Test 4)



Questions 1-6

Complete the flowchart below. Write NO MORE THAN TWO WORDS for each answer.

### HOW TO APPLY FOR A HOMESTAY



Send in some documents to confirm your **3** .....



Receive **4** ..... within 7 working days



Have a(n) **5** ..... in London.



Pay the tax fee for a fast-track service.



Receive a written **6** .....

(IELTS Recent Actual Test Vol. 3, Test 4)





## 07

## SHORT ANSWER QUESTIONS

Đối với bài học SHORT ANSWER QUESTIONS, các bạn sẽ được giới thiệu về dạng đưa ra đáp án ngắn cho các câu hỏi trong bài thi IELTS LISTENING, yêu cầu người nghe phải trả lời bằng từ hoặc cụm từ và đáp án thường bị giới hạn ở một số từ trở xuống. Thí sinh sẽ bắt gặp dạng câu hỏi này trong Part 2 và Part 3 của bài thi Listening.

Bài học sẽ giúp các bạn vạch ra các chiến thuật - Strategies cũng như là các Tips bổ ích để xử lý dạng câu hỏi này một cách hiệu quả hơn.

Đây là dạng câu hỏi rất dễ ăn điểm trong IELTS LISTENING vì thế, chỉ cần nắm rõ phương pháp làm và hiểu nội dung thì sẽ dễ dàng tìm được câu trả lời, tương tự như dạng **Completion**, nên thí sinh cố gắng hạn chế lỗi sai ở phần này.

Đối với dạng bài này, người học vẫn thường hay mắc những lỗi phổ biến như:

- Trả lời quá số lượng từ cho phép.
- Viết số dưới dạng từ, ví dụ viết câu trả lời là *twenty-three* trong khi câu trả lời phải được viết là "23"
- Thông tin được nghe trong hội thoại được viết lại theo ý của mình.
- Viết sai lỗi chính tả hoặc dạng đúng của từ (ví dụ: số, số nhiều).



Trong dạng bài này, các bạn có thể sử dụng chiến thuật – **Strategies** làm bài như sau:

**Bước 1:** Đọc kỹ đề và tập chung vào số lượng từ (Word limit)

**Bước 2:** Đọc các câu hỏi và gạch chân keywords để dự đoán loại câu hỏi cần trả lời, ví dụ "How far" là hỏi về khoảng cách, "When" là hỏi về thời gian. Cố gắng nghĩ đến từ đồng nghĩa của từ khóa hoặc từ khóa có thể bị **paraphrase** như thế nào. Có hai loại keywords cần phân biệt:

**Bước 3:** Nghe cẩn thận và trả lời câu hỏi.

Đối với mỗi bước làm, bạn sẽ được cung cấp các ví dụ minh họa cụ thể – **Examples** để hình dung được cách thức làm bài theo chiến thuật trên. Các ví dụ sẽ luôn kèm theo phần hướng dẫn – **How to do**, nêu rõ các bước cùng lời giải thích chi tiết và cụ thể để bạn có thể tự luyện tập và thực hành phần **Exercises** và **Homework** (Phần Keys sẽ nằm ở cuối quyển sách).

Bên cạnh đó, để xử lí dạng câu hỏi Listening này, các bạn cũng cần **“lưu ý”** một vài điểm như sau:

1. Đối với dạng câu hỏi Short Answer, nếu đề bài yêu cầu điền duy nhất **1 từ** thì bạn không cần xác định loại từ (tính từ, trạng từ, mạo từ).
2. Chú ý đến Word limit.
3. Chú ý đến từ khóa thay đổi được để tìm ra đáp án chính xác.
4. Những từ có yếu tố phủ định sẽ không được trả lời trong dạng câu hỏi này (ví dụ: *don't, hasn't, ...*).
5. Những từ có dấu nối ở giữa được tính là một từ (ví dụ: *up-to-date, ...*).
6. Đừng cố gắng tập trung vào câu hỏi mình chưa biết chắc chắn câu trả lời, hãy lướt qua và tiếp tục theo kịp các câu hỏi khác.
7. Dạng này sẽ được nghe theo thứ tự của câu hỏi.
8. Luôn sử dụng từ đồng nghĩa và paraphrase cho từ khóa được gạch để việc nghe và trả lời được hiệu quả hơn.



07

# SHORT ANSWER QUESTIONS

## I. OBJECTIVES

This lesson will provide:

- Some essential information related to a type of IELTS Listening questions called short answer questions.
- Useful tips and strategies to help you achieve a high score.
- Exercises for you to practice.

## II. OVERVIEW

- This type of questions usually occurs in **Sections 2 and 3**
- These questions test your ability to find **specific information**
- You will be given specific instructions for word limit

**Example:**

*Write NO MORE THAN THREE WORDS for each answer.*  
*Write ONE WORD ONLY for each answer.*  
*Write NO MORE THAN THREE WORDS for each answer.*

- In this question type, you sometimes listen to a conversation where one person gives factual information to another, or you will be given a lecture or presentation about a specific subject.
- In some cases, you will be asked to answer the questions by giving 2 or 3 main ideas.

**Example:**

1.

**Questions 1 and 2**  
*Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.*

1 How often do the Top Bus Company tours run?  
 .....

2 Where can you catch a Number One sightseeing Tour from?  
 .....

2.

**Questions 1-2**  
*Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.*  
 What TWO factors can make social contact in a foreign country difficult?

3 .....

4 .....

### III. ESSENTIAL TIPS

1. The short answer questions only need **keywords**, therefore you should NOT write a sentence.
2. One common trick is that the speakers will give one piece of information and then they could probably correct it later in the recording. Therefore, you may listen to numerous distractors in the recording, then it is important that you focus as much as possible during the test.
3. Being aware of some synonyms such as, '**weekend**' for '**Saturday**' and '**Sunday**' or '**fortnight**' for '**two weeks**'.
4. If you hear words such as '**even though**', '**but**', or '**however**', then this can be a sign that the meaning of a sentence is going to be modified in some ways which may affect your choice.
5. Taking notes if you are unsure about any information in the recording.
6. Be careful not to write over the word limit because your answers will not be marked if you write more than the word limit.
7. In terms of **measures**, **abbreviation** is allowed to use instead of the full words. For example, 10cm instead of 10 centimeters.



### IV. STRATEGIES

**Step 1:** Read the instructions carefully and pay attention to any word limit given.

**Step 2:** Read the questions, underline keywords and predict the types of answers you should be listening for.

**Step 3:** Listen carefully and answer the questions.



#### **Step 1: READ THE INSTRUCTIONS CAREFULLY**

It is really important that you **read the instructions** of the questions carefully in order to find out the number of questions and the word limit.

#### **Example 1:**

##### **Questions 1-2**

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

- Number of questions: 2
- Word limit: NO MORE THAN **TWO** WORDS AND/OR A NUMBER

**Example 2:**

**Questions 1-3**

**Write ONE WORD ONLY for each answer.**

- Number of questions: 3
- Word limit: ONLY ONE WORD

**Step 2: READ THE QUESTIONS, UNDERLINE KEYWORDS AND PREDICT THE TYPES OF ANSWERS**

- Trying to read through the questions as fast as possible and underline keywords for each question and predicting the types of answers that you need to listen for.
- Underline **WH-QUESTIONS, nouns/noun phrases** or **dates** in the questions. Use these question words to guess what kinds of information or types of words that would be suitable for the answers.
- **What:** asking for information about something
- **What...for/Why/How come:** asking for a reason
- **When:** asking about time
- **Where:** asking in or at what place or position
- **Which:** asking about choice
- **Who:** asking what or which person or people (subject)
- **Whom:** asking what or which person or people (object)
- **Whose:** asking about ownership
- **How:** asking about manner, condition or quality
- **How far:** distance
- **How long:** length (time or space)
- **How many:** quantity (countable)
- **How much:** quantity (uncountable)
- Predicting some **synonyms** for those keywords.
- There are two types of keywords that could help you distinguish one option from others.
  - **Changeable** keywords are usually **adjectives, nouns** or **verbs** which could be paraphrased in the recording.
  - **Unchangeable** keywords are usually **names, years, names of places** and **dates**. And they would not be replaced by other words.



**Example 1:**

**Questions 1 and 2**

Answer the questions below. Write **NO MORE THAN TWO WORDS AND/ OR A NUMBER** for each answer.

**1 How often do the Top Bus Company tours run?**

.....

**2 Where can you catch a Number One sightseeing Tour from?**

.....

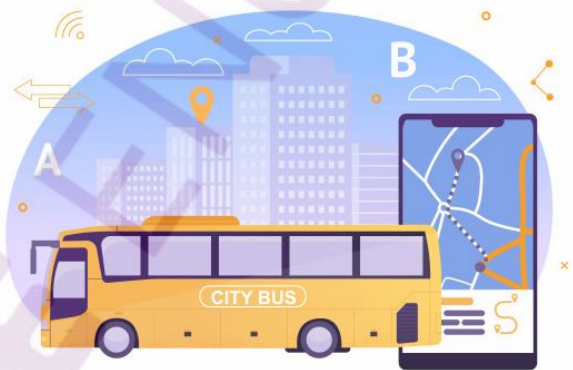
→ **Keywords:**

“**1 How often** do the **Top Bus Company tours** run?”

**2 Where** can you **catch** a **Number One sightseeing Tour** from?”

- *Changeable keywords:* “**run**”, “**catch**”

- *Unchangeable keywords:* “**Top Bus Company tours**”, “**Number One sightseeing Tour**”



→ **Types of answers:**

- (1): abverbs of time      - (2): a noun phrase

**Example 2:**

**Questions 1 and 2**

Answer the questions below. Write **NO MORE THAN THREE WORDS AND/ OR A NUMBER** for each answer.

**1 What does he divide the meat into? .....**

**2 What does he marinate the burgers with? .....**

→ **Keywords:**

“**1 What** does he **divide** the **meat** into?”

**2 What** does he **marinate** the **burgers with**?”

- *Changeable keywords:* “**divide**”, “**meat**”, “**marinate**”, “**burgers with**”

→ **Types of answers:**

- (1): a noun phrase      - (2): a noun phrase



**EXERCISE 1: Underline keywords and anticipate the types of answers.**

1.

**Questions 1-2**

*Answer the questions below. Write NO MORE THAN TWO WORDS AND/OR A NUMBER for each answer.*

- 1 According to the author, what does she say about writing another Harry Potter novel? .....
- 2 The author doesn't want to write which book? .....

→ Types of answers:.....

2.

**Questions 1-3**

*Answer the questions below. Write ONE WORD ONLY AND/ OR A NUMBER for each answer.*

- 3 How many days did the scientists spend on the beach? .....
- 4 What answer did Rob choose? .....
- 5 What's the name of the laboratory? .....

→ Types of answers:.....

3.

**Questions 1-3**

*Answer the questions below. Write ONE WORD ONLY for each answer.*

**Which types of community group does the speaker give examples of?**

- theatre
- 1 .....
- 2 .....
- 3 .....

→ Types of answers:.....

4.

**Questions 1-2**

*Answer the questions below. Write NO MORE THAN THREE WORDS AND/OR A NUMBER for each answer.*

- 1 What time does the center open? .....
- 2 Who can give advice? .....

→ Types of answers:.....

5.

**Questions 1-3**

Answer the questions below. Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

1 What kinds of sport equipment does it sell?

.....

2 What time does it close on Tuesday?

.....

3 How can they contact with the shop?

.....

→ Types of answers:.....

6.

**Questions 1-3**

Answer the questions below. Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

1 What is the world record, in minutes, for holding breath underwater?

.....

2 Where's the laboratory situated?

.....

3 What are the writer's obligations to their readers?

.....

→ Types of answers:.....

7.

**Questions 1-2**

Answer the questions below. Write **ONE WORD ONLY AND/OR A NUMBER** for each answer.

1 What time does the contest start? .....

2 How many teams are in the event? .....

→ Types of answers:.....

8.

**Questions 1-2**

Answer the questions below. Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

1 What is the number of children that the New England Journal of Medicine studied?

.....

2 At what age can the child stop eating peanuts for a year if it has consumed peanut snacks within the first 11 months of life?

.....

→ Types of answers: .....



9.

**Questions 1-2**

Answer the questions below. Write **ONE WORD ONLY** for each answer.

- 1 What part of the infants remained protected for a long-lasting period? .....
- 2 What's the illness that 20,000 babies in the UK and US are diagnosed with each year?  
.....

→ Types of answers: .....

10.

**Questions 1-4**

Answer the questions below. Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

- 1 What can be found in some Fancy Foods products?  
.....
- 2 Where can you find the jars? .....
- 3 How much will you receive for an opened jar of contaminated Chicken Curry?  
.....

→ Types of answers: .....

**Step 3: LISTEN CAREFULLY AND ANSWER THE QUESTIONS**

**V. EXAMPLES**



**Example 1:**

**Questions 1 and 2**

Answer the questions below. Write **ONLY ONE WORD OR A NUMBER** for each answer.

- 1 How much money did the charity receive when it won an award?  
.....
- 2 What is the charity currently hoping to buy? .....

(Cambridge Practice Tests for IELTS 5, Test 2, Section 2)

**\*Preparation time:**

✓ **Step 1: Read the instructions**

- Number of questions: 2
- Word limit: **ONLY ONE WORD OR A NUMBER**

✓ **Step 2. Underline keywords and anticipate the types of answers**

**Question 1** "How much money did the charity receive when it won an award?"

Types of answers: a number (and a noun)

**Question 2** "What is the charity currently hoping to buy?"

Types of answers: a noun (and a number)

✓ **Step 3. Listen carefully and answer the questions**

- **Listen again and check:**

"Fortunately in October 2001 we won an Enterprise Award which helped us enormously. We invested fifteen of the seventy-five-thousand-pound (Q1) prize money to help secure our future. Winning the award helped raise our profile and the money enabled us to pay all our shipping costs which represents our greatest expense. Pedal Power changes lives when someone gets a bicycle from us, they see a 14% increase in their income. We've currently looking to invest in computers (Q2) so that our office staff can do even better job. Because of our work, people in a number of countries now have a better standard of living."



**Question 1:**

"Fortunately in October 2001 we won an Enterprise Award which helped us enormously. We invested fifteen of the seventy-five-thousand-pound prize money to help secure our future."

- £75000 are the amount of money they received when winning "Enterprise award".

**Answer: £75000**

**Question 2:**

"We've currently looking to invest in computers so that our office staff can do even better job. Because of our work, people in a number of countries now have a better standard of living so far."

- The phrase "hoping to buy" has similar meaning to "looking to invest".

**Answer: computers**



**Example 2:**

**Questions 1-4**

**Answer the questions below. Write NO MORE THAN THREE WORDS for each answer.**

- 1 What is the most common crime in the UK? .....**
- 2 What two forms of thieves does the policewoman mention?  
.....**
- 3 What should people leave in the hotel? .....**
- 4 What kind of mobile is popular with thieves? .....**

(eltsliz.com)

**\*Preparation time:**

✓ **Step 1: Read the instructions**

Number of questions: 4; Word limit: no more than three words

✓ **Step 2. Underline keywords and anticipate the types of answers**

**Question 1.** “What is the most common crime in the UK?”

Types of answers: a noun phrase

**Question 2.** “What two forms of thieves does the policewoman mention?”

Types of answers: nouns

**Question 3.** “What should people leave in the hotel?”

Types of answers: a noun phrase.

**Question 4.** “What kind of mobile is popular with thieves?”

Types of answers: a noun phrase.

✓ **Step 3. Listen carefully and answer the questions**

- **Listen again and check:**



“Good morning. Thank you for inviting me to talk to you today. I like speaking to students, especially when there’s a chance of making their life a bit safer. Just to start, does anyone know what the most common crime is? No? Well, theft is the most common crime in the UK (Q1). There are various kinds of theft. For instance, robbery – when a thief takes something away from someone personally like when you’re working on the street, and someone grabs your handbag or your mobile and runs away. That’s robbery. Another form of theft is burglary – when a thief breaks into your house and steals your property (Q2). OK, now I’d like to go on to talk about safety on holiday. You probably know that when you’re on the holiday abroad, you’re much more dangerous being robbed. This is because you probably don’t know the country very well. For example, you might not realize that you are in dangerous area. One of the things you can do to protect yourself is to keep your passport and money in the safe in the hotel (Q3). You can always go back and get them if you need them. Another thing you can do is take old mobile with you on holiday. These new smartphones are very popular with thefts all over the world (Q4). Need safety? Just to take an old one.”

**Question 1:**

“Well, theft is the most common crime in the UK”.

**Answer: theft**

**Question 2:**

“robbery – when a thief takes something away from someone personally like when you’re working on the street, and someone grabs your handbag or your mobile and runs away. That’s robbery. Another form of theft is burglary – when a thief breaks into your house and steals your property”.

- The speaker mentions and explains two different types of thieves.

**Answer: robbery and burglary**

**Question 3:**

“One of the things you can do to protect yourself is to keep your passport and money in the safe in the hotel”.

- The phrase “to keep your passport and money in the safe” has similar meaning to “leave your passport and money”.

**Answer: passport and money**

**Questions 4:**

“These new smartphones are very popular with thefts all over the world”

**Answer: smartphone**



**VI. PRACTICE**

 **3** EXERCISE 2:

**Questions 1-4**

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

- 1** Between what times is the road traffic lightest? .....
- 2** Who will notice the noise most? .....
- 3** Which day of the week has the least traffic? .....
- 4** What will be the extra cost of modifying houses?  
.....

(Cambridge Practice Tests for IELTS 3, Test 4, Section 4)

✓ **Step 1: Read the instructions**

- Number of questions : .....; Word limit: .....

✓ **Step 2: Underline keywords and anticipate the types of answers**

.....

✓ **Step 3: Listen to the recording and answer these questions above**

 **4** EXERCISE 3:

**Questions 1-2**

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

- 1** How much does it cost to join the library? .....
- 2** When will Louise’s card be ready? .....

(Cambridge Practice Tests for IELTS 2, Test 1, Section 1)

✓ **Step 1: Read the instructions**

- Number of questions : .....; Word limit: .....

✓ **Step 2: Underline keywords and anticipate the types of answers**

.....

✓ **Step 3: Listen to the recording and answer these questions above**

**5** EXERCISE 4:

**Questions 1-4**

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

What **TWO** images drawn by Aboriginal people show their contact with Europeans?

- 1 .....
- 2 .....

Which human activities does the lecturer say are the main threats to Aboriginal rock art?

- 3 .....
- Vandalism
- 4 .....

(The Official Guide to IELTS Test 5, Section 4)

✓ **Step 1: Read the instructions**

- Number of questions : .....; Word limit: .....

✓ **Step 2: Underline keywords and anticipate the types of answers**

.....

✓ **Step 3: Listen to the recording and answer these questions above**

**6** EXERCISE 5:

**Questions 1-5**

Answer the questions below. Write **NO MORE THAN THREE WORDS** for each answer.

- 1 What is Jane's study strategy in lectures? .....
- 2 What is Tim's study strategy for reading? .....
- 3 What is the subject of Tim's first lecture? .....
- 4 What is the title of Tim's first essay? .....
- 5 What is the subject of Jane's first essay? .....

(Cambridge Practice Tests for IELTS 2, Test 1, Section 3)

✓ **Step 1: Read the instructions**

- Number of questions : .....; Word limit: .....

✓ **Step 2: Underline keywords and anticipate the types of answers**

.....

✓ **Step 3: Listen to the recording and answer these questions above**

 7 || EXERCISE 6:

**Questions 1-3**

Answer the questions below. Write **NO MORE THAN THREE WORDS** for each answer.

What **THREE** items of clothing does the speaker recommend for the rainforest?

- 1 .....
- 2 .....
- 3 .....

(Cambridge Practice Tests for IELTS 2, Test 4, Section 2)

✓ **Step 1: Read the instructions**

- Number of questions : .....; Word limit: .....

✓ **Step 2: Underline keywords and anticipate the types of answers**

.....

✓ **Step 3: Listen to the recording and answer these questions above**

**VII. HOMEWORK**

 8 || 1.

**Questions 1-2**

Answer the questions below. Write **NO MORE THAN THREE WORDS** for each answer.

Which **TWO** things in the rainforest does the speaker give a warning about?

- 1 .....
- 2 .....

(Cambridge Practice Tests for IELTS 2, Test 4, Section 2)

✓ **Step 1: Read the instructions**

- Number of questions : .....; Word limit: .....

✓ **Step 2: Underline keywords and anticipate the types of answers**

.....

✓ **Step 3: Listen to the recording and answer these questions above**

 9 || 2.

**Questions 1-2**

Answer the questions below. Write **ONE WORD ONLY** for each answer.

- 1 What does the centre provide first? .....
- 2 What is important to control? .....

(IELTS Recent Actual Tests Vol.6, Test 3)

✓ **Step 1: Read the instructions**

- Number of questions : .....; Word limit: .....

✓ **Step 2: Underline keywords and anticipate the types of answers**

.....

✓ **Step 3: Listen to the recording and answer these questions above**



**Questions 1-4**

Answer the questions below. Write **NO MORE THAN THREE WORDS** for each answer.

- 1 How much was a Eurailpass Youth Ticket? .....
- 2 How many European countries did Louise's ticket allow her to travel to?  
.....
- 3 Did the Eurailpass Youth Ticket include the train from London to Paris?  
.....
- 4 How old must you be if you want to purchase a Eurailpass Youth Ticket?  
.....

(ieltsontinetest.com)

✓ **Step 1: Read the instructions**

- Number of questions : .....; Word limit: .....

✓ **Step 2: Underline keywords and anticipate the types of answers**

.....

✓ **Step 3: Listen to the recording and answer these questions above**



**Questions 1-3**

Answer the questions below. Write **ONE WORD ONLY** for each answer.

- 1 What will be used to assess member's fitness level? .....
- 2 How often is the exercise schedule reviewed? .....
- 3 How many exercise programs are available? .....

(IELTS Recent Actual Tests Vol.6, Test 3)

✓ **Step 1: Read the instructions**

- Number of questions : .....; Word limit: .....

✓ **Step 2: Underline keywords and anticipate the types of answers**

.....

✓ **Step 3: Listen to the recording and answer these questions above**



**Questions 1 and 2**

**Answer the questions below. Write NO MORE THAN THREE WORDS for each answer.**

- 1 Who is Mrs Sutton worried about? .....**
- 2 What is the name for a group of family doctors working in the same building together?  
.....**

*(Cambridge Practice Tests for IELTS 3, Test 1, Section 2)*

✓ **Step 1: Read the instructions**

- Number of questions : .....; Word limit: .....

✓ **Step 2: Underline keywords and anticipate the types of answers**

.....

✓ **Step 3: Listen to the recording and answer these questions above**





## 08

## LIST SELECTION

Đối với bài học **LIST SELECTION**, các bạn sẽ được giới thiệu về dạng câu hỏi chọn câu trả lời đúng trong danh sách bao gồm 2 đến 5 đáp án mà đề bài đưa ra trong bài thi IELTS LISTENING. Dạng bài này cũng gây khá nhiều khó khăn cho thí sinh bởi vì có rất nhiều thông tin được đưa ra và đôi khi tất cả lựa chọn đều được nhắc tới gây khó khăn cho bạn chọn được đáp án chính xác. Bài học sẽ giúp các bạn vạch ra các chiến thuật - Strategies bổ ích để xử lý dạng câu hỏi này một cách hiệu quả hơn.

Trong khi dạng truyền thống của bài trắc nghiệm thường yêu cầu chọn 1 đáp án đúng cho 3 đáp án, thì đối với dạng **LIST SELECTION**, đề bài sẽ cho 1 list 5-7 lựa chọn và yêu cầu thí sinh chọn ra 2 hoặc 3 câu trả lời. Thử thách khi làm List Selection là bạn phải chọn đúng hết tất cả đáp án đúng, nếu chọn nhầm một câu thì các câu còn lại vẫn sẽ không được tính điểm.

Những **Tips** các bạn cần quan tâm để tránh những lỗi khi đi thi đối với dạng bài LIST SELECTION:

1. Các câu trả lời thường có ở dạng từ đồng nghĩa hoặc paraphrase cụm từ. Đừng chỉ lắng nghe cụm từ chính xác của nó, suy nghĩ các từ đồng nghĩa và những từ liên quan để tìm đáp án chính xác nhất.
2. Gạch chân số lượng câu trả lời bạn cần tìm.
3. Trong bài nghe, người nói có thể nhắc đến cả đáp án đúng và đáp án sai và các đáp án đúng thường được paraphrase lại. Vì vậy khi bạn nghe một đáp án được nhắc đến y hệt trong câu trả lời thì đừng vội cho đó là đáp án đúng.
4. Lắng nghe những từ ngữ như “*but*”, “*however*”, vì người nói có đề cập nhiều đến suy nghĩ của họ trong khi trả lời và đó có thể là tín hiệu cho thông tin chính cần nghe trong ghi âm.
5. Nếu bạn nghĩ câu trả lời là đúng, hãy đánh dấu *tick* bên cạnh câu trả lời đó nhưng hãy tiếp tục lắng nghe để chắc chắn rằng đó là câu trả lời đúng.
6. Bạn có thể viết trên giấy thi của mình, vì vậy hãy sử dụng dấu *tick* và dấu *chéo* cho câu trả lời đúng hoặc sai.



7. Nếu tất cả các lựa chọn trả lời là *danh từ*, đặc biệt là *danh từ ngắn*, hầu hết chúng sẽ không được paraphrase. Bạn nên chú ý hơn đến những thông tin liên quan đến những từ khóa này.

8. Nếu tất cả các lựa chọn có câu trả lời là *tính từ* (hoặc *trạng từ*), câu trả lời sẽ paraphrase những từ này.

9. Nếu câu trả lời là *cụm danh từ*, bạn nên đọc và tìm ra sự khác biệt giữa các lựa chọn này.

10. Nếu lựa chọn quá ngắn, thì bạn không cần gạch chân từ khóa.

Vì vậy cần vạch ra những chiến lược và làm quen với chúng trước khi bắt đầu làm bài, sau đây là **Strategies** để xử lý dạng bài này như sau:

**Bước 1:** Đọc kĩ đề để xác định số lượng từ (Word limit) và thường được in hoa ở ngay trong phần yêu cầu.

Ví dụ: *For instance, choose TWO letters, A-E.*

**Bước 2:** Đọc câu hỏi và tất cả các options và gạch chân keywords để nhận diện được sự khác biệt về nghĩa giữa các options đồng thời nghĩ về các từ đồng nghĩa có thể sẽ được nhắc đến của keywords này.

**Bước 3:** Lắng nghe cẩn thận và chọn đáp án đúng.



## 08

## LIST SELECTION

## I. OBJECTIVES:

This lesson will:

- Show you how to effectively answer List Selection Questions in the IELTS Listening test.
- Provide tips and strategies for List Selection Questions.

## II. OVERVIEW

- List Selection Questions which are considered as one of the most difficult in IELTS Listening.
- There are lots of tricks in this type. The recording usually gives wrong information first and modifies it later. Therefore, do not write the first thing you hear.
- You will be asked to choose two or three answers out of a list of options.
- This type of questions usually occurs in **Sections 2 and 3** of the IELTS Listening test.

*Example:*

*Choose TWO letters, A-E*

**Which TWO of the following are offered free of charge at Shore Land Health Center?**

- A Acupuncture
- B Employment medicals
- C Sports injury therapy
- D Travel advice
- E Vaccinations



## IV. ESSENTIAL TIPS

9. The answers normally come in the forms of **synonyms** or **paraphrases**. Do not just listen for exact matches, think about how the answers could be expressed in other ways using synonyms or paraphrases.
10. Underline the number of answers you need to find.
11. All the options would probably be mentioned in the recording, so you need to **concentrate** as much as possible.

12. Listen for the word **“but”** or **“however”** because they could be a signal to another different information in the recording.
13. If you think an answer is correct, put a tick (✓) beside that answer but keep listening to make sure it is right.
14. You can write on your question papers, so use ticks (✓) and crosses (x) for right or wrong answers.
15. If all of the answer choices are nouns, especially **short nouns**, most of them will **not** be **paraphrased**. You should pay more attention to the information related to these keywords.
16. If all of the answer choices are **adjectives** (or adverbs), the answers will be paraphrased from these words.
17. If the answers are **noun phrases**, you should read and find out the differences between these options.
18. If the option is too short, then you do not need to underline keyword.



## V. STRATEGIES

**Step 1:** Read the instructions carefully.

**Step 2:** Read the questions and options and underline keywords. Then contrast and compare the keywords among the options to identify the differences.

**Step 3:** Listen carefully and choose the right answers.



### **Step 1: READ THE INSTRUCTIONS CAREFULLY**

The instructions will provide information related to the tasks that you are required to complete.

**Example:**

**Questions 1-2**

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

→ *Number of questions:* 2


→ *Exercise requirements:* choosing TWO correct answers out of a list

**Step 2: READ THE QUESTIONS AND OPTIONS BEFORE UNDERLINING KEYWORDS**

- Reading the provided questions carefully and find out keywords to understand what your tasks are.
- Keywords in the questions maybe **WH-Questions** such as **WHAT, WHEN, WHO, ...**, **NOUNS OR NOUN PHRASES**.
- Underlining keywords will help you easily concentrate on the tasks.
- There are two types of keywords that you should study in order to distinguish one option from others.
  - **Changeable** keywords are usually **adjectives, nouns** or **verbs** which are most often paraphrased in the recording.
  - **Unchangeable** keywords are usually **names, dates, addresses** and **specialized terms**. And they seem unlikely to be replaced by other words.

**Example 1:**


**Which of the TWO things are included in the tour cost?**



- A Accommodation
- B Picnic
- C Fishing trip
- D Table tennis
- E Restaurant meal

→ *Keywords:*

“Which of the two things are included in the tour cost?”

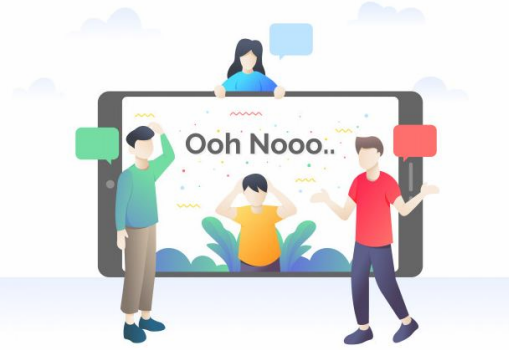
 **Note:** No need to underline short options.



**Example 2:**

**Which FOUR problems does Joe mention in connection with each of the following band members?**

- A Makes a lot of mistakes in rehearsals
- B Keeps making unhelpful suggestions
- C Has difficulty with rhythm
- D Misses too many rehearsals
- E Has a health problem
- F Doesn't mix with other students



→ *Keywords:*

“Which FOUR problems does Joe mention in connection with each of the following band members?”

- A Makes a lot of mistakes in rehearsals
- B Keeps making unhelpful suggestions
- C Has difficulty with rhythm
- D Misses too many rehearsals
- E Has a health problem
- F Doesn't mix with other students



**EXERCISE 1: Underlining keywords in the questions and options.**

<p><b>1</b></p> <p><b>Which TWO examinations should students have to take in order to study at college?</b></p> <ul style="list-style-type: none"> <li>A The IELTS test organised by Cambridge University</li> <li>B The TOEIC test organised by ETS from America</li> <li>C The TOEFL test celebrated by ETS from America</li> <li>D The GMAT test by the Graduate Management Admission Council</li> <li>E The SAT test debuted by the College Board</li> </ul>	<p><b>2</b></p> <p><b>Which THREE things should the caller take on the tour?</b></p> <ul style="list-style-type: none"> <li>A A raincoat in case it rains</li> <li>B Spare tire and maps</li> <li>C Personal water bottle</li> <li>D A digital camera or a smartphone</li> <li>E Guide books from the company</li> </ul>
<p><b>3</b></p> <p><b>Which TWO things will the students do during their museum internship?</b></p> <ul style="list-style-type: none"> <li>A Art conservation in group of 5 people</li> <li>B Guide tours in the central city</li> <li>C Attend meetings with other students</li> <li>D Give classes to poor children</li> <li>E Research some museums in other places</li> </ul>	<p><b>4</b></p> <p><b>Choose THREE characteristics of effective teachers from the list below.</b></p> <ul style="list-style-type: none"> <li>A They use the largest number of exercises</li> <li>B They know how to choose examples</li> <li>C They pick the right technique at the right moment</li> <li>D Being older can be an advantage</li> <li>E They are chess players</li> <li>F They pay more attention to students</li> </ul>

<p><b>5</b> Which <b>THREE</b> of the following factors are mentioned?</p> <p><b>A</b> The Titanic was travelling too fast  <b>B</b> There were insufficient lifeboats on the ship  <b>C</b> The Titanic's wireless was not operating around the clock  <b>D</b> Ice warnings were not dealt with systematically  <b>E</b> The Californian's wireless had broken down</p>	<p><b>6</b> Which <b>TWO</b> relaxation techniques are <b>NOT</b> recommended by the speaker?</p> <p><b>A</b> Doing yoga and breathing deeply  <b>B</b> Closing eyes and counting backwards  <b>C</b> Listening to music or the chirping sounds of birds  <b>D</b> Visualising a relaxing image  <b>E</b> Counting slowly from 1 to 10</p>
<p><b>7</b> Which <b>TWO</b> habits can parents help their children with?</p> <p><b>A</b> Eating properly and getting enough sleep  <b>B</b> Organising their study schedules  <b>C</b> Buying the right study guide  <b>D</b> Breaking the exam down  <b>E</b> Cramming for examinations</p>	<p><b>8</b> Which <b>THREE</b> activities that volunteers have helped people to do?</p> <p><b>A</b> Overcome physical difficulties  <b>B</b> Rediscover skills not used for a long time  <b>C</b> Improve their communication skills  <b>D</b> Solve problems independently  <b>E</b> Escape isolation when old people live alone  <b>F</b> Remember those good old days  <b>G</b> Start a new hobby with other people</p>
<p><b>9</b> Which <b>TWO</b> ways that volunteers can benefit from volunteering are mentioned?</p> <p><b>A</b> Learning how to be part of a team  <b>B</b> Having a sense of purpose  <b>C</b> Realising how lucky they are  <b>D</b> Improved ability at time management  <b>E</b> Boosting their employment prospects</p>	<p><b>10</b> Which <b>TWO</b> topics about chimpanzees will the students discuss next week?</p> <p><b>A</b> They are slower than human in different ways  <b>B</b> They learn things by copying human's behaviours  <b>C</b> They develop behaviours generation by generation  <b>D</b> They have very strong ability of logical thinking  <b>E</b> They could be modified to adapt to the environment</p>

**Step 3: LISTEN CAREFULLY AND CHOOSE THE RIGHT ANSWERS**

## V. EXAMPLES



**Example:**

### Questions 1-2

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

According to the manager, which **TWO** things can make the job of kitchen assistant stressful?

- A They have to follow orders immediately
- B The kitchen gets very hot
- C They may not be able to take a break
- D They have to do overtime
- E The work is physically demanding



(Cambridge Practice Tests for IELTS 12, Test 5, Section 2)

### **\*Preparation time:**

#### ✓ **Step 1: Read the instructions.**

- Number of questions: 2
- Exercise requirements: choosing **TWO** pieces of information related to things that make the staff stressful.

#### ✓ **Step 2: Underline keywords in questions and options**

- Keywords:

“According to the manager, which TWO things can make the job of kitchen assistant stressful?”

- A They have to follow orders immediately
- B The kitchen gets very hot
- C They may not be able to take a break
- D They have to do overtime
- E The work is physically demanding”

#### ✓ **Step 3: Listen to the recording and answer these questions above**

- Listen again and check:





“Now you may have heard that this can be a stressful job, and I have to say that can be true. You’ll be working an eight-hour day for the first week, though you’ll have the chance to do overtime after that as well if you want to. But however long the hours are, you’ll get a break in the middle. What you will find is that you’re on your feet all day long, lifting and carrying, so if you’re not fit now you soon will be! You’ll find you don’t have much chance to take it easy- when someone tells you to do something you need to do it straightaway (Q1&Q2)-but at least we do have a very efficient air conditioning system compared with some kitchens.”

**Questions 1-2:**

“What you will find is that you’re on your feet all day long, lifting and carrying, so if you’re not fit now you soon will be! You’ll find you don’t have much chance to take it easy when someone tells you to do something you need to do it straightaway”.

- The phrase “if you’re not fit now you soon will be” has the similar meaning to “physically demanding”.
- The phrase “someone tells you to do something you need to do it straight away” is equivalent to “follow orders immediately”

**Answer: E and A**

**VI. PRACTICE**



**EXERCISE 2:**

**Questions 1-3**

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

**What types of films does Louise like?**

- A Action
- B Comedies
- C Musicals
- D Romance
- E Westerns
- F Wildlife



(Cambridge Practice Tests for IELTS 2, Test 1, Section 1)

✓ **Step 1: Read the instructions**

Number of questions: .....

Exercise requirements: .....

✓ **Step 2: Underline keywords in the questions**

✓ **Step 3: Listen to the recording and answer these questions above**

**3** EXERCISE 3:

**Questions 1-2**

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

Which **TWO** of the following are offered free of charge at Shore Lan Health Center?

- A Acupuncture
- B Employment medicals
- C Sports injury therapy
- D Travel advice
- E Vaccinations



(Cambridge Practice Tests for IELTS 9, Test 4, Section 1)

✓ **Step 1: Read the instructions**

Number of questions: .....

Exercise requirements: .....

✓ **Step 2: Underline keywords in the questions**

✓ **Step 3: Listen to the recording and answer these questions above**

**4** EXERCISE 4:

**Questions 1-2**

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

Which **TWO** things surprised the students about the traffic light system for nutritional labels?

- A Its widespread use
- B The fact that it is voluntary for supermarkets
- C How little research was done before its introduction
- D Its unpopularity with food manufacturers
- E The way that certain colours are used

**Questions 3-4**

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

Which **TWO** things are true about the participants in the study on the traffic-light system?

- A They had low literacy levels
- B They were regular consumers of packaged food
- C They were selected randomly
- D They were from all socio-economic groups
- E They were interviewed face-to-face

(Cambridge Practice Tests for IELTS 13, Test 4, Section 3)

✓ **Step 1: Read the instructions**

Number of questions: .....

Exercise requirements: .....

✓ **Step 2: Underline keywords in the questions**

✓ **Step 3: Listen to the recording and answer these questions above**



**EXERCISE 5:**

**Questions 1-2**

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

**What TWO types of coursework are required each month on the part-time course?**

- A A case study
- B An essay
- C A survey
- D A short report
- E A study diary

(Cambridge Practice Tests for IELTS 5, Test 1, Section 3)

✓ **Step 1: Read the instructions**

Number of questions: .....

Exercise requirements: .....

✓ **Step 2: Underline keywords in the questions**

✓ **Step 3: Listen to the recording and answer these questions above**



**EXERCISE 6:**

**Questions 1-2**

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

**Which TWO characteristics were shared by the subjects of Joanna's psychology study?**

- A They had all won prizes for their music
- B They had all made music recordings
- C They were all under 27 years old
- D They had all toured internationally
- E They all played a string instrument

**Questions 3-4**

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

**Which TWO points does Joanna make about her use of telephone interviews?**

- A It means rich data could be collected
- B It allowed the involvement of top performers
- C It led to a stressful atmosphere at times
- D It means interview times had to be limited
- E It caused some technical problems

(Cambridge Practice Tests for IELTS 11, Test 4, Section 3)

- ✓ **Step 1: Read the instructions**

Number of questions: .....

Exercise requirements: .....

- ✓ **Step 2: Underline keywords in the questions**

- ✓ **Step 3: Listen to the recording and answer these questions above**

## VII. HOMEWORK



### Questions 1-2

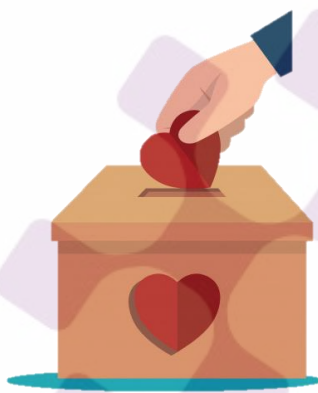
Choose **THREE** letters, A-G.

Which **THREE** things can the general public do to help the charity Pedal Power?

- A Organise a bicycle collection
- B Repair the donated bikes
- C Donate their unwanted tools
- D Do voluntary work in its office
- E Hold an event to raise money
- F Identify areas that need bikes
- G Write to the government



(Cambridge Practice Tests for IELTS 5, Test 2, Section 2)



- ✓ **Step 1: Read the instructions**

Number of questions: .....

Exercise requirements: .....

- ✓ **Step 2: Underline keywords in the questions**

- ✓ **Step 3: Listen to the recording and answer these questions above**



**Questions 1-2**

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

**What TWO advantages does the speaker say Rexford University has for the students he is speaking to?**

- A Higher than average results in examinations
- B Good transport links with central London
- C Near London Airport
- D Special government funding
- E Good links with local industry



(Cambridge Practice Tests for IELTS 5, Test 3, Section 2)

✓ **Step 1: Read the instructions**

Number of questions: .....

Exercise requirements: .....

✓ **Step 2: Underline keywords in the questions**

✓ **Step 3: Listen to the recording and answer these questions above**



**Question 1**

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

**Which TWO groups of patients receive free medication?**



- A People over 17 years old
- B Unemployed people
- C Non-UK residents
- D People over 60 years old
- E Pregnant women

(Cambridge Practice Tests for IELTS 3, Test 1, Section 2)

✓ **Step 1: Read the instructions**

Number of questions: .....

Exercise requirements: .....

✓ **Step 2: Underline keywords in the questions**

✓ **Step 3: Listen to the recording and answer these questions above**



**Questions 1-2**

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

**Which TWO tasks will the volunteers in Group A be responsible for?**

- A Widening pathways
- B Planting trees
- C Picking up rubbish
- D Putting up sites
- E Puilding fences

**Questions 3-4**

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

**Which TWO items should volunteers in Group A bring with them?**

- A Food and water
- B Boots
- C Gloves
- D Raincoat
- E Their own tools

*(The Official Guide to IELTS Practice Test 4, Section 2)*

✓ **Step 1: Read the instructions**

Number of questions: .....

Exercise requirements: .....

✓ **Step 2: Underline keywords in the questions**

✓ **Step 3: Listen to the recording and answer these questions above**



**Questions 1-2**

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

**Which TWO types of interviewees do Greg and Syria choose to do the survey?**

- A Staff on campus
- B Professors
- C Local residents
- D Companies
- E University students



*(IELTS Recent Actual Tests Vol.4, Test 3, Section 3)*

✓ **Step 1: Read the instructions**

Number of questions: .....

Exercise requirements: .....

✓ **Step 2: Underline keywords in the questions**

✓ **Step 3: Listen to the recording and answer these questions above**



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# ANSWER KEY

IELTS LISTENING – Cẩm nang học IELTS từ A-Z

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**WISE ENGLISH**

**01**

**GAP FILLING 1  
(FORM/ NOTE/ TABLE COMPLETION)**

**III. GAP FILLING**

**EXERCISE 1:**

- |   |   |
|---|---|
| <b>a</b> Beautiful woman  | <b>e</b> Cats; Lovely cats; 3 lovely cats |
| <b>b</b> 25 <sup>th</sup> December; 25 December; December                   | <b>f</b> Young people                     |
| <b>c</b> Smith John   | <b>g</b> Pillows                          |
| <b>d</b> In September; In March; 26 <sup>th</sup> September;<br>On Thursday | <b>h</b> 3 cupcakes; 4 delicious cupcakes |
|   | <b>i</b> man                              |
|   | <b>j</b> Design; Gorgeous design          |

**EXERCISE 2:**

<p><b>1.</b></p> <p>- <i>Keywords:</i></p> <p>“<u>Course length</u>: <b>1</b> .....</p> <p><u>Number of hours per week</u>: <b>2</b> .....”</p> <p>- <i>Type of missing words:</i></p> <p>(1): a noun phrase (2): a noun phrase/ numbers</p>
<p><b>2.</b></p> <p>- <i>Keywords:</i></p> <p>“<u>Peer group discussion, Increase, Dissertations</u> tend to <u>contain</u> the <u>same</u> <b>1</b>.....</p> <p><u>Use the</u> <b>2</b>..... <u>Service</u></p> <p><u>Limited</u> <b>3</b>.....</p> <p><u>Consult study skills books</u></p> <p>Can <u>be</u> too <b>4</b>.....”</p> <p>- <i>Types of missing words:</i></p> <p>(1): a noun phrase (2): a noun phrase</p> <p>(3): a noun phrase (4): adjectives</p>
<p><b>3.</b></p> <p>- <i>Keywords:</i></p> <p>“Harvey Clinic</p> <p>Especially <u>good</u> with <b>1</b>.....</p> <p>The <b>2</b>..... <u>Health practice</u></p> <p><u>Offers</u> <b>3</b>.....<u>appointments</u>”</p>



<p>- <i>Types of missing words:</i>                  (1): a noun (2): a noun/ an adjective                  (3): a noun/ an adjective</p>	
<p><b>4.</b>                  - <i>Keywords:</i>                  “<u>Deposit</u>: <b>1</b> \$ _____  <b>2</b> \$ _____ <u>registration</u>”                  - <i>Types of missing words:</i>                  (1): a number (2): a number</p>	<p><b>5.</b>                  - <i>Keywords:</i>                  “Date of <u>birth</u>: <b>1</b>.....  <u>Current address</u>: <b>2</b>.....Exeter  <u>Time at current address</u> <b>3</b>.....”                  - <i>Types of missing words:</i>                  (1): dates (2): a noun/ a number and a noun                  (3): numbers</p>
<p><b>6.</b>                  - <i>Keywords:</i>                  “<u>Type of transportation</u> <b>1</b>.....  <u>Maximum group size</u> <b>2</b>.....  <u>Next tour date</u> <b>3</b>.....  <u>Hotel name</u> <b>4</b> the.....”                  - <i>Types of missing words:</i>                  (1): a noun phrase (2): a number                  (3): dates (4): a noun phrase</p>	<p><b>7.</b>                  - <i>Keywords:</i>                  “<u>Prepared a</u> <b>1</b>..... for the <u>trip</u>  <u>Total length of trip</u>: <b>2</b> .....  <u>Climbed highest peak in</u> <b>3</b> .....”                  - <i>Types of missing words:</i>                  (1): a noun phrase (2): a noun phrase                  (3): a noun phrase</p>

**8.**

- *Keywords:*

	<b>TIM</b>	<b>JANE</b>
<u>Day of arrival</u>	<u>Sunday</u>	<b>1</b> .....
<u>Subject</u>	<u>History</u>	<b>2</b> .....

- *Types of missing words:*

(1): a noun (2): a noun

<p><b>9.</b>                  - <i>Keywords:</i>                  “<u>Name</u>: Mr. Gavin <b>1</b> .....  <u>Address</u>: <b>2</b>.....  <u>Biggins street</u> <b>3</b>.....”                  - <i>Types of missing words:</i></p>	<p><b>10.</b>                  - <i>Keywords:</i>                  “<u>Hand-in date</u>:  <b>1</b> .....  <u>Length</u>: <b>2</b>..... to.....  <u>words</u></p>
---	--

(1): a noun phrase (2): a noun phrase (3): a noun phrase	<u>Extra programme</u> offered on: 3.....” - Types of missing words: (1): dates (2): numbers (3): dates
---	--

**EXERCISE 3:**

- 1 15                      2 30                      3 40                      4 16                      5 70  
6 15                      7 80                      8 5062                      9 1340                      10 40

**EXERCISE 4:**

- 1 6<sup>th</sup>                      2 1<sup>st</sup>                      3 27<sup>th</sup>                      4 25<sup>th</sup>                      5 23<sup>th</sup>  
6 3<sup>rd</sup>                      7 15<sup>th</sup>                      8 45<sup>th</sup>                      9 50<sup>th</sup>                      10 26<sup>th</sup>

**EXERCISE 5:**

- 1 First name: Linda                      Country: Finland  
Last name: Mandel                      Subject: Engineering  
Country: Brazil                      3 First name: Elena  
Subject: Business                      Last name: Maclain  
2 First name: Joseph                      Country: Mexico  
Last name: Block                      Subject: English

**EXERCISE 6:**

1 EDINBURGH	2 GLASGOW	3 ABERDEEN	4 DUNDEE
5 CARDIFF	6 SWANSEA	7 NEWPORT	8 BELFAST
9 MANCHESTER	10 LEEDS	11 SHEFFIELD	12 LEICESTER
13 LIVERPOOL	14 BIRMINGHAM	15 NOTTINGHAM	16 CONVENTRY
17 BRISTOL	18 BRADFORD	19 LONDON	20 BRIGHTON

**EXERCISE 7:**

1 Erica Freshman/college student Leeds Swimming Once or twice a week	2 Marti Cheen Salesman York Music Department store/Store Concert	3 Tim Russell College student At weekends Europe This summer	4 Linda High school student Fast-food reataurant University 3 hours
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**EXERCISE 8:**

Name	Where from	Subject
Charles	Leeds	Music
Liz	Finland	Computer science
Chris	The United States	Engineering
Paulo	Japan	English

**EXERCISE 9:**

Name	Birth	Death
Henry VIII	1491	1547
Queen Elizabeth I	1533	1603
William Shakespeare	1564	1616
Queen Victoria	1819	1901
Sir Winston Churchill	1874	1965

**EXERCISE 10:**

- 1 glass                      2 Insulation                      3 Windows                      4 Electricity  
5 floor/floors              6 Waste                              7 Concrete                      8 15 years

**\*Audio script:**

The North, east and west sides were set in the earth, and only the sloping, south-facing side was exposed to light. **That was made of a double layer of very strong glass (Q1).** There were also photovoltaic tiles fixed to the top and bottom of this sloping wall. These are tiles that are designed to store energy from the sun. **And the walls had a layer of foam around them too, to increase the insulation (Q2).**

Now, what is of interest to us about this project is the features which make the building energy-efficient. **Sunlight floods in through the glass wall, and to maximise it there are lots of mirrors and windows inside the house (Q3).** That helps to spread the light around. So that's the first thing – light is utilised as fully as possible.

In addition, the special tiles on the outside convert energy from the sun and generate some of the house's electricity. In fact, **it's possible that in the future the house may even generate an electricity surplus (Q4),** and that the owners will be able to sell some to the national grid. As well as that, wherever possible, recycled materials have been used. For example, **the floor are made of reclaimed wood (Q5).** And the owners haven't bought a single item of new furniture-they just kept what they already had. **And then there's the system for dealing with the waste produced in the house. This is dealt with organically. (Q6)** It's purified by being

filtered through reed beds which have been planted for that purpose in the garden. So the occupants of the house won't pollute the land or use any damaging chemicals.

**It's true that the actual construction of the house was harmful to the environment, mainly because they had to use massive amounts of concrete (Q7)**-one of the biggest sources of carbon dioxide in manufacturing. And as you know, this is very damaging to the environment. In total, the house construction has released 70 tons of carbon dioxide into the air. Now that's a frightening thought. However, **once the initial debt has been cleared- and it's been caculated that this will only take fifteen years (Q8)**-this underground house won't cost anything-environmentally I mean-because unlike ordinary houses it is run in a way that is completely environmentally friendly.

**EXERCISE 11:**

<b>1</b> 14 Hill Road	<b>2</b> Between 9 and 930/ 9-930	<b>3</b> 1 year	<b>4</b> Intermediate	<b>5</b> North-West
<b>6</b> Vegetarian	<b>7</b> (a) (real) garden	<b>8</b> (the) only guest	<b>9</b> 100	<b>10</b> 23 <sup>rd</sup> March/ Monday 23 <sup>rd</sup> March

**\*Audio script:**

Adviser: Right .... and what is your present address?

Student: Sea View Guest House, **14 Hill Road. (Q1)**

Adviser: OK, and so you know the phone number there?

Student: Yes..... I have it here,... 2237676, but I'm only there after about 7pm.

Adviser: so when would be the best time to catch you?

Student: I suppose **between 9 and let me see, half past (Q2)**, before I leave for the college.

Adviser: Great..... and can I ask you your age?

Student: I've just had my nineteenth birthday.

Adviser: And how long would you want to stay with the host family?

Student: I'm planing on staying **a year (Q3)** but at the moment I'm definitely here for four months only. I have to get an extension to my permit.

Adviser: You're working on it? Fine ...and what will be your occupation while you're in the UK?

Student: Studying English?

Adviser: And what would you say your level of English is?

Student: Umm. Good. I think I'd like to say advanced but my written work is below the level of my spoken so I supposed it's **intermediate (Q4)**

Adviser: Certainly your spoken English is advanced. Anyway, which area do you think you would prefer?

Student: Ummm, well, I'm studying right in the centre but I'd really like to live in the. **(Q5)**

Adviser: That shouldn't be a great problem.... we usually have lots of families up there.

Adviser: And do you have any particular requirements for diet?

Student: Well, I'm nearly a - *Types of missing words:*

**vegetarian (Q6)** ... not quite.

Adviser: Shall I say you are? It's probably easier that way

Student: That would be best.

Adviser: Anything about your actual room?

Student: I would prefer my own facilities-en suite is that right? And also it's possible a TV and I'd also like the house to have a **real garden (Q7)** rather than just a yard, somewhere I could sit and be peaceful.

Adviser: Is that all?

Student: Well, I'm really serious about improving my English so I'd prefer to be the **only guest (Q8)** is that's possible?

Adviser: No other guests...yes you get more practice that way. Anyway, obviously all this is partly dependent on how much you're willing to pay. What did you have in mind?

Student: I was thinking in terms of about £60-£80 a week, but I'd go up to a **hundred (Q9)** if it was something special.

Adviser: Well I don't think we'd have any problems finding something for you.

Student: Oh, good

Adviser: And when would you want it for?

Student: I'd like to move in approximately two weeks.

Adviser: Let me see, it's the 10<sup>th</sup> today.... so if we go for the Monday it's the **23<sup>rd</sup> March (Q10)**

Student: Yes.

## EXERCISE 12:

1 1882-1883

2 Signed

### \*Audio script:

INTERVIEWER: When was that exactly?

DOCTOR: In 1870. And it was called the Polar Research Meeting. And then, not long after that, they organised something called the First International Polar Year.

INTERVIEWER: And that took place when exactly?

DOCTOR: Over two years from **1882 to 1883 (Q1)**. But it wasn't until the 1950s that the idea of an international treaty was proposed. And **in 1959 the Treaty was actually signed. (Q2)**

#### IV. HOMEWORK:

1.      1 garden(s)                      2 Political                      3 work/study                      4 fountain

**\*Audio script:**

This lecture will be about the science of acoustics, the study of sound, in relation to urban environments such as cities. As an acoustic engineer myself, I think this is an area where we're likely to see great changes. In the past, researching urban soundscapes was simple. We measured levels of sound in decibels, so I used to take my sound meter and I measured the noise somewhere, and then I might ask a sample of people to say at what level the sound became annoying.

With data like this, acoustic engineers have been able to build up what we call noise maps, maps of the sound environment. But actually these aren't a lot of use. What they do show is that the highest noise levels are generally on roads – well, that's not really very surprising. But there's quite a lot going on that these maps don't show, because they can't capture the complex way that sound varies over time. **So they ignore important issues such as the noise someone might hear from the open windows or gardens of their neighbors (Q1)**, and this sort of noise can be quite significant in summer. We don't have any databases on this sort of information. As well as that, these records of sound levels take no account of the fact that people vary in their perceptions of noise - so someone like me with years of working in acoustics might be very different from you in that regard.

But anyway, even though these noise maps are fairly crude, **they've been useful in providing information and raising awareness that noise matters, we need to deal with it and so it's a political matter (Q2)**. And that's important - we need rules and regulations because noise can cause all sorts of problems.

Those of you who are city-dwellers know that things go on 24 hours a day, so city-dwellers often suffer from interrupted sleep. It's also known that noise can lead to a rise in levels of stress, due to physical changes in the body affecting the composition of the blood. And there are other problems as well, for instance **if schoolchildren don't have a quiet place to study, their work will suffer. (Q3)**

Now, one problem with decibel measurement is that it doesn't differentiate between different types of noise. **Some types of sounds that most people would probably think of as nice and relaxing might well score quite highly in decibel levels – think of the sound made by a fountain in a town square, for example. (Q4)**

2.

1 Cycling 2 Cinema 3 Disabled 4 430 (pm)/ half past four 5 07788136711

**\*Audio script:**

CAROLINE: OK, so with your studying and your part-time job, do you have time for any other interests or hobbies?

ROGER: Well, I **spend quite a lot of time cycling (Q1)** - both around town to get to university and to work, and also long-distance, from here to London, for instance.

CAROLINE: That's pretty impressive! Anything else?

ROGER: For relaxation I'm also **keen on the cinema (Q2)** - I used to go at least once a week, but I can't manage to go so often now.

CAROLINE: Right. Are you sure you'll have enough time for the Youth Council?

ROGER: Yes, I've worked out that I can afford to reduce my hours at work, and that will make the time.

CAROLINE: So is there any particular aspect of the Youth Council's work that appeals to you, Roger?

ROGER: Well, my sister is blind, so I'm **particularly interested in working with disabled young people (Q3)**, to try and improve the quality of their lives.

CAROLINE: That's great. Well, the best way to get involved is to be nominated by some people who you know

ROGER: Right. Can you tell me how to set about organising that?

CAROLINE: You should talk to Jeffrey, our Elections Officer. I can arrange a meeting in the council office with him, if you like.

ROGER: Yes, please.

CAROLINE: He'll be here next Monday, if that suits you.

ROGER: That's the 14th, isn't it?

CAROLINE: Yes.

ROGER: I can manage late afternoon.

CAROLINE: Would you like to suggest a time? He generally leaves around 530.

ROGER: Well, **would 430 be OK (Q4)?** My last class finishes at 4, so I'd have plenty of time to get to your office.

CAROLINE: Right, that's fine. Oh, and could I have a phone number we can contact you on?

ROGER: Yes, my mobile number's **07788 136711 (Q5)**

CAROLINE: Thank you. Well, we'll look forward to seeing you next week.

ROGER: Thanks very much. Goodbye.

CAROLINE: Bye.

3. 1 Glass 2 Cooker 3 Week 4 fence

**\*Audio script:**

MR THORNDYKE: Now, what would you like me to do?

EDITH: Firstly and most urgently is in the kitchen. With all the weather damage, **the glass in the door has cracked and I'd need that fixing.**

MR THORNDYKE: **I presume you mean replacing? (Q1)**

EDITH: Oh, yes. And as soon as possible...

MR THORNDYKE: What I'll do is come round tomorrow morning and do that immediately.

EDITH: Thank you so much. The other things aren't so urgent but...

MR THORNDYKE: Now, I'll make a note of everything you want doing.

EDITH: Well, in the kitchen I'd like some painting doing.

MR THORNDYKE: All the kitchen walls?

EDITH: **Just the area over the cooker (Q2).** It's very greasy...

MR THORNDYKE: Right ... it does tend to get that way!

EDITH: Yes!

MR THORNDYKE: Well, if you want a proper job done **what I'd need to do is strip the old paint and plaster it about a week before I paint it. (Q3)**

EDITH: Of course. Now, May tells me you also do work in the garden.

MR THORNDYKE: That's right.

EDITH: Well, I'd like you to **replace a fence. (Q4)**

MR THORNDYKE: Just one?

EDITH: Yes, at the far end.

MR THORNDYKE: Fine. Shouldn't be a problem.

EDITH: And that's the lot.

MR THORNDYKE: Fine. Yeah, as I say I can come round tomorrow morning to look over things with you.

EDITH: That's great, thank you.

MR THORNDYKE: So, I'll look forward to seeing you tomorrow at...

4. 1 Forest 2 Temple 3 Waterfall 4 village

**\*Audio script:**

I hope that there are still some people interested. I will be distributing leaflets at the end where you can find out more information, but just for the moment I'll outline the itinerary, the main high points of the holiday. Obviously, you'll start by flying out to Kishba, the capital city, on Day One. After a couple of days to acclimatize yourself, you'll start the trek on Day Three **walking**



**through the enormous Katiba Forest (Q1)** which will take the whole of the day. Day Four takes us higher up, going through the foothills past a number of villages and visiting a school for the disabled in Sohan. Then you have a rest day, that's Day Five, before **going to the spectacular Kumi Temple (Q2)** with twelfth-century carvings, set in a small forest by a lake and that's Day Six, the highlight for many. We stay near there for Day Seven because then comes the hardest day, walking through very mountainous country, but culminating in a **swim in the Parteh Falls. This is the highest waterfall (Q3)** in the region. Day Nine is much easier, with **part of the day spent in a village (Q4)** where they make some of the gorgeous red blankets. Then back down to Kishba and the journey home.

5.      1 27 Bank Road                      2 Dentist                      3 Sable

**\*Audio script:**

Woman:    And your address?

Man:        **It's 27 Bank Road. (Q1)**

Woman:    27 Bank Road. Is that in Greendale?

Man:        Yes

Woman:    And what's your daytime phone number?

Man:        My work number is 730453

Woman:    And could I ask what your occupation is?

Man:        **Dentist. (Q2)**

Woman:    OK..... now a few details about your car..... What size is the engine?

Man:        It's 1200cc

Woman:    Thank you..... and the make and model?

Man:        It's a Hewton Sable

Woman:    Could you spell the model name please?

Man:        Yes..... **S-A-B-L-E (Q3)**

Woman:    Ah yes.... thanks. And when was it made?

Man:        1997

02

**GAP-FILLING**  
**(Sentence/ Summary completion)**

**III. STRATEGIES**

**EXERCISE 1:**

1.

- *Keywords:*

“Babbage did not receive any help for his Analytical Engine from **20**..... Long before its time, Ada predicted the development of **21**..... “

- *Type of missing words:*

(20): a noun (21): a noun

2.

- *Keywords:*

“**1**The ..... must be cleaned

**2** All ..... must be removed from the venue

**3** Return the cables to .....

- *Type of missing words:*

(1): a noun (2): a noun (3): a noun

3.

- *Keywords:*

“**33** During a training course, the speaker was in team that had to build a .....

**34** Other teams experienced..... from trying to collaborate.”

- *Type of missing words:*

(33): a noun phrase (34): a noun phrase

4.

- *Keywords:*

“The best place to park in town-next to the station. Phone number for takeaway pizzas **19**..... Railway museum closed on **20**.....”

- *Type of missing words:*

(19): numbers (20): a noun phrase/ numbers (dates and time)

5.

- *Keywords:*

“Introducing Giannetti’s book contains a **21**..... of adaptation. Then ask class to suggest the **22** ..... adaptation.”

- *Type of missing words:*

(21): a noun (22): a noun/ an adjective

6.

- *Keywords:*

“Ada’s 23..... suggests that the work she did for Menabrea was not completely original. Ada’s biographer felt that she had a 24..... of the future of computer science. After all, her contribution to computer science is 25.....”

- *Type of missing words:*

(23): a noun phrase (24): a noun phrase (25): a noun phrase/ adjectives

7.

- *Keywords:*

“36 Hard work may be a .....use of various company  
37 The word “lazy” in this context refers to people who avoid doing tasks that are.....  
38 In business context, hard work brings about .....”

- *Type of missing words:*

(36): adjectives (37): adjectives (38): a noun phrase

8.

- *Keywords:*

“The Mintel report suggests that in future companies will be forced to practice greater  
10..... in their dealings because of the increased awareness amongst 11..... of  
ethical issues. This prediction is supported by the growth in the number of 12.....”

- *Type of missing words:*

(10): a noun (11): a noun (12): a noun

9.

- *Keywords:*

“30 A genetic problem cannot be treated with drugs because strictly speaking it is not  
a.....  
31 Research into genetic defects had its first success in the discovery of the cause if one form  
of .....”

- *Type of missing words:*

(30): a noun phrase (31): a noun phrase

10.

- *Keywords:*

"14 Language problems may come to the attention of the public when they have

..... such as fatal accidents or social problems

15 Evidence of the extent of the language barrier has been gained from ..... of materials used by scientists such as books and periodicals."

- *Type of missing words:*

(14): a noun phrase (15): a noun phrase

## V. PRACTICE

### EXERCISE 2:

1 full-time

2 a term/ one term

3 Intensive

4 two modules/ (for) two terms

5 a topic/ one topic

\***Audio script:**

ANDREW: What about the modular course? What would I have to do for that?

MONICA: That's where you get the opportunity to study **full-time (Q1)** for short periods. That way you can cover a lot of coursework and attend lectures and seminars during the day. And each module lasts for **one term (Q2)**, say about twelve weeks at a time. There are obvious advantages in this the main one being that you can study in a much more **intensive way (Q3)**, which suits some people much better.

ANDREW: And how many of these modules would I have to do to get the diploma?

MONICA: The current programme is **two modules (Q4)** - and then you have to choose **a topic (Q5)** to work in more depth - but you can base that on your job. And so you don't need to be away from the office, and how long it takes is up to you.

### EXERCISE 3:

1 crisis

2 early twenties

3 Confidence

4 money management

5 low-risk investments

\***Audio script:**

So what can be done about this situation. The population in North America is likely to contain an increasing number of elderly women. The research indicates that at present for women it takes a **crisis (Q1)** to make them think about their future financial situation.

But of course this is the very worst time for anyone to make important decisions Women today need to look ahead, think ahead not wait until they're under pressure. Even women in their **early twenties (Q2)** need to think about pensions, for example, and with increasing numbers

of women in professional positions there are signs that this is beginning to happen. Then research also suggests that women avoid dealing effectively with their economic situation because of a lack of **confidence (Q3)**. The best way for them to overcome this is by getting themselves properly informed so they are less dependent on other people's advice. A number of initiatives have been set up to help them do this. This College, for example, is one of the educational institutions which offers right classes in **Money Management (Q4)**, and increasing numbers of women are enrolling on such courses. 039 Here, they can be given advice on different ways of saving. Many women are unwilling to invest in stocks and shares, for instance, but these can be extremely profitable. It is usually advised that at least 70% of a person's savings should be in low-risk investments but for the rest, financial advisors often advise taking some **low-informed risks (Q5)**. Initiatives such as this can give women the economic skills and knowledge they need for a comfortable, independent retirement. The increasing proportion of elderly women in the population is likely to have other economic consequences...

**EXERCISE 4:**

1 30

3 Car-park/parking lot

3 Car-park/parking lot

4 45

5 (some) tables

**\*Audio script:**

Hello, and thank you for asking me to your teachers' meeting to talk about the Dinosaur Museum and to tell you a bit about what you can do with your students there.

Well, let me give you some of the basic information first. In regard to opening hours, we're open every day of the week from 900 am to 800 pm except on Mondays when we close at 130 pm **(Q1)**. And, in fact the only day in the year when we're closed is on the **25th of December (Q2)**. You can book a guided tour for your school group any time that we're open.

If you bring a school group to the museum, when you arrive we ask you to remain with your group in the **car park (Q3)**. One or more of the tour guides will welcome you there and brief you about what the tour will be about. We do this there because our entrance is quite small and we really haven't got much room for briefing groups in the exhibition area. As far as the amount of time you'll need goes, if you bring a school group you should plan on allowing a minimum of 90 minutes for the visit. This allows 15 minutes to get on and off the coach, **45 minutes (Q4)** for the guided tour and 30 minutes for after-tour activities.

If you're going to have lunch at the museum you will, of course, have to allow more time. There are two cafés in the museum, with seating for 80 people. If you want to eat there you'll need to reserve some seating, as they can get quite crowded at lunch time. Then outside the museum at

the back there are **tables (Q5)**, and students can bring their own lunch and eat it there in the open air.

### EXERCISE 5:

1 5            2 assessed

#### \*Audio script:

JULIE: Remind me, Trevor ... How long is the presentation?

TREVOR: Dr White said three per hour.

JULIE: So about twenty minutes?

TREVOR: Well ... it'll be fifteen minutes per presentation.

JULIE: And **five minutes for questions (Q1)**.

TREVOR: **And is this one going to be assessed?**

JULIE: **No... (Q2)**. Not this time round ... because it's the first one ... you know.

TREVOR: Good news.

JULIE: Well, Trevor, what are we going to include?

TREVOR: Well ... Do you think we ought to give some historical background?

JULIE: Oh no... Definitely not ... we won't have time!

### EXERCISE 6:

1 58            2 Desert            3 Science            4 hospital/ small hospital            5 ship

#### \*Audio script:

First, some facts and figures. Antarctica is a place of extremes: the highest, coldest and windiest continent and over **fifty-eight times (Q1)** the size of the UK. The ice-cap contains almost 70% of the world's fresh water and 90% of its ice, but with very low snowfall. Most of the continent technically falls unbelievably into the category of **desert (Q2)**. Huge icebergs break off the continent each year, while in winter half the surrounding ocean freezes over, which means its size almost doubles.

Research and exploration has been going on in Antarctica for more than two hundred Years, and has involved scientists from many different countries, who work together on research stations. Here **science (Q3)** and technical support have been integrated in a very cost-effective way our Antarctic research programme has several summers-only stations and two all-year-round ones, I was based on one of the all-year-round ones.

The research stations are really self-contained communities of about twenty people There's living and working space. At kitchen with a huge food store, a small **hospital (Q4)** and

Wellequipped gym to ensure everyone keeps fit in their spare time. The station generates its own electricity and communicates with the outside world using a satellite link.

Our station Zero One had some special features. It wasn't built on land but on an ice-shelf hundreds of metres thick. Supplies were brought to us on large sledges from a **ship (Q5)** fifteen kilometres away at the ice edge.

## VI. HOMEWORK

1.      1 280                  2 14                  3 20%                  4 39745T

### \*Audio script:

RECEPTIONIST: But you have to pay for those by the hour. But there are table tennis tables downstairs and they're part of the accommodation package. Just speak to your guide.

CUSTOMER: Well that sounds good. So how much is the basic tour price?

RECEPTIONIST: At this time of year it's usually around \$300 but let me check. Er...oh, it's actually **\$280. (Q1)**

CUSTOMER: And the next tour, are there any places on that one?

RECEPTIONIST: How many people is it for?

CUSTOMER: There are two of us.

RECEPTIONIST: Yes that should be fine. Can I just mention that we require all bookings to be made at least **fourteen days (Q2)** before you travel to avoid cancellations of tours. And if you cancel within seven days of departure you will have to pay 50% of your total booking.

CUSTOMER: OK. And you also need to pay a **20% (Q3)** deposit at the time of booking. Can I pay that by credit card?

RECEPTIONIST: Yes, you can.

CUSTOMER: All right, what I'll do is I'll talk to my partner and get back to you.

RECEPTIONIST: Fine So I'll make a provisional booking, shall I?-two for the Whale Watch Experience. Let me issue you with a customer reference number for when you call back. Do you have a pen?

CUSTOMER: Yes. OK, it's **three nine seven four five T (Q4)**. That's T for tango. When you call back, ask to speak to the Tour Manager.

2.      1 Beginners                  2 Kahui                  3 Battery                  4 show

### \*Audio script:

Man: OK, now just another question for the watercolours class; I've just remembered that my wife asked me to find out about the level – who's it for?

Woman: OK, well you don't have to be very skilled or anything like that. It's designed for **beginners (Q1)**, actually. People who might see art as a hobby rather than as a professional opportunity.

Man: That sounds like my wife. And er, who do I talk to if I want to find out some more about the Maori language classes?

Woman: Probably best to talk to the tutor directly. He'll be in the office in about half an hour. His name's Jason Kahui. That's **K-A-H-U-I. (Q2)**

Man: Good - I'll give him a call.

Woman: Oh, if you do decide to come to the photography class, don't forget to look at your camera **battery (Q3)** and make sure it's charged. I know it sounds obvious but I've seen a few people suddenly find the camera's stopped working right in the middle of class.

Man: Yes, I can imagine it'd be easy to forget that. Oh, that reminds me, in the final week of the photography course, is it right that there's a **visit to a show (Q4)** in the local area? I work in the city, you see, so I might have to come home early for that one.

Woman: Yes. They'll decide the date once the class has started. Is there anything else I can...

3. 1 mathematics/math(s) 2 theory/theoretical 3 jet engines 4 seminars

**\*Audio script:**

Martina: Are you finding it difficult?

George: Well, some of it. I'm doing Mechanical Engineering which is really interesting but it quite a lot of areas like materials science, machine design, physics and of course mechanics-and they're all fine. But it's **maths (Q1)** that I'm struggling with. It's a lot harder than it was at school.

Martina: I can believe it. It all sounds very difficult to me. But then I never was very good at mechanical things. I suppose it must involve some practical work?

George: Well, not at the moment. Currently, it's nearly all **theory (Q2)**, so it's a bit heavy-going.

Martina: I guess you need to start with that so that you can get a grasp of the concepts and learn a few facts before you start putting it into practice. It must be a lot different to the course that I'm talking.

George: Yes, but in a few weeks, we'll be having a lot more practical experience. In fact, I've got a great assignment this term working on **Jet engine (Q3)** which means I'll be going on a few field trips to a nearby airport.

Martina: Oh- that's great. It sounds like you're going to be very busy.

George: Yes I'm not sure how I'm going to cope with the work. We have a lot of lectures-and that's fine. The lecturers are very knowledgeable and I learn a lot from them. But we also have



a lot of **Seminars (Q4)** and I find with so many people expressing their views it can get quite frustrating. It would be better if we didn't have so many of those.

Martina: Yes, it's the same for me.

4.      1 marketing                      2 Interests                      3 Jobs                      4 Health

**\*Audio script:**

His research showed the weak-ties had a significant effect on the behaviour and choices of population - and this influence was something highly important in the fields of information science and politics, and as you can imagine, **marketing (Q1)** also. So, these friends-of-friends, people we might spend time with at social or work gatherings, might not be like us but they can still have a positive influence because we share the same sort of **interests. (Q2)** That's enough to make a connection-and this connection can turn out to be more beneficial than we might suspect. An example of this, an example of how the connection can influence us, is when our weak-tie get in touch and pass on details about **jobs (Q3)** they think might be suitable for us. Well, since Granovetter first came up with this theory, his work has been cited in over 19,000 papers. Some of these studies have looked at how weak-tie networks are useful to us in other ways, and one thing that seems to improve as a result of weak-tie influence is our **health (Q4)**.

5.                      1 Skin                                      2 Blue berries

**\*Audio script:**

But whereas a change in your diet to, for example, eating unhealthy foods will soon be noticeable in your **skin (Q1)**, changes to your hair will take a lot longer. A change in diet today could take several months to have an effect on your hair. And so- what is the key to healthy hair? Well - eating a balanced diet is the most important thing. There are a number of vitamins C, D, and E, and in a balanced diet all these vitamins should be readily available. If you need to boost of Vitamin C, for example, one of the best things to eat are **blueberries.(Q2)** For vitamin D, the best examples are fish, mushrooms and eggs and for vitamin E, nuts and seed.

03

MULTIPLE CHOICE QUESTIONS

III. STRATEGIES

EXERCISE 1: a 7 b 5 c 1 d 3 e 3

EXERCISE 2:

- 2 What does Mina usually do at the gym after getting up?
- 3 How often do you brush your teeth?
- 4 Who has an appointment at 1130 A.M?
- 5 Where does she often play?
- 6 What is really cute and intelligent?
- 7 Where do they live?
- 8 Why do you like “Diary of a Cricket”?
- 9 When did you do to disco with your friend?
- 10 What did she worry about?

EXERCISE 3:

- 1 Changeable keywords: most, camping sites, company
- 2 Changeable keywords: group of people, know, says, building  
Unchangeable keywords: graffiti
- 3 Changeable keywords: reporter, mentions  
Unchangeable keywords: Sao Paulo
- 4 Changeable keywords: improvement, crime figures, believes  
Unchangeable keywords: James Fox
- 5 Changeable keywords: thinks, spending, social programs  
Unchangeable keywords: DiIulio

EXERCISE 4:

- 1
  - A It is easy to make excess staff redundant
  - B Crises occur if you are under-staffed
  - C People are available to substitute for absent staff
- 2
  - A They would not be able to afford cars or homes
  - B Employers are offering high incomes for long hours

C The future is dependent on technological advances

3

A They need to be in control of the way they learn

B They play video games instead of doing school work

C They are not as intelligent as girls

4

A she was indifferent towards to the issue

B she was strongly in favour of GM food

C she knew only one side of the argument

5

A She saw a film about it.

B The issue has been in the media recently.

C One of her parents is an expert on it.

6

A ignore articles with political messages.

B be aware of the techniques marketers use.

C only trust stories from mainstream media.

7

A She found it harder than she had expected.

B She should have been more ambitious.

C She felt it distracted from her message.

8

A It is regular part of more than half of the world population's diet.

B Rice paddies emit more methane than coal mining industry.

C Its plantations produce 17% of the world's total methane emissions.

9

A Their skeletons showed signs of fatal trauma

B There were 16 children

C During that period organised group violence was very frequent

10

A Because they have been fighting wars for thousands of years

B Because chimpanzees, who are humans' closest relatives, engage in warfare

C Because humans inherited predilection for warfare from their ape-like ancestors

## V. PRACTICE

**EXERCISE 5:**            1 B   2 A   3 C   4 B   5 A   6 B

**\*Audio script:**

“Interviewer: We're pleased to welcome Dr Martin Merrywhether of the Antarctic Centre in Christchurch, New Zealand who has come along to talk to us today about the role of the Centre and the Antarctic Treaty. Now my first question is about the choice of location for the centre. Why Christchurch? Was it because of the climate?

Doctor: Well actually New Zealand **is the second closest country to Antarctica (Q1)** and Christchurch is often used on Antarctic expeditions.

Interview: **Right, so it's because of where we are\_** ... coupled with our historical role. So tell us - what is the main purpose of the centre?

Doctor: Well ... we have two complementary roles. One is as a scientific base for expeditions and research and the other is as an information centre.

Interview: Tell us something about the role as a scientific base.

Doctor: We're able to provide information **about what scientists should take (Q2)** with them to the South Pole – for example, the centre contains a clothing warehouse where expeditions are supplied with suitable clothing for the extreme conditions.

Interview: I suppose you need a bit more than your normal winter coat!

Doctor: Yes, exactly and then there's also the specialist library and mapping services.

Interview: Right. And which countries are actually located at the centre?

Doctor: Well ... the centre houses research programmes for New Zealand, for The United States as well as for Italy ... there's even a US post office at the American airforce base here.

Interview: Really? And what does the visitor's centre offer?

Doctor: Well, since very few people will ever experience the Antarctic first hand, **the visitors' centre aims to recreate the atmosphere of Antarctica (Q3)**. There's a mock camp site where you can see inside an Antarctic tent and imagine yourself sleeping there. And the centre also acts as a showcase for the unique international co-operation which exists in Antarctica today.

Interview: What is it actually like at the South Pole? I know you've been there on a number of occasions.

Doctor: Yes, I have and each time **I'm struck by the awesome beauty (Q4)** of the place. It's magnificent but you can really only visit it in the summer months.

Interview: October to March.

Doctor: Yes, because it's completely dark for four months of the year ... and in addition it has to be the coldest place on earth.

Interview: Colder than the North Pole? Why's that?

Doctor: Well, unlike the North Pole, which is actually a frozen sea, Antarctica **is a land mass shaped like a dome, with the result that the winds blow down the slopes at speeds of up to 150 km an hour and that's what makes it so cold (Q5)**. And one other interesting thing is that Antarctica is the driest continent on earth, surprisingly, and so you have to drink large amounts of water when you're there.

Interview: How old is Antarctica?

Doctor: We're pretty sure it was part of a larger land mass but it broke away from the rest of the continent 170 million years ago.

Interview: How can you be certain of this?

Doctor: ... **because fossils and rocks have been discovered in Antarctica which are the same as those found in places such as Africa and Australia. (Q6)**

Interview: Amazing ... To think that it was once attached to Africa ..."

**EXERCISE 6:**            1 C   2 A   3 C   4 B   5 C   6 A

**\*Audio script:**

"All these areas can be visited by the general public for almost all the year ... although... please take note of the large signs at the entrance to each area which tell... which tell you when certain areas are being used for particular controlled experiments and are therefore **temporarily out of bounds (Q1)** to the public.

You can see for yourself what a huge area the park covers and a key question is always, how can we move around? Well you have a choice of means ... all environmentally friendly ... cars are banned in the park. We have **bicycles** which you can hire behind the Reception block... here ... the healthy ones of you can go **on foot** and finally there's our **electric tram (Q2)**, powered from solar cells. You find more information about this at the front entrance.

A good place to start on your tour is the Rare Breeds section. We keep **goats**, sheep and **hens (Q3)** and other kinds of poultry. We are also thinking of bringing in cows and horses but we do not, as yet, have facilities for these bigger animals. The animals are fed in public twice a day and a short lecture given on their feeding habits and nutritional needs. These are very popular with the public but of course we mustn't lose sight of the main purpose of having this section, not as such to preserve rare animals but **to maintain the diversity of breeds (Q4)** to broaden the gene pool for agricultural development. Green Vale changes with the seasons with different events happening at different times of the year. May will be perhaps our most spectacular month with the arrival of the Canada geese and when our fruit trees will be in full blossom, but there are interesting events on all year round ... for example John Havers, **our expert fly**

**fisherman (Q5)**, is currently giving displays on the lake. Each of the sections has its own seasonal calendar... please consult the summary board at the main entrance.

And the final section, as we return to the Reception blocks, is the orchard. Do take time to browse round our shop... there is a wide selection of **books on wildlife (Q6)**, some of them written by local authors, and the history of farming, including organic farming, something which the park will be diversifying into in the coming months.”

**EXERCISE 7:**            1 A   2 C   3 C   4 A

***\*Audio script:***

“Good morning. I'm very pleased to have this opportunity to say a little about two exciting new developments in the city: the Brackenside Open-Air Swimming Pool and the children's Adventure Playground in Central Park. As many of you may know, **the idea for these initiatives came from you, the public (Q1)**, in the extensive consultation exercise which the City Council conducted last year. And they have been realised using money from the SWRDC - the South West Regional Development Commission.

First of all, Brackenside Pool. As many of the older members of the audience will remember, there used to be a wonderful open-air pool on the sea front 30 years ago but it had to close when it was judged to be unsafe. For the design of this new heated pool, we were very happy to secure the talents of internationally renowned architect Ellen Wendon, who has managed to combine a charming 1930s design, which fits in so well with many of the other buildings in the area, with up-to-the-minute features **such as a recycling system - the only one of its kind in the world - which enables seawater to be used in the pool (Q2)**.

Now, **there has been quite a bit of discussion in the local press about whether there would be enough room for the number of visitors we're hoping to attract (Q3)**, but the design is deceptive and there have been rigorous checks about capacity. Also, just in case you were wondering, we're on schedule for a June 15th opening date and well within budget: a testimony to the excellent work of local contractors Hickman's. We hope that as many people as possible will be there on June 15th. We have engaged award-winning actress Coral White to declare the pool open and there'll be drinks and snacks available at the pool side. There'll also be a competition for the public to **decide on the sculpture we plan to have at the entrance: you will decide which famous historical figure from the city we should have. (Q4)**”

**VII. HOMEWORK**

1. 1 A                    2 A

**\*Audio script:**

“The shop will be open from 900 am this Saturday and if you go along to the opening then you'll have the chance to meet the national 400 metres running champion Paul King, who's coming along to open the shop, and **he will be staying around until about midday (Q1)** to chat to any fans who want to meet him and sign autographs. Then there will be a whole range of special attractions all weekend. There will be free tickets for local sporting events for the first 50 customers, and also a special competition open to all. Just answer fifteen out of twenty sports questions correctly to win a signed copy of Paul King's DVD 'Spring Tips', **while the first person to get all the questions correct gets a year's free membership of the Bradcaster Gym (Q2)**. All entrants will receive a special Sports calendar with details of all Bradcaster fixtures in the coming year.”

2. 1 C      2 A      3 A      4 C

**\*Audio script:**

SUPERVISOR: You only had women performers in your study. Was that because male musicians are less worried about fashion?

JOANNA: I think a lot of the men are very much influenced by fashion, but **in social terms the choices they have are more limited ... they'd really upset audiences if they strayed away from quite narrow boundaries. (Q1)**

SUPERVISOR: Hmm. Now, popular music has quite different expectations. Did you read Mike Frost's article about the dress of women performers in popular music?

JOANNA: No.

SUPERVISOR: He points out that a lot of female singers and musicians in popular music tend to dress down in performances, and wear less feminine clothes, like jeans instead of skirts, and **he suggests this is because otherwise they'd just be discounted as trivial (Q2)**.

JOANNA: But you could argue they're just wearing what's practical ... I mean, a pop-music concert is usually a pretty energetic affair.

SUPERVISOR: Yes, he doesn't make that point, but I think you're probably right. I was interested by the effect of the audience at a musical performance when it came to the choice of dress.

JOANNA: The subjects I interviewed felt this was really important. It's all to do with what we understand by performance as a public event. **They believed the audience had certain expectations and it was up to them as performers to fulfil these expectations, to show a kind of esteem ... (Q3)**

SUPERVISOR: ... they weren't afraid of looking as if they'd made an effort to look good.

JOANNA: Mmm. I think in the past the audience would have had those expectations of one another too, but that's not really the case now, not in the UK anyway.

SUPERVISOR: No.

JOANNA: And I also got interested in what sports scientists are doing too, with regard to thing.

SUPERVISOR: Musicians are quite vulnerable physically, aren't they, because the movements they carry out are very intensive and repetitive, so **I'd imagine some features of sports clothing could safeguard the players from the potentially dangerous effects of this sort of thing.**" (Q4)

3. 1 C                      2 B                      3 A

**\*Audio script:**

"Longfield Park has a programme of activities throughout the year, and to give you a sample, this is what's happening in the next few days. On Monday you can learn about herbs, and how they've been used over the centuries. You'll start with a tour of our herb garden, **practise the technique of using them as colour dyes for cloth (Q1)**, and listen to an illustrated talk about their use in cooking and medicine.

Then on Wednesday you can join local experts to discover the variety of insects and birds that appear in the evening. We keep to a small number of people in the group, **so if you want to go you'll need to phone the park ranger a few days ahead (Q2)**. There's a small charge, which you should pay when you turn up.

I'm sure you're all keen to help with the practical task of looking after the park, so on Saturday you can join a working party. You'll have a choice of all sorts of activities, from planting hedges to picking up litter, so you'll be able to change from one to another when you feel like it. The rangers will be hard at work all day, but do come and join in, even for just a short while. One thing, though, is to **make sure you're wearing something that you don't mind getting dirty or torn (Q3).**"

4. 1 A                      2 C                      3 A                      4 B

**\*Audio script:**

TUTOR: Right, Sandra. You wanted to see me to get some feedback on your group's proposal. The one you're submitting for the Geography Society field trip competition. I've had a look through your proposal and I think it's a really good choice. In fact, I only have a few things to say about it, but even in an outline document like this you really have to be careful to avoid typos and problems with layout in the proposal, and even in the contents page. So read it through carefully before submitting it, okay?



SANDRA: Will do.

TUTOR: And I've made a few notes on the proposal about things which **could have been better sequenced. (Q1)**

SANDRA: Okay.

TUTOR: As for the writing itself, I've annotated the proposal as and where I thought it could be improved. Generally speaking, I feel you've often used complex structures and long sentences for the sake of it and as a consequence ... although your paragraphing and inclusion of sub headings help... it's quite hard to follow your train of thought at times. **So cut them down a bit, can you? (Q2)**

SANDRA: Really?

TUTOR: Yes. And don't forget simple formatting like numbering.

SANDRA: Didn't I use page numbers?

TUTOR: I didn't mean that. Look, you've remembered to include headers and footers, which is good, but **listing ideas clearly is important (Q3)**. Number them or use bullet points, which is even clearer. Then you'll focus the reader on your main points. I thought your suggestion to go to the Navajo Tribal Park was a very good idea.

SANDRA: I've always wanted to go there. **My father was a great fan of cowboy films and the Wild West so I was subjected to seeing all the epics, many of which were shot there. As a consequence (Q4)**, it feels very familiar to me and it's awesome both geographically and visually, **so it's somewhere I've always wanted to visit**. The subsequent research I did and the online photographs made me even keener.

5.      1 C                      2 C                      3 A                      4 B                      5 C                      6 A

**\*Audio script:**

WOMAN: I've been reading your personal statement, Paul. First, let's talk about your work experience in South America. What took you there? Was it to gain more fluency in Spanish?

PAUL: Well, as I'm combining Spanish with Latin American studies, my main idea was **to find out more about the way people lived there. (Q1)** My spoken Spanish was already pretty good in fact.

WOMAN: So you weren't too worried about language barriers?

PAUL: No. In fact, I ended up teaching English there, although that wasn't my original choice of work.

WOMAN: I see. How did you find out about all this?

PAUL: I found an agency that runs all kinds of voluntary projects in South America.

WOMAN: What kind of work?

PAUL: Well, there were several possibilities.

WOMAN: You mean construction? Engineering work?

PAUL: Yes, getting involved in building projects was an option. Then there was **tourism - taking tourists for walks around the volcanoes - which I actually chose to do (Q2)**, and then there was work with local farmers.

WOMAN: But you didn't continue with that project. Why not?

PAUL: Because I never really knew whether I'd be needed or not. I'd thought it might be difficult physically, but I was certainly fit enough ... no, **I wanted to do something that had more of a proper structure to it (Q3)**, I suppose. I get de-motivated otherwise.

WOMAN: What do you think you learned from your experience? It must have been a great opportunity to examine community life.

PAUL: Yes, but it was difficult at first to be accepted by the locals. It was a very remote village and some of them were reluctant to speak to me - although they were always interested in my clothes and how much I'd had to pay for them.

WOMAN: Well, that's understandable.

PAUL: Yes, but things soon improved. **What struck me was that when people became more comfortable with me and less suspicious (Q4)**, we really connected with each other in a meaningful way.

WOMAN: You made good friends?

PAUL: Yes, with two of the families in particular.

WOMAN: Good. What about management. Did you have a project manager?

PAUL: Yes and **he gave me lots of advice and guidance (Q5)**.

WOMAN: And was he good at managing too?

PAUL: That wasn't his strong point! I think he was often more interested in the academic side of things than filing reports. He was a bit of a dreamer.

WOMAN: And did you have a contract?

PAUL: I had to stay for a minimum of three months. My parents were surprised when I asked to stay longer - six months in the end. I was so happy there. And did anything on the administration side of things surprise you? What was the food and lodging like?

PAUL: Simple ... but there was plenty to eat and I only paid seven dollars a day for that which was amazing really. And they gave me all the equipment needed ... **even a laptop (Q6)**.

WOMAN: **You didn't expect that then?**

PAUL: **No.**

04

MATCHING INFORMATION

IV. STRATEGIES

EXERCISE 1:

<p>1.                  1 <u>Businesses</u> which <u>produce goods</u>                  2 <u>Business premises</u> which are <u>located close to local markets</u>                  3 <u>Businesses</u> <u>depending on local customers</u>                  4 <u>Foreign businesses</u></p>	<p>6.                  1 <u>El Nino</u> in <u>Southeast Asia</u>                  2 <u>Climate change</u> all over the world                  3 The <u>death</u> of <u>coral reef</u></p>
<p>2.                  1 <u>John</u> who is in charge of <u>buying stuff</u>                  2 <u>Linda</u> who is responsible for <u>cleaning</u>                  3 <u>Max</u> who is a <u>waitress</u>                  4 <u>Tim</u> who is a restaurant's <u>manager</u></p>	<p>7.                  1 the <u>building next</u> to a <u>University</u>                  2 the <u>roads leading</u> to the <u>bridge</u>                  3 the <u>bridge closed</u> to the <u>traffic light</u></p>
<p>3.                  1 <u>Minkie</u> whale in <u>Africa</u>                  2 <u>Sperm</u> whale in <u>South America</u>                  3 <u>Northern right</u> whale in <u>North America</u>                  4 <u>Killer Whale</u> in <u>Pacific Ocean</u></p>	<p>8.                  1 <u>How</u> the <u>device senses</u> <u>gases</u>                  2 <u>Where</u> the <u>new gas sensor</u> was <u>created</u>                  3 <u>Other uses</u> of the <u>new gas sensor</u>                  4 <u>How</u> the <u>device</u> was <u>designed</u></p>
<p>4.                  1 <u>running</u> on the <u>hill</u>                  2 <u>swimming</u> in the <u>local river</u>                  3 <u>cycling</u> in the <u>countryside</u>                  4 <u>doing yoga</u> on the <u>beach</u>                  5 <u>training</u> with a <u>personal trainer</u></p>	<p>9.                  1 It <u>helped other countries</u> <u>develop</u> their <u>own film industry</u>.                  2 It was the <u>biggest producer</u> of <u>films</u>.                  3 It was <u>first</u> to <u>develop</u> the '<u>feature</u>' <u>film</u>.                  4 It was <u>responsible</u> for <u>creating stars</u>.                  5 It made the <u>most money</u> from '<u>avantgarde</u>' <u>films</u>.</p>
<p>5.                  1 <u>guitar</u> class                  2 <u>singing</u> class                  3 <u>traditional dancing</u> class                  4 <u>hip-hop</u> class</p>	<p>10.                  1 taking <u>presentation notes</u>                  2 making <u>class notes</u>                  3 taking an <u>exam</u>                  4 writing an <u>essay</u></p>

**EXERCISE 2:**

<p>1.</p> <p>A <u>Define a problem</u> because of <u>climate change</u></p> <p>B <u>Independent learning</u></p> <p>C <u>Develop study skills</u> for <u>students</u></p> <p>D <u>Gain confidence thanks</u> to the <u>training courses</u></p> <p>E <u>Improve communication skills</u></p>	<p>6.</p> <p>A <u>Reduce the number of insects</u></p> <p>B <u>Decline in the number of species</u></p> <p>C <u>Impacts on the growth of animals</u></p> <p>D <u>Impacts on water quality</u></p> <p>E <u>Effects on global temperature</u></p>
<p>2.</p> <p>A It will <u>move to a new location</u></p> <p>B It will have its <u>opening hours extended</u></p> <p>C It will be <u>refurbished</u></p> <p>D It will be <u>used</u> for a <u>different purpose</u></p> <p>E It will have its <u>opening hours reduced</u></p> <p>F It will have <u>new management</u></p> <p>G It will be <u>extended</u></p>	<p>7.</p> <p>A <u>Foreign languages</u></p> <p>B <u>Willingness to travel abroad</u></p> <p>C <u>Professional qualification</u></p> <p>D <u>Physical health</u></p> <p>E <u>Driving certificate</u></p>
<p>3.</p> <p>A The <u>colour</u> maybe <u>unexpected</u></p> <p>B It is <u>unsuitable</u> for <u>some fabrics</u></p> <p>C It is <u>not</u> generally <u>available</u></p> <p>D It is quite <u>expensive</u></p> <p>E It is <u>sold</u> on the <u>Internet</u></p>	<p>8.</p> <p>A a <u>finding</u> of the <u>UCSF study</u></p> <p>B an <u>opinion</u> of the <u>UCSF study</u></p> <p>C a <u>finding</u> of the <u>EPA report</u></p> <p>D an <u>assumption</u> of <u>consultants</u> to the <u>tobacco industry</u></p>
<p>4.</p> <p>A It has a <u>good place</u> to <u>stop</u> and <u>rest</u></p> <p>B It is <u>suitable</u> for <u>all abilities</u></p> <p>C It <u>involves crossing</u> a <u>river</u></p> <p>D It is <u>easy</u> for <u>young people</u></p> <p>E It will be a <u>good way</u> for <u>children's development</u></p>	<p>9.</p> <p>A <u>only John</u> does</p> <p>B <u>only Maria</u> does</p> <p>C they will <u>do together</u></p> <p>D <u>none</u> of them <u>does</u></p>
<p>5.</p> <p>A It <u>demands</u> a lot of <u>skills</u></p> <p>B It maybe <u>closed</u> in <u>bad weather</u></p>	<p>10.</p> <p>A They are <u>hardly</u> interested</p> <p>B They <u>might</u> be interested</p>

C It has <u>some</u> very <u>narrow</u> sections	C They are <u>definitely</u> interested
D It may <u>occur</u> in <u>July</u>	D They might be <u>less</u> interested
E It may <u>last</u> for <u>2</u> hours	

## VI. PRACTICE

EXERCISE 3:            1 A                    2 C                    3 D                    4 G                    5 B

***\*Audio script:***

TUTOR: OK, now let's think about actually giving the presentation. You've only given one before, if I remember correctly, about an experiment you'd been involved in.

RUSS: That's right. It was pretty rubbish!

TUTOR: Let's say it was better in some respects than in others. With regard to the structure, I **felt that you ended rather abruptly, without rounding it off (Q1)**. Be careful not to do that in next week's presentation.

RUSS: OK.

TUTOR: **And you made very little eye contact with the audience, because you were looking down at your notes most of the time. You need to be looking at the audience and only occasionally glancing at your notes (Q2)**.

RUSS: Mmm.

TUTOR: **Your body language was a little odd. Every time you showed a slide, you turned your on the audience so you could look at it - you should have been looking at your laptop. And you kept scratching your head, so I found myself wondering when you were next going to do that, instead of listening to what you were saying! (Q3)**

RUSS: Oh dear. What did you think of the language? I knew that not everyone was familiar with the subject, so I tried to make it as simple as I could.

TUTOR: Yes, that came across. **You used a few words that are specific to the field, but you always explained what they meant, so the audience wouldn't have had any difficulty understanding. (Q4)**

RUSS: Uh-huh.

TUTOR: I must say the handouts you prepared were well thought out. They were a good summary of your presentation, which people would be able to refer to later on. So well done on that.

RUSS: Thank you.

TUTOR: Well, I hope that helps you with next week's presentation.

RUSS: Yes, it will. Thanks a lot.

TUTOR: I'll look forward to seeing a big improvement, then.

EXERCISE 4:            1 F                    2 C                    3 D                    4 B

**\*Audio script:**

Now let me tell you about some of the people you need to know. So as I said, **I'm Joy Parkins and I decide who does what during the day and how long they work for (Q1)**. I'll be trying to get you to work with as many different people in the kitchen as possible, so that you learn while you're on the job. **One person whose name you must remember is David Field. If you injure yourself at all, even if it's really minor, you must report to him and he'll make sure the incident is recorded and you get the appropriate treatment (Q2)**. He's trained to give basic treatment to staff himself, or he'll send you off somewhere else if necessary. **Then there's Dexter Wills, he's the person you need to see if you smash a plate or something like that (Q3)**. Don't just leave it and hope no one will notice - it's really important to get things noted and replaced or there could be problems later. **And finally, there's Mike Smith. He's the member of staff who takes care of all the stores of perishables, so if you notice we're getting low in flour or sugar or something, make sure you let him know so he can put in an order (Q4)**. OK, now the next thing...

EXERCISE 5:            1 F                    2 B                    3 E                    4 G                    5 C

**\*Audio script:**

Right. Now I'd just like to make a few points about the plays we're going to see, partly because it might influence your choice of clothes to take with you!

**The play we're seeing on Wednesday evening is a modern one, and we're going to the Premiere (Q1)**, so it'll be quite a dressy occasion, though of course you don't have to dress formally. I gather it's rather a multimedia production, with amazing lighting effects and a soundtrack of electronic music, though unfortunately the playwright is ill and is unlikely to be able to attend. **On Thursday we're seeing a play that was first performed last year, when it was commissioned to mark a hundred years since the birth in the town of a well-known scientist (Q2)**. We're going to see a revival of that production, which aroused a lot of interest. **Friday's play will really make you think hard about what clothes to pack, as it'll be in the garden of a palace (Q3)**. It's a beautiful setting, but I'd better warn you, there won't be much protection from the wind. **On Saturday, we're going by coach to a theatre in another town, not far from Munich. This will be the opening of a drama festival, and the mayor and all the other dignitaries of the town will be attending (Q4)**. After the performance, the mayor is hosting a reception for all the audience, and there'll be a band playing traditional music of the region. And after having a day off on Sunday, **our final play is on Monday, and it's in the stunning setting of the old Town Hall, which dates back to the 14th century (Q5)**. The

performance marks the fifty years that the lead actor has been on stage, and the play is the one where he made his first professional appearance all those years ago. And the day after that, we'll be flying back home. Now have you got any questions before I...

**EXERCISE 6: 1 F                      2 A                      3 E                      4 C                      5 G                      6 B**

**\*Audio script:**

KATIE: And finally I want to talk about a few adaptations that I think illustrate a range of approaches, and make some comments on them. Do you know the Japanese film Ran?

JOE: I haven't seen it. It was based on Shakespeare's King Lear, wasn't it?

KATIE: That's right. **It was a very loose adaptation, using the same situation and story, but moving it to 16th century Japan instead of 16th century Britain (Q1)**. So for example the king's daughters become sons, because in Japanese culture at that time, women couldn't succeed to the throne.

JOE: OK. I hope you're going to talk about the 1993 film of Much Ado About Nothing. I think that's one of the best Shakespeare films. It really brings the play to life, doesn't it?

KATIE: Yes, I agree. **And I think filming it in Italy, where the play is set, makes you see what life was like at the time of the play. (Q2)**

JOE: Absolutely. Right, what's next?

KATIE: **Er, next, I thought Romeo & Juliet, the 1996 film, which moves the action into the present day. (Q3)**

JOE: Yes, it worked really well, I thought, changing the two feuding families in the original to two competing business empires, even though they're speaking in the English of the original play.

KATIE: You'd expect it would sound really bizarre, but I found I soon got used to it.

JOE: Me too.

KATIE: Then I thought I'd include a real Hollywood film, one that's intended to appeal to a mass commercial audience.

JOE: There must be quite a number of those.

KATIE: **Yes, but I've picked the 1996 film of Hamlet. It included every line of the text, but it's more like a typical action hero movie (Q4)** - there are loads of special effects, but no unifying interpretation of the play.

JOE: All show and no substance.

KATIE: Exactly. **Then there's Prospero's Books, based on The Tempest. That was really innovative, from a stylistic point of view. (Q5)**

JOE: **Didn't it include dance and singing and animation, as well as live actors?**

KATIE: **Yes, it did. I also want to mention Looking for Richard. Did you ever see it?**

JOE: **No, but I've read about it. It was a blend of a documentary with a few scenes from Richard III, wasn't it?**

KATIE: **That's right. (Q6)** It's more a way of looking into how people nowadays connect with the playwright - the play is really just the starting point. And that'll be where I finish.

JOE: Well, it sounds as though it'll be very interesting.

**EXERCISE 7:**            1 G            2 A            3 C            4 B            5 F

***\*Audio script:***

Now I'll very quickly outline current plans for some of the town's facilities, before asking for your comments. As you'll know if you regularly use the car park at the railway station, it's usually full. The railway company applied for permission to replace it with a multi-storey car park, but that was refused. **Instead, the company has bought some adjoining land, and this will be used to increase the number of parking spaces (Q1).**

**The Grand, the old cinema in the high street, will close at the end of the year, and reopen on a different site (Q2).** You've probably seen the building under construction. The plan is to have three screens with fewer seats, rather than just the one large auditorium in the old cinema. I expect many of you shop in the indoor market. It's become more and more shabby looking, and because of fears about safety, it was threatened with demolition. **The good news is that it will close for six weeks to be made safe and redecorated, and the improved building will open in July (Q3).** Lots of people use the library, including school and college students who go there to study. **The council has managed to secure funding to keep the library open later into the evening, twice a week (Q4).** We would like to enlarge the building in the not-too-distant future, but this is by no means definite. There's no limit on access to the nature reserve on the edge of town, and this will continue to be the case. What will change, though, is that the council will no longer be in charge of the area. **Instead it will become the responsibility of a national body that administers most nature reserves in the country (Q5).** OK, now let me ask you...

**VII. HOMEWORK**

1.        1 A            2 B            3 C

***\*Audio script:***

MELANIE: I've seen a list of plays that are being performed this week, and I'd like to know which are suitable for my children, and which ones my husband and I might go to.

ROB: How old are your children?



MELANIE: Five and seven. What about 'The Mystery of Muldoon'?

ROB: **That's aimed at five to ten-year-olds (Q1).**

MELANIE: So if I take my children, I can expect them to enjoy it more than I do?

ROB: I think so. **If you'd like something for yourself and your husband, and leave your children with a babysitter, you might like to see 'Fire and Flood' (Q2)** - it's about events that really happened in Stretton two hundred years ago, and children might find it rather frightening.

MELANIE: Oh, thanks for the warning. And finally, what about 'Silly Sailor'?

ROB: That's a comedy, and **it's for young and old (Q3).** In fact, it won an award in the Stretton Drama Festival a couple of months ago.

MELANIE: OK. Well, goodbye, and thanks for all the information. I'm looking forward to the festival!

ROB: Goodbye.

2.      1 E                      2 H                      3 F                      4 C                      5 G

**\*Audio script:**

All these visitors mean we have had to expand our operation and it's now a truly family concern. I'm near to retirement age so **I only concern myself with looking after the mechanical side of things (Q1)** - keeping the trains going. **Liz now devotes all her energies to recruiting and supporting the large squadron of workers (Q2)**, which keep the place running smoothly. We're really pleased that after some years away teaching, **Sarah has now returned to the park and makes sure the visitors are kept fed and watered (Q3)**, which keeps her pretty busy as you can imagine. Our son, **Duncan, has been a stalwart of the park for the last ten years, taking over from me in the area of construction (Q4)** - and I'll say a little bit more about that in a moment - and **his new wife, Judith, has also joined the team in charge of retail (Q5).** That's becoming a tremendous growth area for us - a lot of people want to buy souvenirs.

3.      1 B                      2 E                      3 D                      4 A                      5 C

**\*Audio script:**

WOMAN: While you're on the phone, we haven't managed to find a few things we need, like extra pillows for the beds and some washing powder. Is there any here?

MAN: **Pillows ... yes. If you look in the cupboard, the large white one upstairs - to the left of the bathroom door - there should be four or five on the top shelf (Q1).** And if you want to do some washing, there's some powder for that ... probably by the back door. **There's a kind of shelf there above the sink (Q2).** In fact, I'm sure there's some there, in a large blue box. You

need about half a cup full for each wash. And that reminds me, **the spare key to the back door is hanging on a hook on the wall by the sitting room window (Q3)**. Please make sure to put it back when you've used it. The previous guests lost it in the garden and I had to get another one made! And if you have any trouble with the lamps, you'll **find some spare bulbs in a large cardboard box. It's on top of the washing machine with all kinds of useful things in it (Q4)**. Oh, and another thing I forgot to mention when we last spoke ...

WOMAN: Yes?

MAN: **I've left you a local map (Q5)**, so you'll be able to find your way around easily. It shows the whole area. I put it **in the top drawer of the chest (Q5)** under the TV in your bedroom. There's a whole file of local information in there too.

WOMAN: Thanks. What about visiting the town? Can you give us any advice?

4.      1 B                      2 C                      3 D                      4 D                      5 A

**\*Audio script:**

INTERVIEW: I'm sure our listeners will want to find out what they can do to help. You mentioned the 'Adopt a Dolphin' scheme. Can you tell us about that?

ALICE: Of course! People can choose one of our dolphins to sponsor. They receive a picture of it and news updates. I'd like to tell you about four which are currently being adopted by our members: Moondancer, Echo, Kiwi and Samson. Unfortunately, **Echo is being rather elusive this year and hasn't yet been sighted by our observers but we remain optimistic that he'll be out there soon (Q1)**. All the others have been out in force - Samson and Moondancer are often photographed together but it is **Kiwi who's our real character as she seems to love coming up close for the cameras and we've captured her on film hundreds of times (Q2)**. They all have their own personalities - Moondancer is very elegant and curves out and into the water very smoothly, whereas **Samson has a lot of energy - he's always leaping out of the water with great vigour (Q3)**. You'd probably expect him to be the youngest - he's not quite - that's Kiwi - **but Samson's the latest of our dolphins to be chosen for the scheme (Q4)**. Kiwi makes a lot of noise so we can often pick her out straightaway. Echo and Moondancer are noisy too, but **Moondancer's easy to find because she has a particularly large fin on her back, which makes her easy to identify (Q5)**. So, yes, they're all very different...

INTERVIEW: Well, they sound a fascinating group ...

5.      1 C                      2 A                      3 B                      4 C

**\*Audio script:**

WOMAN: But now let's look at these modules. You'll need to start thinking about which ones you'll definitely want to study. The first one here is Gender Studies in Latin America.

PAUL: Mmm...

WOMAN: It looks at how gender analysis is reconfiguring civil society in Latin America. Women are increasingly occupying positions in government and in other elected leadership positions in Latin America. I think you'd find it interesting. **If it was to do with people in the villages rather than those in the public sphere, I would (Q1).**

PAUL: Okay. What about Second Language Acquisition?

WOMAN: Do you think I'd find that useful? Well, you've had some practical experience in the field, I think it would be.

PAUL: I hadn't thought about that. **I'll put that down as a definite, then (Q2).**

WOMAN: Okay. What about Indigenous Women's Lives. That sounds appropriate.

PAUL: I thought so too, but I looked at last year's exam questions and that changed my mind.

WOMAN: Don't judge the value of the course on that. Maybe, talk to some other students first and **we can talk about it again later.**

PAUL: **Okay (Q3).**

WOMAN: Yes. And lastly, will you sign up for Portuguese lessons?

WOMAN: My Spanish is good, so would I find that module easy?

PAUL: Not necessarily. Some people find that Spanish interferes with learning Portuguese..... getting the accent right too. It's quite different in a lot of ways.

WOMAN: **Well, I'd much sooner do something else, then (Q4).**

PAUL: Alright. Now, what we need to do is...



## 05

## LABELING A MAP/DIAGRAM/PLAN

## III. ESSENTIAL TIPS

## EXERCISE 1:

1 The entrance is <u>over there on your left</u> .	6 <u>To the right of</u> the courtyard, you'll find a...
2 Then go <u>straight ahead</u>	7 It's just <u>behind</u> the tree
3 The shop you want is <u>opposite</u> the toilets	8 I was thinking of putting it right <u>in the middle</u>
4 <u>Next to</u> the lifts	9 I think it would be better if it's <u>at the eastern end of</u> the motorway
5 In <u>the middle of</u> the resort, you'll see a...	10 It is unable to live <u>in the area of</u> a pond

*\*Audio script:*

1

A: Excuse me, can you tell me where the gift shop is?

B: Yes, you need to go into the shopping centre, the entrance is **over there on your left (Q1)**.

A: Yes, I see it.

B: Well, you go in there, then go **straight ahead (Q2)**. The shop you want is **opposite the toilets (Q3)**, **next to the lifts (Q4)**.

A: Thanks very much!

2

Welcome to the resort! I'll just tell you about some of our facilities. We've got a lovely little pond, where guests are welcome to sit and have a picnic. You'll see it as you come in the entrance. **In the middle of the resort (Q5)**, you'll see a circular courtyard, it has some lovely cool places to sit as well. You can see our famous fig tree from there, it's enormous! **To the right of the courtyard (Q6)**, you'll find a small shop where you can pick up things like postcards and stamps. **It's just behind the tree (Q7)**.

3

A: Hello, Professor Jones, would you be able to help me with my assignment?

B: Of course. Are you having problems with choosing a good location for the new bridge?

A: Yes. I was thinking of putting it **right in the middle (Q8)** as the river is at its narrowest there.

B: Well, that would save costs.

A: Exactly, but I realised that it would create costs in other areas as it would mean some important buildings being knocked down. So I think it would be better if it's **at the eastern end of the motorway (Q9)**.

B: That's a good idea, it would be a lot more useful than if it was at the western end.

4

The Traviston Frog is different to many other species of frog. It is very small and so, unlike other species. It is unable to live in **the area of a pond (Q10)**, though it does need to live in fairly close proximity to water so that it can feed. Rather than choosing the safety of a tree, which would be too tall and may actually increase the threat from predators. It elects to live in a tiny burrow surrounded by bushes.

**EXERCISE 2:**            1A                    2 B                    3 C                    4 A

## VI. PRACTICE

**EXERCISE 3:**            1 G            2 D            3 B            4 F

### **\*Audio script:**

Now, a word about the layout of the building. The auditorium, stage and dressing rooms for the actors are all below ground level. Here on the ground floor we have most of the rooms that the public doesn't see. The majority are internal, so they have windows in the roof to light them.

Standing here in the foyer, you're probably wondering why the box office isn't here, where the public would expect to find it. Well, you might have noticed it on your way in - although **it's part of this building, it's next door with a separate entrance from the road (Q1)**.

**For the theatre manager's office, you go across the foyer and through the double doors, turn right, and it's the room at the end of the corridor, with the door on the left (Q2)**.

**The lighting box is where the computerised stage lighting is operated, and it's at the back of the building. When you're through the double doors, turn left, turn right at the water cooler, and right again at the end. It's the second room along that corridor (Q3)**. The lighting box has a window into the auditorium, which of course is below us.

**The artistic director's office is through the double doors, turn right, and it's the first room you come to on the right-hand side (Q4)**. And finally, for the moment, the room where I'll take you next - the relaxation room. So if you'd like to come with me.

**EXERCISE 4:**            1 (the) Forest 2 Fish Farm(s)            3 Market Garden

### **\*Audio script:**

Let's start by seeing what there is to do. As you can see here on our giant wall plan, we are now situated in the Reception block... here. As you walk out of the main door into the park there is a path you can follow. If you follow this route you will immediately come into the Rare Breeds section, where we keep a wide variety of animals which I shall be telling you a little more about later. Next to this... moving east... is the large grazing area for the rare breeds. Then further east... in the largest section of our Park is the **Forest Area (Q1)**. South of the grazing area and in fact just next to the Reception block is our Experimental Crop Area. In the middle of the Park... this circular area is our lake.... These two small rectangular shapes here... are the **Fish Farms (Q2)** where we rear fish for sale. To the east of those is the marsh area which attracts a great many migrant birds. In the south-eastern corner, beyond the marsh, is our **Market Garden (Q3)** area, growing vegetables and flowers.

**EXERCISE 5:**            1 activated                    2 50 km(s)                    3 temperature

**\*Audio script:**

But let's move onto how floats work. The operational cycle goes like this. Each of the floats is dropped in the ocean from a boat at a set point and **activated from a satellite (Q1)**. Then the float immediately sinks about 2,000 metres... that's two whole kilometres down in the water. It stays at this depth for about 10 days and is carried around by the currents which operate in the ocean at this level. During this time it's possible for it to cover quite large distances **but the average is fifty kilometres (Q2)**. So what is it actually recording? Well at this stage nothing, but as it rises to the surface it collects all sorts of data, most importantly variations in salinity, that's salt levels, and the **changes in temperature (Q3)**, a bit like underwater weather balloons. Then when it gets back to the surface all the data it's collected is beamed up to the satellite. After about five hours on the surface the float automatically sinks, beginning the whole process again. What happens to the data? Well the information is transferred direct to onshore meteorological stations ... like our one in Hobart ... and within four hours the findings can be on computers and they can be mapped and analysed.

**EXERCISE 6:**

1 E            2 D            3 B            4 G            5 C            6 H            7 I

**\*Audio script:**

OK, so this slide shows a map of the central area of Granford, with the High Street in the middle and School Road on the right. Now, **we already have a set of traffic lights in the High Street at the junction with Station Road, but we're planning to have another set at the other end, at the School Road junction (Q1)**, to regulate the flow of traffic along the High Street.

We've decided we definitely need a pedestrian crossing. We considered putting this on School Road, just outside the school, but in the end we decided that could lead to a lot of traffic congestion so **we decided to locate it on the High Street crossing the road in front of the supermarket (Q2)**. That's a very busy area, so it should help things there. We're proposing some changes to parking. **At present, parking isn't allowed on the High Street outside the library, but we're going to change that, and allow parking there, but not at the other end of the High Street near School Road (Q3)**.

**There'll be a new 'No Parking' sign on School Road, just by the entrance to the school (Q4)** forbidding for parking 25 metres. This should improve visibility for drivers and pedestrians, especially on the bend just to the north of the school. As far as disabled drivers are concerned, at present they have parking outside the supermarket, but lorries also use those spaces, **so we've got two new disabled parking spaces on the side road up towards the bank (Q5)**. It's not ideal, but probably better than the present arrangement.

**We also plan to widen the pavement on School Road. We think we can manage to get an extra half-metre on the bend just before you get to the school, on the same side of the road. (Q6)**

Finally **we've introduced new restrictions on loading and unloading for the supermarket, so Lorries will only be allowed to stop there before 8 am. That's the supermarket on School Road (Q7)**. We kept to the existing arrangements with the High Street supermarket. OK. So that's about it. Now, would anyone...

**EXERCISE 7:**            1 A            2 I            3 F            4 E

**\*Audio script:**

And finally I'd like to tell you about our new wildlife area, Hinchingsbrooke Park, which will be opened to the public next month. This slide doesn't really indicate how big it is, but anyway, you can see the two gates into the park, and the main paths. As you can see, there's a lake in the north west of the park, with **a bird hide to the west of it, at the end of a path (Q1)**. So it'll be a nice quiet place for watching the birds on the lake. Fairly close to where refreshments are available, **there's a dog-walking area in the southern part of the park, leading off from the path (Q2)**. And if you just want to sit and relax, you can go to **the flower garden, that's the circular area on the map surrounded by paths (Q3)**. And finally, there's a **wooded area in the western section of the park (Q4)**, between two paths. Okay, that's enough from me, so let's go on to...

**VII. HOMEWORK**

1.     1 City Bridge     2 Newtown

**\*Audio script:**

Thank you for calling the Tourist Line. There are many different ways of getting round the city and we'd like to suggest some you may not have thought of.

How about a city trip by boat? There are four main stopping points - from west to east: stop A Green Banks, **stop B City Bridge (Q1)**, stop C Roman Landing and **stop D Newtown (Q2)**. You can find the main booking office at stop A.

2.      1 G                  2 I                  3 B                  4 E                  5 C                  6 A

**\*Audio script:**

OK, Group B, your turn. Does everyone have a copy of the plan? Great. OK, we'll all be meeting in the car park - that's on the bottom of the plan, see? Now, if you've been assigned to the vegetable beds, to get there, **you go out of the car park and go up the footpath until you reach the circle of trees - there they are - in the middle of the plan, and you see that the footpath goes all the way around them. Well, on the left-hand side of that circular footpath, there's a short track which takes you directly to the vegetable beds (Q1).**

You can see a bamboo fence marked just above them. All right? OK, if you're helping out with the bee hives, pay attention. **Look again at the circle of trees in the middle of the plan, and the footpath that goes around them. On the right side of that circle - you can see that the footpath goes off in an easterly direction - heading towards the right-hand side of the plan. And then, the path splits into two and you can either go up or down. You want the path that heads down and at the end of this, you see two areas divided by a bamboo fence - and as we're looking at the plan, the bee hives are on the right of the fence - the smaller section, I mean (Q2).** Now don't worry - all the bees have been removed! You just need to transport the hives back to the car park. OK, **for the seating, look at the circular footpath, at the top of it, there's a path that goes from there and takes you up to the seating area (Q3),** alongside the bicycle track and with a good view of the island, I suppose. OK, if you're volunteering for the adventure playground area, **let's start from the car park again and go up the footpath, but then you want the first left turn. Go up there, and then you see there's a short path that goes off to the right - go down there and that's the adventure playground area, above the bamboo fence (Q4).** That fence does need repairing, I'm afraid. Right, what else? Oh yes, the sand area. **We've got that circular footpath in the middle - find the track that goes east, towards the right-hand side of the plan, and where that track divides, you need the little path that goes up towards the bicycle track. The sand area is just above the bamboo fence there. (Q5)** And finally, the pond area. So, it's on the left-hand side of your plan toward the top, just above the fruit bushes and to the left of the little path (Q6). OK, as I said already, hopefully we'll....

3.                  1 E                  2 C                  3 F                  4 A

**\*Audio script:**



Now, let me just tell you a bit about what you can see in the Sculpture Park. If you look at your map, you'll see the Visitor Centre, where we are now, at the bottom, just by the entrance. Since we only have an hour, you might not be able to get right around the park, but you can choose to visit some of the highlights. You might like to take a look at the **Joe Tremain sculptures which are displayed on this side of the Upper Lake, just behind the Education Centre and near the bridge. (Q1)** They're really impressive, but please remember not to let your children climb on them. One of our most popular exhibitions is the **Giorgio Catalucci bird sculptures – they're just across the bridge on the north side of Lower Lake (Q2)**. I love the way they're scattered around in the long grass beside the lake, looking as if they're just about to take to their wings. You could also go to the **Garden Gallery. It's on this side of the Upper Lake – from the Visitor Centre you go to the Education Centre, then keep on along the path, and you'll see it on your right (Q3)**. There's an exhibition of animal carvings there which is well worth a look. We also have the **Long House (Q3)** - that's quite a walk. **From here, you go to the bridge and then turn left on the other side. Soon you'll see a winding pathway going up towards the northern boundary of the park - go up there and you'll find it at the top (Q4)**. They have some abstract metal sculptures that are well worth seeing if you have time. OK well now if you're...

4.      1 H                      2 C                      3 F                      4 G                      5 I                      6 B

**\*Audio script:**

The Sheepmarket is one of the main centres for art and history in the whole of the country. If you look at our map, you'll see some of the main attractions there. Most visitors start from Crawley Road, at the bottom of the map. **The Reynolds House is one of the oldest houses in the city, and is open to the public. It's on the north side of Crawley Road, next to the footpath that leads to the public gardens (Q1).**

The area's particularly interesting for its unusual sculptures. **The Thumb is just what its name suggests, but it's about 10 metres high. You'll see it on Hill Road, across the road from the Bank (Q2).**

**The Museum's got a particularly fine collection of New Zealand landscapes. It's on the east side of the Sheepmarket, on City Road. It's on the other side of the road from the public gardens, immediately facing the junction with Hill Road (Q3).**

**The Contemporary Art Gallery is on a little road that leads off Station Square, not far from the public gardens. The road ends at the gallery - it doesn't go anywhere else (Q4).** That's open every day except Mondays. **The Warner Gallery specialises in 19th-century art. It's on City Road, near the junction with Crawley Road, on the same side of the road as the public gardens (Q5).** It's open on weekdays from 9 to 5, and entry is free. **Finally, if you're interested in purchasing high quality artwork, the place to go is Nucleus. You need to go from**

**Crawley Road up through Station Square and east along Hill Road until you get to a small winding road turning off. Go up there and it's on your right - if you get to City Road you've gone too far (Q6).**

5. 1 C 2 D 3 G 4 B 5 F 6 A 7 E

**\*Audio script:**

GRAHAM: Now, we've also put together a map which we've sent out to all the residents in the area. And on the map we've marked the proposed changes. Firstly, we'll plant mature pine trees to provide shelter and shade **just to the right of the supermarket in Days Road (Q1)**. In order to address the traffic problems, the pavements **on the corner of Carberry and Thomas Street will be widened (Q2)**. This will help to reduce the speed of vehicles entering Thomas Street. We think it's very important to separate the local residential streets from the main road. **So the roadway at the entry to Thomas Street from Days Road will be painted red (Q3)**. This should mark it more clearly and act as a signal for traffic to slow down. One way of making sure that the pedestrians are safe is to increase signage at the intersections. A 'keep clear' sign will be erected **at the junction of Evelyn Street and Hill Street (Q4)**, to enable traffic to exit at all times. Something we're planning to do to help control the flow of traffic in the area is **to install traffic lights half way down Hill Street where it crosses Days Road (Q5)**. Now, we haven't only thought about the cars and traffic, of course, there's also something for the children. We're going to get school children in the area to research a local story, the life of a local sports hero perhaps, and an artist will incorporate that story into paintings **on the wall of a building on the other side of Hill Street from the supermarket (Q6)**. And finally, we've agreed to build a new children's playground which will be **at the other end of Hill Street close to the intersection with Carberry Street (Q7)**.

CAROL: Wonderful, now, what's the next stage?

GRAHAM: Well, the final plan...



06

FLOWCHART COMPLETION

IV. STRATEGIES

EXERCISE 1:

1 place      2 cut      3 wrap      4 stick      5 fold      6 stick      7 tie

EXERCISE 2:

1.

- Keywords:

“Devise a business 1 .....

(Maximum 2 ..... pages)

Ask a 3 ..... to check it

Send it to SBA by 4 .....

Go to 5.....

Receive up to 6 £.....”

- Types of missing words:

1 A noun      2 A number      3 A noun      4 A noun      5 A noun      6 A number

2.

- Keywords:

“Log in to 1 ..... using your student number and 2 .....

Select 3 ..... of computer

Select date of booking using 4 ..... options

Complete your booking. Your name should appear on the booking 5 .....

- Types of missing words:

1 A noun      2 A noun phrase      3 A noun phrase      4 A noun phrase/      5 A noun  
phrase      phrase      adjectives      phrase

3.

- Keywords:

“Forty years ago, began using it to 1 ..... animals/humans

Ten years ago, procedure was 2 ..... in USA/ Canada

One year ago, small Canadian town started providing this 3 .....

Dead body inserted into a 4 .....

Three hours later, corpse becomes 5 .....

Liquid strained then discharged via a 6 .....

- Types of missing words:

- 1 A verb    2 A Verb (passive voice)/ an adjective    3 A noun    4 A noun    5 A noun/ an adjective    6 A noun

## VI. PRACTICE

### EXERCISE 3:

- 1 C            2 E            3 H            4 B            5 A            6 F

#### *\*Audio script:*

NATALIE: Dave, I'm worried about our case study. I've done a bit of reading, but I'm not sure what's involved in actually writing a case study - I missed the lecture where Dr Baker talked us through it.

DAVE: OK, well it's quite straightforward. We've got our focus - that's tourism at the Horton Castle site. And you said you'd done some reading about it.

NATALIE: Yes, I found some articles and made notes of the main points.

DAVE: **Did you remember to keep a record of where you got the information from (Q1)?**

NATALIE: Sure. I know what a pain it is when you forget that. OK, so we can compare what we've read. Then we have to decide on a particular problem or need at our site. And then think about who we're going to interview to get more information.

NATALIE: OK. So who'd that be? **The people who work there (Q2)?** And presumably some of the tourists too? Yes, both those groups. So we'll have to go to the site to do that, I suppose. But we might also do some of our interviewing away from the site - **we could even contact some people here in the city, like administrators involved in overseeing tourism. (Q3)**

NATALIE: OK. So we'll need to think about our interview questions and fix times and places for the meetings. It's all going to take a lot of time.

DAVE: Mmm. And if we can, we should ask our interviewees if they can bring along some numerical data that we can add to support our findings.

NATALIE: And photographs?

DAVE: I think we have plenty of those already. **But Dr Baker also said we have to establish with our interviewees whether we can identify them in our case study, or whether they want to be anonymous (Q4).**

NATALIE: Oh, I wouldn't have thought of that. OK, once we've got all this information, I suppose we have to analyse it. Yes, put it all together and choose what's relevant to the problem we're focusing on, and **analyse that carefully to find out if we can identify any trends or regularities there (Q5).** That's the main thing at this stage, rather than concentrating on details or lots of facts.

NATALIE: OK. And then once we've analysed that, what next? Well, then we need to think about what we do with the data we've selected to make it as clear as possible to our readers. Things like graphs, or tables, or charts...

NATALIE: Right.

DAVE: Then the case study itself is mostly quite standard; we begin by presenting the problem, and giving some background, then go through the main sections, but the thing that surprised me is that **in a normal report we'd end with some suggestions to deal with the problem or need we identified, but in a case study we end up with a question or a series of questions to our readers, and they decide what ought to be done (Q6).**

NATALIE: Oh, I hadn't realised that.

#### EXERCISE 4:

1 (senior) management/ 2 project request 3 meeting 4 conference call  
managers

#### *\*Audio script:*

Dave: What are the next steps if we are to have a new system?

Randhir: Well, the first question is - do you have support from your **senior management (Q1)?**

Dave: Yes, I've already discussed it with them and they're also keen to get this work done.

Randhir: OK, because I was going to say, that's the first thing you need to do and without that we can't go ahead.

Dave: Yes, I've done that.

Randhir: That's good.

Dave: Actually, they mentioned that there's **probably a form I need to complete to formally start the project (Q2).**

Randhir: **Yes - that's the next thing you need to do (Q2).** I'll send you an email with a link so you can fill it in online. It's called a 'project request form'.

Dave: OK, great. And then what happens?

Randhir: Well, I have a list of things but I think the third thing you should do is see Samir. He's our analyst who will look at the system and identify what needs to be done.

Dave: OK - **can you send me his contact details and I'll set up a meeting with him (Q3).**

Randhir: OK that's good, so we should soon be able to get a team together to start the work. Some members of our team work in different locations so it's not easy to have face-to-face meetings.

Dave: That's OK - I'm used to having **conference calls providing they are not late at night (Q4).**

Randhir: Right - so I'll send you details of the team and if you could **set up a call (Q4)** that would be great.

Dave: OK, I'll do that.

Randhir: Thanks.

### EXERCISE 5:

1 pine forests      2 water      3 print      4 Sort      5 remove ink

#### \*Audio script:

Alan: Hi Melanie - what did you think of the assignment that we got today? It looks interesting, doesn't it?

Melanie: Yes Alan, I've always been interested in recycling but there's a lot of research to do.

Alan: Yes - there are a lot of things I'm unsure of so it's going to be good working with you.

Melanie: OK - well why don't we start by making a flow chart from the notes our tutor gave us?

Alan: Yes, um, so ... on one side we could have the paper production cycle - here on the left - and on the other side the recycling.

Melanie: Good idea. Let's start at the top with the production. The first step in the process is to get the raw materials.

Alan: Yes - and they tend to come from **pine forests (Q1)**.

Melanie: OK - and then the bark is removed from the outside of the tree and after that the wood is chopped up - that's the first three stages.

Alan: It sounds a bit complicated after that. Um, it says **water (Q2)** is added and then the mixture is heated and made into pulp. This will be the thick paste that is used to make paper.

Melanie: Yes - you're right because after that they use a machine to make the paper and we can put that right in the centre of the flowchart because it's also where the recycled paper joins the process.

Alan: Yes. So once the paper has been produced in the machine, what happens then?

Melanie: Well, I think we should write **'print' (Q3)** at the next step because this is when newspapers, magazines, etc... are produced. And we could also add that they have to be distributed to stores and people's homes.

Alan: Right, then the recycling bit starts. The old paper's collected and then it says it's taken somewhere so that someone or something can **sort (Q4)** it. I imagine there are different kinds of paper - or things like paper clips that need to be removed.

Melanie: Yes. Let's have a step after that. Now, how did our tutor say they do this? Oh yes, it involves chemicals, so, how is your chemistry?

Alan: Well, not very good I'm afraid. But this is how they **remove ink (Q5)** so, this is definitely going to need a bit of research.

Melanie: Right, the last step in the recycling section is similar to the last step in the production process with heating and pulping - before the cycle begins again.

**EXERCISE 6:**            1 E            2 B            3 G            4 A            5 F

***\*Audio script:***

Tutor: OK, so let's just think about the content of your case study – the history of Furniture Rossi. I see here in paragraph four you're talking about how Luca Rossi raised the capital for his new business venture, and then you're talking about the customer base growing much wider – but what was it that prompted this growth?

James: Well, that was to do with **the quality of the furniture products (Q1)** that the company was selling. People loved that it was all hand-made and would last.

Tutor: And because demand from customers kept growing?

James: Well, then Rossi needed to take on more craftsmen so they could make sure the orders were ready on time, and then, he also had to **set up two new warehouses (Q2)** to make distribution quicker.

Tutor: Yes. And from there, the company really grew. But I think what happened next. They started looking at ways to increase their profits and called in a consultant. And what he saw immediately was that the infrastructure was completely outdated - they were paying three full-time admin staff just for data-entry. So he recommended they **upgrade their software programs (Q3)** and that, in turn, cut operational costs and just speeded everything up.

James: I'm surprised they didn't get on to that earlier, but I suppose Luca Rossi was more interested in the design aspect, rather than the finance side of things.

Tutor: Yes, I imagine that's why he eventually turned the day-to-day running of the company over to his son. And in fact, it was the son, Marco, who persuaded his father to move on from traditional television advertising and go online instead.

James: I guess that's the best way to reach people.

Tutor: It can be, but initially, customers actually complained.

James: Why?

Tutor: Well, **some users found it hard to navigate their way around the website - so they were getting frustrated and giving up. So then the company called in a professional to improve it (Q4).**

James: I see. He must have done a good job. They've had a continuous three-year rise in revenue - so things must be going well.

Tutor: Indeed. And what of the future?

James: Well, I probably need to talk about this a bit more in the concluding paragraphs, don't I? Consumers are already aware of the quality of the furniture, that's for sure, but I think **the company is aiming to publicise their values (Q5)** - the fact that they have respect for beauty, durability and functionality, and the environment. A lot of companies are already...

### EXERCISE 7:

1 pyramid    2 quotes/ quotations    3 figures    4 conclusion    5 headline

#### \*Audio script:

Lecturer: But how can you get involved? How can you begin to write articles which will be published on sites like these?

Well, first you must have something interesting to say, something you want to communicate with readers. Assuming you have this, it's important in an article to attract people's attention and gain their interest, so put the main facts first, answering these questions: Who? Why? When? How? And where?

Get those basic facts down to start with and get people interested. Then fill in the details in the rest of the article: the best model is really shaped like a **pyramid (Q1)**. You put the most important facts at the top of the article and lots of smaller details down below.

Remember, you want people to keep reading, so you need to hold your readers' interest. A really good technique for doing that is to put in **quotations (Q2)** from people who are part of the story - what they really said. You know the sort of thing, um.... Tanya, mother of two, said: "It all happened so quickly that we didn't have time to react." Quotations bring the article alive.

Once you've written your article, go over it again to make sure that any **figures (Q3)** you quote are correct. Make sure that Tanya really has two children and not one or three. Then, after that, once you've got your ideas down, rewrite your article, making sure that your paragraphs don't contain more than three sentences - people like them to be brief and to the point, and this will help to hold their attention.

And another thing to bear in mind if they're reading online, people will soon stop reading your piece and start reading something else, so keep the whole article brief. Don't put in a **conclusion (Q4)** - just let your article end without it.

Another good piece of advice is to remember that old cliché which we've all heard - that a picture is worth a thousand words. It's true, so if you can, include a picture. It'll attract more attention and illustrate what you've been saying.



Finally, you need to write a **headline (Q5)** - something eye-catching which will get people to just skim the article to start with, and then, if it's well written, they'll read it more carefully afterwards.

## VII. HOMEWORK

1. 1 key terms 2 animal world 3 contexts 4 stages 5 influences

### ***\*Audio script:***

Victor: Right, so let's design a plan. What ideas have you got so far?

Fumiko: Well, I wondered about doing something about relationships in the wild first - you know, maybe starting with animals. That's quite a good idea but I think the very first thing you need to do is give a definition of what you mean by your **key terms (Q1)**.

F: Oh, so I need to say what terms like 'relationship' mean?

V: Yeah. Um, you could just do a diagram - you know, like you do when you brainstorm something

F: Oh yes, OK, I'll do that first.

V: Right. After that, you could do a bit of background on the **animal world (Q2)** yes, a quick look at relationships among ape groups would work.

F: Yeah, interesting - just to show that relationships are part of life. So that's the definition and background, what's next?

V: Well, then you have to move on to people. Are you going to target a particular age group or something else?

F: Well, I thought that first I would look at different well, there are so many places, aren't there, where we form relationships? In the office ...

V: Yeah.. within the family. Even toddlers aged 18 months or under have relationships.

F: Yeah ... so I'll present those...

V: You mean the **contexts (Q3)** for relationships.

F: Yes, that's the word.

V: You do have to find a way to limit the scope of the study.

F: Yeah, I could examine the 21-to-30 age group.

V: Or the next thing might be to select one type of relationship and go with that.

F: Good idea! Um. I'll pick friendship and look at what makes that type of relationship work and ...

V: Well, why don't you go through the **stages (Q4)** in a friendship? But I would keep it simple - just select six.

F: Six, OK. I guess I could fit my practical work in here.

V: Yes, it's the sort of area that you can canvas people's opinions on. Ah, it might be good to get some opinions from people over the age of 60.

F: And - as a contrast - why don't I end by looking into the future? Maybe the future changes in ...

V: Yeah, or better still, the **influences (Q5)** - you know, with all the social networking that goes on now.

F: OK, influences oh, that's been such a help, Victor. Thanks so much.

V: No problem. I'd better go and get some work done myself...

## 2.

- |          |             |                    |              |            |
|----------|-------------|--------------------|--------------|------------|
| 1 format | 2 past exam | 3 test preparation | 4 boost your | 5 register |
|          | paper       | course             | vocabulary   |            |

### **\*Audio script:**

Lecturer: Well, there are only a few months before the end of the term and that means you have to apply for university soon. I know both of you want to study in English speaking countries, how are your preparations and research about that going?

Maggie: Yes, good thanks - I've narrowed it down to a shortlist of 3 universities in England.

Chris: And I've found courses in Edinburgh and Warwick that I'm interested in.

Lecturer: Great, as I'm your personal academic advisor, I thought today, as we have some time, we could talk about how to prepare for the IELTS test which you will have to take in order to study in the UK. It is important to do as well as you can on the test to ensure you get accepted on to the courses you want. What do you know about the test?

Maggie: It's a famous test, that's all I know. I've definitely heard about it before.

Chris: I know it has a listening, reading, writing and speaking section.

Lecturer: Great. You know some of the basics. How do you think you can best prepare for the test?

Chris: I would say that it's important to know the format of the test. What the sections are, how long you have to complete each section, that kind of thing.

Maggie: Yes, and I guess it would be important to know about the types of questions that they commonly ask on the test.

Lecturer: Ok, good. Well I'd agree that the first and most important thing to do is to focus on understanding the test format. If you know how the test will be carried out and what each section is like, then you will not be surprised by anything on the test day. Imagine if you didn't have any idea about the format. The whole thing would be really confusing. And I think your

point Maggie about knowing the different question types that can crop up really comes under this heading. The best place to find out about **the test format (Q1)** is on the IELTS website.

After that it's really a good idea to try a **past exam paper (Q2)**. Try the past exams found in the Cambridge IELTS series or online on websites such as ieltstutors.org. Trying a practice test such as this will help you to see what your strengths and weaknesses really are. This'll help you to diagnose problem areas that you need to work on.

Maggie: But what if we do badly on the practice test?

Lecturer: Well your English should be good as you have studied in an international school but if you do poorly on the practice test, then you need to really think about taking a **test preparation course (Q3)**. This will help you prepare for the different question types. Now, we don't run test preparation courses here at the school but there are plenty of language schools in the center of town which run these types of courses.

Chris: I think it'll be hard to fit that into my schedule as I have to prepare for my exams. But, I've heard of online preparation courses which let students work in their own time without the pressure and deadlines of a normal school.

Lecturer: That sounds like a great alternative Particularly for the writing and speaking modules which are very difficult to improve on if you don't receive good feedback from an expert.

To improve your listening and reading I would suggest doing as many past exam papers as possible and learning from your mistakes. This is a great free way to improve your abilities before the test. You should always time yourself so you get used to the conditions in the exam.

Make sure you learn new words which you encounter in the reading test as this will **boost your vocabulary (Q4)** and end up helping you improve your other skills as well. The best way to do this is that after you finish the test, you go back over the text looking for new words. Consult a dictionary to help you with the meaning. Write new words in a vocabulary book and practice them frequently. Try and use new word in speaking and writing as this will help to lock them into your memory.

Chris: How about when we get closer to the time when we need to take the test? Is there anything important we need to do then?

Lecturer: Well, that's a good question. It's important to **register (Q5)** for your test as early as possible to make sure that you get a place on the test on the day that you want. Some tests get fully booked a long time in advance, particularly in the period when people are applying to university or trying to get on to scholarship programs.

3.      1 ensure      2 Deposited      3 display      4 Distribute      5 reward

**\*Audio script:**

Nicole: Let me hear it, then.

Frank: Ah obviously, for a start, we've got to **ensure (Q1)** that people, including the staff, without exception, copy both sides of a page. We can't tolerate single-sided copying. It's just far too wasteful.

Nicole: Absolutely. Just more trees being chopped down.

Frank: But as people are doing copying, there may be adjustments, and practice copying, producing single sided copies or blank pages not wanted and not intended for use. These need to be **deposited (Q2)** into a tray for intended recycling, you know, for recopying onto the blank side of the page.

Nicole: But people don't usually do that. I'm afraid it's just human nature. No matter how unimportant the copying is, they prefer to use fresh paper.

Frank: Yeah, I agree with you, which is why you need to **display (Q3)** these papers right in front of everyone, with a clear sign 'Please Reuse', to make it easy for them to do so.

Nicole: They still won't do it.

Frank: I know. That's why you take some of these papers, and regularly stack them inside the copier, in a special tray, once a day, say, in the morning.

Nicole: Well, that's getting better, making it easier for them to use the paper, but still, I'm afraid many won't.

Frank: That's why you allow everyone to select this tray when copying. You **distribute (Q4)** numbers or codes to every person, giving them special access to this recycling tray. Every time they use papers from this, it's tallied up to their account.

Nicole: I know I'm sounding a bit negative ... or even cynical here ... but why should they bother using that tray?

Frank: Because the person who does the most copying from this recycling tray gets, say, a cinema pass, or lottery ticket, or some other sort of **reward (Q5)**.

Nicole: Ah, right! Now that's a system which might just work. Let's trial it in the office and see what happens.

- |    |             |          |           |
|----|-------------|----------|-----------|
| 4. | 1 Harvested | 2 Opened | 3 cleaned |
|    | 4 expanded  | 5 Cooled | 6 sealed  |

**\*Audio script:**

Host: Hello and welcome to today's talk. Here with me is the famous botanist, Professor Alison Downing. So, Alison, tell us something about cocoa beans.

Alison: Cocoa beans, also called cacao beans, are the primary constituent in making chocolate. Grown in tropical areas in South and Central America, West Africa and Asia, the cocoa tree is

often raised on small, family-owned farms. When the harvested pods are opened to expose the beans, the pulp and cocoa seeds are removed and the rind is discarded. The pulp and seeds are then piled in heaps, placed in bins, or laid out on grates for several days. During this time, the seeds and pulp undergo a process called 'sweating', where the thick pulp liquefies as it ferments. The fermented pulp trickles away, leaving cocoa seeds behind to be collected. This is when the beans are **harvested (Q1)** and then the bags holding them are ready to be transported. But the most important step in processing the cocoa bean is cleaning it. Once the beans are unloaded from the railroad cars, the packages are **opened (Q2)** and then weighed by machines. Then the pods are split and the seeds or beans are covered with a sweet white pulp or mucilage. On arrival at the factory, the cocoa beans are sorted and put in a hopper to be **cleaned (Q3)** more rigorously. The wet beans are then transported to a facility so they can be fermented and dried. They are fermented for 4 to 7 days and must be mixed every 2 days. They are dried for 5 to 14 days, depending on the climate conditions. The fermented beans are dried by spreading them out over a large surface and constantly raking them. Then the beans are ready to be roasted. Now, roasting takes place at a high temperature and then the beans are boiled in a heated chamber. During the roasting process the beans will be **expanded (Q4)** and cracked. But prior to this, the beans are trodden and shuffled about using bare human feet. During this process, red clay mixed with water is sprinkled over the beans to obtain a finer colour polish, and protection against molds during shipment to factories in the United States, the Netherlands, The United Kingdom and other countries. Now, back to what I was saying. After the beans are cracked, they need to be **cooled (Q5)**. Then the roasted beans are **sealed (Q6)** in pockets.

- |    |                       |             |            |
|----|-----------------------|-------------|------------|
| 5. | 1 Registration office | 2 Records   | 3 Identify |
|    | 4 Acknowledgement     | 5 Interview | 6 Decision |

**\*Audio script:**

So, how can you find out applying for a homestay! The best way would be to visit Connection's websites, [www.connection.com](http://www.connection.com), and contact one of their friendly advisor for more information. Once you have confirm you interest in the service, **we would strongly advise that you remain in close contact with the registration office (Q1)** which will send you several emails keeping you up-to-date with potential matches in your country of choice. Once registered, connection will require you to send various documents, and will act as an intermediary between you and the host family prior to final confirmation and payment. During this stage, connection will ask you to **provide two photos, one for the host family and the other for our own records (Q2)**. Please ensure that you sign the back of each photo. Due to the nature of the service connection

provides, security is an absolute must, and they will ask you to **send in photocopies of your passport, birth certificate, and a bank statement as confirmation of your identity (Q3)**. On receipt of these documents, the official process will begin and your bank account will be debited for the initial deposit of £200. If you haven't **received any acknowledgement confirming receipt of these documents from us within seven working days (Q4)**, please contact the main office. As I mentioned before, due to the nature of the organisation, connection operates a meticulous screening process, and all **applicants will undergo an interview in our head office in London (Q5)**, with exceptions made in extreme circumstances. After your interview, it may take us several weeks to carry out the decision process, so please be patient with us. If you would like a fast-track service, please indicate this on your application and we will notify you of the additional charges. Finally, once we have come to a result about your application, **you will receive a decision in the post (Q6)**. If you do not receive an offer of placement, we will refund your deposit within 7 working days.



IV. STRATEGIES

EXERCISE 1:

1.

- *Keywords:*

1 According to the author, what does she say about writing another Harry Potter novel?

2 The author doesn't want to write which book?

- *Types of answers:*

1 A noun phrase    2 A noun phrase

2.

- *Keywords:*

1 How many days did the scientists spend under the waves?

2 What answer did Rob choose?

3 What's the name of the laboratory?

- *Types of answers:*

1 A number (and a noun)    2 A noun

3 A noun (and a number)

3.

- *Keywords:*

Which types of community group does the speaker give examples of?

- *Types of answers:*

1 A noun    2 A noun    3 A noun

4.

- *Keywords:*

1 What time does the center open?

2 Who can give advice?

- *Types of answers:*

1 A number indicating time (and a noun)

2 A noun phrase

5.

- *Keywords:*

1 What kinds of sport equipment does it sell?

2 What time does it close on Tuesday?

3 How can they contact with the shop?

- *Types of answers:*

1 A noun phrase (and a number)

2 A number indicating time (and nouns)

3 A noun phrase

6.

- *Keywords:*

1 What is the world record, in minutes, for holding breath underwater?

2 Where's the laboratory situated?

3 What are the writer's obligations to their readers?

- *Types of answers:*

1 A number    2 A noun phrase

3 A noun phrase

7.

- *Keywords:*

1 What time does the contest start?

2 How many teams are in the event?

- *Types of answers:*

1 A number (and a noun)

2 A number (and a noun)

8.

- *Keywords:*

1 What is the number of children that the New England Journal of Medicine studied?

2 At what age can the child stop eating peanuts for a year if it has consumed peanut snacks within the first 11 months of life?

- *Types of answers:*

1 A number (and nouns)

2 A number indicating ages (and nouns)

9.

- *Keywords:*

1 What part of the infants remained protected for a long-lasting period?

2 What's the illness that 20,000 babies in the UK and US combined are diagnosed with each year?

- *Types of answers:*



1 A noun            2 A noun

10.

- *Keywords:*

1 What can be found in some Fancy Foods products?

2 Where can you find the batch number on the jars?

3 How much will you receive for an opened jar of contaminated Chicken Curry?

- *Types of answers:*

1 A noun phrase (and a number)

2 A noun phrase (and a number) indicating places

3 A number (and nouns)

## VI. PRACTICE

### EXERCISE 2:

1 730 PM (to/and) 530 AM    2 housewives/ housewives    3 Sunday(s)    4 \$25,000/ twenty-five thousand dollars

#### ***\*Audio script:***

Good afternoon. I'm Paula Bundell and I am giving you the lectures on Environmental Noise this term. Today we are going to look into the effects of noise on a planned housing estate in a particularly difficult part of the new Manchester Park area.

This site is not as bad as some I have researched in the past. The Blacktown airport is closed from 6pm to 7am and this is a great advantage to the site. The only noise after dark is from the highway and **the traffic is somewhat reduced between 730pm and 530am (Q1). So, the people most affected by the noise will be, I expect, housewives (Q2).** By the time most of the students and workers have arrived back home in the evening during the week the noise will have abated to a fairly large extent. The weekends are still a problem of course, **but the traffic is certainly reduced on Saturdays to a large extent and even more so on Sundays (Q3).**

Of course modifications to houses will be necessary at a site like this and they come at a significant cost to the developer and home buyer. **The modifications I am about to outline will add about \$25,000 to the price of a newly-built house (Q4).** That will still mean a cheaper house than in a less noisy and more desirable area.

A bit of background would not go astray. I understand that you are all familiar with the proposed development site at Manchester Park.

It's a particularly difficult one in terms of noise with the highway along the eastern perimeter and the Blacktown airport not 3 kilometres away to the north.

Of course, those nearest the highway will be the worst hit, with heavy traffic noise as well as the noise from the light planes overhead. As you all know, the normal noise threshold for private housing is 55 decibels. At this site the levels have been recorded as high as 67 decibels.

**EXERCISE 3:**

1 \$25            2 Until next week

**\*Audio script:**

MR MAX: Now. I think that's all from me, except I need you to sign here on the line. Here's a pen. Oh. And I nearly forgot, the membership fee **\$25 (Q1)** refundable if you leave the library for any reason.

LOUISE: There you are. And do I sign here?

MR MAX: Yes, that's it. You can borrow videos now if you like, but your card won't be ready **until next week (Q2)**. You can come and pick it up when you bring your first videos back. That is if you want to take some now.

LOUISE: Yes. I'd like to. I'll have a look around.

MR MAX: Fine.

**EXERCISE 4:**

1 ships            }    (IN EITHER ORDER)  
2 horses  
3 industry        }    (IN EITHER ORDER)  
4 tourism

**\*Audio script:**

Well, as I said before, you can find rock art all over the world, but I'd like to focus now on the rock art of the Aboriginal people of Australia. The images that survive in this part of the world span at least 20,000 years. In fact, the Aborigines were still practising this art form in the late 18<sup>th</sup> century, when the Europeans began to arrive, and certain images point to the contact between them. For example, the Aborigines began to draw **ships (Q1&2)** which they would have seen along the coast - it's hard for us to imagine what they must have thought when these first began to appear. Another image that is evidence of European arrival is that of **horses (Q1&2)** - an animal that would have been very alien to the Australian landscape. It isn't actually known how many sites there are across Australia where rock art can be found - but unfortunately we do know that much of the art is being lost to us. Erosion, of course, is one of the key reasons for its destruction, but human activity is also increasingly responsible. Since the 1960s, **industry (Q3&4)** alone has destroyed around an estimated 10,000 pieces of art. In

this rate, in 50 years, half of all Australian rock art could have disappeared for good. Vandalism is sadly another factor. And although most people, I believe, would wish to preserve this art. I'm afraid that **tourism (Q3&4)** is another reason why the art is disappearing. In some cases, the art is damaged when...

**EXERCISE 5:**

1 (she) record(s) them/ lectures// She uses a (tap) recorder/ recording

2 skimming// (he) skims (books)/ (a book)// skim (the) book first// skim reading

3 (the) French Revolution

4 Why study history?

5 animal language// (the) language of animals

**\*Audio script:**

TIM: Yeah, particularly the lectures. Have you got any special strategy for listening to lectures?

JANE: **Well I'm going to use a cassette recorder and record them all (Q1).**

TIM: What? Are you allowed to?

JANE: Sure. Lots of people do it nowadays. It means you can listen to the lectures all over again later, and make really good notes.

TIM: I couldn't do that. I like to take notes as I'm listening. I usually find I get all the important points. Reading is different of course. My approach is to **skim the book (Q2)** first to see what's important and what isn't. It saves hours of time.

JANE: But what if you miss something?

TIM: You don't mean you're going to read every word, do you?

JANE: Well, that's what I usually do.

TIM: Well, that's up to you, but I think you're crazy!

JANE: What's your first lecture on, anyway?

TIM: Oh, **it's a lecture on the French Revolution (Q3).**

JANE: The French Revolution! How boring!

TIM: It's not boring at all! It was an amazing period of history. It changed everything in Europe. So what's your first lecture about?

JANE: It's about animal behaviour. It sounds really interesting.

TIM: Look, I was on my way to the library. I'm going to get some of these books out and start reading for the first essay I've got to write.

JANE: And what have you got to write about?

TIM: Well, you'll never believe it, I think our professor must have a sense of humour. **He's given us the title "Why study history? (Q4)"**

JANE: That's a good one. When you find the answer, let me know!

TIM: I'm going to enjoy writing it. Have you been given any writing assignments yet?

JANE: Yes, **I've got to write about animal language (Q5).**

TIM: Hmm! That sounds a challenge. I suppose you'll be off to the zoo to do field research.

### EXERCISE 6:

- 1 walking boots }  
2 trousers } (IN EITHER ORDER)  
3 socks }

#### **\*Audio script:**

You've chosen to visit the rainforest in March, which is just at the end of the wet season, so you'll soon notice how well the waterfalls are running and also how damp the ground is. Things can tend to get a bit slippery too so if you **didn't bring any walking boots (Q1)**. I'd advise you to hire some from the office. **You'll also be much better off in long trousers (Q2)** rather than shorts because they will give your legs more protection and **socks are a good idea too. (Q3)**

### VII. HOMEWORK

1.

- 1 (venomous/poisonous) }  
2 (certain) plants } (IN EITHER ORDER)

#### **\*Audio script:**

There's no need to be nervous of the rainforest provided that you treat it with respect and common sense. Most of the animals and wildlife are gentle and harmless. **There are some venomous snakes to be aware of (Q1)**, but really they're much more frightened of you than you are of them. The other thing is that **certain plants can cause irritation (Q2)** if you touch them with bare skin. Well, that's about all for the time being. The guys are here to take you and your luggage to the cabins...

2.

- 1 consultation                      2 diet

#### **\* Audio script:**

Hello everyone, and welcome to the "Fit for Life" Health Centre — a place which, as the name suggests, is not just for short-term solutions, but rather, intends to put you on a sensible and achievable footing for the rest of your life. And that's how we're different. For example, we could immediately put you on a harsh exercise program, expecting you to work out every day, but

such a plan would see you quickly lose interest. That's why the initial step is a one-and-a-half hour **consultation (Q1)**, in which your lifestyle, current situation and long-term goals are all thoroughly analysed.

Now, an important part of this consultation involves analysing what you eat. There's no point exercising here and losing weight, then pulling it all back on later. You will need to show self-control and discipline in your **diet (Q2)**, and we'll work on that.

3.

1 £203

2 Seventeen

3 No

4 under 26

**\*Audio script:**

Kerry: Hi Louise - how was your summer vacation?

Louise: Oh fantastic! I only got back from Europe yesterday.

Kerry: Wow! That sounds exciting.

Louise: Yes, it was. How was your holiday?

Kerry: Pretty quiet compared with yours. I just stayed around Cambridge - but we're planning to go to Europe at the end of next term.

Louise: Oh you'll have a great time! I really recommend it. How are you going to get around?

Kerry: Well, we've thought about renting a car. Flying is far too expensive. What did you do?

Louise: We bought Eurail tickets and traveled around Europe by train.

Kerry: Was it expensive?

Louise: No, not really. It cost us **£203 (Q1)** for a Eurailpass Youth Ticket.

Kerry: I've heard of Eurail - what did that include?

Louise: Well, you get unlimited train travel in and between **seventeen (Q2)** European countries. It lasted for a month.

Kerry: Gee for £203 that sounds reasonable. Did you visit all of the seventeen places?

Louise: Yes, all except for Ireland. We couldn't really understand why Ireland was included on the pass but England wasn't.

Kerry: Yes, that seems a bit strange. **Did it include the trip from London to Paris in the Channel Tunnel?**

Louise: **No (Q3)**, unfortunately we had to pay extra for that train but we did get a discounted fare because we're students.

Kerry: Were there any other restrictions on the tickets?

Louise: Well, if you want to pay more or less money you can choose another plan - there are 15 and 21 day plans or 2 and 3 month plans. The only restriction for the Youth Ticket is that you have to be **under 26 (Q4)**.

Kerry: That suits my friends and me. None of us are 26 yet.

4.

1 test                      2 Monthly                      3 three

**\*Audio script:**

Similarly, we'll put you on an exercise regime suitable for your level of fitness, so that will involve a **test (Q1)**, where we will take you through some activities, then measure your heart rate and blood pressure to determine how fit you are. This will be monitored during every subsequent consultation, along with your exercise schedule, and that occurs **monthly (Q2)**, and not half-yearly, as with many other centres.

As to our actual exercise machines and programs, you will have to decide whether it is muscle mass, stamina, or general fitness that you want to develop. Think about which of these **three (Q3)** you want to target and we'll design a specific program for you, but remember, bulging muscles aren't necessarily suitable for everyone. Sometimes it's better to think in terms of two simple concepts: muscle definition and stamina, or, if you are female, being fit and healthy in both mind and body.

5.

1 (her) daughter (Ana)/ Ana/ (her) child                      2 (a) practice/ practices

**\*Audio script:**

MRS SUTTON: Well, I am a bit. I'm sorry to bother you so early, Mrs Smith, but I wonder if you could help me. Could you tell me how I can get hold of a doctor? Our daughter, Anna (Q1), isn't very well this morning and I may have to call somebody out. **She keeps being sick and I am beginning to get a bit worried (Q1)**. I just don't know how the health system works here in England. All I know is that it's very different from ours back in Canada.

MRS SMITH: Well, I don't know really where to start. Let me think. Well, the first thing you have to do is find a family doctor, sometimes we call them general practitioners as well — and register with him or her. If you live here, you've got to be on a doctor's list. If you're not, things can be a bit difficult. Nobody will come out to you if you're not registered. Anyway, **they work in things called practices. Sort of small groups of family doctors all working together in the same building (Q2)**. Now what you've got to do this morning is register with one of them.

## V. STRATEGIES

## EXERCISE 1:

**1 Which TWO examinations should students take in order to study in America?**

- A the IELTS test organised by Cambridge University
- B the TOEIC test organised by ETS
- C the TOEFL test celebrated by EST
- D the GMAT test by the Graduate Management Admission Council
- E the SAT test debuted by the College Board

**2 Which THREE things should the caller take on the tour?**

- A a raincoat in case it rains
- B spare tire and maps
- C personal water bottle
- D a digital camera or a smartphone
- E guide books from the company

**3 Which TWO things will the students do during their museum internship?**

- A art conservation in groups of 5 people
- B guide tours in the central city
- C attend meetings with other students
- D give classes to poor children
- E research some museums in other places

**4 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

**5 Which THREE of the following factors are mentioned?**

- A the Titanic was travelling too fast.
- B there were insufficient lifeboats on the ship.
- C the Titanic's wireless was not operating around the clock.
- D ice warnings were not dealt with systematically.
- E the Californian's wireless had broken down.

**6 Which TWO relaxation techniques are NOT recommended by the speaker?**

- A doing yoga and breathing deeply
- B closing eyes and counting backwards
- C listening to music or the chirping sounds of birds
- D visualising a relaxing image
- E counting slowly from 1 to 10

**7 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 for examinations

**8 Which THREE activities that volunteers have helped people to do?**

- A overcome physical difficulties
- B rediscover skills not used for a long time
- C improve their communication skills
- D solve problems independently
- E escape isolation when old people live alone
- F remember those good old days
- G start a new hobby with other people

**9 Which TWO ways that volunteers can benefit from volunteering are mentioned?**

- A learning how to be part of a team
- B having a sense of purpose
- C realising how lucky they are
- D improved ability at time management
- E boosting their employment prospects

**10 Which TWO topics about chimpanzees will the students discuss next week?**

- A they are slower than human in different ways



- B they learn things by copying human's behaviours
- C they develop behaviours generation by generation
- D they have very strong ability of logical thinking
- E they could be modified to adapt to the environment

## VI. PRACTICE

### EXERCISE 2:

- 1 B
  - 2 D
  - 3 F
- } (IN EITHER ORDER)

#### \*Audio script:

MR MAX: What kind of videos do you prefer to watch? Have a look at this list.

LOUISE: Well, I love anything that makes me laugh. **I just love to hear jokes and funny punch lines (Q1)**. I'm not very keen on Westerns, although my father likes them, but I'm a real softie so **anything with a bit of a love story is good for me (Q2)**, It doesn't matter how old. Not musicals though, they're too much!

MR MAX: Anything else?

LOUISE: I'm completely taken by documentaries of the great outdoors, you know the **sort, animals, plants and far away places (Q3)**. I saw a wonderful one on dolphins last week. It was amazing.

### EXERCISE 3:

- 1 B
  - 2 E
- } (IN EITHER ORDER)

#### \*Audio script:

WOMAN: Erm ... There are usually some small charges that doctors make. Let me see what it says about the Shore Lane Centre. **If you need to be you won't have to pay for this (Q1)**. Erm, what else? The sports Injury treatment service operates on a paying basis, as does the nutritional therapy service. Some health centres do offer alternative therapies like homeopathy as part of their pay-to-use service. Shore Lane are hoping to do this soon - I think they may start with acupuncture. And finally, **if you need to Drove you're healthy or haven't had any serious injury before a new employer will accept you you can get a free fitness check-up there (Q2)** but you'd most likely have to pay for insurance medicals though.

MAN: Okay, thanks.

### EXERCISE 4:

1 B }  
2 C } (IN EITHER ORDER)

3 D }  
4 E } (IN EITHER ORDER)

**\*Audio script:**

JACK: What do you think of the traffic-light system?

ALICE: I think supermarkets like the idea of having a colour-coded system, red, orange or green for levels of fat, sugar and salt in a product.

JACK: **But it's not been adopted universally (Q1)**. And not on all products. Why do you suppose that is?

ALICE: Pressure from the food manufacturers. Hardly surprising that some of them are opposed to fagging up how unhealthy their products are.

JACK: I'd have thought it would have been compulsory. It seems ridiculous it isn't?

ALICE: I know. And **what I couldn't get over is the fact that it was brought in without enough consultation (Q2)** - a lot of experts had deep reservations about it.

JACK: That is a bit weird. I suppose there's an argument for doing the research now when consumers are familiar with this system.

ALICE: Yeah, maybe.

JACK: The participants in the survey were quite positive about the traffic-light system.

ALICE: Mmm. But I don't think they targeted the right people. They should have focused on people with low literacy levels because these labels are designed to be accessible to them.

JACK: Yeah. **But it's good to get feedback from all socio-economic groups (Q3)**. And there wasn't much variation in their responses.

ALICE: No. **But if they hadn't interviewed participants face-to-face, they could have used a much bigger sample size (Q4)**. I wonder why they chose that method?

JACK: Dunno. How were they selected? Did they volunteer or were they approached?

ALICE: I think they volunteered. The thing that wasn't stated was how often they bought packaged food — all we know is how frequently they used the supermarket.

**EXERCISE 5:**

1 B }  
2 D } (IN EITHER ORDER)

**\*Audio script:**

MONICA: For that you would join an evening class and have a lecture twice a week. Then, you'd have to attend a seminar or discussion workshop one weekend a month.

ANDREW: What kind of coursework would I have to do?

MONICA: Well. It's a mixture. You'd be expected to write an essay (Q1) each month, which counts towards your final assessment. You have a case study to do by the end of the course which might involve doing a survey or something like that, and also you need to hand in a short report (Q2) every four weeks.

ANDREW: So that's quite a lot of work, then, on top of working every day. It sounds like a lot of studying and really tiring.

MONICA: Yes, you certainly wouldn't have much free time!

### EXERCISE 6:

1 B } (IN EITHER ORDER)

2 D }

3 A } (IN EITHER ORDER)

4 B }

#### \*Audio script:

SUPERVISOR: Hi, Joanna, good to meet you. Now, before we discuss your new research project, I'd like to hear something about the psychology study you did last year for your Master's degree. So how did you choose your subjects for that?

JOANNA: Well, I had six subjects, all professional musicians, and all female. Three were violinists and there was also a cello player and a pianist and a flute player. They were all very highly regarded in the music world and **they'd done quite extensive tours in different continents, and quite a few had won (Q1)** prizes and competitions as well.

SUPERVISOR: And they were quite young, weren't they?

JOANNA: Yes, between 25 and 29 — the mean was 27.8 **I wasn't specifically looking for artists who'd produced recordings. But this is something that's just taken for granted these days, and they all had (Q2).**

SUPERVISOR: Right. Now you collected your data through telephone interviews, didn't you?

JOANNA: Yes. **I realised if I was going to interview leading musicians it'd only be possible over the phone because they're so busy (Q3).** I recorded them using a telephone recording adaptor. I'd been worried about the quality, but it worked out all right. I managed at least a 30-minute interview with each subject, sometimes longer.

SUPERVISOR: Did doing it on the phone make it more stressful?

JOANNA: I'd thought it might ... it was all quite informal though and in fact they seemed very keen to talk. **And I don't think using the phone meant I got less rich data rather the opposite in fact (Q4).**

SUPERVISOR: Interesting. And you were looking at how performers dress for concert performances?

## VII. HOMEWORK

1.

- 1 C }  
2 E } (IN EITHER ORDER)  
3 F }

### \*Audio script:

Now there are many ways in which you can support the work of Pedal Power not just by taking a bike to a collection in your area. I should also like to say if you do have a bike to donate it doesn't matter what condition it's in. If we can't repair it, we'll strip it down for spare parts. Of course, to do that **we always need tools (Q1)**, which are expensive to buy. So we welcome any that you can give. Also, you could help by contacting the voluntary staff at our offices, they'll be able to suggest activities you could **organise to bring funds (Q2)** for us. People do all kinds of things - including, of course, sponsored bike rides. Also, **we're always interested to hear of other places that would benefit from receiving a consignment of bikes (Q3)**, and welcome suggestions from people who've been to developing regions on their travels. We hope that by talking on radio programmes like this. We will be able to raise public awareness, which will lead to government organisations also giving us regular financial support something that we really need.

2.

- 1 C }  
2 E } (IN EITHER ORDER)

### \*Audio script:

MAN: As I said earlier, there is I think at Rexford an excellent combination of physical and geographical advantages as well as having a rural setting and still being close to central London, something that will certainly be of interest to you is that **Rexford is just 35 minutes from London (Q1)** Airport At Rexford we have a strong research capability. We came 7th out of 101 universities in last year's research assessment, carried out by a government body and did particularly well in your particular subjects, engineering and science. Actually we got a top

research grade of five for engineering, geography and computer sciences. One further point - and I know from talking to you individually that a number of you may be looking for some experience in industry after the course is that all our science and engineering research departments have unusually **close relationships with industry in the area (Q2)**. Anyway that's enough sales talk from me ... I'll just take a sip of this coffee that's just arrived, thank you, and then I'll say something about what actually happens when you apply.

3.

1 B & E

**\*Audio script:**

When the doctor sees you, he gives you a prescription. He writes what medication you need on it and you take it to a chemist's shop. There's one opposite the centre. If it's for a child under 16, you don't have to pay. So if it's for Anna, there's no problem. **The same thing goes if you're unemployed or retired, or if you're pregnant (Q1)**. Just as well because it's not cheap.

4.

1 B } (IN EITHER ORDER)

2 E }

3 B } (IN EITHER ORDER)

4 C }

**\*Audio script:**

Good morning - it's great to see so many people here. Thank you all very much for coming. Well, as you know, the community gardens at Hadley Park are really not looking as good as they should, quite bad really, and although the local council has a budget to deal with some of the problems, we do need volunteers for other tasks. If you don't mind, I'm going to divide you into two groups. So, everyone on this side of the room is Group A, and the rest of you are Group B. So, Group A, there are a couple of things we'd like you to help with. Um, first of all, don't worry about any litter or empty bottles you see lying about - one of the local schools has offered to help out with that as part of their own environmental project. The priority for you will be to **give us a hand with the new wooden fencing (Q1)**- it needs constructing along part of the bicycle track as there are parts which have now fallen down or broken - as I'm sure you've seen. You've probably also noticed that some of the pathways that come from the bicycle track are quite narrow—and there are plans to make them wider — but the council will be dealing with that later in the year, and they've also promised to produce some informational signs about the plants in the gardens. Hopefully they'll be up in a few weeks' time. The other thing we're doing

is getting rid of some of the foreign species that are growing in the gardens and **putting back some native plants and trees. So you'll be doing some digging for us and getting those into the ground (Q2).**

So, Group A, there's some items you'll need to bring along with you. I was going to say 'raincoats' but the forecast has changed so you can leave those at home. **I'd definitely recommend a strong pair of boots (Q3)**, waterproof would be best; it's quite muddy at the moment, and **your own gloves would also be advisable (Q4)**. Tools will be available — spades and hammers, that kind of thing. You just need to make sure they go back in the trucks. And, there's no need to worry about food and drink as we'll be supplying sandwiches and coffee —possibly some biscuits, even!

5.

1 C } (IN EITHER ORDER)  
2 E }

***\*Audio script:***

Greg: It would be ideal if they would but I'm afraid most of them are too busy to respond to the list of questions we've prepared. **I guess the students here at the university would be more suitable (Q1).**

Syria: You're right. And it is a much bigger sample pool too. **Also, I think we should include the locals. Their opinion is key to the promotion of renewable energy here in the towns (Q2).**

Greg: But wouldn't it be difficult to collect data? There's no way the two of us could go from door to door to interview all the residents.

Syria: There's no need to worry about that. We'll make it telephone interviews. That way we'll have enough time to get sufficient data



WISE ENGLISH

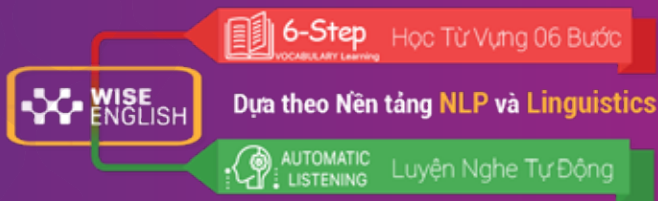
## ❖ SỬ MỆNH

Giúp các bạn trẻ Việt Nam **THAY ĐỔI** phương pháp học tiếng Anh theo **TƯ DUY NÃO BỘ (NLP)** và **NGÔN NGỮ** để chinh phục ngôn ngữ này một cách **NHANH NHẤT** và **HIỆU QUẢ NHẤT**.

*"Study Smarter, Not Harder".*

## ❖ PHƯƠNG PHÁP HỌC

Dựa trên các nguyên tắc nền tảng của Khoa học Tư duy Não bộ (Neuro-Linguistic Programming) và Khoa học Ngôn ngữ (Linguistics).





*Thank  
you*

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