



ثانوية التكنولوجيا التطبيقية
Applied Technology High School

**IELTS
Listening**

Lesson Plans

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****Note – All materials in this document originate from the IELTS.org website. The information was made freely available to teachers and students.***

IELTS Listening Overview Activity

Aim:	to familiarise students with IELTS Listening
Target Audience:	teachers / students
Relevance to IELTS:	Listening
Organisation:	Pairs
Materials needed:	Worksheet

- 1) Ask students to work through the worksheet.
- 2) Once they have finished, ask them to compare and discuss their answers in pairs.
- 3) Go through the statements with the whole group and answer any queries they may have.

Notes/Variations:

- Remind your students that True/False is NOT a task type in IELTS Listening.

IELTS Listening Overview Activity - Worksheet

True or False?

Is each statement (1 – 8) True or False? Write whether a statement is true or false, and include an explanation for your answer.

Example	IELTS Listening has two sections.
Answer	<i>False. There are four sections.</i>

1	IELTS Listening has two sections.
Answer	
2	True/false questions are sometimes used.
Answer	
3	Candidates hear each section twice.
Answer	
4	All the speakers in the recording have British accents.
Answer	
5	Sections 1 and 2 are related to social situations that arise in daily life.
Answer	
6	In Sections 1 and 2, the main focus is on listening for gist.
Answer	
7	Sections 3 and 4 have an academic context.
Answer	
8	In Section 4, the speaker may be a lecturer.
Answer	

Match each description (9 – 16) to the correct section (1, 2, 3 or 4) of IELTS Listening.

Example	a conversation between a student and someone at an accommodation agency
Answer	<i>Section 1</i>

9	a discussion between a college lecturer and a student about an essay the student has written
Answer	
10	a phone call to a shop from a man complaining about something he bought there
Answer	
11	a talk by a lecturer about how the environment is being affected by industry
Answer	
12	a discussion between two students about a project they are doing
Answer	
13	a recorded message about an art gallery, giving details of special attractions and opening times
Answer	
14	a conversation between a man and a woman about which film to go to
Answer	
15	a talk by a visiting speaker about the effect of technology on the design of
Answer	
16	a talk on local radio giving information about changes in public transport services
Answer	

IELTS Listening Overview Activity – Worksheet Answers

1	True
2	False. This type of task is not used in IELTS Listening although T/F/NG is used in IELTS Academic and General Training Reading.
3	False. All the recordings are heard ONCE only.
4	False. Speakers may have a variety of accents, including Australian, New Zealand and American, reflecting the international nature of the IELTS examination.
5	True
6	False. The main focus is on listening for factual information.
7	True
8	True
9	Section 3. This is academic interaction.
10	Section 1. This is social interaction. The man's purpose is to make a complaint and to try to get the manager to take appropriate action.
11	Section 4. This is a monologue in an academic context.
12	Section 3. This is an academic interaction. The relation between the two students may be quite informal, but they will use academic language to discuss the topic.
13	Section 2. This is something that a member of the general public might listen to in order to find out specific information.
14	Section 1. This is social interaction. The purpose of the interaction between the speakers is to decide which film to see.
15	Section 4. This is a monologue in an academic context.
16	Section 2. This is something that a member of the general public might listen to in order to find out specific information.

Listening DOs and DON'Ts Activity

Aim:	to get students to think about the things they should and shouldn't do during IELTS Listening
Target Audience:	students
Relevance to IELTS:	Listening
Organisation:	pairs
Materials needed:	Handout; Worksheet

- 1) Ask students to work through the worksheet individually thinking carefully about each point.
- 2) When they have finished ask them to compare and discuss their answers in pairs.
- 3) Check the activity with the whole group discussing any queries they may have.

Listening DOs and DON'Ts

✓	Listen carefully to the introduction to each section. This will give you useful information about the situation and the speakers.
✓	Use the time at the beginning of each section (and in the middle of Sections 1 – 3) to look through the questions and think about the topic.
✓	Read the instructions for each task carefully. Remember to check the maximum number of words allowed.
✓	Write all your answers as you listen – remember you won't hear the recording a second time.
✓	Check that what you write makes sense in the context.
✓	Answer all the questions even if you don't feel sure about an answer – you may have understood more than you think.
✓	Wait until the end of the test to transfer your answers. You have ten minutes for this which is plenty of time.
✓	Write clearly when you transfer your answers. If an answer isn't clear on your answer sheet, you will lose the mark.
✓	Check your spelling (and grammar where necessary).

✗	Don't worry if you have to cross out or change an answer.
✗	Don't panic if you miss one question. Look ahead and concentrate on the next one.
✗	Don't try to rephrase what you hear. Write down the words you hear which fit the question.
✗	Don't write more than the maximum number of words or letters allowed for each answer.
✗	Don't copy any words that were printed on the Question Paper when you transfer your answers to the Answer Sheet.

DOs and DON'Ts Activity – Worksheet

Write **DO** or **DON'T** before each sentence 1 – 6. Then complete each sentence with the correct ending **A – F** from the box below.

A and check the maximum number of words allowed.
B just look ahead to the next one.
C to check spelling and grammar.
D to look through the questions and think about the topic.
E you may have understood more than you think.
F to find out about the situation and speakers.

1		listen to the introduction to each section	
2		panic if you miss one question	
3		answer all the questions	
4		read the instructions carefully	
5		use the time at the end of the test	
6		use the time at the beginning of each section	

DOs and DON'Ts Activity – Answers

1	Do listen to the introduction to each section to find out about the situation and speakers. (F)
2	Don't panic if you miss one question, just look ahead to the next one. (B)
3	Do answer all the questions – you may have understood more than you think. (E)
4	Do read the instructions carefully and check the maximum number of words allowed. (A)
5	Do use the time at the end of the test to check spelling and grammar. (C)
6	Do use the time at the beginning of each section to look through the questions and think about the topic. (D)

General and Academic English

Aim:	to raise awareness of some differences between general and academic English
Target Audience:	students
Relevance to IELTS:	Listening
Organisation:	pairs and whole class OR self-access
Materials needed:	Worksheet

This activity is better done with a fairly advanced class who are already familiar with the different sections of IELTS Listening.

- 1) Elicit the four sections of IELTS Listening and ask student to tell you the differences between each section in terms of
 - number of speakers
 - context
- 2) Ask participants to brainstorm how these differences may affect the language used.
- 3) Give out the worksheet. Tell participants these extracts come from different sections of IELTS Listening. They should work in pairs to decide which section each extract comes from, and be ready to comment on the features that tell them this. They should also comment on what the relationships might be between the speakers in sections 2 and 4 (e.g. formal or informal).
- 4) After participants have done the task, lead a feedback session.
- 5) Finally, establish that styles may vary considerably within sections according to the context and speakers – e.g. Section 3 may be a more informal discussion, and Sections 1 and 2 may be more formal. In the same way, lecture styles vary greatly from a formal style approximating that of formal written English to a much more informal and colloquial style reflecting features of speech.

Notes/Variations:

- **Self-Access Use:** Students can work on their own following the instructions on the Worksheet, and comparing their ideas with the information given in the Answers and the Comments.

General and Academic English – Worksheet

Look at each of the extracts below and decide which section of IELTS Listening it could come from, and what features of the language or content helped you to make your decision. (You may be able to justify more than one answer.)

		Section 1	Section 2	Section 3	Section 4
1	that'd be great				
2	Good evening, and welcome to ...				
3	The port'd be fine – I've got transport that end.				
4	We begin our series of lectures on ...				
5	I've never learnt how to organise my work				
6	Finally, I would suggest that ...				
7	they left a wealth of evidence of their civilisation.				
8	These seem to have been replaced some time around or after 900				
9	I'm ringing to make enquiries about ...				
10	So I'm going to talk first about ...				
11	I'm glad I've bumped into you.				
12	Various theories attribute the decline of ...				
13	But first can you tell me, you know, very generally ...				
14	Yes, there's ... there's also some toys.				
15	I found I needed to maintain a high level of motivation,				
16	My other suggestion is that ...				
17	Oh I've been stung before with economy insurance				
18	I've been asked to talk to you briefly about				
19	What makes it easier is that the degree is made up of modules				
20	the prehistoric cultures of the American south-west				

General and Academic English – Worksheet Answers

		Section 1	Section 2	Section 3	Section 4
1	that'd be great	X			
2	Good evening, and welcome to ...		X		
3	The port'd be fine – I've got transport that end.	X			
4	We begin our series of lectures on ...				X
5	I've never learnt how to organise my work			X	
6	Finally, I would suggest that ...		X		
7	they left a wealth of evidence of their civilisation.				X
8	These seem to have been replaced some time around or after 900				X
9	I'm ringing to make enquiries about ...	X			
10	So I'm going to talk first about ...		X		
11	I'm glad I've bumped into you.			X	
12	Various theories attribute the decline of ...				X
13	But first can you tell me, you know, very generally ...	X			
14	Yes, there's ... there's also some toys.	X			
15	I found I needed to maintain a high level of motivation,			X	
16	My other suggestion is that ...		X		
17	Oh I've been stung before with economy insurance	X			
18	I've been asked to talk to you briefly about		X		
19	What makes it easier is that the degree is made up of modules			X	
20	the prehistoric cultures of the American south-west				X

General and Academic English – Worksheet Comments

1	that'd be great Use of contraction and informal language – typical of conversation, so likely to be in Section 1 or Section 3.
2	Good evening, and welcome to ... Formal greeting to an unknown group. Speaker is in position of host.
3	The port'd be fine – I've got transport that end. Use of contraction and informal language, omission of preposition (at) also suggests colloquial use – conversation (Sections 1 and 3) rather than monologue.
4	We begin our series of lectures on ... Academic collocation (series of lectures) and use of 'we' suggests an academic community, so likely to be Section 4.
5	I've never learnt how to organise my work Topic is academic, but style is personal, suggesting a conversation, so this is likely to be Section 3.
6	Finally, I would suggest that ... Formal style – typical of very formal conversation or monologue. This type of language could easily occur in a Section 4 as well as a Section 2.
7	they left a wealth of evidence of their civilisation. Use of metaphor (a wealth of evidence) and vocabulary suggests an academic context. Language rather formal – more likely to be a prepared speech rather than a conversation.
8	These seem to have been replaced some time around or after 900 Passive verb form is typical of an academic context – could be Section 3 or 4.
9	I'm ringing to make enquiries about ... Typical opening to a transactional telephone conversation with a stranger.
10	So I'm going to talk first about ... Semi-formal introduction to a talk – could be Section 2 or 4.
11	I'm glad I've bumped into you. Informal comment to a friend in meeting – could be Section 1 or the beginning of a Section 3 conversation.
12	Various theories attribute the decline of ... Vocabulary here is typical of academic language – more likely to be a speech or lecture than a conversation.
13	But first can you tell me, you know, very generally ... Typical informal spoken language with a filler (you know) – could be Section 1 or 3.
14	Yes, there's ... there's also some toys. Typical informal spoken language with colloquial use of 'there's' instead of 'there are' and repetition due to hesitation.
15	I found I needed to maintain a high level of motivation, Personal but academic collocation (maintain a high level).
16	My other suggestion is that ... This could be a monologue or part of a conversation in a fairly formal context.
17	Oh I've been stung before with economy insurance Colloquial use of 'I've been stung' meaning 'I've been cheated' suggests an informal context.
18	I've been asked to talk to you briefly about Passive verb and formal language, 'briefly', suggest a formal context.
19	What makes it easier is that the degree is made up of modules Although the language here is academic, the sentence with the structure 'What ... is' is typical of informal speech.
20	the prehistoric cultures of the American south-west The long noun phrase is a common feature of academic English, and rarely found in colloquial speech.

Prediction

Aim:	to get students to predict before listening to a text
Target Audience:	students
Relevance to IELTS:	Listening
Organisation:	pairs
Materials needed:	various

This is a collection of prediction activities for teachers to use.

Most of these activities are best used with the opening part of a recording or the first half rather than the whole section

1) Put eight key words from the first part of the listening tapescript onto the board or an OHT. Ask students to work in pairs preparing short sentences each using two or three of these words. Elicit some examples from the students. Then see if any students can make up a sentence using all eight words. Write this on the board, then play the first part of the recording and ask students to see how close the sentence is to the information given. (This can be used for any listening activity.)

2) On the board write 'You will hear ... '. Ask students to look at a listening activity without listening to the recording, and to suggest some possible introductions. Then play the introduction to the task and see which one is closest.

3) For productive tasks (e.g. note/table/sentence completion) ask students to look through the task before listening and decide which gap needs a number, a proper name, a date etc.

4) Give students a list of phrases from one section of the tapescript, in jumbled order. These should be related to the items, but not necessarily giving the answers to specific items. Ask them to predict in which order the phrases will occur. Then play the recording and ask students to number them in order.

Variation: Write the phrases on pieces of paper and ask the students to stand in order according to their predictions. Then play the tape – as they listen, they should amend the order so it reflects what is in the recording script.

5) Give students a list of ten nouns, five from one part of the tapescript, and five which do not occur in the tapescript. (The words should not appear on the Question Paper.) Ask the students to look at the listening task on the Question Paper and predict which five words they will hear, using the information on the Question Paper as a guide. Then play the recording and ask them to underline the ones they actually hear.

6) Ask students to look at a listening task and predict:

who the speaker/s is/are
where they are
why they are talking

Then play the introduction and the first part of the recording so the students can check their ideas.

7) Bring pictures of people into the classroom and put them on the board (or ask students to bring pictures in). The pictures should not be of famous people. Ask students to look at a listening task and choose the picture to match the person or people who might be speaking. (You could tell them whether the speakers are male or female.) When they have listened, ask if they still think that picture is the best match for that person, and why/why not. (This can be used for any listening activity.)

8) (For Section 4.) Give the topic and ask students to brainstorm some things they know about the topic, some things they think may be true, and some things they don't know. They then check their ideas by first looking at the Question Paper, and then doing the task.

Paraphrase

Aim:	to develop students' awareness of the use of paraphrase in listening tasks
Target Audience:	students
Relevance to IELTS:	Listening
Organisation:	pairs and whole class
Materials needed:	Worksheet 1 ; Worksheet 2 ; recording

The sample task here is from IELTS Specimen Materials October 2003 Listening Section 1, but this activity can be adapted for use with other listening tasks.

- 1) Ask students to look at the Listening task. Tell them they are going to hear a conversation between two speakers. Ask them

Who are the speakers? (An official from Packham's Shipping Agency and a customer, Jacob, who is probably a student.)

What is the situation? (Jacob wants to send a container to Kenya.)

- 2) Ask the students to look through the task and underline any words or expressions that could be expressed in a different way.

- 3) Look at one example with the class and elicit as many ways as possible of re-expressing it without changing the meaning – e.g. 'Address to be collected from' could be expressed as 'Address for collection / place to be collected from / place to be picked up from'. Tell the class they don't have to use words which are the same part of speech – e.g. 'collected' / 'collection'.

- 4) Ask students to work with a partner or in small groups and think of different ways of rewriting each of the words or expressions they have underlined.

- 5) Lead a feedback session pooling ideas. Write a selection of suggestions on the board. (Don't worry too much about grammatical accuracy at this stage – the main thing is to show students that different words can be used to express the same idea.)

- 6) Play the recording once and ask students to raise their hand when they hear an expression that's on the board. At the end, see if students can remember any other paraphrases used.

- 7) Play the recording again and ask students to do the task.

- 8) Ask students to check answers in pairs.

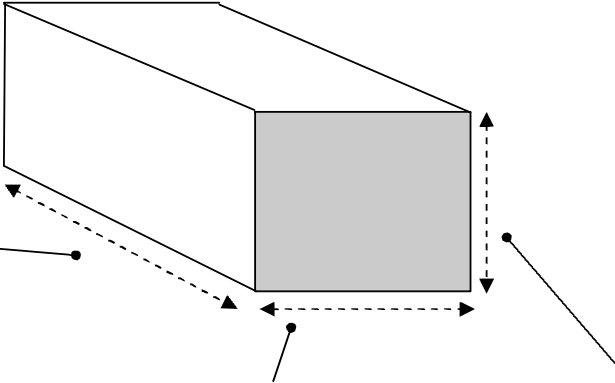
- 9) Give out the tapescript for the first section of the recording (Questions 1 – 8) or show it on OHT. Ask students to underline all the phrases used to replace words on the Question Paper.

Paraphrase - Worksheet

Questions 1 – 8

Complete the form below.

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

PACKHAM'S SHIPPING AGENCY – customer quotation form		
<i>Example</i>		
Country of destination:	Kenya	
Name:	Jacob 1	
Address to be collected from:	2	College, Downlands Rd
Town:	Bristol	
Postcode:	3	
Size of container:		
Length:	1.5m	
Width:	4	
Height:	5	
Contents:	clothes	
	6	
	7	
Total estimated value:	8 £.....	

Paraphrase - Answers

You will hear a telephone conversation between a customer and an agent at a company which ships large boxes overseas.

A	Good morning Packham's Shipping Agents. Can I help you?
B	Oh yes, I'm ringing to make enquiries about sending a large box, a container, back home to Kenya from the UK.
A	Yes, of course. Would you like me to try and find some quotations for you?
B	Yes, that'd be great. Thank you.
A	Well first of all, I need a few details from you.
B	Fine.
A	Can I take your name?
B	It's Jacob Mkere.
A	Can you spell your surname, please?
B	Yes, it's M-K-E-R-E.
A	Is that 'M' for mother?
B	Yes.
A	Thank you, and you say that you will be sending the box to Kenya?
B	That's right.
A	And where would you like the box picked up from?
B	From college, if possible.
A	And <u>where</u> would you like the box picked up from? [ADDRESS TO BE COLLECTED FROM]
B	It's Westall College.
A	Is that W-E-S-T-A-L-L?
B	Yes, ... college.
A	Westall College. And where's that?
B	It's Downlands Road, in Bristol.
A	Oh yes, I know it. And the postcode?
B	It's BS8 9PU.
A	Right ... and I need to know the size.
B	Yes, I've measured it carefully and it's 1.5m <u>long</u> ... [LENGTH]
A	Right.
B	0.75m <u>wide</u> ... [WIDTH]
A	OK.
B	And it's 0.5m <u>high or deep</u> . [HEIGHT]
A	Great. So I'll calculate the volume in a moment and get some quotes for that. But first can you tell me, you know, very generally, <u>what will be in the box</u> ? [CONTENTS]
B	Yes there's mostly clothes.
A	OK. [writing down]
B	And there's some books.
A	OK. Good. Um ... Anything else?
B	Yes, there's also some toys.
A	OK and what is the <u>total value, do you think</u> , ... of the contents? [TOTAL ESTIMATED VALUE]
B	Well the main costs are the clothes and the books – they'll be about £1500 but then the toys are about another two hundred – so I'd put down £1700.

Tapescript

You will hear a telephone conversation between a customer and an agent at a company which ships large boxes overseas.

A	Good morning Packham's Shipping Agents. Can I help you?
B	Oh yes, I'm ringing to make enquiries about sending a large box, a container, back home to Kenya from the UK.
A	Yes, of course. Would you like me to try and find some quotations for you?
B	Yes, that'd be great. Thank you.
A	Well first of all, I need a few details from you.
B	Fine.
A	Can I take your name?
B	It's Jacob Mkere.
A	Can you spell your surname, please?
B	Yes, it's M-K-E-R-E.
A	Is that 'M' for mother?
B	Yes.
A	Thank you, and you say that you will be sending the box to Kenya?
B	That's right.
A	And where would you like the box picked up from?
B	From college, if possible.
A	Yes, of course. I'll take down the address now.
B	It's Westall College.
A	Is that W-E-S-T-A-L-L?
B	Yes, ... college.
A	Westall College. And where's that?
B	It's Downlands Road, in Bristol.
A	Oh yes, I know it. And the postcode?
B	It's BS8 9PU.
A	Right ... and I need to know the size.
B	Yes, I've measured it carefully and it's 1.5m long ...
A	Right.
B	0.75m wide ...
A	OK.
B	And it's 0.5m high or deep.
A	Great. So I'll calculate the volume in a moment and get some quotes for that. But first can you tell me, you know, very generally, what will be in the box?
B	Yes there's mostly clothes.
A	OK. [writing down]
B	And there's some books.
A	OK. Good. Um ... Anything else?
B	Yes, there's also some toys.
A	OK and what is the total value, do you think, of the contents?
B	Well the main costs are the clothes and the books - they'll be about £1500 but then the toys are about another two hundred - so I'd put down £1700.

Referencing Words

Aim:	to show students how reference skills are needed in listening.
Target Audience:	students
Relevance to IELTS:	Listening
Organisation:	whole class or self-access
Materials needed:	Worksheet 1 ; Worksheet 2 ; recording

The sample task here is from IELTS Specimen Materials October 2003 Listening Section 2, but this activity can be adapted for use with other listening tasks.

- 1) Ask the students to imagine they are going to live/work in a foreign country. What problems might they face? (If the class are already studying in a foreign country you could ask them about the problems they faced when they first arrived.)
- 2) Ask students how they know the meanings of reference words such as 'he/this/there/then' when they are reading a text. (They can look back in the text and find what is being referred to.) Ask how they manage to understand these words when they are listening. (They have to remember information that was given earlier.)
- 3) Give out copies of Worksheet 1. Ask students to underline the reference word(s) in each phrase. Check answers.
- 4) Play the recording for IELTS Specimen Materials October 2003, Listening Section 2. Ask students to look at the handout and to write down what the reference word in each extract refers to. Stop or replay the tape if necessary.
- 5) Give students Worksheet 2 (the tapescript) and tell them to read through and decide if they want to change any of their answers. Then check answers.
- 6) Ask students to put away the tapescripts. Give out the exam task (Worksheet 3) and play the recording.
- 7) Check answers and elicit the fact that understanding the referents helps them to identify the information needed to answer the questions.

Notes/Variations:

- Students can also do this as a self-access activity on their own, following the instructions on the handouts.

Referencing Words - Worksheet 1

1) Underline the reference word or words in each of the following extracts.

- a) before you actually go there.
- b) it can be more difficult
- c) there'll be a group for that too
- d) These are just examples
- e) that's their main role of course

b) Listen to the recording and write down what the reference word or words in each extract refer to.

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

Referencing Words - Worksheet 2

SECTION 2

Questions 11 – 20

Questions 11 – 16

Answer the questions below.

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

What **TWO** factors can make social contact in a foreign country difficult?

11 _____

12 _____

Which types of community group does the speaker give examples of?

theatre

13 _____

14 _____

In which **TWO** places can information about community activities be found?

15 _____

16 _____

Tapescript

The referent words are underlined for you. Read through and decide if you want to change any of your answers to b).

You will hear an extract from a talk given to a group who are going to stay in the UK. Good evening, and welcome to the British Council. My name is John Parker and I've been asked to talk to you briefly about certain aspects of life in the UK before you actually go there. So I'm going to talk first about the best ways of making social contacts there. Now you might be wondering why it should be necessary. After all, we meet people all the time. But when you're living in a foreign country it can be more difficult, not just because of the language, but because customs may be different.

If you're going to work in the UK you will probably be living in private accommodation, so it won't be quite so easy to meet people. But there are still things that you can do to help yourself. First of all, you can get involved in activities in your local community, join a group of some kind. For example, you'll probably find that there are theatre groups who might be looking for actors, set designers and so on, or if you play an instrument you could join music groups in your area. Or if you like the idea of finding out about local history there'll be a group for that too. These are just examples. And the best places to get information about things like this are either the town hall or the public library. Libraries in the UK perform quite a broad range of functions nowadays – they're not just confined to lending books, although that's their main role of course.

Transferring your Answers to the Answer Sheet

Aim:	to raise students' awareness of problems that can occur when transferring answers to the Answer Sheet
Target Audience:	students
Relevance to IELTS:	Listening
Organisation:	whole class or self-access
Materials needed:	<u>Worksheet 1 ; Worksheet 2</u>

- 1) Ask the class to work in pairs to list some of the things they need to be careful about when transferring their answers to the Answer Sheet. Elicit some ideas about potential problems and write them on the board.
- 2) Give out the Worksheet. Explain that this shows one candidate's answers to a Section 1 IELTS Listening together with the answers which the candidate copied onto the Answer Sheet (N.B. This is NOT a real version). Ask the students to work in pairs and decide why each answer was marked wrong on the Answer Sheet.
- 3) Go over the answers together, adding to the list on the board as appropriate.
- 4) Discuss with the students how these problems can be avoided – e.g. by checking instructions, spellings and item numbers carefully.

Notes/Variations:

- **Self-Access:** Students can do this activity on their own, following the instructions on the handout and checking their ideas with the Answer Key.

Transferring your Answers to the Answer Sheet – Worksheet

Look at the completed IELTS Section 1 Listening Task (Questions 1 – 10) below and the image of a candidate's Answer Sheet on the next page. The candidate's answers on the Question Paper are correct, but the candidate has made mistakes in transferring them to the Answer Sheet. What is the problem with each of the answers on the Answer Sheet?

Completed IELTS Section 1 Listening Task

Section 1

Questions 1 – 7

Complete the table below.

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

Event	Time	Place	Cost
African dancing	1 ...3.30 pm	Queen's Gardens ...	2 .. free ... for students
Barbecue	7.00 – 9.00 pm ...	3 ...Central Park	4 .. \$10.00 per person
5 ..Concert	7.30 pm	6 ..Town Hall	from \$ 12.00 to 7 ... \$ 20.00

Questions 8 – 10

Complete the sentences below.

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

8 Parking is available near **the river**

9 Volunteers are needed to help with ... **ticket sales**

10 Further details of the events are available from the ... **Tourist Office**

Explain the Mistakes

Explain the mistakes below. Point out the errors the candidate made when transferring their answers to the answer sheet.

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Transferring your Answers to the Answer Sheet – Answers

- 1) Number copied incorrectly (should be 3.30 not 3.00).
- 2) Extra words have been copied onto the answer sheet in addition to the missing information.
- 3) The candidate has made a spelling mistake when copying his/her answer (Parck).
- 4) The currency symbol was required in the answer, and was not copied.
- 5) This answer has been omitted and the answer to question 6 has been written in the space instead. Extra words have been added to item 6 (in the town hall) so that it is overlength.
- 6) This item is written next to the wrong number. Extra words have been copied onto the answer sheet in addition to the gapped words, so it is overlength.
- 7) This item has been left blank because of the confusion over numbers.
- 8) 'the' has not been copied, so this answer is not grammatically correct in the sentence.
- 9) Extra words have been copied onto the answer sheet in addition to the gapped words, so it is overlength.
- 10) Not all of the answer has been copied.

Numbers and Spellings

Aim:	To help students deal with tasks involving numbers and spellings
Target Audience:	Students
Relevance to IELTS:	Listening Sections 1 and 2
Organisation:	Pairs or whole class
Materials needed:	Worksheet A ; Worksheet B

This activity is most useful early in a course.

- 1) Elicit from students some situations in their own language when they may need to spell out information to a listener (e.g. when the listener has to record an unfamiliar name of a person or place). Ask if students ever have to spell words aloud in English (e.g. their own name or town).
- 2) Ask in what other situations people may have to write down letters or numbers spoken by someone else (e.g. when recording telephone numbers, postcodes, reference numbers, prices etc).
- 3) If necessary, check that students can cope with difficult letter pairs (J/G, P/B, I/E, L/R) and know symbols for common currencies in English-speaking countries – e.g. \$, £.
- 4) Divide class into two halves, A and B. Give each student one worksheet, A or B. Students in each group work together to check they can pronounce the figures/letters written on the eight completed sentences on their worksheet.
- 5) Regroup students into pairs, one A and one B. Students should not look at one another's worksheets. Student A reads out sentences 1 – 8, giving time for student B to fill in the necessary information. Then Student B reads out sentences 9 – 16, and student A completes the information on their worksheet.
- 6) Students A and B look at one another's worksheets and compare their answers.
- 7) Discuss the activity with the class as a whole. Give further practice in any areas where they had problems. Point out that when we record information we do not write down every word we hear – only the key information.

Numbers and Spellings - Worksheet A

Work with a partner who has Worksheet B. Do not look at each other's worksheets.

First, read out sentences 1 – 8 to your partner.

Sentences 1 – 8

1	My friend's name is Witner Mutale. That's spelled W I T N E R, M U T A L E.
2	She lives in a city called Lusaka – that's spelled LUSAKA.
3	My mobile phone number is 0777 918 1908
4	The credit card number is 0228 6370 4827 5960
5	He was born on 15th July 1981.
6	The book costs \$15.00.
7	You can get the bus number 35 – oh, no sorry, number 36.
8	I'm not sure how much the rent is – about £60.00 a week I think ... no, it's actually £55.00.

Now, listen to your partner and complete the following notes.

Sentences 9 – 16

9	Name:
10	Town:
11	Post code:
12	Bank account number:
13	Course begins on:
14	Cost of taxi:
15	Address:
16	Cost of this year's course:

When you have finished, compare your worksheet with your partner.

Numbers and Spellings - Worksheet B

Work with a partner who has Worksheet A. Do not look at each other's worksheets.

First, listen to your partner and complete the following notes.

Sentences 1 – 8.

1	Name:
2	City:
3	Phone number (mobile):
4	Credit card number:
5	Date of birth:
6	Cost of book:
7	Bus number:
8	Rent (per week) :

Now, read out sentences 9 – 16 to your partner.

Sentences 9 – 16

9	My friend's name's Denys Yung – that's D E N Y S, Y U N G.
10	He lives in a town called Warralee – W A double R A L Double E.
11	His post code is NSW 3098.
12	The bank account number is 0782 7580.
13	The course begins on October 21st.
14	The taxi from the airport cost £19.00.
15	She lives at 26, Bank Road – sorry, that's 36 , not 26.
16	The course costs \$750 – it was \$650 last year, but it's gone up.

When you have finished, compare your worksheet with your partner.

Attitudes and Opinions

Aim:	To develop students' awareness of ways in which attitude and opinion may be expressed and tested
Target Audience:	Students
Relevance to IELTS:	Listening
Organisation:	Pairs and whole class
Materials needed:	Worksheet 1; Tapescript; recording

The sample task here is from IELTS Specimen Materials October 2003 Listening Section 3, but this activity can be adapted for use with other listening tasks.

- 1) Ask students to look at the Listening task. Tell them they are going to hear a conversation between two speakers. Ask them

Who are the speakers? (Rachel and Paul)

What is the name of the book they are talking about? (The Open University Good Study Guide)

- 2) Ask the students to look at the notes for questions 21 – 26 (not the words in the box). Establish the situation by asking who has probably already read the book, Rachel or Paul (Rachel) and who might be interested in reading the book (Paul).

- 3) Ask half the class to think of as many different expressions as they can that Rachel could use to say: 'I found ... most useful.' One class representative should write them on one side of the board. Ask the other half of the class to think of expressions Paul could use to say 'I need ...' and write them on the other side of the board.

- 4) Tell students to turn over their Question Papers so they can't see the task, and then play the first half of the recording (up to the pause). Tell the class to listen and see if any of the phrases they suggested are used in the recording, and what other phrases are used.

- 5) Elicit any other phrases the class remembers and add them to the list on the board.

- 6) Tell students to look at their Question Papers. Play the recording again and ask them to do the task.

- 7) Ask students to check answers in pairs.

- 8) Give out the tapescript for the recording (Questions 21 – 26) or show it on OHT. Ask students to underline the three phrases that Rachel uses to describe what she found most useful, and the three phrases Paul uses to say what he needs.

Attitudes and Opinions - Worksheet

Questions 21 – 26

Complete the notes below using letters **A-F** from the box.

NB You may use any letter more than once.

A writing B note-taking C working with numbers D reading E videos F exam preparation

The Open University Good Study Guide

What Rachel found most useful in the book:

21 _____

22 _____

23 _____

What Paul needs:

24 _____

25 _____

26 _____

Attitudes and Opinions - Worksheet Answers

You will hear two friends discussing studying with the Open University.

Rachel	Hello, Paul.
Paul	Oh Rachel, I'm glad I've bumped into you. I was going to give you a ring.
Rachel	Anything special, or just for a chat?
Paul	Actually I'm thinking about doing a degree at the Open University, the way you did, 'cause I like the fact that you can study at home and fit it round a job. But I could do with some advice. The thing is, though, that I've never learnt how to organise my work or do research, so I really ought to do something about it. Have you got any ideas?
Rachel	Well I found some of the books that the Open University produces are good, particularly <i>The Good Study Guide</i> . That's a very practical introduction.
Paul	And what does it cover?
Rachel	Well the obvious things, like writing, note-taking... There's a section on working with numbers, which <u>I learnt a lot from</u> , but you should be all right with that. Then there's reading [<i>slightly dismissively</i>]. But actually <u>I got an awful lot out of the section on</u> how to use video cassettes, far more than I expected. And of course the bit on preparing for exams, which <u>I read over and over again.</u>
Paul	<u>Yeah I could certainly do with that:</u> I always used to go to pieces under the pressure, and I'm sure it's because I hadn't learnt the right techniques. I just used to stay up all night trying to memorise facts.
Rachel	Not the best thing to do!
Paul	And reading, well I think I can cope with that. But <u>I'd probably benefit from</u> the note-taking part: mine always end up being longer than the original! I've done a course on using video, so that probably wouldn't be so interesting. <u>I need to learn a lot about writing though,</u> because I haven't had to do any essays for ages.
Rachel	Well there you are then. The perfect start.
Paul	Right, thanks.

Tapescript

You will hear two friends discussing studying with the Open University.

Rachel	Hello, Paul.
Paul	Oh Rachel, I'm glad I've bumped into you. I was going to give you a ring.
Rachel	Anything special, or just for a chat?
Paul	Actually I'm thinking about doing a degree at the Open University, the way you did, 'cause I like the fact that you can study at home and fit it round a job. But I could do with some advice. The thing is, though, that I've never learnt how to organise my work or do research, so I really ought to do something about it. Have you got any ideas?
Rachel	Well I found some of the books that the Open University produces are good, particularly The Good Study Guide. That's a very practical introduction.
Paul	And what does it cover?
Rachel	Well the obvious things, like writing, note-taking ... There's a section on working with numbers, which I learnt a lot from, but you should be all right with that. Then there's reading [slightly dismissively]. But actually I got an awful lot out of the section on how to use video cassettes, far more than I expected. And of course the bit on preparing for exams, which I read over and over again.
Paul	Yeah I could certainly do with that: I always used to go to pieces under the pressure, and I'm sure it's because I hadn't learnt the right techniques. I just used to stay up all night trying to memorise facts.
Rachel	Not the best thing to do!
Paul	And reading, well I think I can cope with that. But I'd probably benefit from the note-taking part: mine always end up being longer than the original! I've done a course on using video, so that probably wouldn't be so interesting. I need to learn a lot about writing though, because I haven't had to do any essays for ages.
Rachel	Well there you are then. The perfect start.
Paul	Right, thanks.