

Teacher Training Workshop

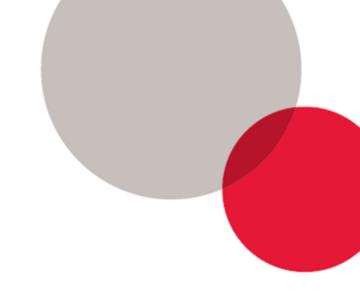
IELTS Listening





Programme

- 1. The listening test
 - survey of 4 different sections
 - survey of question types
- 2. Tactics for dealing with the 4 sections
- 3. Marking / answer sheets
- 4. Review





The Listening Test

- the test takes about 30 minutes
- there is a further 10 minutes at the end of the text to transfer answers
- 4 sections increasing in difficulty
- there is a 30 second break between sections
- texts include conversations, monologues, lectures and speeches
- recordings only heard once
- 40 questions of various types

Skills tested:

- listening for specific information
- listening for main idea and supporting information
- understanding the speaker's opinion



Section One

A **social** or **transactional** dialogue between **two** speakers. You are listening for specific, factual information.

- -booking conference facilities
- -finding out about specific courses
- -finding out about travel services



Section Two

A talk or short speech (monologue or prompted monologue) on a topic of general interest with a transactional purpose.

You are listening for specific, factual information.

- information about a public event
- talks about different tourist attractions
- information about facilities e.g. a library



Section Three

A discussion between 2 and 4 people set in an educational context such as a tutorial or seminar.

You are listening for specific information, attitudes and opinions.

- discussion about a research project
- a talk and questions about a specific topic
- an interview with an expert on a topic



Section Four

A monologue in an academic-style lecture or presentation. You are listening for main ideas, specific information, attitudes and opinions.

- talks about scientific research
- a lecture on environmental problems
- a talk about how to develop in a specific career



Question types

There are a variety of question types including:

- multiple choice
- short-answer questions
- sentence completion
- labelling a diagram, map or plan
- matching
- completion tasks (forms, notes, summary completion etc).
- classifying



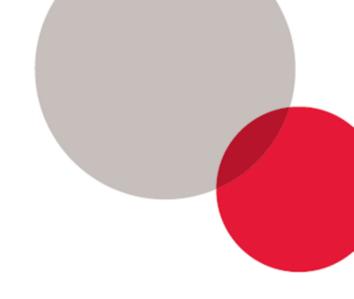
Tactics

Identify the situation

Predict the answers

Get instructions right

Anticipate next question

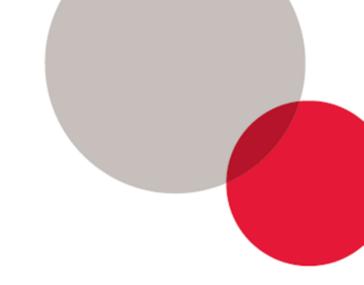




Section 1

Identify the situation

- where is the conversation taking place?
- who are the speakers?
- what is/are the general topics?

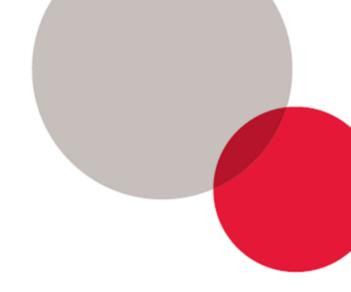




Section 1

Predict the answers

- what type of information are you listening for?
- what form will the information be in?
- what are the key words in each question/answer?
- what is a likely/possible answer?





Section 1

Getting the instructions right

There is a variety of question types so making sure the instructions are understood is very important especially in short answer questions.

Examples:

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

Write ONE WORD AND/OR NUMBER for each answer.

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



Things to remember

- ✓ There is a reason for listening identify it
- ✓ Use the time wisely look at the pictures and questions carefully
- ✓ Listen to and read the instructions carefully
- Don't worry about understanding every word concentrate on picking out the information you need
- ✓ Don't panic!



Sections Two to Four

Prediction, preparation and anticipation

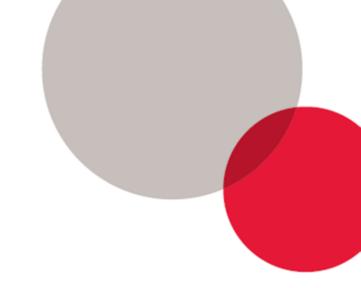
As in Section One, survey and skim the questions, tables, pictures.

Practise anticipating the next question while listening/writing the answer to the previous one.

Don't over-worry about correct spelling/grammar now, wait until the 10 minute answer-transfer time to check your answers.







Multiple choice question

Example

11 On the holiday, you will be walking for

A 6 days

B 8 days

C 10 days



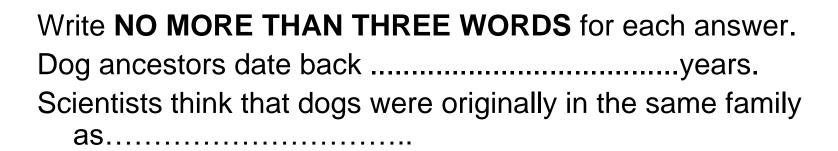
Multiple choice tips

- Look at the possible answers so you know what to listen for.
- Be aware that all the answers might be mentioned to distract.
- Information may be corrected or changed so don't stop listening even if you think you've got the answer.
- Be aware of 'qualifying' words and phrases, and of negatives e.g. some/none/all
- Look for key words in rubric e.g.
 - Q14 When you start the trek . . .
 - Q16 The Semira region has a long tradition of . . .



Sentence completion

Complete the sentences below.



TIPS

Must **not** write more than the given number of words. Answers must be grammatically correct.

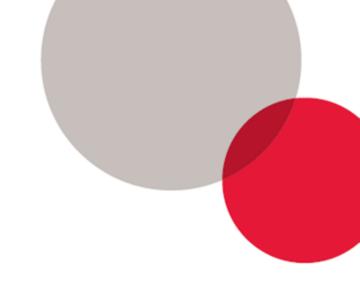
Spelling must be accurate.



Labelling

For example:

- a diagram (e.g. a piece of equipment)
- a plan (e.g. of a building)
- a map (e.g. of part of a town)
- a chart (e.g. a pie-chart or graph)
- a process (e.g. how rain is formed)





Labelling tips

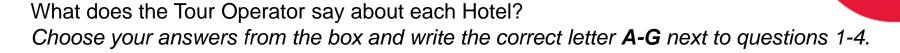
Look carefully at organisation or layout

- e.g. north, south, east and west on a map.
- probable starting point of description of a building e.g. entrance on a floor plan
- what the axes of charts and graphs show

Make sure you know where the questions are on the diagram / map etc. as often not in a linear order



Matching



A	expensive	1 The Golden Sand Hotel	
В	good value		
C	a bit outdated	2 The Silver Duck Hotel	
D	excellent service		
Ε	needs renovating	3 The Flitz Hotel	
F	has an excellent bar		
G	very child-friendly	4 Silverfall River Hotel	



Matching tips

The answers may be mentioned in a different order than they are listed

Think of synonyms e.g. *expensive* = *costly*, *exorbitant*, *dear*, outdated = old-fashioned, stuffy

Be careful of negative sentences. e.g. It won't cost you a great deal.

Be careful of precise meanings and ambiguity
e.g. a small children's play area

He left the receptionist laughing.



Classifying question

When did the following take place?

- **A.** in the early 15th century
- **B.** in the late 16th century
- **C.** in the early 17th century

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

1. improved working conditions

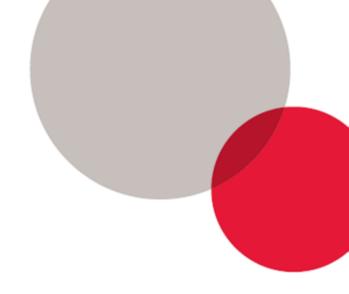
2. improvement in education

3. social unrest

4. the formation of trade unions







- You can use each answer more than once.
- Lots of extra information may be given within the talk, so focus on the information you need.
- Synonyms may be used so think about these while listening.



Marking

1 mark per correct answer. To be considered correct, the answer must be the right information, spelt correctly and grammatically correct.

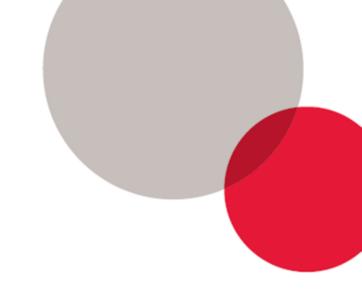
There is no *negative* marking so test takers should not leave blank answers but should try to write something.

Raw scores are given in full and half bands.



Listening Band Scores

Band Score	Score	
• 9	• 40	
• 8	• 38 to 39	
• 7	• 33 to 37	
• 6	• 25 to 32	
• 5	• 17 to 24	
• 4	• 10 to 16	
• 3	• 4 to 9	
• 2	• 2 to 3	
• 1	• 1	





Summary

Test-takers should:

- 1. Work out the situation/ place/ people involved in Section 1.
- 2. Identify/ predict the information they must listen for.
- 3. Use the time wisely: survey, skim, read the questions so that they are prepared.
- 4. For diagrams, always check where the numbered questions are.
- Always read the instructions carefully so that they know the extent of the expected answer (2 words / 3 words etc.)
- 6. Realise that they don't have to understand every word.
- 7. Try not to panic if they miss an answer, but to listen for the next piece of information they need.
- 8. Be told (many times) not to forget to transfer their answers to the answer sheet!





Final words

Students improve their listening by listening, so practise, practise, practise!

Encourage students to listen outside the classroom

- films in English
- www.bbc.co.uk/radio4
- www.bbc.co.uk/worldservice
- get readers with CDs
- watch YouTube

In class, try to 'tweak' classroom listening activities to practise the skills needed for IELTS