

Collins | English for Exams

LISTENING FOR IELTS

Fiona Aish &
Jo Tomlinson



Audio available online

 **POWERED BY COBUILD**

Contents

| Unit title | Topic | Page |
|------------------------------|----------------------------|------|
| Introduction | | 4 |
| 1 On the move | Holidays and travel | 8 |
| 2 Being young | Youth | 16 |
| 3 Climate | Nature and the environment | 24 |
| 4 Families | Family matters | 32 |
| 5 Starting university | Education | 40 |
| 6 Fame | Culture and modern society | 48 |
| 7 Alternative energy | Science and technology | 56 |
| 8 Migration | People and places | 64 |
| 9 At the gym | Health and fitness | 72 |
| 10 At the office | Employment and finances | 80 |
| 11 Local languages | Language and communication | 88 |
| 12 Practice exam | | 96 |
| Audio scripts | | 102 |
| Answer key | | 137 |
| Sample answer sheet | | 158 |
| Pronunciation chart | | 159 |
| Photo credits | | 160 |

Introduction

Who is this book for?

Listening for IELTS will prepare you for the IELTS Listening test whether you are taking the test for the first time, or re-sitting the test. It has been written for learners with band score 5–5.5 who are trying to achieve band score 6.5 or higher.

The structured approach, comprehensive answer key and model answers have been designed so that you can use the materials to study on your own. However, the book can also be used as a supplementary listening skills course for IELTS preparation classes. The book provides enough material for approximately 50 hours of classroom time.

Content

Listening for IELTS is divided into 12 units. Each unit focuses on a topic area that you are likely to encounter in the IELTS Listening test. This helps you to build up a bank of vocabulary and ideas related to a variety of the topics.

Units 1–11 cover the key types of questions that you find in the IELTS Listening test. Every exercise is relevant to the exam. The aims listed at the start of each unit specify the key skills, techniques and language covered in the unit. You work towards Unit 12, which provides a final practice IELTS Listening test.

Additionally, the book provides exam strategies telling you what to expect and how best to succeed in the test. *Exam information* is presented in clear, easy-to-read boxes. *Exam tips* in each unit highlight essential exam techniques and can be rapidly reviewed at a glance.

The *Pronunciation* sections will help you to improve your listening skills by demonstrating how natural spoken English actually sounds. There are also *Watch Out!* boxes that will help you avoid common errors made in the exam. Finally, the *Exam tutor* at the end of each unit gives you the opportunity to revise and consolidate the exam skills you have studied.

Unit structure

Each of the first 11 units is divided into three parts.

Part 1 Language development introduces vocabulary related to the topic. A range of exercises gives you the opportunity to use the vocabulary in a variety of contexts. These exercises also build awareness of the patterns in words and language items. The vocabulary is presented using Collins COBUILD dictionary definitions.


Part 2 Exam skills provides step-by-step exercises and guidance on specific question types that appear in the exam. Each unit focuses on three question types and skills. *Exam information* and *Exam tips* show you how to approach each question type and help you develop successful test-taking strategies.

Part 3 Exam practice provides exam practice questions for the same section of the exam that you did exercises for in Part 2, using the same question types. The format follows the actual exam. There is also an *Exam tutor* checklist after the exam practice that will help you assess your readiness for the actual exam.

Answer key and audio scripts

A comprehensive answer key is provided for all sections of the book, including notes on why certain answers are correct or incorrect. You will also find full audio scripts of all listening exercises at the back of the book. The answers are underlined in the audio scripts so you can see where the correct answers feature in the audio.

Using the audio

 This icon indicates that there is an audio track to listen to. You can download the audio files at

www.collins.co.uk/audio/.

Using the book for self-study

If you are new to IELTS, we recommend that you work systematically through the 12 units in order to benefit from its progressive structure. If you are a more experienced learner, you can use the aims listed at the start of each unit to select the most useful exercises.

Each unit contains between three to four hours of self-study material. Having access to someone who can provide informed feedback on the listening practice exercises is an advantage. However, you can still learn a lot working alone or with a study partner willing to give and receive peer feedback.

Part 1: Language development

Ideally, you should begin each unit by working through the *Part 1: Language development* exercises. Try to answer the questions without looking at a dictionary in order to develop the skill of inferring the meaning of unfamiliar words from context.

Part 2: Exam skills

Work through the *Part 2: Exam skills* from beginning to end. It is important to study the *Exam information* and *Exam tips* about each of the question types, so that you become familiar with how to approach the different question types in the test. Doing this will also help you develop more general skills for listening. The strategies covered should be thoroughly mastered so that during the actual exam you are fully prepared for each section and can focus on really 'listening'. Listening is a skill that can only be improved through extensive practice, so it is important to listen regularly to English language news programmes or lectures.

Part 3: Exam practice

This section contains exam practice questions and the *Exam tutor*. After you have done the exam, it is a good idea to spend some time reviewing why certain answers are the correct ones and then work through the *Exam tutor*. For this reason we suggest you approach this part in the following way:

First do the exam. Here, you should focus on answering the questions correctly. You should try and complete Part 3 within the time limit set and listen only once, as this gives you the opportunity to practise under exam conditions. Do not look at the Audio script at the back of the book while doing the Exam practice questions. After you have finished the practice questions, make sure the format and spelling of your answers are correct. Then, check your answers using the Answer key and Audio script at the back of the book.

Unit 12 Practice exam

This is a complete Listening practice test. This unit should be done under exam conditions. You should answer all four sections consecutively and listen only once. Normally, in the actual exam you would keep 10 minutes aside to transfer your answers. Please keep this in mind when doing Unit 12.

Using the book in the classroom

If you are a teacher, you can use *Listening for IELTS* either as your main IELTS coursebook or as a supplementary course. Detailed teacher's notes for each unit are available at: www.rahnama.com/ielts

The International English Language Testing System (IELTS) test

IELTS is jointly managed by the British Council, Cambridge ESOL Examinations and IDP Education, Australia. There are two versions of the test:

- Academic
- General Training

Academic is for students wishing to study at undergraduate or postgraduate levels in an English-medium environment. General Training is for people who wish to migrate to an English-speaking country. This book is primarily for students taking the Academic version.

The test

There are four modules:

- Listening** 30 minutes, plus 10 minutes for transferring answers to the answer sheet
NB: the audio is heard *only once*.
Approx. 10 questions per section
Section 1: two speakers discuss a social situation
Section 2: one speaker talks about a non-academic topic
Section 3: up to four speakers discuss an educational project
Section 4: one speaker gives a talk of general academic interest
- Reading** 60 minutes
3 texts, taken from authentic sources, on general, academic topics. They may contain diagrams, charts, etc.
40 questions: may include multiple choice, sentence completion, completing a diagram, graph or chart, choosing headings, yes/no, true/false questions, classification and matching exercises.
- Writing** Task 1: 20 minutes: description of a table, chart, graph or diagram (150 words minimum)
Task 2: 40 minutes: an essay in response to an argument or problem (250 words minimum)
- Speaking** 11–14 minutes
A three-part face-to-face oral interview with an examiner. The interview is recorded.
Part 1: introductions and general questions (4–5 mins)
Part 2: individual long turn (3–4 mins) – the candidate is given a task, has one minute to prepare, then talks for 1–2 minutes, with some questions from the examiner.
Part 3: two-way discussion (4–5 mins): the examiner asks further questions on the topic from Part 2, and gives the candidate the opportunity to discuss more abstract issues or ideas.
- Timetabling** Listening, Reading and Writing must be taken on the same day, and in the order listed above. Speaking can be taken up to 7 days before or after the other modules.
- Scoring** Each section is given a band score. The average of the four scores produces the Overall Band Score. You do not pass or fail IELTS; you receive a score.

IELTS and the Common European Framework of Reference

The CEFR shows the level of the learner and is used for many English as a Foreign Language examinations. The table below shows the approximate CEFR level and the equivalent IELTS Overall Band Score:

| CEFR description | CEFR level | IELTS Band Score |
|---|------------|------------------|
| Proficient user (Advanced) | C2 | 9 |
| | C1 | 7–8 |
| Independent user (Intermediate – Upper Intermediate) | B2 | 5–6.5 |
| | B1 | 4–5 |

This table contains the general descriptors for the band scores 1–9:

| IELTS Band Scores | | |
|-------------------|--------------------------|---|
| 9 | Expert user | Has fully operational command of the language: appropriate, accurate and fluent with complete understanding. |
| 8 | Very good user | Has fully operational command of the language, with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well. |
| 7 | Good user | Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning. |
| 6 | Competent user | Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations. |
| 5 | Modest user | Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field. |
| 4 | Limited user | Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language. |
| 3 | Extremely limited user | Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur. |
| 2 | Intermittent user | No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English. |
| 1 | Non user | Essentially has no ability to use the language beyond possibly a few isolated words. |
| 0 | Did not attempt the test | No assessable information provided. |

Marking

The Listening and Reading papers have 40 items, each worth one mark if correctly answered. Here are some examples of how marks are translated into band scores:

| | | |
|------------|-------------------------------|--------------|
| Listening: | 16 out of 40 correct answers: | band score 5 |
| | 23 out of 40 correct answers: | band score 6 |
| | 30 out of 40 correct answers: | band score 7 |
| Reading: | 15 out of 40 correct answers: | band score 5 |
| | 23 out of 40 correct answers: | band score 6 |
| | 30 out of 40 correct answers: | band score 7 |

Writing and Speaking are marked according to performance descriptors.

Writing: examiners award a band score for each of four areas with equal weighting:

- Task achievement (Task 1)
- Task response (Task 2)
- Coherence and cohesion
- Lexical resource and grammatical range and accuracy

Speaking: examiners award a band score for each of four areas with equal weighting:

- Fluency and coherence
- Lexical resource
- Grammatical range
- Accuracy and pronunciation

For full details of how the examination is scored and marked, go to: www.ibt.com

1 On the move

Language development | Travel and tourism vocabulary; Synonyms; Paraphrasing

Exam skills | Predicting answers; Paraphrasing options; Vowel sounds and spelling

Exam practice | Section 1: Form completion; Multiple choice; Matching

Part 1: Language development

Travel and tourism vocabulary



1 Match the words a–h to the pictures 1–8.

- | | |
|----------------|----------------|
| a customers | e tour guide |
| b passenger | f tourists |
| c staff | g travel agent |
| d receptionist | h waiter |

Watch out

When you have to write answers in spaces (e.g form completion questions), make sure your words are grammatically correct, e.g. *The holiday is very expensive.*

Synonyms and paraphrasing

2 Complete the passage about hotels below with the words a–h. There are two possible answers for some of the answers.

- | | | | |
|---------------|-----------------|--------------|---------------|
| a alternative | c old-fashioned | e sufficient | g traditional |
| b common | d reasonable | f suitable | h unique |

The Grand Hotel was built in 1900 and has a (1) ___ style; there is nothing like it in the local area. Although the interior design is (2) ___, the facilities are modern. The hotel has a conference centre and meeting rooms, so it is (3) ___ for business purposes.

An (4) ___ option is the Hotel Royal, which is a (5) ___ choice for tourists because the prices are (6) ___, and it is next to the beach. The hotel is not modern; in fact it is quite (7) ___ and in need of minor repair, but it is (8) ___ for a short break.

3 Match the words 1–8 with their synonyms a–h.

- | | |
|-----------------|----------------|
| 1 suitable | a conventional |
| 2 traditional | b frequent |
| 3 alternative | c dated |
| 4 unique | d other |
| 5 old-fashioned | e adequate |
| 6 reasonable | f appropriate |
| 7 sufficient | g fair |
| 8 common | h individual |



Exam tip

Learning topic-related words is a good way to increase your vocabulary. You can organise the vocabulary by topic and add words and common collocations.

4 Choose the sentences a–c which do not mean the same as the key sentences 1–4.

- 1 The price of dinner was reasonable.
 - a I thought the meal was a fair price.
 - b The bill for dinner was not too expensive.
 - c That meal was overpriced.
- 2 Three hours will be sufficient to see all of the art gallery.
 - a Three hours should give you enough time to see everything in the art gallery.
 - b I think three hours is an adequate amount of time for viewing the art gallery.
 - c You'll be unlikely to see all the art gallery in three hours
- 3 I don't think this hotel is suitable for children.
 - a This hotel is quite satisfactory for families.
 - b I wouldn't recommend bringing under 18s to this hotel.
 - c This hotel isn't appropriate for minors, in my view.
- 4 Heavy rain is common in this area at this time of year.
 - a There is often bad weather here at this time of year.
 - b At this time of year there are occasional storms around here.
 - c In this region rain is frequent at this time of year.



Watch out

Don't just listen for the same words you see in the questions or options. Some of the words and sentences on the recording are different to the words and sentences in the test.



Part 2: Exam skills



Exam tip

Before you listen, try to predict what the answers will be. Reading the questions first will help you make better guesses. Ask yourself the following questions:

- What is the subject of the answer? For example, is it a name, a date, or a country?
- What word fits grammatically? Is it a noun, a verb, an adjective, or an adverb?
- What is the function of the answer? For example, is it a comparison, a list, an instruction, a label, or a question?

1 You are going to listen to two university students discussing their holiday plans. Read the listening task below and write your answers in the predictions in 1–3.



Listen and write the missing information. Write **NO MORE THAN THREE WORDS AND / OR A NUMBER** for each answer. Write your answers in the answers column. Then check your answers.



| | Predictions | Answers |
|-------------------|-------------|---------|
| Destination | 1 _____ | 4 _____ |
| Length of holiday | 2 _____ | 5 _____ |
| Type of holiday | 3 _____ | 6 _____ |



Exam tip

You don't have to write the same number of words in each space. Some answers might be three words, while other answers might be only one.

2 Read the sentences below and predict the answer based on the content and write your answers in the predictions column.



Listen to the same conversation as you heard in Exercise 1 and write your answers in the answers column. Then check your answers.

Steve's holiday plans



| Predictions | Answers |
|---|---|
| 1 Steve is going on holiday for _____ | 4 Steve is going on holiday for _____ |
| 2 He is going on holiday with his _____ | 5 He is going on holiday with his _____ |
| 3 He is going on holiday in order _____ French. | 6 He is going on holiday in order _____ French. |

Exam information: Form completion (1)

Form completion is a question type that can appear in any section of the Listening exam. It is often found in Section 1.

- Normally, each answer is one or two words.
- In Section 1, the information is factual, for example, dates, places and times.
- Each answer is usually one or two words.
- The answers are usually factual information (e.g. names or dates).
- If the answers involve numbers, you can write words OR numbers, but check you do not exceed the word limit.
- The structure of the form can help you understand what kind of information you need to write.

3 Look at the form below. If this were an exam task, what kind of information would you be listening for?

OUTBOUND FLIGHT DETAILS

Full name: 1 _____
 Telephone number: 07953 299101
 Flight number: JK402
 Depart: London Heathrow
 Arrive: 2 _____
 Departure time: 3 _____
 Date of travel: 4 _____

Exam tip

When you complete a form, it is important to spell the names of people and places correctly.

4 The information required to complete a form can be expressed in different ways. Look at the examples 1–7 below and write *name*, *date*, or *time* next to each one.

- 1 Mr. R D Davison _____
- 2 Ten fifteen _____
- 3 Ronald Davison ... D–A–V–I–S–O–N (spelling)

- 4 July twenty-third _____
- 5 A quarter past ten _____
- 6 Davison Ronald Davison _____
- 7 The twenty-third of July _____

Exam tip

Words you are expected to know will **not** be spelled out, e.g. *23 North Street*

- 5** Complete the form below. Write **NO MORE THAN THREE WORDS AND / OR A NUMBER** for each answer. Then check your answers.

| ROOM BOOKING | |
|--------------------|----------------|
| Name: | 1 Duncan _____ |
| Telephone number: | 5762 23821 |
| Date of arrival: | 2 _____ |
| Date of departure: | 23rd September |
| Room type: | Twin room |
| Cost: | 3 £ _____ |
| Payment method: | 4 _____ |



Exam tip

There are different ways to write dates correctly (e.g. *17th September, 17 September, September 17*). When writing dates, make sure they are within the number of words allowed.



Exam information: Matching (1)

In the Listening exam, you may have to match pieces of information. Such tasks can be found in any section of the exam.

- In these questions you will see two lists of options. You will need to match the options.
- The options may be a group of something, e.g. names of hotels, countries, students and the second options may be a description, e.g. too expensive, not enough space, too busy
- You should listen for the group names directly, but you might hear the descriptions in other words.

- 6** Look at the listening task below. If this were an exam task, you would have to match the tour operators with the type of service they offer. Match the sentences that describe a service 1–6 with the services A–D in the listening task.

- The service is fast. ____
- If you have your student card, there is a cheaper rate. ____
- This has the lowest prices. ____
- It is only £3.50, which is the least expensive ticket. ____
- The service isn't very regular. ____
- There is 10% off for students. ____

Tour Operator

- Stanford Coaches
- ABSEL Buses
- Grey Bus Company
- Flyers Coach Company

Service

- offers the cheapest fare
- has an infrequent service
- runs an express bus
- has a student discount

- 7** Listen to the conversation between a customer and a travel agent. Match the hotels to the facilities they offer. Write A–D next to questions 1–4.

- | | | |
|----------------------|-------------------------------------|---------|
| 1 Hotel Sunshine | A fitness facilities | 1 _____ |
| 2 The Highland Hotel | B business facilities | 2 _____ |
| 3 Hotel Carminia | C training courses for water sports | 3 _____ |
| 4 The Royal | D entertainment facilities | 4 _____ |

Pronunciation: Vowel sounds and spelling

- 8** Put the words from the box in the correct columns to match the pronunciation.
Then listen and check your answers.

site great too key guide few
rate sea fear view cheer we

| you | bee | main | here | night |
|-----|-----|------|------|-------|
| | | | | |

P Pronunciation

In English, words with the same vowel sounds can often have a different spelling (e.g. *hi* and *why*). Learn these spellings to help you improve your listening and spelling in the exam.

- 9** Listen and write the words you hear.

- 05
- | | |
|---------|----------|
| 1 _____ | 2 _____ |
| 3 _____ | 4 _____ |
| 5 _____ | 6 _____ |
| 7 _____ | 8 _____ |
| 9 _____ | 10 _____ |

i Exam information: Multiple choice (1)

In the Listening exam, there are different types of multiple-choice questions. The first type has a number of questions, each of which has three answer options. You have to choose the answer option which is correct according to the recording. This is called a multiple-choice single-answer question.

- 10** Look at the multiple-choice single-answer question below and three ways of expressing the same question. Then think of two other ways of expressing each answer option a–c.

Why can't John go on the boat trip? = *Why isn't it possible for John to go on the cruise?*
= *Why can't John go sailing?* = *Why isn't it possible for John to take part in the boat trip?*

- a He doesn't feel well.
- b He has booked theatre tickets.
- c He is scared of the water.

- 11** Listen and choose the correct answer.

- 06
- 1 Why can't John go on the boat trip?
- a He doesn't feel well.
 - b He has booked theatre tickets.
 - c He's scared of the water.

- 12** Listen and answer the questions about John and Sam's holiday.

- 07
- 1 Where does Sam recommend going for dinner?
a Joe's Café b The Captain's Table c Mangan's
- 2 Who is going to reserve the table?
a John b Sam c the hotel receptionist

Part 3: Exam practice

Listening Section 1

Exam information

Section 1 is the first part of the Listening exam. In this section, you will hear a conversation between two people about a functional situation like booking a flight or finding information about courses. You will hear the audio once and there will be an example question at the beginning of the test.

Questions 1–4: Form completion

Complete the form below.

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

City Bus Tour Booking Form

Passenger name(s): Susan Field and James **1**

Contact telephone number: 07988 **2**

Hotel: **3**

Bus tour time: **4** pm.

Bus tour date: 14th August

Exam tip

Don't always write down the first thing you hear. The recording often refers to a number of possible answers, but only one answers the question correctly.

Questions 5–6: Multiple choice

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

- 5** Why does a ticket for the museum cost £23?
- A** because the money is needed to fix parts of the building
 - B** because the collection of Latin American art is unique
 - C** because it is the only art museum in Europe
- 6** The tourist office assistant suggests going the next town for a good restaurant because
- A** they overlook the sea.
 - B** the restaurants are bigger.
 - C** there are more restaurants to choose from.

**Questions 7–10: Matching**

Match the restaurants with their descriptions.

Write the letter **A–E** next to questions **7–10**.

- 7** The Belleview
- 8** The Lighthouse Café
- 9** Harvey's
- 10** Stonecroft House

- A** It is visited by famous people who work in entertainment.
- B** This restaurant has recently been bought by a new family.
- C** One family has managed the restaurant for over 100 years.
- D** It is expensive but serves high quality food.
- E** It has been decorated in a modern style.

**Exam tutor**

- 1 What should you do before you start listening?
- 2 How many speakers will you hear?
- 3 What kind of information will they be talking about?
- 4 How many questions do you need to answer?
- 5 How many times will you hear the audio?

SECOND EDITION

If your listening skills are preventing you from getting the score you need, *Collins Listening for IELTS* can help. Don't let one skill hold you back.

Online audio with test-style listening practice, plus Pronunciation sections to help improve your listening skills

Exam tips and realistic test practice in every unit, plus a full practice paper in the final unit

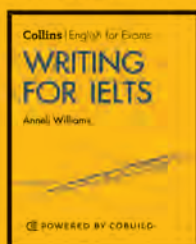
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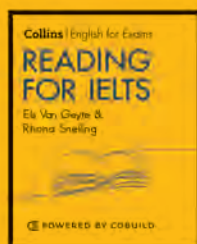
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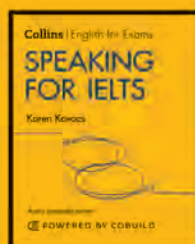
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| | |
|---------------------|---|
| CEFR B1+ | For learners with band score 5–5.5 who are aiming for 6.5 or higher |
|---------------------|---|

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