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Listening & Speaking *for IELTS*

with Answer Key

6.0–7.5



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MACMILLAN



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Introduction



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What is *Improve your IELTS Listening and Speaking Skills*?

Improve your IELTS Listening and Speaking Skills is a complete preparation course for students at score bands 6.00-7.5 preparing for the for the Listening and Speaking components of the International English Language Testing System. Through targeted practice, it develops skills and language to help you achieve a higher IELTS score in these two components.

How can I use this book?

You can use *Improve your IELTS Listening and Speaking Skills* as a book for studying on your own or in a class.

If you are studying on your own, *Improve Your IELTS Listening and Speaking Skills* is designed to guide you step by step through the activities. The book is completely self-contained: a clear and accessible key is provided, so you can easily check your answers as you work through the book. There are two CDs which contain all the recorded material necessary for the Listening skills and Speaking skills sections of each unit.

If you are studying as part of a class, your teacher will direct you on how to use each activity. Some activities, especially in the Topic talk and Speaking skills sections, provide the opportunity for speaking and discussion practice.

How is *Improve your IELTS Listening and Speaking Skills* organized?

It consists of ten units based around topics which occur commonly in the real test. Each unit consists of:

Topic talk: exercises and activities to introduce vocabulary and ideas useful for the topic.

Listening skills: exercises and activities to develop the skills for questions in the Listening component.

Speaking skills: exercises and activities to develop skills and language for the Speaking component, including practice questions from one part of the module.

Pronunciation: exercises and activities to practise key aspects of pronunciation in English.

Exam listening: one complete section of the Listening exam to practise the skills learned.

In addition, there are *Techniques* boxes throughout the book. These reinforce key points on how to approach Listening and Speaking tasks.

How will *Improve your IELTS Listening and Speaking Skills* improve my score?

By developing skills

The skills sections of each unit form a detailed syllabus of essential IELTS Listening and Speaking skills. For example, in Listening skills there is coverage of *Predicting in notes* and *Labelling a map or plan*. In Speaking skills, there is coverage of *Giving extended answers* as well as *Agreeing and disagreeing*. There is also a Pronunciation section at the end of the Speaking skills sections.

By developing language

The *Topic talk* part of each unit develops vocabulary, phrases, and sentence forms for use in the Listening and Speaking components. The Speaking skills section has phrases to help you introduce and organize your spoken answers.

By developing test technique

The Listening skills sections introduce you to the skills you need to tackle the various types of question that can be asked. Knowing the best way to tackle each type of question will enable you to get the best mark you can. The Speaking skills section will make you familiar with the different question-types and enable you to relax in the exam and perform at your best.

How is the IELTS Listening component organized?

It consists of four sections: usually there are two monologues and two conversations on a variety of topics. There are ten questions in each section. The topics cover everyday social matters and subjects related to educational or training situations. You hear the recording only once, but you have time to look at the questions first and further time to write your answers. The exam lasts approximately 40 minutes (which includes 10 minutes to transfer your answers).

What kind of questions are there?

There are a variety of question types including multiple choice, matching, short answer questions, sentence completion, form/table completion, labelling a diagram/plan/map, classification of information, matching information, and summary.

How will I be assessed?

You will get one mark for each correct answer up to a maximum of 40 marks. The questions get gradually harder, but all the marks have the same value.

How is the IELTS Speaking component organized?

You have a one-to-one interview with an examiner lasting between eleven and fourteen minutes. There are three parts. First, the examiner asks questions on everyday topics such as family, hobbies, and likes and dislikes. Second, you speak for one to two minutes on a topic given by the examiner. Finally, you take part in a discussion on more abstract issues linked to the topic of the talk.

How will I be assessed?

The examiner awards marks under four headings:

Fluency and coherence: speaking in a continuous way, without unnatural hesitation, and organizing your thoughts and speech in a logical way.

Lexical resource: using a range of vocabulary appropriate to the topic.

Grammatical range and accuracy: using a range of grammatical forms, including more complex forms, with a reasonable degree of accuracy.

Pronunciation: speaking so that you can be understood by the examiner.

1

Life choices



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UNIT AIMS

LISTENING SKILLS

Identifying the context
Predicting in notes

SPEAKING SKILLS

Part 1: Talking about familiar topics
Giving extended answers

PRONUNCIATION

Word linking 1

EXAM LISTENING

Section 1



a

Topic talk

1 Look at the pictures and answer the questions below.

- Which life events do the photographs show?
- What other major events in a person's life can you think of? Which ones have you already experienced?
- Which milestones are particularly important in your culture?

2 Match the words and phrases in the box with the descriptions (a-h) below.

a place of your own ■ career ■ degree ■ driving test ■ early retirement ■ family gap year ■ sabbatical ■ voluntary work

Example

I've worked for fifteen years in the same industry and although I've been successful, I feel it's time to move on to something different. career



b

- I spend two afternoons a week at a local charity; I visit elderly people in my neighbourhood and do odd jobs for them. _____
- I'm very nervous as I've already failed twice; I really want to get a licence so that I can be more independent. _____
- We had our first child last year so at the moment I'm a stay-at-home mum – it's hard work! _____
- My work has given me a year off so that I can write my book; I'm also planning to travel to Australia. I'm so excited! _____
- I intend to stop working by the time I'm 55; I've been working since I was 15 so I think I'm due some relaxation. _____
- When I leave school I'm not going straight to university; I'd like to work for a few months to save some money and then go travelling. _____
- After three years' hard work I'm finally going to graduate; my whole family is coming to the ceremony. _____
- I'd like to be independent and move away from home; I'd miss my mum's cooking though! _____



c

Technique

Using the correct collocation will make you sound more accurate in your speaking and will gain you marks in the IELTS Speaking test.

- 3** Match the phrases in the box in 2 with the verbs below to form collocations. Then rewrite the sentences using the collocations. Some of the verbs may be used more than once.

change ■ do ■ get ■ pass ■ start ■ take

Example

I've worked for fifteen years in the same job for the same company and now I feel it's time to change career.

- 4** Which of the life experiences in 3 have you already had? Which do you intend to do in the future? When do you hope to do them? Which do you think you will never do? Why?
- 5** The adjectives (a–g) below can all be used to describe life events and experiences. In each case decide which one is the opposite of the other two.
- a disappointing/rewarding/fulfilling
 - b unremarkable/unforgettable/memorable
 - c challenging/tough/straightforward
 - d once in a lifetime/ordinary/special
 - e trying/frustrating/satisfying
 - f dull/stimulating/exciting
 - g life-changing/insignificant/momentous
- 6** Which of the adjectives in 5 have positive meanings? Which are negative? Which are neither positive nor negative?
- 7** Which adjectives could you use to describe the events and experiences in 2? How would you describe some of your own life experiences?
- 8** Complete each of the statements below with an example from your own life.
- a A challenging experience I remember was ...
 - b A disappointing experience I had was ...
 - c A memorable journey I took was ...
 - d A life-changing decision I made was ...
 - e An exciting holiday I had was ...
 - f A frustrating experience I had was ...
- 9** Choose one of the experiences in 8 and talk to your partner about it. Try to develop your ideas with reasons and examples.

Exam information

In Speaking Part 2 you may be asked to talk about an experience or event in your life. Use adjectives to describe the event and how it made you feel.

Unit 1

Listening skills

Identifying the context

1 Choose the correct context (1–4) for each set of notes (A–D).

- 1 a telephone message
- 2 a language school enrolment form
- 3 notes about a product
- 4 lecture notes

Exam information

You may have to complete notes in any section of the Listening test. In the exam you will hear a short introduction to each section on the recording and then you will have some time to read the notes

A

Model: 1

Colours available: black, 2

Total charge (including delivery): 3

B

Name: Yue Chen

Test score: 4

Tutor: 5

Classroom: 12

C

Common name: Grey Seal

Habitat: open sea, 6, sandy beaches.

Weight: males (bulls): 7; females (cows): 100–200 kg

Breeding season: September to 8

D

Name of caller: James Fisher

Contact number:

9

Call back: before

10


Predicting in notes

2 Match the different types of information below (a–j) with the information required in the gaps (1–10) in 1.

- a a price
- b a measurement
- c a reference number
- d a number
- e a month
- f a name
- g a colour
- h a time
- i a place
- j a telephone number

Technique

Try to quickly identify the situation from the notes and from the introduction on the recording. You should then spend the time before the dialogue starts thinking about the situation and predicting the type of language you might hear.

3  **1.1–1.4** Listen and complete the notes in 1 with **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

4 Now match the extra information (a–h) below with the correct set of notes in 1.

- a Offer available until: _____
- b Hunted for: _____, blubber, _____
- c Message: interested in _____ for sale
- d Number of offspring: _____
- e Message for: _____
- f Weekly fee: _____
- g Extra features: _____, guarantee
- h Hours per week: _____
- i Diet: variety of _____
- j Level: _____

5 Complete the gaps (a–j) in 4 with the information below. Then listen again to check your answers.

16 ■ £132 ■ bike ■ free case ■ fish ■ Helen Black
 intermediate ■ one ■ skin, meat ■ Sunday

Speaking skills

Part 1: Talking about familiar topics

Exam information

In Part 1 of the Speaking test the examiner asks you questions on familiar topics such as your town, your family, your studies and interests.

1 **1.5–1.10** Listen to six candidates answering questions from Part 1 of the Speaking test. What question do you think the examiner asked in each case? Complete the examiner's questions.

- a How _____ ?
- b What _____ ?
- c Do _____ ?
- d Do _____ ?
- e How _____ ?
- f Do _____ ?

Technique

Listen carefully to how the examiner starts the question. This will help you decide what type of answer you should give, e.g. if a question starts with *Why ...?*, you will be expected to give a reason.

2 The candidates in 1 use linking expressions (e.g. *and, so, because*) to link ideas and sentences together and help them give extended answers. Complete Candidate 1's answer below with linking expressions, then listen again to check your answers.

I came by bus. **1** I had to take two different buses **2** my home is on the other side of the city and the whole journey took about 45 minutes. I like travelling by bus **3** I don't do it very often **4** I usually walk or cycle to school, **5** is really near my home. I only use it if I want to go on a longer journey **6** into the city centre. Today I had quite a long distance to travel and **7** I came by bus.

3 Which items in 2 have the following functions?

- a to give a reason _____
- b to give an example _____
- c to add extra information _____
- d to give a consequence _____
- e to show contrast _____

Technique

Always try to give extended answers by giving reasons, examples and any other extra information that is relevant. Do not memorize long speeches as this will sound unnatural and will lose you marks.

- 4** Look at the audio script and find other examples of linking words. Add the examples to the list in 3.
- 5** With a partner, ask and answer the questions in 1. Make sure you give extended answers.

Giving extended answers

- 6** Write 10 questions using the prompts, one for each of the topics below.

Examples

Who do you live with? (accommodation)

How often do you eat in a restaurant? (food)

accommodation ■ daily routines ■ entertainment ■ family
 food ■ holidays ■ interests ■ shopping ■ studies ■ work

- a Who _____ ?
- b How long _____ ?
- c Do _____ ?
- d Have _____ ?
- e When _____ ?
- f What _____ ?
- g How often _____ ?
- h Which _____ ?
- i Why _____ ?
- j Would _____ ?

- 7** Look at the possible questions in 6. Match the extended answers below to four of the questions. Then mark the linking words.

- 1** I like going to the cinema if it's a new film or a film that has special effects because it's much better to see it on a large screen and going with friends means we can talk about it afterwards. I live in a small village 30 km from the nearest cinema though, so going to the cinema is quite expensive. I also have to go in the early evening as the last bus to my village leaves the town at 10.30 pm. And watching at home is much cheaper than going to the cinema! _____
- 2** I'm a student so most of my time is spent at lectures and in the library. But I have a job in a local café near the university to help pay for things. I work three evenings a week serving customers and I also help out in the kitchen. I can eat there on the evenings I work, which also helps with my finances! I sometimes work on Saturday too, but I like to keep the weekend free if I can. _____
- 3** I play badminton and I'm a member of my college team – we play against other college teams and we're quite good. As a spectator I enjoy going to see my local football team and watching bigger matches on television. I like watching tennis tournaments too – it's really interesting to see players who play very well on one surface but not necessarily on another. _____
- 4** I like going shopping with my sister. There's a big shopping centre in the town where we live and we often go there at the weekend to look around the shops and have coffee. There's an ice rink there too, so we sometimes take my little brother, but he doesn't like shopping! If I need to buy something expensive like new shoes then I'll go with my mum, because she can pay for them! _____

- 8** With a partner, ask and answer the questions you made in 6. Give extended answers using the words and phrases from 4.

Pronunciation: word linking


- 1** When a word begins with a vowel sound and the previous word ends in a consonant sound, we link the two sounds together in continuous natural speech. Listen again to candidate 2 on page 10 speaking and note how he links his words.

What I like most is the fact that it's near the coast because I love the sea. I always try to go there at weekends. I also think it has good facilities – there's plenty to do, particularly for young people as there's a leisure centre and swimming pool, two cinemas and a large shopping centre. One thing I don't like is that we don't have many parks or green spaces so there aren't many nice places to walk or play.

- 2** Mark the linking in these statements.
- I'd like to get a place of my own as soon as I can.
 - I hope I can take early retirement before I'm sixty.
 - I'd like to start a family when I'm about thirty years old.
 - Next year I'm planning to take a sabbatical so that I can travel to South America.
 - I've always wanted to get a degree in electronic engineering.
 - I can't afford to take a gap year unless I can get a job and save up.

Technique

Linking your words together will make you sound more natural and fluent. Remember it is the sounds that link, not the letters, e.g. *like is* links together because the final sound of /aɪk/ links with the initial sound of /ɪz/ to give /aɪkɪz/.

- 3**  1.11 Listen and repeat the statements in 2, paying attention to the linking.
- 4** Complete the statements so that they are true for you.
- A place I'd like to visit is _____
 - I've always enjoyed _____
 - I don't often eat _____
 - What I like about my home is _____
 - Learning English is _____
 - I've always wanted to _____
 - When I get up in the morning _____
- 5** Identify and mark the linking in the statements.
- 6** Practise saying the statements.

Exam listening

Section 1

1.12

Questions 1–5

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

Wright's Employment Agency	
Registration form	
Name: Helen 0 <i>SHEPARD</i>
Address:	18 Henley Street, Mill Town
Post code: 1
Telephone:	07945 76674
Looking for 2 work.
Experience:	
• 3 in residential children's home
•	waitressing
•	cleaning in hotel
Own transport? 4
Availability:	not night shifts, can start 5

Exam information

The order of the numbers in the table indicates the order in which you will hear the information. Here, it indicates that you will hear each job described in turn.

1.13

Questions 6–10

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

Job	Location	Hours	Hourly rate
Hylands Hotel (cleaning, waitressing, kitchen work)	Near 6	Shift work No later than 10 pm	£6.75 plus 7
The Cedars (home for elderly)	Hamilton Terrace	8	£6.10
Looking after 9	Poplar Street	2–3 hours each morning	10
			plus transport

LISTENING SKILLS
Labelling a map or plan

PRONUNCIATION
Sentence stress

SPEAKING SKILLS
Part 2: Describing an arts or media event
Using cleft sentences
Talking about likes and preferences

EXAM LISTENING
Section 2



Topic talk

- Look at the pictures and answer the questions below.
 - Do you follow the latest trends in fashion, music and technology?
 - How important is looking fashionable to you?
 - Do you have similar tastes to your friends and family?
 - Which of the fashions opposite would you prefer? Why?
- Decide which adjective in the box best matches the descriptions (a–g) below.

classic ■ conservative ■ contemporary ■ functional
mainstream ■ over the top ■ retro ■ unique

Example

He prefers modern over traditional and follows the latest trends. contemporary



- He likes wearing fashions from the sixties and seventies.

- I'm not sure I like her fashion sense – it's a little too dramatic and exaggerated for my taste. _____
- I prefer simple, well-cut clothes that don't go out of fashion.

- My parents are a little old-fashioned in their taste; they prefer traditional, plain designs. _____
- I always think Italian women have a very distinctive style, unlike any other. _____
- Nowadays it seems that almost everyone owns a least one pair of jeans.

- The design of the house is simple and practical but not particularly attractive. _____

- Choose two nouns from the box below which collocate with each of the adjectives in 2. Some of the adjectives may collocate with more than two nouns.

a car ■ a design ■ a film ■ a haircut ■ fashion ■ music ■ an outfit ■ a room

4 Which of the adjectives in 2 best describes the following?

- a the design of your house/flat _____
- b the style of some of your family members _____
- c your taste in fashion _____
- d the style of your favourite actor or singer _____
- e the design of your workplace or place of study _____

5 Match each category (1–9) with the list of examples (a–i).

1 architecture	a a stand-up comedian, an opera, a ballet, a stage play
2 fashion	b a catwalk model, a designer label, a high street trend, a fashion designer
3 music	c a best-selling paperback, a classic novel, an historical biography, a collection of poetry
4 literature	d e-reader, a podcast, an internet blog, a social networking site
5 film	e an oil portrait, a watercolour landscape, a a sculpture, an abstract painting
6 visual arts	f a new release, a blockbuster, an art-house movie, a foreign language film
7 performing arts	g a broadsheet newspaper, a tabloid, a current affairs programme, a weekly magazine
8 traditional media	h a top ten hit, choral music, an orchestral piece, a cover version
9 new media	i high-rise apartments, a high-tech skyscraper, a building of historical interest, a slum

6 Think of some specific examples for some of the words in 5 and tell your partner.

Example

an opera: La Traviata

7 Complete the sentences below with an appropriate preposition. Some of the prepositions may be used more than once.

about ■ for ■ in ■ of ■ on ■ over ■ than ■ to

- a I'm not keen _____ choral music.
- b I am quite passionate _____ designer labels.
- c I can see the attraction _____ abstract art but it doesn't appeal _____ me at all.
- d I'm not a big fan _____ high street fashion.
- e I have a preference _____ classic novels _____ more contemporary ones.
- f I feel quite indifferent _____ most sculpture.
- g I have quite traditional tastes _____ music.
- h I would much rather watch an art-house film _____ a blockbuster.
- i I'm quite fond _____ ballet but don't care much _____ opera.
- j Tablets and e-readers are very much _____ fashion at the moment.

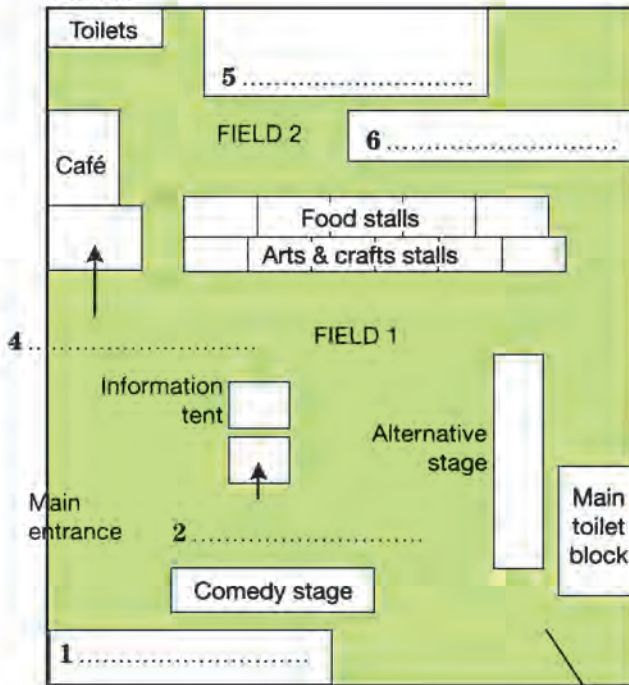
8 Which of the examples in 5 do you see, listen to or use regularly? Use the language in 7 to explain how you feel about them.

Listening skills

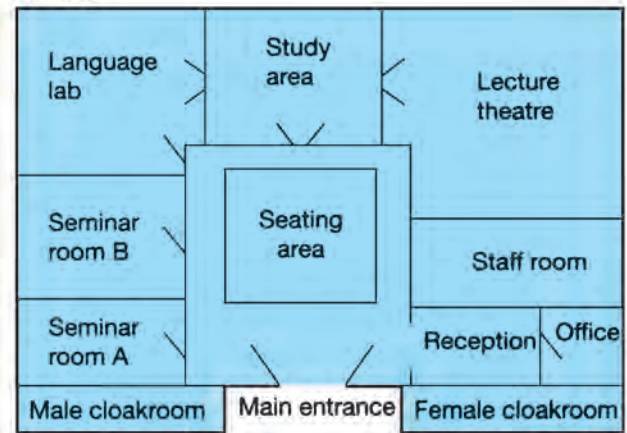
Labelling a map or plan

1 Look at the two plans. What does each one show? Which words gave you clues?

Plan A



Plan B



Exam information

In the Listening test, you may be asked to label a map or plan. You will hear the answers in the same order as the questions.

2 Read the descriptions below and match them with locations 1–6 on plan A. Label the plan.

- The First Aid tent is directly in front of the main entrance next to the information tent.
- To get to the main stage, turn left at the entrance and head for the second field. You'll see the stage on the far side opposite the food stalls.
- The disabled toilets are in the first field not far from the entrance, in the corner behind the comedy stage.
- You'll find the children's play area in the second field, beside the café.
- Access to the camping area is in the far corner of the first field next to the main toilet block.
- The VIP area is at the far end of the second field directly opposite the café.

3 Look at the sentences (a–g) about plan B and decide if they are true or false.

If they are false, correct them.

- a As you enter the department the seating area is directly in front of you. _____
- b As you enter seminar room A the staff room is behind you. _____
- c There are men's and women's cloakrooms on either side of the reception. _____
- d As you come out of the lecture theatre the language lab is in front of you. _____
- e From the office to seminar room B you need to cross the study area. _____
- f To access the office you need to go through the lecture theatre. _____
- g As you leave seminar room A, the men's cloakroom is on your right. _____

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Improve your IELTS Skills 6.0-7.5 is a three book series for students preparing to take the IELTS exam. The series aims to develop the skills, language and test techniques required to achieve an IELTS band score of 7 or higher.

The series can be used for self-study or in class. Each of the ten topic-based units guides you through the activities step by step.

Improve your Listening and Speaking Skills for IELTS offers complete preparation for the IELTS Listening and Speaking tests. The book comes with two audio CDs.

Each unit includes:

- Topic talk activities to introduce key vocabulary and ideas for the unit topic
- Skills focus to develop listening and speaking skills
- Language development with skills and useful phrases for the Speaking test and Pronunciation focus
- Technique boxes with ideas on how to approach the IELTS listening and speaking tasks
- Exam listening task with authentic test questions

COMMON EUROPEAN FRAMEWORK

A1 A2 B1 B2 **C1** C2


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