



IELTS

IELTS LISTENING

99 PROGRESSIVE PRACTICE TESTS

with Strategies and Answer Key

A 3-Month Self-Study Program with Test-Taking Tips,
Memory Techniques and a Complete Answer Key



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Tests



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PART ONE

INTRODUCTION

This new book, like the other editions, focuses on one IELTS sub-skill, listening, but the content has totally changed and is prepared with two aims in mind. It can be used as a self-study material for those who have already taken an IELTS Preparatory Course and need more practice to improve their performance in the Listening Module of the test; it can also serve the purpose of more advanced-level students who need familiarization with the Listening Sub-Test of the exam.

Unlike the previous books, which contained all the tests the compiler had access to and which were graded, meaning that the test which appeared first were easier than those appearing later, in this NEW edition, care has been taken to improve the quality of the tests included and to use ONLY the practice tests which are of high standard. Moreover, some tests are omitted, simply because the quality of the available recordings is not good.

Having said that, however, attempt has been made to organize the tests in a progressive structure, which means that the difficulty level of the tests appearing first is somewhat lower than the ones which come later in the book; all are of high standard though.

How to do the practice tests

A Collection of 95+4 Standard IELTS Listening Practice Tests Plus, provides enough material for approximately three months of self-study - about one test every day. Alternatively, depending on the amount of time you have before taking the real test, you can do one test every other day. Whichever plan you choose, make sure to schedule so you can do all the tests, preferably right up to the date of the exam.

However, if after some time you feel you are tired of doing the tests and need a break, put the book away and do not refer to it for a brief period of time, say, one week, until you are ready to resume your previous schedule again. This depends on the individual, their situation and, of course, their motivation.

Some pointers to help you when doing the Practice Materials.

- Do not do the tests in a quiet place as there might be some noises from other students, invigilators or other people present in the exam session.
- Do not use a headset when doing the tests because you need to get used to background noises. Moreover, you are not normally given one when taking the real test; however, in some test centers, including those operating in Iran, a headphone is given to every individual candidate.

Hints to improve your performance in the IELTS Listening Test

Please note that the practice materials gathered in this book are not intended for short-term progress. In contrast, if done in the suggested order below on page 6 & 7, the skills necessary to answer listening tests in general and the IELTS listening test in particular would be consolidated and moved to your long-term memory. To make this clearer, a definition of *Memory Consolidation* and some hints to help you consolidate, i.e. send what you've learned to your long-term memory and make it your own, seems necessary.

Memory Consolidation

Consolidation is a process that serves to transfer information from short-term memory into long-term memory. Short-term memories are only stored temporarily (for a limited period of time). In contrast, long-term memory is anything you remember that happened more than a few minutes ago.

In order for you to use what you have learned later, the contents of short-term memory need to be moved into long-term memory. Once memories are consolidated and have become part of long-term memory, they are thought of as stable - not likely to change.

Speeding up Memory Consolidation Process

It is also possible to increase the speed of consolidation process when learning new information, including new vocabulary. Practice and memorization strategies are just a few techniques that can lead to faster memory consolidation. One of the best ways to ensure that information is consolidated is to repeatedly practice it at different times. Another way is to look at the information you intend to learn immediately before going to bed and look at it the first thing you do when you wake up the next day.

Training your short-term memory

To do this, you can practice repeating short sentences, announcements or advertisements that you hear. Asking a partner to read aloud short sentences from a book or magazine and to repeat after them would also be a useful technique.

Memory Retrieval

This includes recall and recognition and is the process of remembering information stored in the long-term memory. However, it is still possible to lose the information if you don't practice or recall the information periodically, which is the retrieval phase. The more you recall the information, the more robust the consolidation would be.

Suggested methodology for doing the test papers

Step 1

- a. Start doing the tests from the first 11 tests and do the 'Section 1' of each test. Once you've completed all 'Section 1's' of the tests, start doing 'Section 2's' of the same tests. Similarly, do the other two sections- i.e., sections 3 and 4.
- b. Check the answers with the answer key.
- c. Once you've completed the four sections of the first 11 tests mentioned in Step1, start doing the test papers following the tips mentioned in Step 2 below.

Step2

- a. Start from '*IELTS on Track*', but this time do the whole four sections in a row, 40 questions, without stopping to check the answers you've given to questions in each section.
- b. Once each whole test is completed, give yourself 5 minutes to transfer the answers you've given onto the answer sheet (Look at the Final tip on page 23). Remember in the real test, you're given 10 minutes to do so, but the less time you give yourself in this stage would make the task more challenging for you, which is a good practice to prepare for the real test.
- c. Keep a record of your wrong responses, especially the multiple-choice questions. For the questions you answered incorrectly, identify reasons why you missed them. For the items you got correct, identify why the other 2 or 3 choices are incorrect, a process which is also an important part of learning.
- d. Record the unknown vocabulary you come across when doing the tests in a separate file or on a piece of paper and review them once in a while to consolidate and send them into your long-term memory.

Note 1: To make the task more challenging, while doing the tests, you can

- a. transfer your answers onto the answer sheet directly.
- b. fast forward the recording when the speaker gives you some time to look at the questions, especially in section 1, which is easier than the other sections.

Taking the Practice Tests Again

After doing all the tests, if your scores on the practice tests are still low, and you think you need to improve them, you can do the tests again. The following pointers will help you with the retaking process.

1. So that you may repeat the practice tests in this book, you are advised to avoid marking the practice material with a pen; instead, you can either use a pencil so that you can erase your answers or a Xerox copy of the answer sheet, thereby making it easier to reuse the material.
2. To get better results from the retaking process, you're suggested to leave a *forget time* for yourself before attempting to do the tests again, a period lasting for at least two months, for example. Thus, there would be a good chance that you will have forgotten the answers, and that the Practice Tests done again will still give you a rough indication of the score you might get on the real test.

However, please note that the higher score you get in the retaking process does not necessarily show that you have progressed if you redo the Practice Tests too soon after your first attempt; in other words, if the time lag between the two attempts is short, you may find out that you obtain a better score than the one you got previously in the same test(s), which could be mainly because of the '*practiceeffect*' -the effect of previous practices on later performances; a fact which has to be taken into account in the retaking process.

IELTS LISTENING TEST TIPS

The following guidelines, divided into four categories and presented in the form of numbered tips, contain information on both listening skill in general and the IELTS Listening Test in particular. The latter tips present some practical guidelines to follow both about the test and while taking the test.

I. Tips to help you improve your listening comprehension in general

The following tips intend to help you develop **effective listening**, become an **active listener** and easily understand native English speakers. Effective listening is **actively absorbing** the **information** given to you by a speaker.

- a. Watch movies, TV shows and audio books. Watch a movie with sub-title and again without sub-title. It is a good way to tune in to a native speaker because you already have the big idea of what is going on in the movie.
- b. Listen to podcasts, such as *6 Minutes English*.
- c. Listen to several accents - American, British, Australian, and Canadian. It becomes so much easier for you to understand a native English speaker if you have listened to several different accents.
- d. Choose subjects you have a lot of interest in. For example, if you are interested in painting, go on social media and YouTube and find someone who talks about painting. Besides that, listen to recordings on different topics, as diverse as possible.
- e. Listen to the big picture and also the details; listening to the big picture helps you stay focused on what the speaker is saying, but do not overfocus on every word the speaker says because when you do that, you start to stress yourself out, and it sometimes becomes hard to follow what the speaker is saying.
- f. Do not try to translate in your head what s/he is saying. Soften your focus and pay attention to not only words but also the tone of their voices.

Steps for Training Your Ear When Learning a Language (English)

1. Listen repeatedly to a short audio or video. Listen to a short audio of which you understand or can guess about 50%.
2. Watch or listen to a story you like. Watch a TV series in English.
3. Listen to a variety of materials.

II. Tips to help you improve your performance in the Test

II. I GENERAL TIPS ABOUT THE TEST

TIP 1 WHAT IS THE IELTS LISTENING TEST LIKE?

- a. The IELTS listening Test has four sections and 40 questions.
 1. Section 1 is social. It is about everyday situations and it has **two speakers** (a dialogue).
 2. Section 2 is social. It is about everyday situations and it has **one speaker** (a monologue).
 3. Section 3 is an academic discussion and has **three to four speakers** (conversation).
 4. Section 4 is an academic lecture and has only **one speaker** (lecture).
- b. The recording takes about 30 minutes and at the end of the recording, you are given 10 minutes to transfer answers from the question booklet to the answer sheet.
- c. The recording is played **only once**.

TIP 2 CHANGES RECENTLY MADE TO THE IELTS LISTENING SUB-TEST

1. In the past, when the recording started, a speaker explained the test, which lasted for about 30 seconds. However, now no explanation is given at the beginning of the recording, which means that the speaker will begin the recording by saying: "Look at/Turn to section 1..."
2. Unlike the past, **NO EXAMPLE** is usually given at the beginning of Section 1, meaning that after the time you are given to look at the questions is finished, the test will begin; however, it has recently been reported that, like before, an example was given at the beginning of Section 1, the way it was done before.

TIP 3 PEN OR PENCIL IN IELTS LISTENING?

In IELTS listening and reading, you must use a pencil for filling your answers in the answer sheet provided; therefore, it would be a good idea to take an eraser into the test session with you so that you can erase mistakes.

TIP 4 HANDWRITING

You can use any style of handwriting you want in IELTS. However, if it is difficult for the examiner to read your handwriting, it will reduce your score; also, if what you have written can't be read, it is considered as a wrong answer.

To avoid this, you are suggested to use **print handwriting**. (What you are now looking at is an example of print handwriting.)

TIP 5 SPELLING IN THE IELTS TEST.

Correct spelling is crucial in the IELTS Listening test. If you spell an answer incorrectly in IELTS Listening, you WILL NOT receive a mark for that answer.

Tips to improve your spelling

- a. Read and write a lot.
- b. Practice writing the words you have difficulty getting their spelling right.
- c. Play spelling games online.

TIP 6 CAPITALIZATION

Remember that you can either write all your answers in CAPITAL LETTERS or lowercase, but in case you use lowercase, make sure you always begin names of people and places with capital letters. You will lose marks if you do not do so. However, you are suggested to write your answers in CAPITAL letters as this will help markers when reading your handwriting, especially when your handwriting is poor.

Remember the following pointers for capitalization.

1. All words in addresses begin with capital letters.
2. When you hear these words before a noun, it means you need to capitalize the word, *the .../ is called .../ known as .../ named .../ (the) so called ...*.

TIP 7 CONTRACTIONS

In the IELTS Listening exam, you may hear the contracted form of a verb, e.g.

It'll have started rather than *it will have started*. Practice listening to contracted forms of some verbs such as *he has taken* = *he's taken*. Look at Tip 12.

Note: Be especially careful with the difference in pronunciation of *can* (unstressed) and *can't* (stressed), which can totally change the meaning of a sentence.

TIP 8 THE DIFFERENCE BETWEEN LISTENING AND LISTENING FOR.

There is a difference between *listening to someone* or *something* and *listening for something* e.g., a certain piece of information. *Listening to* means paying attention to what someone is saying. In contrast, *listening for* is to listen carefully so that you will notice a particular piece of information, thereby becoming an active listener, as opposed to a passive one.

In the IELTS Listening Test, when you are given time to look at the questions, you should choose the words and phrases you need to *listen for* in order to answer the questions correctly, which is listening actively.

TIP 9 LISTENING ACTIVELY

Active listening requires the listeners to fully **concentrate, understand, predict, respond** and then **remember** what is being said; It involves more than just hearing someone speak. When you practice active listening, you need to **fully concentrate** on what is being said and **listen with all of your senses** and **give your full attention to the person speaking**.

TIP 10 USING YOUR GENERAL KNOWLEDGE

You may know the answers because of your general knowledge, or the topic may be about your major, but your answers **CANNOT** depend on what you already know about that topic; you will need to listen to what the speaker is saying to identify the answer.

TIP 11 KEEP FOCUSED ON THE LISTENING.

A common concern with the IELTS listening test is **missing** (an) answer(s) because you are not staying focused on the recording. It is quite common for your mind to wander when watching a movie or a TV program, especially a documentary, let alone when listening to a recorded conversation. Such a thing is less likely to happen in everyday conversations probably because you are, in fact, part of what is happening.

One technique to help avoid this is to get actively involved in the conversation you are listening to. In other words, you need to imagine that you are part of what is happening, even though you are not saying anything.

TIP 12

DO NOT EXPECT TO HEAR DICTIONARY PRONUNCIATION OF WORDS IN THE RECORDINGS.

In the IELTS Listening sub-test, you will hear people (one, two or three) talking. Remember their pronunciation of some words might be different from what you expect and is presented in dictionaries. In other words, do not always expect to hear dictionary pronunciation of words (phonetic pronunciation); instead learn how they are actually pronounced by native speakers in strings of speech through listening to audio recordings of the English texts you study and watching TV and films.

TIP 13

EXPAND YOUR VOCABULARY.

Although this tip may seem irrelevant to improving your listening skill, expanding your vocabulary will help you with all your language skills including the listening one as you will not need to worry about new items of vocabulary when you are listening to a speaker talking in English in a recording.

You should learn new vocabulary daily, but do not try to learn many words in one session. Remember **slow but consistent**; as the saying goes: *'Success doesn't come -with what you do occasionally, but from what you do consistently.'*

The following pointers will help you with this task.

Vocabulary-Learning Strategies

1. Prepare vocabulary Flashcards.

One way to make sure the new vocabulary you have decided to learn is committed to your memory is preparing a **card slip**.

Prepare a slip (made of paper or cardboard) and write the new word you have decided to learn on one side of the card; on the back of it, write its definition, which you will find in a dictionary. Below that, write three example sentences in which the new vocabulary is used, including the one you first saw in the text you were reading or listening to.

Imagine the word you have decided to learn is *'obligation'*-, then, the front and the back of the card you prepare would look like this:

Obligation
Obligation = a moral or legal duty to do something. 1. Employers have an obligation to <u>treat</u> employees equally. 2. Parents are <u>under a legal obligation</u> to educate their children. 3. We have a moral obligation to help the poor.

Note: The underlined parts show **collocations**- words that are naturally used together and which you also need to learn when learning a new word. (Look at pointer 4 below.)

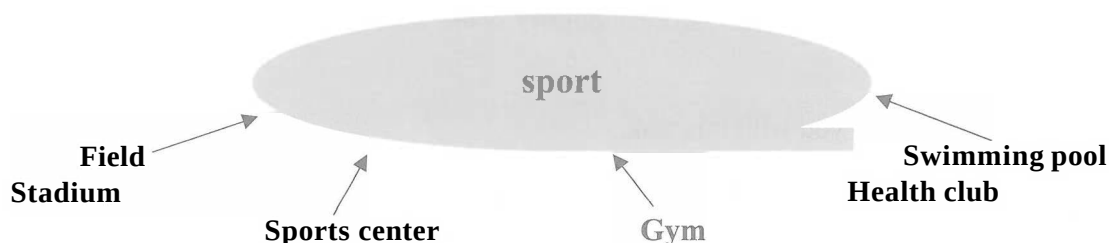
2. Learn word families.

Another task you can do to improve your vocabulary is when learning a new word, learn all its forms. This will help you not only learn English well and faster, also do well in all IELTS sub-tests. For example, imagine you want to learn the word *nation* (n.); its other forms, which you can find in your dictionary, such as *national* (adj.), *nationally* (adv.), *nationalist* (n. person) and *nationalize* (v), should be learned at the same time by preparing a table like the following.

Noun	Adjective	Adverb	Verb	Preposition
nation/nationalist	national	nationally	nationalize	-

3. Develop association balloons

Choose a common word and put it inside a circle; then, add any words that associate with it. Use a dictionary to add new items to the word in your circle. Imagine you have chosen to find the words and phrases associated with *sport* (collocations). Look at strategy 4 below. Then, the balloon would be filled with or encircled by *field/stadium/ sports center/gym/swimming pool/ health club etc.* You can add more words and phrases related to this topic as you read more texts.



4. Learn collocations.

A collocation is made up of two or more words that are regularly used, sit or fit together in English. Certain nouns are routinely combined with certain verbs or adjectives. For example, three collocation words for the word *friend* are:

'best friends', 'loyal friends' and 'good friends'.

The above collocation is a combination of an adjective and a noun. However, collocations can be based on any part of speech.

For example:	Verb + noun phrase	<i>have a break</i>
	Adverb + adjective	<i>terribly hot / extremely significant</i>
	Noun + noun	<i>a slice of cake</i>

II. II TIPS EVERY TEST TAKER MUST KNOW AND LEARN

TIP 14 READ THE INSTRUCTIONS CAREFULLY.

Read the instructions to know how many words you are required to write. The word limit includes all words, such as ARTICLES and PREPOSITIONS. DO NOT go above the word limit; otherwise, your answer will be marked incorrect.

TIP 15 USE CORRECT FORM OF WORDS.

Make sure you use the correct form of the words needed to answer the question, and that your answers make grammatical sense or make a grammatically-correct sentence when placed in the blank. You will often have to change the words on the recording to fit the word limit.

Example: On the recording you hear:

It is not easy, to find accommodation near the campus,

and in the question booklet you see:

Accommodation near the campus is difficult, to find.

TIP 16 READ AND PREDICT.

Read the questions carefully and predict what you will hear. Think about who is talking, where they are and what the topic is. In the exam, you will have only a short time for this, so do it as quickly as possible.

TIP 17 LOOK AT KEY WORDS IN TWO QUESTIONS AT A TIME.

When you are given time to look at the questions, underline key words in the questions in that part, and before the speaker starts, look at two questions, e.g. questions 1 and 2. When you have answered question 1, look at key words in questions 2 and 3. Since you've already underlined the key words in question 2, you will, if fact, look at the key words in one question (i.e. 3), **WHILE ANSWERING A QUESTION, KEEP AN EYE ON THE NEXT QUESTION.** Otherwise, you will be unable to keep up with the recording.

TIP 18 WRITING PERSONAL INFORMATION (in Section 1)

In section 1, you usually need to listen for personal information such as names, addresses, and telephone numbers.

Here is a list of tips to help you when listening for names

1. Names begin with Capital letters.
2. Long and foreign names are spelled.
3. Common names such as 'Mary', 'John' are NOT spelled.
4. Titles begin with capital letters (Mr./Mrs./Miss/Ms./Dr./Prof)

TIP 19 CORRECT ANSWERS ARE STRESSED OR REPEATED.

Important information, which includes the answers, is almost always stressed and repeated. However, it may be repeated using other words or paraphrased. (Look at Tips 31-33.)

TIP 20 IDENTIFY WHO IS SPEAKING IN SECTIONS 1 & 3

In section 1, you will hear two speakers. In section 3, there will be up to 3 speakers. In each case, speakers' voices will sound different from each other - young, middle aged or old - to help you easily identify who is speaking. Any one of the speakers could give the answer. In section 1, there is usually one person who gets information from the other or has to fill out a form.

Remember if the recording in section 3 is a tutorial¹, it is the tutor who usually gives the correct answer.

1. A period of teaching and discussion with a tutor

TIP 21 PAY ATTENTION TO THE TONE SPEAKERS USE.

The tone that speakers use can express different meanings. For example, in English orders are sometimes given in the form of suggestions¹. Therefore, distinguishing this is really important.

Example: Boss: *Why don't you finish the report before everything?*

TIP 22 BE CAREFUL WHEN SPEAKERS TRY TO DISTRACT YOU FROM THE CORRECT ANSWER.

a. Speakers sometime contradict each other.

For example:

John: *I'm going to be at home later tonight, so I can do some research on the Internet.*

Bill: *No, I'll do it. There are computers I can use at the library.*

Here, we can see that Bill offers to do the Internet research, although John first mentions it.

b. Do not hurry in making your decision about the correct answer.

Do not always write down the first thing you hear, especially when numbers are involved. The recording often refers to a number of possible answers, but only one answers the question correctly.

Example 1:

Speaker: *What would you say you use your computer **mostly** for?*

Student: *Well, I use it for **playing games** once in a while and to **check my account**. But my **main** use is for coursework.*

Example 2:

Student: *'The class starts on 23rd of July. That's the Sunday, isn't it?'*

Clerk: *'No, that's the Saturday. The 24th is the Sunday.'*

Student: *'Then the 24th, Yes, I'd like to attend the class which starts on the Sunday.'*

Then, the answer would be July 24th, and NOT July 23rd.

c. Be careful when speakers give the wrong answer first and then correct it.

Example 1: The speaker may say:

'Introducing photography is £95. Black and White's the same, I think ... No, I tell a lie. It's a bit less actually, it's £ 85'.

Example 2: *'My phone number is 833 6634-Oh, no. Sony, that's my old number-my new number is....'*

Example 3: *'George...er...LAVILLIERS. Good. Now, nationality: French. No, wait a minute. It is a Swiss passport.'*

TIP 23 OMIT PRONOUNS AND AUXILIARY VERBS. (IN RELATIVE OR OTHER CLAUSES)

When you hear a relative clause in listening for notes or labels, you will normally need to complete it in note form. This will usually mean that the pronoun and any auxiliary verbs can be omitted.

Example: *It has a tip which is tilted.*

In the question booklet you should write: *tip tilted* or *tilted tip*

TIP 24 HOW TO WRITE IELTS LISTENING NUMBERS.

When listening to amounts, numbers can be said in different ways. As correct spelling is important in the Listening Test, a good tip is to write the numeral you hear, rather than writing the complete word. For example: 4.50 = Four dollars fifty cents/ Four pound fifty.

TIP 25 BE FAMILIAR WITH NUMBER CONVENTIONS.

In many completion tasks on the IELTS Listening Test, you have to listen for numbers. You need to be familiar with the following conventions. Look at the chart below and review how these numbers are written and spoken in English.

Number	Written or spoken as ...
1.5 = 1/2	One point five, One and a half, One half
2/3	Two thirds
1000	One thousand, A thousand
1,500	One thousand five hundred/fifteen hundred
10,000	Ten thousand
100,000	One hundred thousand, A hundred thousand
1,500,000	One million five hundred thousand, One point five million)

TIP 26 LEARN IDIOMS, ESPECIALLY IDIOMS WITH TIME.

An idiom is a fixed group of words that has a special meaning apart from the individual words forming it. Sometimes it is possible to understand what the idiom means simply by looking at the individual words, but it can also be helpful to look at the surrounding words in order to know what it means.

IELTS Listening Test represents a normal conversation, and therefore you will not hear formal language. Idioms, like phrasal verbs, are informal, which means you may hear them in the listening test.

There are many idioms about time which are formed using the word *time* or about time period; learning them is useful because they are usually used in IELTS sub-tests.

Look at some idioms related to time.

Idiom	Meaning	Example
At times	Sometimes	<i>I feel a little stressed at times.</i>
From time to time	Sometimes	<i>From time to time, I hang out with my friends.</i>
Every now and then	Sometimes, but not often	<i>I still see him every now and then.</i>
Once in a blue moon	Very rarely	<i>I eat an apple once in a blue moon.</i>
In no time	Very quickly / very soon	<i>He expects to be here in no time.</i>
High time	It's time to do something that should have been done a long time ago.	1. <i>It's high time you got a job.</i> 2. <i>It's high time you <u>cleaned</u> your room.</i>
Over and over (again)	Repeatedly	<i>He tells the same jokes over and over (again).</i>
Ahead of time	Too modern and forward looking for the time period one is living in	<i>She was truly ahead of her time.</i>
For a time	For a short period of time	<i>I attended the course for a time.</i>

Idiom	Meaning	Example
Of all time	The best throughout the ages	<i>Pele is the most famous football player of all time.</i>
To save time	To do something quickly	<i>To save time, why don't you have all the details in front of you.</i>
Before long	Soon	<i>I hope to see you again before long.</i>
Fortnight	Two weeks	<i>I saw him a fortnight ago.</i>
All year round / all the year round	Continually throughout the year	<i>It's warm enough to swim all year round.</i>
All day long	During the entire day / whole day	<i>It's open all day long. (It is open in the morning and afternoon.)</i>
A couple of (times) ...	More than two, but not many / a few	<i>He will be here in a couple of minutes.</i>
On a daily/ weekly/ monthly/ yearly basis = Once a day, Once a week, ...	Every day/week/month/year	<i>I jog in the park on a daily basis. I jog in the park once a day. It is a weekly event.</i>
On a regular basis	Regularly	<i>We hear from him on a regular basis.</i>

Make sure you know the meaning of the following phrases which are also about time.

1. It has late opening. = It stays open late. = It is open until late at night.

It remains open after most other places have closed.

Example: *It stays open late for those who like to eat dinner late at night.*

2. It opens/closes late. = It opens or closes later than the usual.

3. Opening /closing time. = The time when a business place such as a restaurant opens or closes.

Example: *There are long lines/queues outside the door at the opening time.*

4. Sleep late = To stay in bed longer than normal in the morning / sleep later than usual or customary

Example: *I sleep late on weekends.*

5. Stay up (late) = To remain awake past one's usual or required bedtime

Example 1: *I stayed up late last night watching TV.*

Example 2: *I'm sleepy because I stayed up late last night.*

TIP 27 BEWARE OF DIFFERENT WAYS SPEAKERS MAKE SUGGESTIONS.

Look at some sentence structures that are used when making suggestions.

- a. *How about?*
- b. *What about...?*

For example, the speaker may say: *What about warming lunch leftovers?*

The speaker is suggesting they eat the food they had for lunch.

- c. *Why don't (we/you)...?*

For example, the speaker might say: *Why don't you go on a diet?*

The speaker is suggesting her to lose weight.

- d. *Let's....*
- e. *You must/should/ ought to /had better ...*
- f. *Have you tried...?*
- g. *If I were you, / If I were in your shoes, / It would be a good idea if ...* + conditional sentence type II

For example: *If I were you, I'd go home early tonight.*

TIP 28**LEARN ADJECTIVES, VERBS AND NOUNS THAT ARE MADE NEGATIVE BY PREFIXES AND SUFFIXES.**

In the Listening Test, speakers usually use adjectives and verbs such as *unhappy*, *lawless* and *disagree* instead of using a negative sentence to test your knowledge of these words. For example, instead of saying '*I am not happy with the results.*' speakers might say '*I'm unhappy with the results.*' Therefore, learning and using them will help you get a better score in both the Listening and Speaking Tests.

One way to learn these words is to prepare a list of them for yourself. Add new words to the list you have already prepared and gradually build up the list when you see or hear new ones. Below, you can find a list of some 'negative words' and example sentences.

Adjective/noun/verb	Example sentence
Unhealthy (adj.)	<i>Pd say, I have an unhealthy life style.</i>
Unpleasant (adj.)	<i>We had an unpleasant experience.</i>
Unfair (adj.)	<i>That was an unfair competition.</i>
Valueless (adj.)	<i>The collection is quite valueless. = (worthless)</i>
Irresistible (adj.)	<i>People have an irresistible urge to use the technology.</i>
Mismatch (n.)	<i>There's a mismatch between supply and demand.</i>
Mishap (n.)	<i>We experienced a series of mishaps during the trip.</i>
Disable (v.)	<i>The virus will disable my computer.</i>
Disregard (n. & v.)	<i>He totally disregarded his father's advice.</i>
Misunderstand (v.)	<i>You must've misunderstood her.</i>

TIP 29 BE CAREFUL WHEN SPEAKERS USE LITTLE, A LITTLE, FEW AND A FEW

- a. *I have a few friends who speak English.*
- b. *I have met a few famous people in my life.*
- c. *I have a little money to spend on entertainment.*

In these sentences, *a few* and *a little* mean two or three or an amount which is **not much but is enough**; they sound **positive**. However, *yew* and *little* have negative meaning.

Examples 1: *We have little time, so let's start working.*

Examples 2: *I have few friends; that's why I feel lonely.*

TIP 30 PAY ATTENTION TO PAST MODALS.

Past modal verbs are *must*, *could*, *might* and *may* with *have* + past participle to talk about a past event. This is called the *modal perfect tense*.

Past modals can be used to distract you from correct answers because they are often about **possibility**, **unfulfilled expectations** and **obligation** in the **past**. Below, you can see some past modals and a brief explanation of what they mean.

- a. **Could have** = Something was possible in the past, but did not happen.

Examples: *You could have passed the test.* (You didn't pass it, but you had the ability to do so.)

- b. **Would have** = is used to talk about an action that didn't actually happen, because something else didn't happen first.

Example: *If you had come, I would've told you.* (You didn't come, so I didn't tell you.)

- c. **May/might have** = is used to talk about possibility in the past.

Example: *I may have been talking to my dad when you called.*

- d. **Should/shouldn't have** = It was/wasn't desirable for something to happen in the past, but it did/didn't.

For example:

Fred: *Mary, I believe you shouldn't have attended the meeting; we have many important things to do here.*

Does Fred think Mary should have stayed there? The answer is, of course, Yes.

TIP 31 PARAPHRASING 1

In the IELTS Listening exam, you will most probably NOT HEAR the same words you see in the question booklet, especially in sections 2, 3 and 4. In other words, some information is NOT REPEATED, but if it is, you will usually hear it in different words (paraphrased).

Below, you can see some ways paraphrasing is used in the IELTS Listening Test.

1. You may hear **synonyms** or **antonyms**:

Example 1: *He is the most **famous** person in the city.*

*He is the most **well-known** person in the city.*

Example 2: *Sleep is necessary for our mental health.*
Sleeping well is essential for our psychological well being.

Example 3: *It is not compulsory/obligatory. = It is optional.*

2. You may have to **change word forms**:

Example: *Fred replaced the injured goal keeper.*
Fred was the injured goal keeper's replacement/substitute.
Fred substituted/ replaced the injured goal keeper.

3. Words may be **defined**.

Examples: *It melts in spring.*
Later, it turns into a liquid state. / Later, it flows down.
Men employees outnumber women in this institute.
There are more men than women working here.

It has been the case for at least 10 years.
The situation has not changed for a decade.

The new CD will be released soon.
The new CD will be available soon.
People can buy the new CD soon.

*The demand for this kind of house is low**
This kind of house is not popular.
This kind of house doesn't sell well.
Few people are interested in this kind of house.

* On the other hand, when **the demand** for something is **high, it is popular**. / **Many people like it**. / **It sells well**.

The show doesn't start until Monday. = It starts on Monday.

Becoming a scientist requires lots of effort. = For doing scientific research, you need to put great effort.

Studying overseas will not be cheap. In fact, it could be one of the most expensive ways of getting qualification.

4. You may hear compound nouns which define objects.

Examples: *solar energy*
energy from the sun
domestic animals
cattle, goat and sheep
fossil fuels
coal, gas and oil

TIP 32 PARAPHRASING 2 (Multiple-choice questions)

In multiple-choice questions, there is one correct answer, and the rest of the choices are called distractors. In these question types, the choices, even the questions, are expressed in different ways. When doing multiple-choice questions, be careful of the following distractors.

1. Beware of **similar sounding words** which can cause you to mishear an answer option because the correct answer option sound very similar to an incorrect answer option.

Example: *The band plays some music from contemporary music period.*

And in the choices, you may have *country music* as a distractor.

2. Beware of already-mentioned words, which is extremely common in IELTS listening.

Example: *What is your favorite food?*

I like Chinese meals and spaghetti as well, but not as much as burgers.

The answer is burgers, although the speaker first mentions the two other meals.

Sometimes it is not only the answer options that have synonyms; the question itself is paraphrased.

Example: *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?

Why is it impossible for John to go on the cruise?

What stops John from going sailing?

TIP 33 PARAPHRASING 3 (COMPARISONS)

1. CHANGING VERBS, NOUNS & ADJECTIVES

To switch between positive and negative comparisons, the comparative structure may be changed:

a. The verb

Example:

A city is noisier than a village

A village isn't as noisy as a city

b. The nouns and negative adjectives

Example 1: *Village are less interesting than towns.*

Example 2: *Towns are more interesting than villages*

c. Adjectives

Example 1: *A block of apartments is taller than a house.*

Example 2: *A house is smaller than a block of apartments.*

d. Changing positive and negative structures

Example: *There're far more visitors to the church than the museum.*

And the correct answer is: Not nearly as many people visit the museum as the church.

IL III TIPS ON QUESTION TYPES

TIP 34 SHORT ANSWER QUESTIONS

In short answer questions, it is important:

- a. to always write the **exact words** you hear on the recording.
- b. to be sure what the question is asking. One way to help you focus is to underline the key words before listening.
- c. not to look only at the question words i.e. *-who, -when, why ...*; the words in the rest of the sentence are also important.

Example: *What reason did he give for his choice? or Why did he choose it?*

TIP 35 EXTENDED MULTIPLE-CHOICE QUESTIONS

These questions are probably new to you as you have to choose two or more answers from a list of up to eight options. They are challenging mainly because you have to choose two or more options. Look at the following example which contains a question sentence and list of possible answers.

Example: *Which three items do you need to take with you for the camel trekking trip?*

- a. torch b. water c. walking shoes d. sunscreen
- e. food f. camera g. extra pieces of clothing

To answer these questions correctly, you need to:

- a. look for a title (camel trekking)
- b. read the question, (three items should be underlined)
- c. find key words in the question, (need to)
- d. paraphrase (find another word with the same meaning) *need to* such as: *you're recommend/ suggested/ you should/ have to.*
- e. read through the options as fast as you can. Remember you will probably hear all the options or most of them in the recording.
- f. watch out for answers that are correct but then the speaker takes them away, which is the most common trap in the Listening Test.

The more paraphrasing you do, the easier it would be to hear the right answer.

Look at the following tips on this question type.

- a. Look through the list and say each item silently. **Thinking about the pronunciation** will make it easier to identify the answers when you hear them. The information may come quickly, and the words you need may be combined in longer phrases.
- b. The choices/words/phrases may be mentioned **in any order**, so **the order** in which you write the answers on the answer sheet **is not important**.
- c. Read the question and the list of items carefully. This gives you an idea of what you will hear and what information you should **be listening for**. (See Tip 8.)
- d. Find out **how many** of them **will not be used**.
- e. When the options are in a box, check whether they are in an alphabetical order or not. If they are, you can find the answers faster.
- f. There are always more items in the box or the list than you need.

Note 1: The recording will usually refer to most or all answer options. They may **all be paraphrased**, but **the details will not match**.

Note 2: The first or the first two options will not be usually be mentioned first, even if they are correct answers, so focus more on the other choices when the recording starts.

TIP 36 TABLE COMPLETION

When completing a table, look at the followings:

1. **The instruction** (How many words you can use to answer the question.)
2. **The headings** (What kind of information you need to write in each column or row.)
3. **The numbering** (The numbers on the answer spaces will tell you the order the information will be presented.)

Use this information to predict the type of information you are looking for or which is missing.

TIP 37 DIAGRAM/MAP LABELING

You may be required to label or complete diagrams (e.g., plans, maps, charts) using information on the recording. The following tips can help you with this kind of question.

For map labeling, it is important to know that there are basically three types:

- a. You listen and identify the location of different places on a map by **choosing the correct letter**.
- b. You listen and choose **the correct word** for a location from the list of words provided.
- c. You listen and put labels on a map by writing, usually, up to 2 or 3 words.

When answering this kind of questions, ask yourself these questions:

For a map:

- a. Which way is north?
- b. Which is the way in (entrance)?
- c. What are the main features on the diagram (river, towns, etc.)?

For an object:

- a. Which is the top/bottom, back/front, etc.?
- b. What are the key features?

For a process:

- a. Where does the process start and end?
- b. What are the stages?
- c. What is the order of event?

For a diagram:

- a. Try to understand what the diagram shows and how to describe the location of each of the items or places which are marked. Knowing different prepositions is important in any IELTS task including map labeling. It is, in fact, important to know where different places are located in relation to other locations.
- b. Notice how the numbers are arranged so that you know in which order the information will be presented.
- c. You hear the information you need in the same order as the numbering of the diagram.

TIP 38 TALKS AND LECTURES (SECTIONS 2 & 4)

Listen for question or topic keywords/phrases and any other marker words/phrases or signpost phrases which can show **the direction of the talk or lecture**. Pay attention to these, and make sure you understand their meaning, which will help you to follow the structure of the recording.

- | | |
|---------------------------------|--|
| - First and foremost, | - And what about ...? |
| - And now (we will...) | - Well, that's about it, except for..., |
| - Right, so the first thing... | - Take, for example, |
| - I'd like now to move on to... | - Having said that, ¹ |
| - Before I move on to... | - As regards, / With regard to, / As for |
| - Finally, ... | - Similarly, |
| - Last but not least, | - Likewise, |

- I. "Having said that" is a signal that the speaker is going to say something which will contrast or disagree with what s/he said a moment ago.

IL IV FINAL TIPS

TIP 39 USE SHORTHAND FOR SPEEDY WRITING

TIME IS AN ENEMY IN THE IELTS TEST. Therefore, you need to save time as much as you can. To write down the answers more quickly, write only the first 2 or 3 letters of the answer that you hear in the question booklet. Later, when you want to transfer answers to answer sheet, you can write the whole word.

TIP 40 GUESSING

If you have no choice but to guess, the following hints might help:

- The chance of the 1st option (A) being correct is less than that for other options.
- Correct answers in multiple choice questions are often the choices that are the longest.
- Beware of "100%" words such as *always/never/have to/ must/ only/ all*. Statements containing these words **are quite often false**. This is a useful hint for the Reading Test as well.

TIP 41 THERE IS NO PENALTY FOR GUESSING OR INCORRECT ANSWERS.

IELTS Listening scores are based on correct answers. This means for each question you answer correctly, you get one point. You do not lose points for incorrect answers.

TIP 42 FALLING BEHIND

In any section of the test, when you hear the speaker begin to talk about the next question, and you have not still answered the one you are looking at, **DO NOT WASTE TIME** trying to answer that question. Instead, focus on the topic the speaker is talking about.

TIP 43 HAND WRITING, RECORDING YOUR ANSWERS

At the end of the IELTS Listening exam, you have **10 minutes** to transfer your answers from the exam booklet to the answer sheet provided. When doing so, remember:

1. Make sure your handwriting is clear.* Otherwise, the answer(s) you have given will be marked incorrect.
2. Only the answers transferred to the answer sheet are marked; those you write on the question paper during the test are NOT considered.
3. Do not write the answers in the wrong spaces; otherwise, you will lose marks. To avoid this, when transferring your answers, **check them randomly** to see if they are written in the correct spaces after every few questions you have transferred.

* As mentioned in Tip 4, in case you think your handwriting is poor, write all your answers in capital letters.

Focus on IELTS

SECTION 1 QUESTIONS 1-10

Questions 1-3

Circle the correct letters A-D.

- 1 How long is Anna's trip?
 A ten days
 B two weeks
 C seventeen days
- 2 What aspect of the climate does Sam think Anna needs to prepare for?
 A the daytime heat
 B the cold nights
 C the possibility of rain
- 3 What part of the trip does Sam recommend particularly highly?
 A walking in the mountains
 B visiting the local markets
 C camel trekking in the desert

Questions 4-10

Complete the notes below.

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

<u>What to take on trip</u>	
Clothing:	• comfortable, loose clothes • 4 • sun hat • 5
Other:	• 6 • personal 7 • sun cream • 8 • 9 • 10

SECTION 2 QUESTIONS 11-20

Questions 11-13

List **THREE** groups of people who are at risk from RSI.

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

computer operators

11

12

13

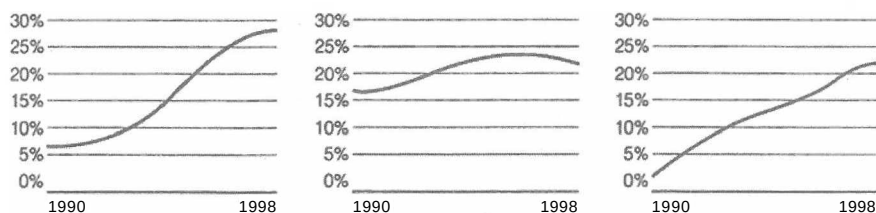
Question 14

14 How many people in the UK are believed to suffer from RSI?

Questions 15-17

Circle the correct letters A-C.

15 Which graph shows the rise in disability claims relating to RSI?



ABC

16 According to the speaker, RSI can develop when

- A muscles are used for too long.
- B muscles are not used.
- C muscles are stretched.

17 How often is it advisable to get up from your computer and move around?

- A every ten minutes
- B every half minutes
- C every hour

Questions 18-20

Complete the diagram.

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

Keep wrists

19



Adjust

20 level.

Ensure there's

18

under thighs.

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