

HANDOUT
LISTENING III



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Listening III

Unit 1 Orientating yourself to the text

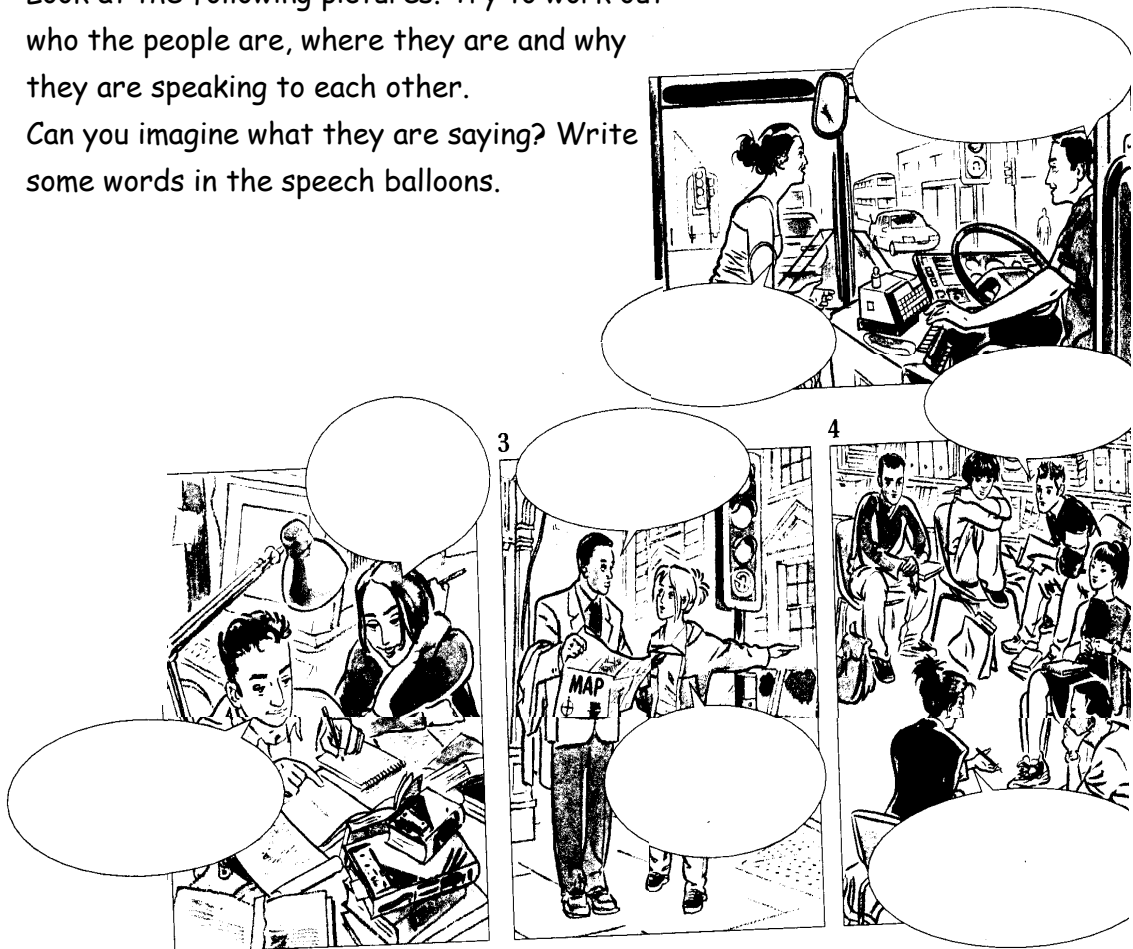
- Who are the speakers?
- Where are they?
- Why are they speaking?

In order to understand what people are saying, it helps to know what their relationship is to each other and you as the listener.

The language we choose to use will depend on our relationship to the other speakers, e.g. we use different language to talk to a family member as opposed to a teacher or a salesperson. Knowing the context of a conversation also helps us to understand the language because it helps us to anticipate what the speakers are going to talk about.

Pre-listening

- Look at the following pictures. Try to work out who the people are, where they are and why they are speaking to each other.
- Can you imagine what they are saying? Write some words in the speech balloons.



- How did you decide what the people were saying?
- Compare what you have written with your partner.

EXTRACT 1

Listen to Unit 1, Extract 1. There are ten short conversations and one example. As you listen, complete the table to show who the speakers are and why they are speaking. The first one has been done as an example.

| Example | Customer / Sales assistant | Customer is asking where men's department is |
|---------|----------------------------|--|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | | |

Follow -up: Spoken and written language.

- Make a list of the type of language you hear spoken every day both in your own language and English. Divide the list into two columns showing language which is spontaneous or unprepared and language which was probably written to be read out loud. Then discuss the questions below with a partner.

Unprepared spoken language
 e.g. talking to family & friends
 asking directions

Read out loud
 Radio news

.....

.....

1. What are the main differences between spoken language and language which was written to be read out aloud? Is it harder to understand one than the other?
2. Why is it more difficult to understand people when they speak on the telephone? How is this similar to listening to a recorded conversation?

Listening

Unit 2: Listening for specific information

What are the key words?

What type of words are they?

Sometimes when we listen, we are only interested in finding out very specific information such as dates and times, names or key words.

It helps us to understand, if we can work out what kind of words we are listening for.

EXTRACT 1

- Look at the telephone message pad below. It comes from a house where a number of students live together.
- Discuss what information you need to listen out for in each message. If possible, write what type of word that is in the right-hand column.
- Listen to Unit 2, Extract 1 and complete the task.

Telephone messages

| | | |
|---|--|---------------------|
| A | Julia confirming dinner on (1)..... at (2)..... | Day/date/time/place |
| B | (3).....ready. Cost of repairs (4)..... | |
| C | (5)called. Textbook is (6)..... | |
| D | Next needs his (7)..... Take them to college before (8)..... | |
| E | Dr. Boyd is ill with (9)..... New appointment on (10)..... | |
| F | Supermarket has found (11)..... Collect them at (12) | |
| G | Sam rang (13)for Prof. Hall on Saturday. Please call this number (14)..... | |

EXTRACT 2

IELTS Listening Section 1

Table and note completion

How to approach the tasks

- In section 1 of the IELTS Listening test you will hear a dialogue. One of the speakers may be seeking factual information such as names or dates which you will have to identify or note down. Alternatively you may have to select the right picture, fill in a form or complete some notes.
- Before you listen, look at the task below and decide what sort of information you are listening for.
- Answer the questions as you listen.

Question 1 - 10

Complete the table and the notes below using **NO MORE THAN THREE WORDS** for each answer.

| BLUE HARBOUR CRUISES | | | |
|------------------------------|-----------------------------|-----------------------------|-----------------------------|
| Name of cruise | Highlight Cruise | Noon Cruise | (1) Cruise. |
| Price per person | \$16 | (4)..... | \$25 |
| Departure times | (2) | 12.00 | (6) |
| Included in the price | (3) | (5) | Coffee and |

Jetty No. 2 is situated (8)

The commentary is in (9).....

The lady recommended that key (10)

TEST TIP
You may find that a Listening section is divided into two parts.

EXTRACT 3

IELTS Listening Section 1

An IELTS Listening Section will often contain more than one type of task, e.g. multiple choices and gap filling.

How to approach the task

- Look at the task below, which consists of a form with some information missing. Try to work out the possible context of the language from the task. Who could the speakers be? Why are they speaking?
- What role will you be playing when you complete the task? What sort of information will you be listening for?
- You only hear the extract once in the real test, so read the questions carefully before you listen.

Question 1 - 10

Listen to the telephone conversation and complete the form below. Write **NO MORE THAN THREE WORDS OR A NUMBER** for each answer.

| GOLDEN WHEELS | | CAR RENTALS | |
|--------------------------------|---|------------------------|--|
| CUSTOMER REQUEST FORM | | | |
| Customer's name |1..... | | |
| Address |2..... | | |
| Telephone |3..... | | |
| Driver's license number |4..... | | |
| Date for collection of vehicle |5..... | | |
| Circle the correct answer | | | |
| (6) Type of car chosen | a. small car b. four-wheel drive c.. family car | (9) Pick up from | a. city b. hotel c. airport |
| (7) Number of days required | a. one day b. three days c. seven days | (10) Method of payment | a. cheque b. credit card c. cash |
| (8) Agreed cost | a. \$50.00 b. \$65.00 c. \$70.00 | | |

Follow up

- Look at the three forms below. Choose one and write a short dialogue to accompany it. Imagine that one of the speakers in your dialogue is asking questions and completing the form. Make sure that your dialogue includes enough information to allow the listener to complete the form.
- Read your dialogue to two other classmates. They must complete the form while they listen.

**The Key Language Centre
Student Enrolment Details**

Name of student.....
 Address.....
 Nationality.....
 Date of birth.....
 Previous study (if any).....
 Length of course desired :
 1 month 3 months 6 months 9 months
 Type of accommodation desired :
 Host family Student hostel University hall
 Reason for studying English.....

**Campus Service
APPLICATION FOR PART-TIME WORK**

Name of student
 Address.....

 Age
 Work permit/tax file number.....
 Experience/Qualification.....

 Type of work sought :
 > Clerical > Taxi driving
 > Restaurant > Telephone Sales
 > Other.....

**Campus Sport
ENROLMENT FORM**

Name
 Address.....

 University Faculty.....
 Student Number.....
 Type of membership required:
 • Half-year
 • Full-year
 • Two-year
 • Three year
 • Sports played.....

Listening

UNIT 3: Identifying detail

- When do we need to listen for detail?
- Why is detail important?

If someone is describing an object like an umbrella, it is the detail in the description, such as the color or a reference to the shape, which allows us to differentiate it from another umbrella. So we need to listen carefully for the words which describe the detail.

Pre-listening

- Look at the pictures of the umbrellas, which are similar but not the same, and describe one to your partner. Is it clear which umbrella you are describing? These words may help you: *spots, stripes, handle, and curved, straight, point, pointed.*



EXTRACT 1

IELTS Listening Section 1

Multiple-choice picture

How to approach the task

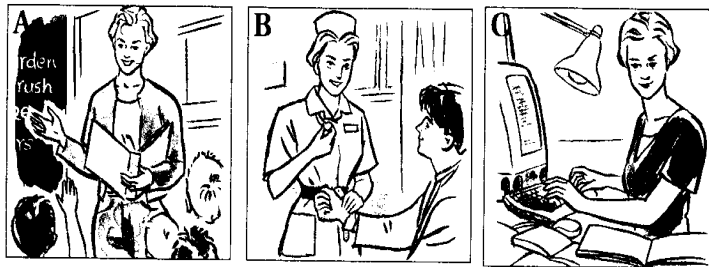
- Look at the task on the following page. In each case there is a question followed by three pictures. Try to work out the possible context of the language from the words in the question and the pictures.
- Decide what information you should listen out for.
- Answer the questions as you listen.

Question 1 - 6

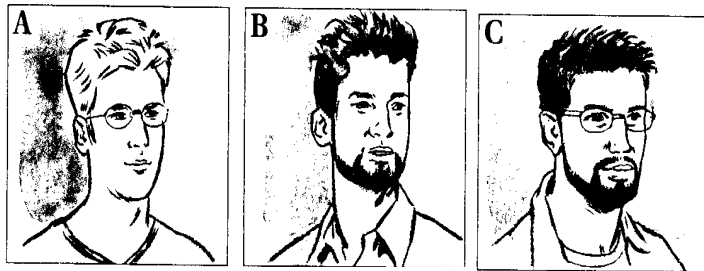
Circle the appropriate letter.

Example

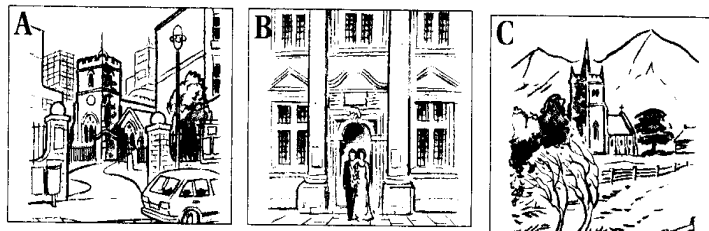
What was Jill's job in Hong Kong?



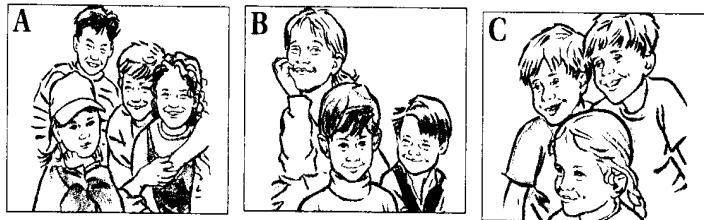
1. Which picture shows Gerry?



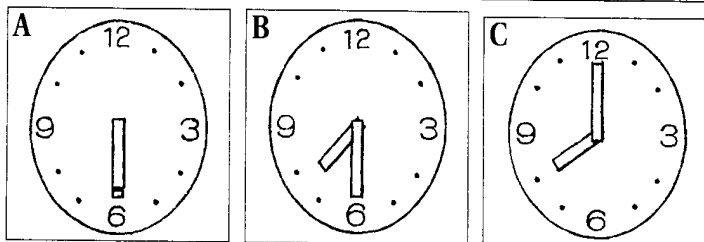
2. Where were Gerry and Sue married?



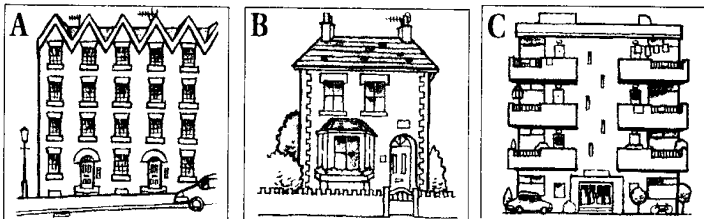
3. Which picture shows Sue's sister's children?



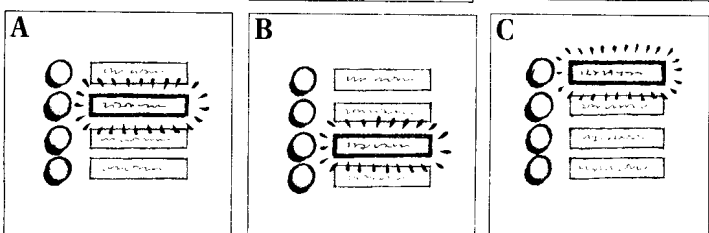
4. What time should Jill arrive for dinner?



5. What type of accommodation does Sue live in?



6. Which bell must you press?



Listening

UNIT 4 Identifying main ideas

- What are the speakers talking about?
- What are the main ideas and how are they developed?

When we take part in a conversation or listen to other people, we subconsciously separate the information that we need or that interests us from the rest of what we hear. In other words, we separate the main ideas from the supporting detail. Sometimes people use an introductory phrase to attract our attention and to give some clue to the topic.

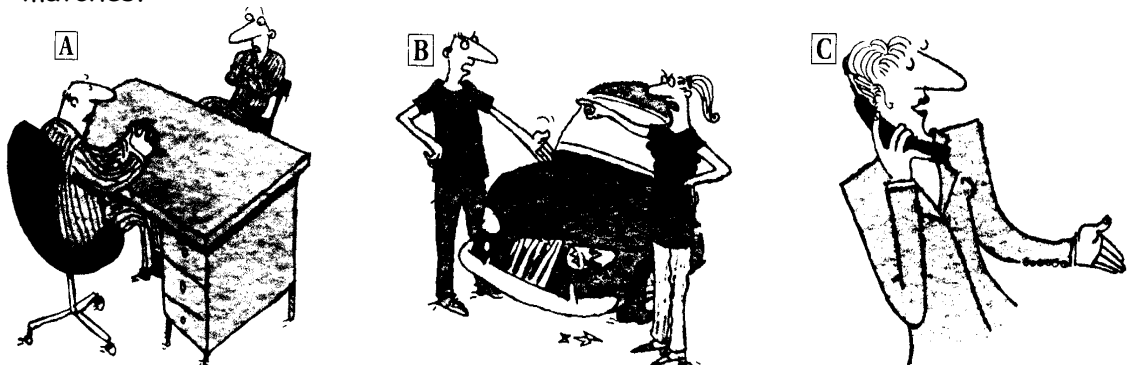
EXTRACT 1

- Look at the chart below. You will see that situation and speakers have already been identified. Try to guess what the speakers *might say* from this information. This is not always possible. Why?
- Listen to Unit 4, Extract 1 and make a note of the words used by the first speaker to attract attention. Write this in the *Introductory phrase* column.
- Listen to the extract a second time and fill in the rest of the grid, briefly noting the *topic* and showing how the speakers *develop this topic*. The first one has been done for you as an example.

| Example | Two old school friends chatting | Guess who I saw today? | Meeting an old teacher | Talk about teacher's appearance |
|---------|--|------------------------|------------------------|---------------------------------|
| 1 | Department store : customer and sales assistant | | | |
| 2 | Husband and wife talking about the children | | | |
| 3 | Radio news item | | | |
| 4 | Two friends making plans for an outing | | | |
| 5 | Two students chatting in university canteen | | | |
| 6 | University librarian and student | | | |
| 7 | Sports equipment shop : assistant and two teenagers | | | |
| 8 | Vice Chancellor of a university speaking at a ceremony | | | |

Follow-up

- Work with a partner. Select one of the pictures from the group of pictures below.
- Decide on a topic for the characters in the picture you have chosen.
- Write a short dialogue (4-5 lines) to accompany the picture. Try to write an appropriate introductory phrase or greeting for the first speaker.
- Act out of dialogue to two other classmates. Could they guess which picture it matches?



EXTRACT 2

IELTS Section 2

Multiple choice and note completion

In section 2 of this IELTS Listening test you will hear one person giving a talk on a topic of general interest. As well as listening for specific information, you may be asked to interpret the speaker's ideas. You will therefore need to follow the talk carefully and be prepared to separate the main ideas from supporting detail.

How to approach the task

- Look at the questions below and try to work out from the vocabulary used what the topic is.
- Now read the questions carefully to find out what sort of information you need to listen out for.
- Underline in pencil the important words in the multiple-choice questions before you listen. This will help to focus your listening.
- Answer the questions as you listen.

Question 1 - 5

Circle the correct answer

1. The weekly radio programme is on
 - A topics suggested by listeners.
 - B local news items.
 - C listeners' hobbies.

2. The process of stamp production is
 - A. difficult.
 - B. expensive.
 - C. time consuming.
3. In the search for suitable subjects, people are invited to
 - A. research.
 - B. give an opinion on possible topics.
 - C. produce a list of topics.
4. Topics are sent for final approval to
 - A. A group of graphic artists.
 - B. The Board of Directors.
 - C. A designers' committee.
5. Australian artists receive money
 - A. only if the stamp goes into circulation.
 - B. for the design only.
 - C. for the design and again if it is used.

Question 6 - 8

Complete the notes using **NO MORE THAN THREE WORDS** for each answer.

Stamps must represent aspects of (6)

 e.g. characters from literature or examples of wildlife.
 There are no (7).....on Australian or British stamps.
 A favorite topic in Britain is (8)

Question 9 - 10

Circle the correct answer.

9. The speaker says that
 - A. many people produce design for stamps.
 - B. few people are interested in stamp design.
 - C. people will never agree about stamp design.
10. The speaker suggests that
 - A. stamps play an important role in our lives.
 - B. too much attention is devoted to stamp production.
 - C. stamps should reflect a nation's character.

Listening

UNIT 5 Seeing beyond the surface meaning

- What does the speaker mean exactly?
- How can we interpret intonation?

People do not always say exactly what they mean. As listeners we must learn to interpret the words people use as well as their intonation patterns. In this unit, we will investigate some ways of seeing beyond the surface meaning of spoken language while following a conversation.

Pre-listening

- Look at the sentence: *I thought the assignment was due in on Thursday.*
- Try saying it in three different ways, to produce three different meanings. What are the three meanings? Discuss these with your partner.
- Try creating a similar short statement. See if you can vary the meaning by changing the word stress.
- Read your statements to your partner. Can you hear the differences in meaning?

EXTRACT 1

- Look at the chart below and note the headings of the different columns.
- Listen to Unit 5 Extract 1, which consists of an example and eight short, independent dialogues. As you listen, answer the focus question *Yes* or *No*.
- Discuss what indicators or language features helped you to interpret the real meaning of the speakers.

| | Focus question | Yes/No | Indicators |
|---------|---|--------|---|
| Example | Did the woman like the shirt? | No | Her hesitation Rising intonation-uncertainty |
| 1 | Is the weather fine? | | |
| 2 | Is the girl trying to avoid the date? | | |
| 3 | Was the man satisfied with the phone? | | |
| 4 | Are university fees going to rise? | | |
| 5 | Does the woman want to see the computer? | | |
| 6 | Is the boy very sick? | | |
| 7 | Did the woman like movie? | | |
| 8 | Is the teacher pleased with the boy's work? | | |

Pre-listening



- Look at the three posters advertising a student debate.
- Discuss what each of the posters means. Ask your teacher to explain their possible meaning of this is not clear. In these three cases, there are two possible sides to each argument.
- Make a list of things which could be said on either side of the argument for each poster. This will help you to understand Extract 2.
- Report back to the class.

EXTRACT 2

In section 3 of the IELTS Listening test you will have to follow a conversation with more than two speakers. In this extract you will hear a conversation between three friends who live in a student house together, Richard, Sue and Frank. They are having a conversation about how the government should spend public money. They are two tasks to accompany this listening extract.

Task 1

- Listen to the conversation. As you listen, complete the grid below by placing a ✓ in the box next to the name of the speakers each time they speak. Which of them speaks most often?

| | | | | | | | | | | | | | | | | | | | |
|---------|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Richard | ✓ | | | | | | | | | | | | | | | | | | |
| Sue | ✓ | | | | | | | | | | | | | | | | | | |
| Frank | ✓ | | | | | | | | | | | | | | | | | | |

Task 2

- Now look at the questions below. Read them carefully and underline any words that you think will help to focus your listening.
- Listen to the extract a second time and circle the correct answer for each question.

1. The person at the door is
 - A. looking for work.
 - B. asking for money.
 - C. looking for the hospital.
 - D. visiting her friends.
2. Frank thinks the hospital should be financed by
 - A. local residents.
 - B. a special health tax.
 - C. the state.
 - D. private companies.
3. Richard thinks Sue's view on hospital funding is
 - A. acceptable.
 - B. predictable.
 - C. uninteresting.
 - D. unreasonable.
4. Sue's attitude towards the government's spending is
 - A. disapproving.
 - B. indifferent.
 - C. understanding.
 - D. impartial.
5. Frank thinks that space research
 - A. is only for scientists.
 - B. is moving too slowly.
 - C. has practical benefits.
 - D. has improved recently.
6. In talking about space travel, Frank
 - A. displays his pessimism.
 - B. reveals an ambition.
 - C. makes a prediction.
 - D. refers to a book.
7. Sue thinks work is important because it
 - A. reduce the levels of crime.
 - B. gives individuals pride in themselves.
 - C. helps people find homes.
 - D. reduce the need for charity.
8. Richard's overall attitude is
 - A. helpful.
 - B. bitter.
 - C. disinterested.
 - D. sarcastic.

TEST TIP

In this type of task there are three speakers interacting and on the test you will only hear the conversation once. It is important that you are able to distinguish between the different speakers as well as understand what they are saying.

Listening

UNIT 6 Following signpost words

- What are 'signpost words'?
- How do they help us to understand?

Good public speakers and lecturers illustrate the stages of their talk through the use of 'signpost words'. Being able to identify and follow the signpost words will help you to understand formal spoken English.

Pre-listening

As with writing, speakers make use of special words to help introduce ideas and provide a framework for what they are saying, especially in formal speech, such as a lecture or a talk. We can think of these words as 'signpost words' because they direct our listening; in order, they warn us that more information is coming and suggest what kind of information this may be: e.g. additional, positive, negative, similar, different. They may also introduce examples of a main point made earlier.

- Look at the sample of unfinished 'spoken' text below. It starts with the signpost word *while*, which suggests that there is a contrast or opposite to follow.

While a great deal has been achieved in the area of cancer research, there.....

This sentence could be completed with the words:*is still a lot we do not understand about cancer.*

Here are some possible 'direction' that the signpost words can take you in.

- a. Leading towards a comparison.
- b. Leading towards a contrast or opposite.
- c. Introduction an example of what was said earlier.
- d. Suggesting cause and effect or result.
- e. Providing additional information.
- f. Setting out the stages of a talk.

- First, read the sentences 1 -10 on the next page and identify the signpost words and the direction (a-f above) that the words are taking you in. Then go on to the pair activity that follows.

1. Incoming governments often make promises which they cannot keep. For instance.....
2. Every Roman town had at its centre a forum, where people came together to conduct their official and religious affairs. In addition, the forum.....
3. The meteorological office predicted rain for the two weeks of the Olympic Games. In consequence,
4. Learning a foreign language can be difficult and at times frustrating. However,
5. Not only did the Second World War result in the displacement of millions of innocent civilians, it.....
6. Despite the efforts of the government to reduce the incidence of smoking among teenagers and young adults, I regret to say that smoking.....
7. This is how to approach writing an essay. First, you should read the question carefully. Then.....
8. No matter how hard you try to justify the sport of fox hunting, the fact remains that.....
9. Firstly I would like to talk about the early life of J.F. Kennedy. Secondly.....and thirdly.....
10. On the one hand, it may be advisable to study hard the night before an exam; on the other hand,.....

- Try to complete the unfinished statements above by creating an ending which makes sense in each case, using the signpost words in the text to guide you.
- Read the finished texts out loud to your partner so that you can practice the intonation patterns which go with the signpost words. Make sure your voice rises and falls in the right places to reflect your intended meaning.

EXTRACT 1

You can check the intonation patterns by listening to Unit 6, Extract 1, which gives some possible ways of completing the sentences.

EXTRACT 2

IELTS Listening Section 3
diagram

Note completion and labelling a diagram

IELTS Section 3 Listening takes the form of a conversation between two or more people discussing an academic topic. Unlike the dialogues in Section 1, where the speakers are discussing everyday topics, Section 3 will require more careful attention to the conversation or argument being expressed. In the following example, you will hear an extract from a university tutorial with four speakers taking part. First look at the question below and make sure you understand exactly what you have to label on the diagram.

Question 1 -3

Complete the notes. Use **NO MORE THAN THREE WORDS** for each answer.

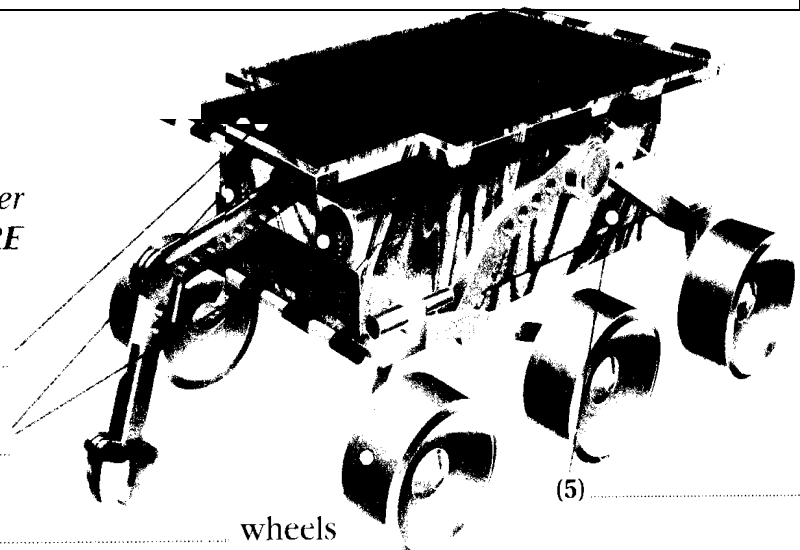
The robot does the work of a (1) It looks like a (2) on wheels. It weighs 16,5 kg and travels quite (3).....

Questions 4-7

Label the diagram of the rover
Write **NO MORE THAN THREE WORDS** for each answer.

(4)

(6)



(7) wheels

Question 8 - 10

Complete the notes. Use **NO MORE THAN THREE WORDS** for each answer.

The rover cannot be steered in real time because of the (8)..... . Scientists decide on a (9)for the rover. Mars is similar to Earth because it may have (10)

Listening

UNIT 7 Being aware of stress, rhythm and intonation

- How do intonation and word stress help us to understand? Public speakers and lecturers make use of stress, rhythm and intonation patterns, along with signpost words, to divide their information into 'chunks' of meaning. Learning to recognise these speech patterns will help you to understand formal spoken English whether you are listening to a live or a recorded talk.

Pre-listening

- Try saying the following telephone numbers. Notice how your voice goes up after each group and then drops as you come to the end of the whole number.

☎ 5849 3714 *612 9983 4721*01223 460278*33 76 49 52 98*0412 613612

Speakers normally use an upward intonation if they have more to add and let their voice drop when they come to the end of that piece of information.

EXTRACT 1

- Look at the five extracts below, taken from different lectures and mark in pencil the words which you think should be stressed and where your voice should rise and fall.
- Read the extracts out loud to your partner, as if you were giving a talk or a lecture, paying particular attention to the intonation patterns needed to keep the listener interested and to ensure that the meaning is clear. After you have both read each extract, listen to the recording and compare it with your versions.
- Try recording your own voice and then listen to yourself.

A. Urban society began when hunter-gatherers learnt (a) how to farm land, (b) how to domesticate animals and (c) how to build permanent structures to act as shelter.

B. There are three levels of government in Australia: firstly, there is Federal Government; then there is State Government and thirdly we have Local Government.

E. The many forms and styles of handwriting which exist have attracted a wide range of aesthetic, psychological and scientific studies, each with its own aims and procedures. Moreover, each of the main families of writing systems (European, Semitic, East Asian) has its own complex history of handwriting styles.

C. There are three levels of government in Australia; firstly, there is Federal Government, which looks after issues of national importance such as immigration and defense. Then there is State Government located in each capital city, and which has responsibility for such things as education, the police and urban and regional planning, and thirdly we find Local Government, which controls services such as waste collection, public libraries and childcare centers.

D. Was Napoleon poisoned or did he die of natural causes? The Napoleon Society of America, an association of historians and collectors, has given a modern twist to this debate. They have done this by revealing the results of chemical analyses of hair said to have come from the head of the French

EXTRACT 2

IELTS Listening Section 4

Following a flow chart

Section 4 of the Listening test is always a lecture or a talk of some kind. In this example, you will hear the introduction to a lecture on child language acquisition. The speaker provides a framework for his talk using a number of signpost words.

How to approach the task

- Read the notes carefully to get an idea of the content and direction of the talk.
- Notice how the notes form part of a flow chart to reflect the format or organization of the talk.

Question 1 - 10

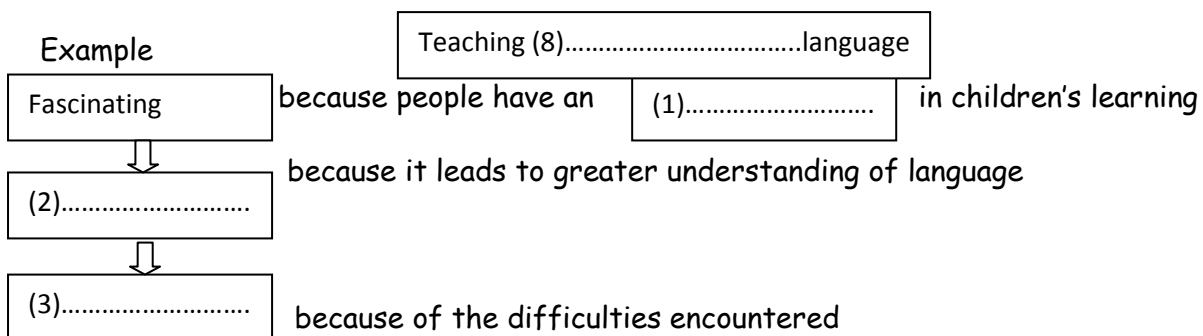
TEST TIP

If you need to use more than three words, the answer is probably incorrect.

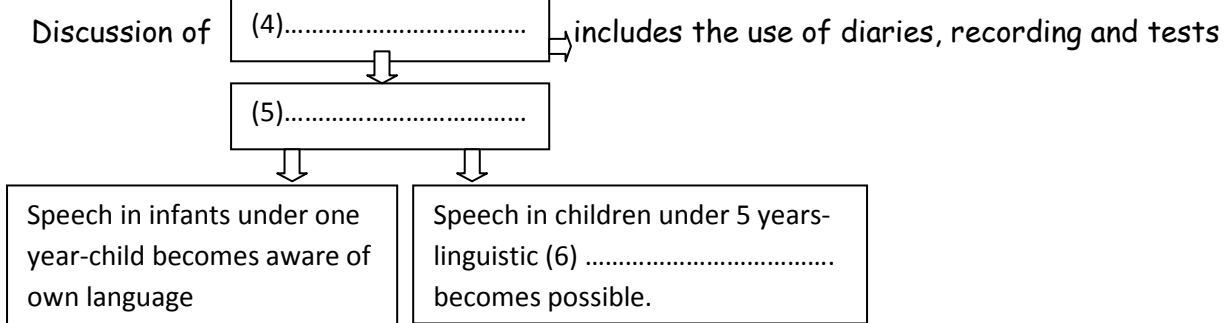
Complete the notes below. Use **NO MORE THAN THREE**

WORDS for each answer.

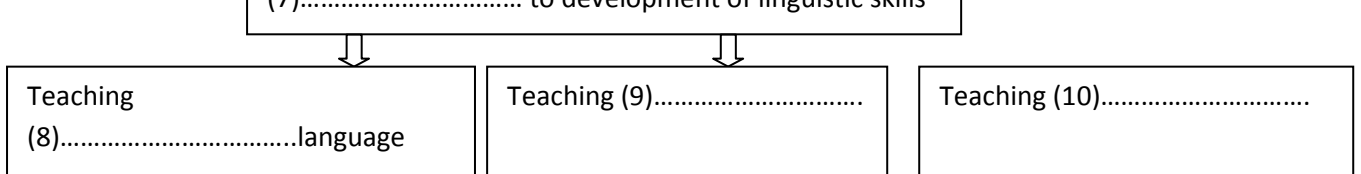
The Study of Child Language Acquisition



Part 1 of talk



Part 2 of talk



EXTRACT 3

IELTS Listening Section 4
choice

Table/flow chart completion and multiple choice

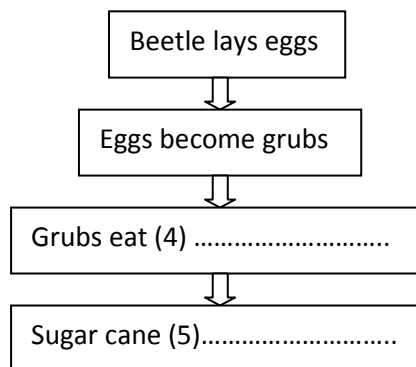
Question 1 - 3

Complete the table below using **NO MORE THAN THREE WORDS** in each space.

| Animal | Brought by | Reason |
|------------------|----------------|------------------|
| (1)..... | settlers | for food |
| fox | settlers | (2)..... |
| cane toad | (3)..... .. | to kill beetles |

Question 4 - 5

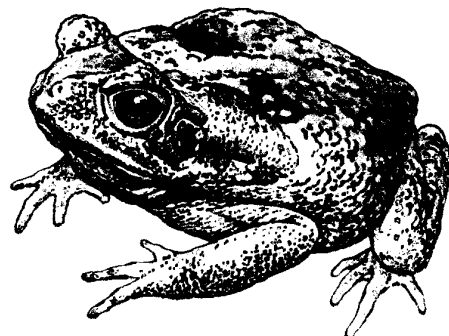
Complete the table below using **NO MORE THAN THREE WORDS** in each space.



Question 6 - 10

Circle the appropriate letter.

6. The cane toad originated in
 - A. Central America.
 - B. Hawaii.
 - C. Australia.
7. In Australia, the toads
 - A. Grew extremely.
 - B. Multiplied in number.
 - C. Ate the cane beetles.



8. The farmer's plan failed because
 - A. There were too many beetles.
 - B. Their own research was faulty.
 - C. They believed reports they read.
9. The sugar cane industry
 - A. Thrives today.
 - B. Has died out in some areas.
 - C. Survives alongside the beetle.
10. The second lesson to be learned from this story is that
 - A. The environment is constantly at risk.
 - B. First-hand research is not always necessary.
 - C. Caution is necessary when dealing with nature.