

LISTENING SECTION 1

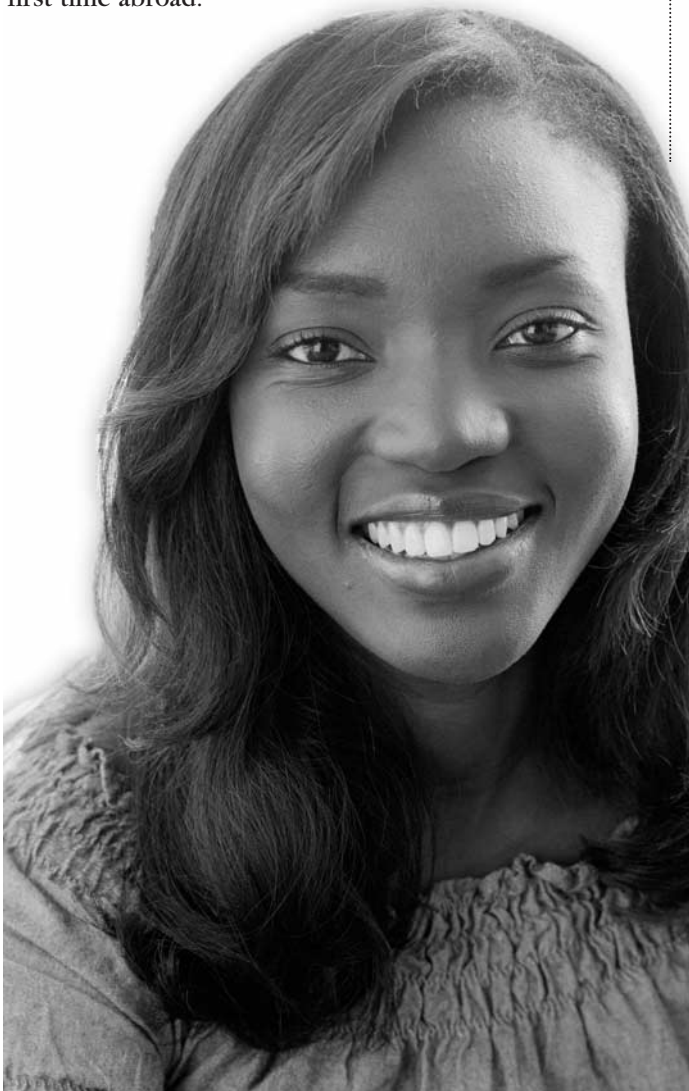
A House to Rent

1 Introduction

Read about Lucy and then, in groups of three, discuss

- what things will probably worry Lucy about going to study in Canada.
 - which type of accommodation would be most suitable for her and which least suitable. Put them in order from 1–6.
- a hall of residence or dormitory
 - a shared flat or apartment with other students
 - a bedsitter or studio
 - a room in a family house
 - a basement flat or basement suite
 - a terraced house or row house

Lucy is a 24-year-old graduate student at the University of Natal, in Durban, South Africa. She has just won a scholarship to study for part of her doctorate at the University of British Columbia in Vancouver, Canada. She is single and this will be her first time abroad.



2 Listening

You will hear a man in Vancouver, Canada, phoning a real-estate agent in order to rent out rooms in his house.

Work in pairs and look at Questions 1–7.

- Before you listen predict the type of information you will need for the answer to each question.

Example: *in Question 7 you will need a telephone number.*

- Then listen and answer the questions.

Questions 1–7

Complete the form below.

Use **NO MORE THAN THREE WORDS OR A NUMBER.**

BELLINGHAM REAL-ESTATE AGENTS

Property to rent

Type of property: (1)

Architectural type: **2 storey**

Address: 3281 (2)

Richmond, British Columbia.

Monthly rent: \$700 (3)

plus \$30 for (4)

View of: (5)

Seller information

Name: (6)

Address: **as above**

Telephone: (7)

Cell phone: **903 2773987**



LISTENING SECTION 1 **A House to Rent**

Now you will listen to the second part of the conversation.

Before you listen, work in pairs and:

- read the questions and check you understand the vocabulary.
- suggest other ways of expressing the options (A, B, C, D or E) in the questions.

Example: *Answer:*
 8C dryer machine for drying clothes

Then listen to the second part and answer Questions 8–10.

Questions 8–10

Circle two letters A–E.

- | | |
|---|--|
| <p>8 Which of the following does the kitchen contain?</p> <p>A dishwasher
 B washing machine
 C dryer
 D gas stove
 E microwave</p> | <p>10 Which amenities are nearby?</p> <p>A the university
 B a shopping mall
 C a park
 D a sports centre
 E a movie theatre</p> |
| <p>9 Which of the following does the house have?</p> <p>A a swimming pool
 B air conditioning
 C central heating
 D a games room
 E a fireplace</p> | |

3 Follow-up

Role play

Read the advertisement below and then work in pairs to prepare either Role A or Role B. When you have prepared, change partners and do the role play.

Family House for Rent

\$700 per room 2 bedrooms Richmond

Two big bedrooms in large 2-storey Richmond home with view over ocean and 2-minute walk from beach and park. Shopping mall 1 block away. Fully-equipped kitchen including microwave and dishwasher. Washing machine and dryer in basement. Games room with ping pong and pool. Central heating. Would suit single students.

Role A: Real-Estate Agent You put the advertisement at the bottom of the page on your website. You should deal with enquiries about it. You are keen to rent out this property as you have not had many enquiries about it – it's rather far from the city centre and the university. Before you start, think of extra details about the property and questions you would ask people enquiring about the room.

Role B: Lucy You have seen the advertisement at the bottom of the page on the Internet. Phone the estate agent to find out more details about the house. You are worried that the house is a little far from the university – you don't have a car at the moment and would have to rely on public transport, at least until you can find a part-time job and earn some extra money. Before you start, think of questions you want to ask the real-estate agent.

Vocabulary

When you travel to English-speaking countries, you may hear either British English vocabulary or American English vocabulary, or something different depending on where you go. Here are some words which are different in British English and American English. (Canadian English is likely to be similar to American English.)

Match the words in British English on the left with their American English equivalents on the right.

British	American
1 cinema*	a yard
2 cooker	b stove*
3 distance between two parallel streets	c sidewalk
4 flat*	d movie theatre
5 garden*	e mall*
6 lift*	f line
7 motorway*	g gas* or gasoline
8 pavement*	h garbage*
9 petrol*	i freeway*
10 queue*	j faucet
11 rubbish*	k elevator
12 shopping centre*	l downtown
13 tap*	m block*
14 the town centre	n apartment*
15 sea	o ocean

*These are the words most often used in Australia.



Teacher's notes

A House to Rent

Estimated class time: 1 hour

1 Introduction (10 minutes)

You can personalise the activity by asking your students to tell their partners what type of accommodation would suit them if they were moving to study in a foreign country.

2 Listening

For the complete recording script, please see page 123.

Questions 1–7 (15 minutes)

Before listening

- Tell your students that although they won't be able to predict the *actual* answers in the test, trying to predict *the type of information needed* is the most effective way of approaching the task.
- Although in the test they will have less time to do this than in class, they should try to predict *how* the answer will be said.

Intermediate

- Ask your students to say for which questions they may be asked to write down a word which is spelt out (Answer: Questions 2 and 6).
- Elicit the problems which they may have in this type of exercise e.g. *one of the speakers repeats the spelling wrongly*.
- Ask them to look at Questions 1–5 in pairs and suggest 2 or 3 possible answers for each, so they think about the *type* of information they should be listening for.

Advanced

- You may wish to turn this into a vocabulary revision exercise by brainstorming different types of property *town house, apartment etc.*, different types of road to live in *street, avenue, square etc.* and talk about vocabulary differences between British and American English.

ANSWER KEY

- 1 (modern) (family) house
- 2 Number One / No 1 / Road
- 3 per room
- 4 (the) cleaner / cleaning
- 5 (over) (the) ocean
- 6 Peter Truboise
- 7 60474106

Questions 8–10 (15 minutes)

Point out that with multiple selection questions, the speakers will probably use different words from the ones that appear in the questions.

- Point out the example and elicit some suggestions for other options e.g. *washer, cooker*.

Play the second part of the listening task.

- Ask your students to check their answers in pairs before checking with the whole class.
- Play the second part again and compare the words the speakers used with the words in the questions.

ANSWER KEY

- 8 A E
- 9 C D
- 10 B C

3 Follow-up (20 minutes)

Role play

Before doing the role play:

- Ask your students to prepare the same roles in pairs.
- The real-estate agents should think up extra details for the property and questions they should ask Lucy – e.g. *How long do you want to rent for? What's your job or occupation?*
- For the Lucy role, they should think of possible questions. E.g. *How much is the rent? Do I have to pay a deposit?*

Remix the pairs to do the role play.

Vocabulary

ANSWER KEY

- 1d 2b 3m 4n 5a 6k 7i 8c 9g 10f 11h 12e 13j
 14l 15o

LISTENING SECTION 1

At the Doctor's

1 Introduction

Work in pairs and discuss

- which of these symptoms you would go to the doctor for and which you would treat yourself.
- what illnesses they might be symptoms of. (Choose from the box below.)

Symptoms

a cough
 sneezing
 a rash
 spots
 a runny nose
 a headache
 a back ache
 a sore throat
 diarrhoea
 dizziness
 nausea and vomiting
 a temperature

Illnesses

the flu
 a cold
 an allergy
 food poisoning
 chicken pox
 over-tiredness
 bronchitis

2 Listening

Martin is visiting a doctor at a student health centre. You will hear a conversation between Martin and the doctor.

Before you listen, look at Questions 1–6 and predict what type of information you should listen for in each question. (In the example you have to listen for the patient's name and also listen to how it is spelt.)

Questions 1–3

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

STUDENT HEALTH CENTRE
MEDICAL RECORD

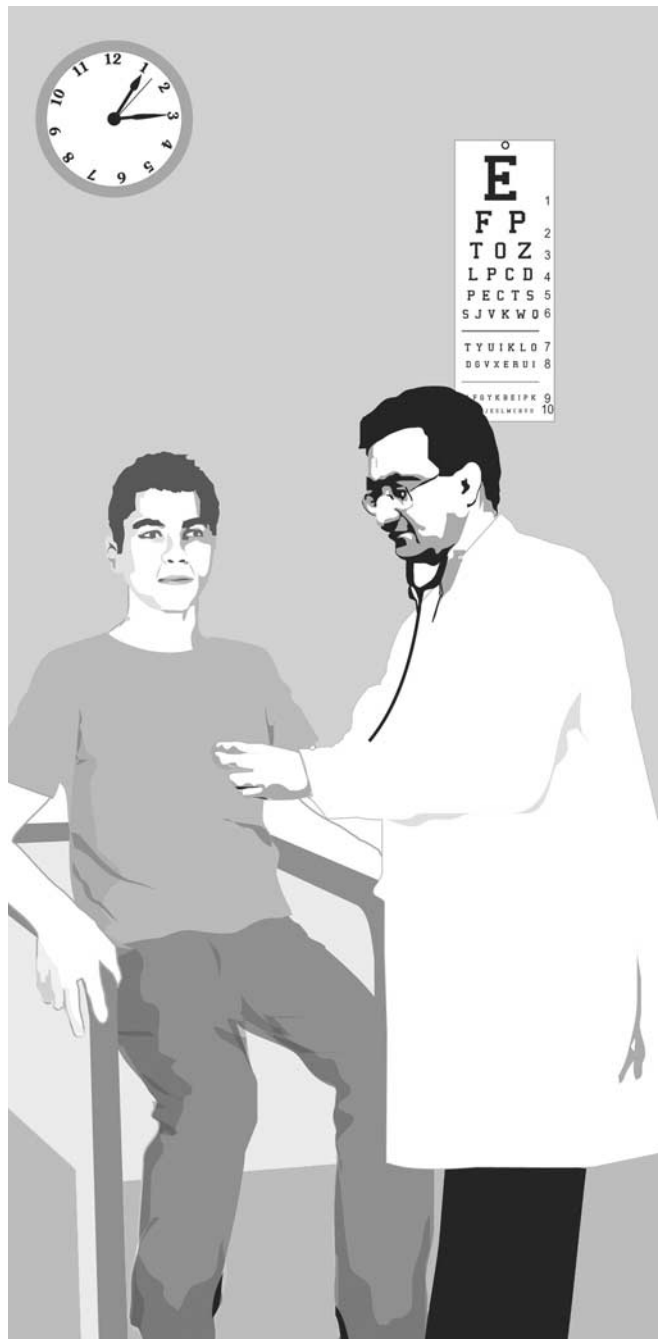
Example	Answer
Patient's name:	Martin Hansen

Faculty of (1)

Address: 13 (2) Street, Perth.

Telephone: (3)

Date of Birth: 15th June, 1986.



Questions 4–6

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

Serious illnesses / accidents: (4)

Operations: (5)

Allergies: (6)

LISTENING SECTION 1

At the Doctor's

Now you will listen to the second part of the conversation.

- Before you listen, look at Questions 7–10.
- Work in pairs and suggest other ways of expressing the alternatives in the questions.

Example:

7C He has an infection

Answer:

I might have got a germ /
 I probably picked up the flu
 from someone

- When you have done this, listen and answer the questions.

Questions 7–9

Circle the correct letters A–C.

- 7 Why is Martin visiting the doctor?
 A He suffers from headaches.
 B He suffers from nausea.
 C He has an infection.
- 8 How many hours does Martin usually sleep each night?
 A Less than eight.
 B Between eight and nine.
 C More than nine.
- 9 Which of these describes Martin's problem?
 A It's continuous and constant.
 B It's worse during the daytime.
 C It's worse in the evening and at night.

Question 10

Circle two letters A–E.

- 10 Which of these things does the doctor suggest Martin should do?
 A change his diet
 B have his eyes tested
 C sleep more
 D take more exercise
 E take some medicine

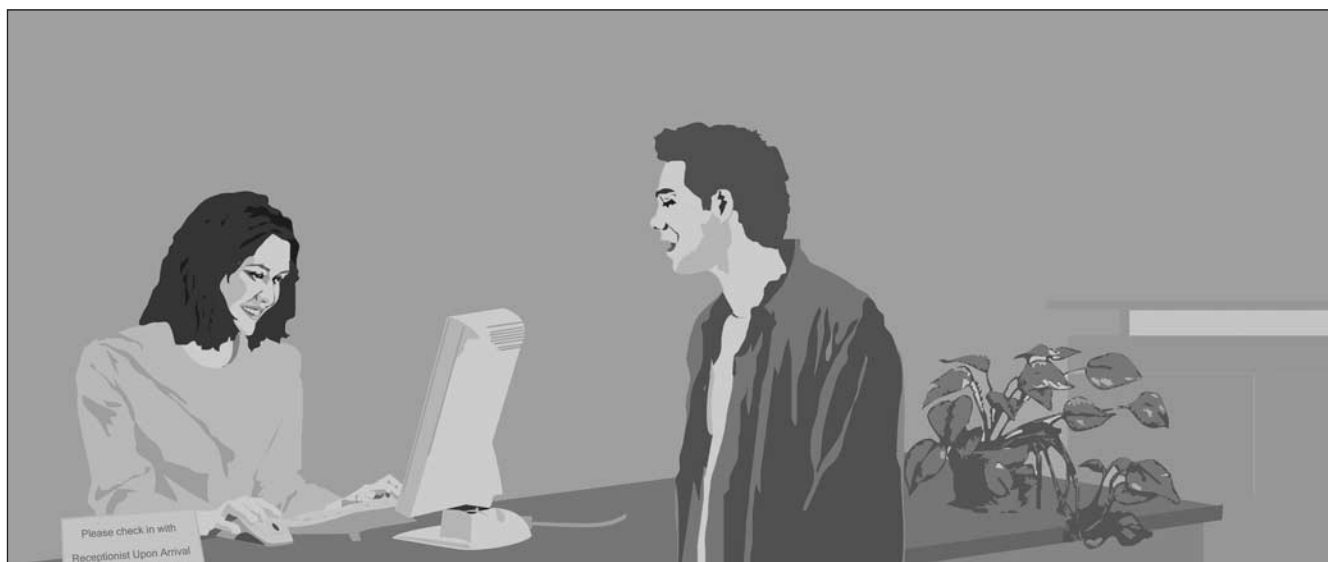
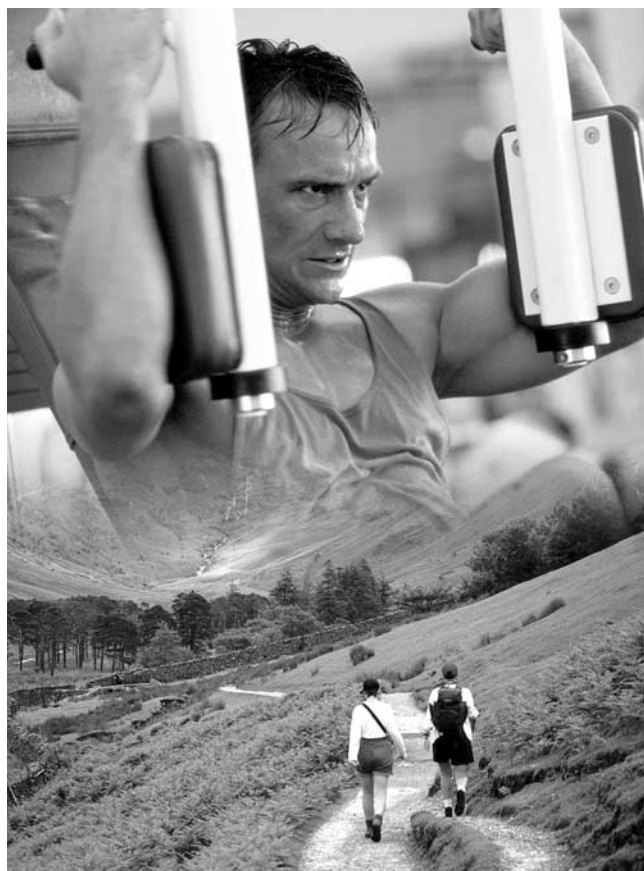
3 Follow-up

Speaking Module Part 3

In Part 3 of the speaking module the interviewer asks you some questions and discusses them with you.

Work in pairs. Ask each other these questions and discuss your answers together.

- Why is it important to stay healthy?
- Which do you think is more important: health or money?
- What things should people do to protect their health?
- What are the main health problems in your country?



Teacher's notes

At the Doctor's

Estimated class time: 50 minutes–1 hour

1 Introduction (10 minutes)

Ask your students to discuss these things fairly briefly.

ANSWER KEY

1 This is a question of personal inclination – some people are readier to visit the doctor than others for a number of reasons. Also, it will depend on how long the symptoms persist and how serious they are.

2 (Possible answers):

the flu: sneezing, a headache, a back ache, a sore throat, nausea and vomiting, a temperature

a cold: a cough, sneezing, a runny nose, a headache, a sore throat, a temperature

an allergy: a cough, sneezing, a rash, spots, a runny nose, nausea and vomiting

food poisoning: a headache, diarrhoea, dizziness, nausea and vomiting, a temperature

chicken pox: a rash, spots, a headache, a temperature

over-tiredness: a headache, dizziness

bronchitis: a cough, a sore throat, a temperature.

2 Listening

For the complete recording script, please see page 123.

Optional pre-listening activity (10 minutes)

Ask your students to look at the questions (1–10) and the photo.

- Ask them to work in pairs and predict what questions the doctor will ask the patient – they needn't write these down.
- Discuss their suggestions and correct their English where necessary.

Questions 1–6 (15 minutes)

Before you play the listening, ask your students to look at the form (Questions 1–3) and predict possible problems when listening for information of this type. These will include:

- Spelling of names – which letters do they find confusing?
E.g. G and J, C and S, A and H
- Telephone numbers e.g. double 3, Oh and zero in British and American English etc.
- Other things which confuse students e.g. mistakes made by one of the speakers, numbers – 15 and 50, A and 8 with American speakers etc.

Intermediate

If necessary, give your students some practice with the problems they mention. You can:

- Ask them to spell a few names.
- Do a minimal pairs exercise on the board i.e. write:

A	B
13	30
14	40
15	50 etc.
- Read the numbers at random and ask students to say whether each number is from 'A' or 'B'. They then work in pairs and test each other by reading the numbers in the same way.
- In groups get them to dictate their telephone numbers.

Advanced

Extra activity

- Ask students to work in pairs and invent their own dialogue for this part of the listening in which they include some of the problems you have elicited.

- Put pairs together in groups of 4 or 6 to read their scripts to each other – the others note down the answers.
- Get a pair whose dialogue you think is particularly good to read it to the whole class.
- Ask students to comment on which dialogues gave them the most problems and why.

Ask your students to look at Questions 4–6 and brainstorm possible answers from the whole class.

- Tell them that although they won't be able to predict the *actual* answers in the test, trying to predict *possible* answers in this way is the most effective way of approaching the task.
- Remind them that to get the marks they must spell their answers correctly.
- Play the first part of the listening (Questions 1–6), then ask students to check their answers first in pairs, then with the whole class.

ANSWER KEY

- 1 Medicine
- 2 Chatham
- 3 01734 24655
- 4 (a) broken leg / broke leg
- 5 none / no (operations)
- 6 dust (and) cats

Questions 7–10 (15 minutes)

Point out to your students that with multiple choice (Questions 7–9) and multiple selection (Question 10), the speakers rarely use the same words as appear in the questions.

- Elicit ways of rewording some of the alternatives in the questions, e.g. 7B: *he feels sick*, or C *he's caught a virus*.
- Ask students to work in pairs and think of other alternatives.

Play the second part of the listening.

- Ask your students to check their answers in pairs, then with the whole class.
- Play the second part again to hear what words the speakers used to produce the correct answers for Questions 7–10.

ANSWER KEY

- 7 A
- 8 B
- 9 C
- 10 B and E

3 Follow-up (10 minutes)

Speaking Module Part 3

When candidates answer these questions in the test, it's important that they give fairly long answers – not just a few words. To do this, encourage them to

- give reasons for their answers.
- give examples to support their ideas.

Intermediate

You can work with the whole class first and

- brainstorm ideas, reasons and examples for each question.
 - brainstorm vocabulary they will need to answer the questions well e.g. *check-up*, *balanced diet* and *disease*.
- Then put them in pairs to do the task.

Advanced

You can put them in small groups to brainstorm useful vocabulary before they start.

LISTENING SECTION 2

Coping with Stress

1 Introduction

Discussion

Work in pairs and answer these questions.

- a What does each of the pictures show?
- b Why could each of them be a source of stress at work?
- c What other sources of stress at work can you think of?
- d How can you cope with stress at work?

Vocabulary

Check you know the meanings of these words and phrases which you will hear in the listening. Then complete the sentences below using each word or phrase once.

workplace personal goals overwork trivialities set money aside

- 1 I put your headaches down to You need to take some time off and have a holiday.
- 2 It's a good idea to so that you don't have financial problems if you become unemployed.
- 3 It's important in your job to meet your own as well as fulfilling your company's objectives.
- 4 She has difficulty dealing with really important issues in the office because she gets too involved in
- 5 We've carried out a 5-year study into stress in the – particularly in factories and offices.



LISTENING SECTION 2 **Coping with Stress**

2 **Listening**

You will hear part of a radio programme in which a researcher talks about stress at work.

- Before you listen, look at Questions 1–4 below.
- Study the list of possible causes of stress and explain why each of them can cause stress.

Questions 1–4

Complete the list of reasons why these people suffer from stress. Choose from the list of possible causes in the box.

What did each person say was the **principal** cause of stress for them?

Example	Answer
Ramon	Team work

- Kikuko (1)
- Boris (2)
- Etienne (3)
- Nagwa (4)

Possible causes of stress

- A bad management
- B dual-career family
- C fear of unemployment
- D new technologies
- E physical surroundings
- F powerlessness
- G too much work

Now listen to the second part of the listening, and answer Questions 5–10 below.

Questions 5–7

List **THREE** parts of one's daily routine that can help reduce stress.
 Write **NO MORE THAN THREE WORDS** for each answer.

- 5
- 6
- 7

Questions 8–10

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

<u>Strategies for reducing stress from specific causes</u>	
Cause of stress	Strategy for reducing stress
Overwork	(8)
Fear of job loss	(9)
New technologies	(10)

3 Follow-up

Speaking Module Part 2

In Part 2 of the speaking module you are given a prompt card and you have to speak for one or two minutes about the subject on the card.

Look at this prompt card and prepare to give a short talk. Do the following steps:

- Work in pairs. Brainstorm ideas for the talk and make notes.
- Change partners and take it in turns to give your talks.

Describe some things which cause you stress.

You should say:

- when you get stressed
- why certain things cause you stress
- how you feel when you are stressed
- and explain what you do to deal with the problem.



Teacher's notes

Coping with Stress

Estimated class time: 1 hour

1 Introduction (10 minutes)

Discussion (5 minutes)

The sources of stress arising from the pictures include:

- conflict with colleagues, bosses or customers
- work-related travel
- overwork
- coping with new technologies
- poor physical working conditions.

Vocabulary (5 minutes)

Ask your students to work in pairs. Encourage them to use their dictionaries where necessary.

ANSWER KEY

- 1 overwork 2 set money aside 3 personal goals 4 trivialities
 5 workplace

2 Listening

For the complete recording script, please see page 124.

Questions 1–4 (20 minutes)

Before listening

Ask your students to explain how each of the items in the box 'Possible causes of stress' can cause stress. Then follow the advice for Intermediate or Advanced students.

Intermediate

- Remind them that when they listen, they won't hear these exact words or phrases.
- Ask them to suggest how they might be phrased in the listening e.g. for *dual-career family*: 'both husband and wife have jobs'.
- If you wish, play the listening down to *acute source of stress* as an example.

Advanced

- Play the example i.e. what is said about Ramon down to an *acute source of stress*.
- To show students how the speakers will not use the same vocabulary as appears in the questions, elicit how the idea of teamwork as a cause of stress is expressed in the listening activity i.e. *work in teams*, *conflict between personal goals and the need to cooperate with one's colleagues*.
- Ask students to work in pairs and each pair write a part of the script for one of the causes in the box. Encourage them to paraphrase the cause, not repeat the same words.
- They then read their extract to the rest of the class who have to say which cause it is.
- When doing this, you should encourage them to use different words as merely repeating *bad management* (for example) makes the answer obvious.

Play the first part of the listening and ask your students to check their answers first in pairs and then with the rest of the class.

ANSWER KEY

- 1 C 2 G 3 D 4 E

Intermediate

- If necessary, play the listening activity again for them to improve on their answers (though they won't have this opportunity in the IELTS test).
- Elicit what things confused them while they were listening and, where necessary, play extracts to show why each answer is correct – in this way they become familiar with the ways unwary candidates are distracted from getting the correct answer.

Advanced

- Play the recording again and ask your students to compare the differences between the words in the list of possible causes and the words Dr Greenhill used in the listening task.

Questions 5–10 (15 minutes)

Questions 5–7 and 8–10 are basically the same type: students may use no more than 3 words.

Intermediate

- To prepare for this, go back to their list of ways of coping with stress at work from the Introduction, and ask them to rephrase them so that they express them in no more than 3 words.
- Then play the second part of the listening task and ask them to check their answers in pairs.

Advanced

- Before listening, ask them to predict what they think the answers will be – they may use ideas already expressed in the Introduction.
- Get feedback from the whole class, but discount any answers which are more than 3 words.
- Play the listening activity and check the answers in pairs and then with the whole class.

ANSWER KEY

- 5 a balanced diet / vary your diet
 6 drink less coffee
 7 take regular exercise
 8 manage time better / manage your time
 9 make plans / (set money aside / update your c.v.)
 10 do training courses

3 Follow-up

Speaking Module Part 2 (15 minutes)

- Don't allow students to write out what they are going to say in full – just brief notes.
- Tell the listening student in each pair to give their partner feedback when they have finished.
- Students may then repeat their 'improved' talk to someone else.

LISTENING SECTION 2

Mentoring

1 Introduction

Work in pairs or small groups.

- Match the first half of the phrases below with the second half to make a list of typical things that worry students when they are starting university.
- Discuss which would be serious problems for you and which would be less serious.

- | | |
|----------------------------------|---|
| 1 Finding | a around a strange city. |
| 2 Living | b away from home for the first time. |
| 3 Missing | c enough money. |
| 4 Not being able to keep up with | d friends and family. |
| 5 Not being able to understand | e members of the opposite sex for the first time. |
| 6 Not finding | f somewhere pleasant to live. |
| 7 Not finding one's way | g the food. |
| 8 Not having | h the weather unpleasant. |
| 9 Not liking | i the work. |
| 10 Studying with | j what's being said in class. |

2 Listening

You will hear part of a talk to new students at a university.

Before you listen, look at Questions 1–3.

- Work in pairs and quickly suggest alternative ways of stating the three options for each question.

<i>Example:</i>	<i>Answer</i>
1A New students	Students just beginning at university.

- Then listen to the talk.

Questions 1–3

Circle the correct letters A–C.

- Who are mentors?
 - new students
 - second or third-year students
 - university teachers
- How often should mentor groups meet?
 - once a week
 - once a fortnight
 - once a month
- What is it essential to do at the first meeting?
 - explain your problems
 - make new friends
 - agree when to meet again



LISTENING SECTION 2

Mentoring

You will now hear the second part of the talk.

Before you listen, work in pairs and

- look at Questions 4–7 and say four things you would hope to receive information about if you were a new student.
- look at Questions 8–10 and try to predict possible answers (you can make several suggestions for each question).
- then listen to the second part of the talk and answer Questions 4–10.

Questions 4–7

List **FOUR** things which students may be given information about.

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

- 4
- 5
- 6
- 7

Questions 8–10

Complete the sentences below.

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

- 8 Your mentor will show you how to obtain a free
- 9 Mentoring is useful for people who are for the first time.
- 10 Your mentor may give you advice on how to

3 Follow-up

Discussion

Discuss these questions in small groups.

- a Have you come across a mentoring system like this?
- b What was it like?
- c How well did it work?
- d If there wasn't a system of this kind, what methods were used to help new students settle in? Would you have liked a mentoring system like the one described?
- e Do you think a system like this would be good for people starting new jobs in a company?

Role play

Do the following role play in groups of three. One person should take Role A and two people should share Role B.

Role A: You are a second-year university student, and you have volunteered to be a mentor to new students because you like meeting new people, enjoy being helpful and feel enthusiastic about university life in general. You met your 'mentees' (the new students) briefly on the first day of term, but this is your first proper meeting with them. To help bring out problems and worries they may have, ask them questions like: *How do you expect university life to be different to life as a school student?* or *What are your concerns about being at university?* Before you start, think of a few more questions like these.

Role B: You are a new university student, and you have asked to join a mentor group. You met your mentor briefly on the first day of term but this is your first proper session with him / her. You have just left school and this is your first experience of higher education, so you are full of questions such as: *How many hours a day should I spend studying?* or *What are my tutors looking for in my written assignments?* Before you start, think of a few more questions like these to ask your mentor, and also questions about social or sports facilities.



Teacher's notes

Mentoring

Estimated class time: 1 hour

1 Introduction (10 minutes)

Before handing out the photocopiable page:

- Elicit the things that would worry / worried your students on their first day at university or college.
- If they are hoping to study abroad, ask them what worries they have about this.
- List their concerns and then ask them in groups of 3 or 4 to discuss how reasonable the worry is and how the problem can be dealt with.

Ask them to do the exercise in pairs or small groups.

ANSWER KEY

1h 2b 3d 4i 5j 6f 7a 8c 9g 10e

2 Listening

For the complete recording script, please see page 124.

Questions 1–3 (15 minutes)

Before listening, your students should briefly suggest alternative ways of expressing the options.

- Give them a few minutes and then get feedback / suggestions from the whole class.
- Play the first part of the listening activity and check the answers.
- If you wish, play the extract again, and ask your students to note down what was actually said. Compare it with the wording of the correct options.

ANSWER KEY

1 B
 2 B
 3 C

Questions 4–10 (15 minutes)

For Questions 4–7, your students should quickly brainstorm possibilities.

For Questions 8–10, they should predict possible answers.

- Tell them to pay particular attention to correct spelling because if they spell words wrongly in the test, they may not get the mark.

Intermediate

- To help them, tell them that the answers contain these words: *academic, account, facilities, techniques*.
- After playing the recording, ask them to work in pairs and complete their answers.
- With a weak class, play the listening a second time (though they will not have this opportunity in the test).
- Check the answers with the class – if necessary, play extracts to show where the answers are.

Advanced

When they brainstorm possible answers, you can:

- Ask them to work in pairs and express as many as possible in not more than 3 words.

ANSWER KEY

4 academic systems
 5 study techniques / techniques for studying
 6 university facilities
 7 social activities
 8 e-mail account
 9 away from home
 10 pass (your) exams

} in any order

3 Follow-up (20 minutes)

Discussion

Students discuss their experiences and opinions in groups of 3 or 4.

Role play

Although there are two roles, students should do this role play in groups of 3, with 1 person taking Role A and 2 people Role B.

Before starting

- Put students with the same role in pairs to prepare their questions and ideas. Give them 3 or 4 minutes to do this.
- Discourage them from writing their questions down as this makes the role play unnatural.
- When everyone has finished, get feedback from the whole class by asking what things they discussed.