

[www.papyruspub.com](http://www.papyruspub.com)

*Improve your Skills*

# Listening & Speaking *for IELTS*

with Answer Key

6.0–7.5



Joanna Preshous



MACMILLAN

[www.papyruspub.com](http://www.papyruspub.com)

*Improve your Skills*

# Listening & Speaking *for IELTS*

with Answer Key

6.0–7.5

Joanna Preshous

  
MACMILLAN



Macmillan Education  
4 Crinan Street  
London N1 9XW  
A division of Macmillan Publishers Limited

Companies and representatives throughout the world

ISBN 978-0-230-46341-7 (with key + Audio Pack)  
ISBN 978-0-230-46343-1 (without key + Audio Pack)  
ISBN 978-0-230-46342-4 (with key + Audio + MPO Pack)  
ISBN 978-0-230-46763-7 (without key + Audio + MPO Pack)

Text, design and illustration © Macmillan Publishers Limited 2014  
Written by Joanna Preshous

The author has asserted her rights to be identified as the author of this work in accordance with the Copyright, Designs and Patents Act 1988.

First published 2014

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system, transmitted in any form, or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publishers.

Designed by Kamae Design, Oxford  
Illustrated by Kamae Design, p16, 17, 21, 32, 33, 37, 77.  
Cover design by Macmillan  
Cover photograph by Getty Images/Remi Mansi  
Picture research by Susannah Jayes

#### Author's acknowledgements

The author would like to thank Andrew, Laura and Eleanor for their support and encouragement throughout this project.

Special thanks to the freelance editor for her valuable advice and guidance.

The author would like to dedicate this book to her parents.

The publishers would like to thank all those who participated in the development of the project, with special thanks to the freelance editor.

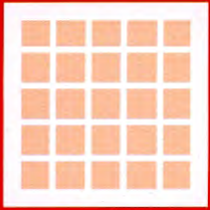
The author and publishers would like to thank the following for permission to reproduce their photographs:

**Alamy**/Ange p38(bl), Alamy/Carmo Correia p54, Alamy/Greatstock Photographic Library p38(cl); **Bananastock** p26; **Brand X** p20; **Corbis** p64, Corbis/Hero Images p30, Corbis/Imaginechina p14(bl), Corbis/Helen King p14(cl), Corbis/Edvard March p62(bl), Corbis/Ariel Skelley p62(bcl), Corbis/William Whitehurst p70; **Creatas** p78(tl); **Getty Images** p25, Getty Images/Anne Ackermann p38(bcl), Getty Images/Heungman Kwan p46(cl), Getty Images/Lisa Mckelvie p6(c), Getty Images/Cohen/Ostrow p6(a); **Glow Images**/Adam Haglund p6(b); **Image Source** p78(tm); **Macmillan Publishers Ltd** p57; **PIXTAL** p78(tr); **Thinkstock**/Getty Images p46(cr), Thinkstock/Istockphoto pp62(cl),78(cr).

Although we have tried to trace and contact copyright holders before publication, in some cases this has not been possible. If contacted we will be pleased to rectify any errors or omissions at the earliest opportunity.

Printed and bound in Thailand

2018 2017 2016 2015 2014  
10 9 8 7 6 5 4 3 2 1



# Contents

## Introduction

page 4

	Topic	Listening skills	Speaking skills
<b>Unit 1</b> page 6	<b>Life choices</b>	Identifying the context Predicting in notes Exam listening: Section 1	Speaking Part 1: Talking about familiar topics Giving extended answers Pronunciation: Word linking 1
<b>Unit 2</b> page 14	<b>Taste</b>	Labelling a map or plan Exam listening: Section 2	Speaking Part 2: Describing an arts or media event Using cleft sentences Talking about likes and preferences Pronunciation: Sentence stress
<b>Unit 3</b> page 22	<b>The world about us</b>	Identifying synonyms and paraphrases Classification Exam listening: Section 3	Speaking Part 2: Describing something to help the environment Speaking Part 3: Expressing views and opinions Pronunciation: Word stress in <i>-ion</i> nouns
<b>Unit 4</b> page 30	<b>Language and communication</b>	Visual multiple choice Table completion Exam listening: Section 4	Speaking Part 3: Agreeing and disagreeing Speaking Part 2: Making notes Pronunciation: Word linking 2
<b>Unit 5</b> page 38	<b>Food for thought</b>	Nominalization in paraphrasing Sentence completion Exam listening: Section 2	Speaking Part 3: Asking for clarification and giving yourself thinking time Pronunciation: Weak forms of auxiliary verbs
<b>Unit 6</b> page 46	<b>Science and technology</b>	Identifying and avoiding distractors Matching Exam listening: Section 4	Speaking Part 3: Making generalizations Pronunciation: Sounding interested
<b>Unit 7</b> page 54	<b>On the move</b>	Summary completion Exam listening: Section 3	Speaking Part 2: Using a range of language Pronunciation: Countries and nationalities
<b>Unit 8</b> page 62	<b>Friends and family</b>	Listening to numbers and letters Form completion Exam listening: Section 1	Speaking Part 3: Avoiding repetition using substitution and ellipsis Pronunciation: Strong and weak forms
<b>Unit 9</b> page 70	<b>Spend spend spend!</b>	Labelling a diagram Identifying the speaker's attitude Exam listening: Section 3	Speaking Part 2: Describing objects Follow-up questions Pronunciation: Word stress in nouns and verbs
<b>Unit 10</b> page 78	<b>Time</b>	Understanding structure and flow Flowchart completion Exam listening: Section 4	Speaking Part 3: Speculating and speaking hypothetically Pronunciation: Stress in compound adjectives

## Phonemic chart

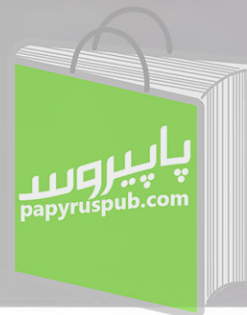
page 86

## Answer Key and audio scripts

page 87



# Introduction



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

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

## How can I use this book?

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

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

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

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

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

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

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

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

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

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

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

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

### By developing skills

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

**By developing language**

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

**By developing test technique**

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

**How is the IELTS Listening component organized?**

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

**What kind of questions are there?**

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

**How will I be assessed?**

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

**How is the IELTS Speaking component organized?**

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

**How will I be assessed?**

The examiner awards marks under four headings:

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

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

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

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

# 2

# Taste

UNIT AIMS

**LISTENING SKILLS**

Labelling a map or plan

**SPEAKING SKILLS**

Part 2: Describing an arts or media event

Using cleft sentences

Talking about likes and preferences

**PRONUNCIATION**

Sentence stress

**EXAM LISTENING**

Section 2



## Topic talk

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

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

*Example*

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

- He likes wearing fashions from the sixties and seventies.  
\_\_\_\_\_
- I'm not sure I like her fashion sense – it's a little too dramatic and exaggerated for my taste. \_\_\_\_\_
- I prefer simple, well-cut clothes that don't go out of fashion.  
\_\_\_\_\_
- My parents are a little old-fashioned in their taste; they prefer traditional, plain designs. \_\_\_\_\_
- I always think Italian women have a very distinctive style, unlike any other. \_\_\_\_\_
- Nowadays it seems that almost everyone owns a least one pair of jeans.  
\_\_\_\_\_
- The design of the house is simple and practical but not particularly attractive. \_\_\_\_\_



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

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

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

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

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

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

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

*Example*

*an opera: La Traviata*

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

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

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

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

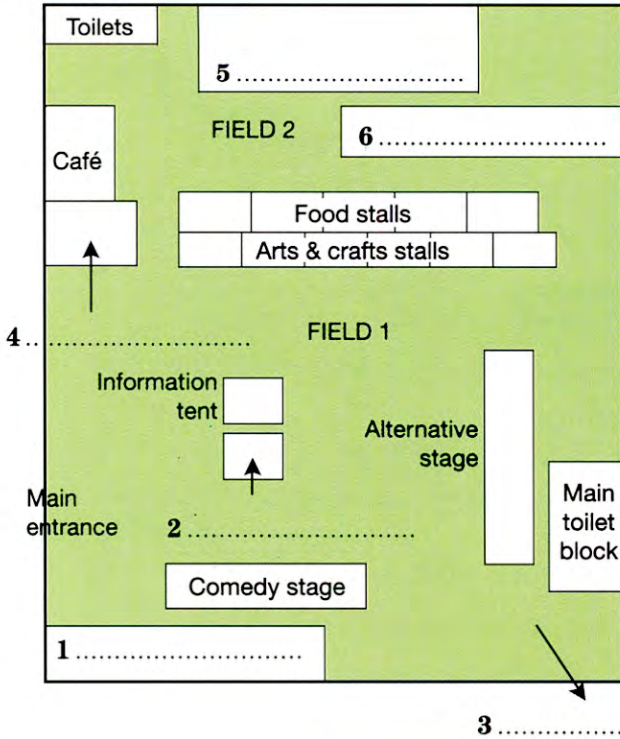


# Listening skills

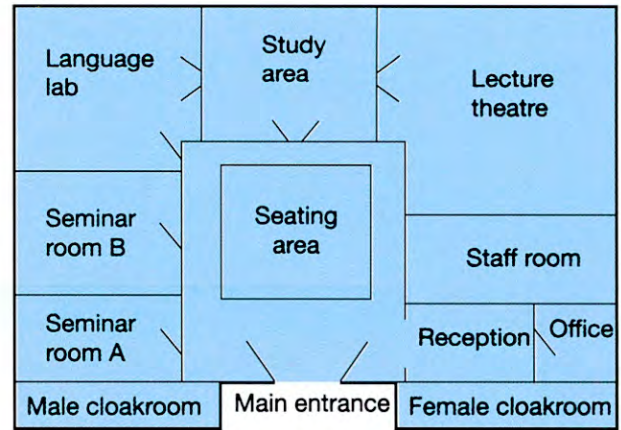
## Labelling a map or plan

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

**Plan A**




**Plan B**



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

- 2 Read the descriptions below and match them with locations 1–6 on plan A. Label the plan.
- The First Aid tent is directly in front of the main entrance next to the information tent.
  - To get to the main stage, turn left at the entrance and head for the second field. You'll see the stage on the far side opposite the food stalls.
  - The disabled toilets are in the first field not far from the entrance, in the corner behind the comedy stage.
  - You'll find the children's play area in the second field, beside the café.
  - Access to the camping area is in the far corner of the first field next to the main toilet block.
  - The VIP area is at the far end of the second field directly opposite the café.

- 3 Look at the sentences (a–g) about plan B and decide if they are true or false. If they are false, correct them.
- a As you enter the department the seating area is directly in front of you. \_\_\_\_\_
  - b As you enter seminar room A the staff room is behind you. \_\_\_\_\_
  - c There are men's and women's cloakrooms on either side of the reception. \_\_\_\_\_
  - d As you come out of the lecture theatre the language lab is in front of you. \_\_\_\_\_
  - e From the office to seminar room B you need to cross the study area. \_\_\_\_\_
  - f To access the office you need to go through the lecture theatre. \_\_\_\_\_
  - g As you leave seminar room A, the men's cloakroom is on your right. \_\_\_\_\_

4  1.14 Listen to the receptionist describing three locations on Plan B. Which location is she describing in each case?

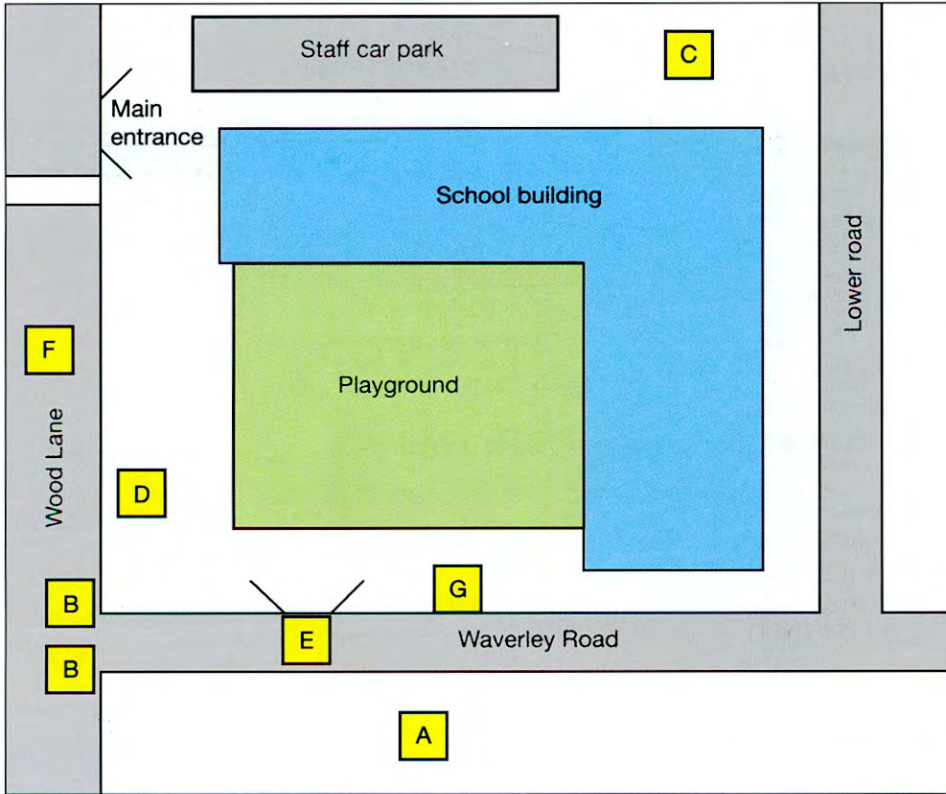
- a \_\_\_\_\_
- b \_\_\_\_\_
- c \_\_\_\_\_

**Technique**

In a labelling exercise, look at the location of each of the answers on the diagram and think about how to describe it in relation to other places on the diagram.

5 Practise describing different locations on the plans for your partner to find. Remember to state your current location in each case.


6 Look at the town plan below. What does it show?



7 Before you listen, describe the locations of A–G on the map in relation to other places on the map.

*Example*

*B is at the junction of Waverley Road and Wood Lane.*

8  1.15 Listen to part of a recording and label the plan. Write the correct letter A–G next to questions 1–7 below.

- 1 Visitors' parking \_\_\_\_\_
- 2 Pedestrian crossing \_\_\_\_\_
- 3 Traffic calming \_\_\_\_\_
- 4 Traffic signs \_\_\_\_\_
- 5 New flats and offices \_\_\_\_\_
- 6 New fence \_\_\_\_\_
- 7 Garden \_\_\_\_\_

## Speaking skills

### Part 2: Describing an arts or media event

1 Look at the notices/adverts (A–C) and answer the questions below.

- 1 What type of event is each one advertising? \_\_\_\_\_
- 2 Have you been to any events like these recently? \_\_\_\_\_
- 3 Which of these events would you choose to go to? Why? \_\_\_\_\_

A

#### South Hill Arts Centre

Monday 5th–Sunday 18th October 10 am–4 pm

‘Man and nature’

An exhibition exploring the human relationship with the natural landscape featuring the work of local photographer Henry Gregory.

Adults: £5

Free admission for under 12s and students.

B

#### Grangetown Dramatic Society

presents

#### *A Midsummer Night's Dream*

by William Shakespeare

Tuesday 5–Saturday 9 September

at The Priory Theatre Grangetown

Tickets available from Box Office 01856 875335

C

#### Netherwood Town Hall


*Netherwood Chamber Orchestra*

Mozart Violin concerto No 4

Mahler Symphony No 5

Friday 11 April 8 pm

Tickets £10, £7.50

- 2  1.16 Listen to a man talking about one of the events in 1. Which one is he describing? Did he enjoy it? Was there anything he didn't like?

### Using cleft sentences

3 Complete the phrases the speaker uses to emphasize his points. Then listen again to check your answers.

- a The thing \_\_\_\_\_ was the violin concerto.
- b The \_\_\_\_\_ events like this is \_\_\_\_\_ I like to see local talent.
- c What \_\_\_\_\_ how good amateur musicians can be.
- d Something \_\_\_\_\_ was the age of the musicians.
- e What \_\_\_\_\_ the venue.

#### Technique

To focus on a particular point and emphasize it, we often use a cleft sentence. These start with *The thing ...*, *Something ...*, *What ...*, *The reason why ...* and can be used to express how we feel about something using the verbs *like*, *dislike*, *love*, *hate*, *enjoy*, etc. For example: *The thing I liked most about the concert was the soloist.*

4 Rewrite these sentences using a cleft sentence starting with the prompt given.

*Example*

*I especially loved his emotional performance.*

*Something that I especially loved was his emotional performance.*

*I didn't enjoy the concert because the sound quality was bad.*

*The reason why I didn't enjoy the concert was the sound quality was so bad.*

a The small, intimate venue really made this show really special.

What \_\_\_\_\_

b The artist's talent really impressed me.

The thing \_\_\_\_\_

c I absolutely love her designs because they are so modern and fresh.

The reason \_\_\_\_\_

d I particularly remember the incredible costumes and scenery.

Something \_\_\_\_\_

e I'm not very keen on this type of modern art.

Something \_\_\_\_\_

f The fascinating story makes this film worth seeing.


The thing \_\_\_\_\_

g I didn't like the book because the story was so complicated.

The reason \_\_\_\_\_

h The film made me realize what difficult lives some people lead.

What \_\_\_\_\_

5  1.17 Listen and check your answers.

## Talking about likes and preferences

6 Think about your own experience and choose one of the following.

a cultural event ■ an exhibition ■ a film ■ a musical event ■ a play

Talk about

- why you went to the event
- what you enjoyed about it
- something that particularly impressed you about it
- one thing you didn't like about it.

7 Read the Speaking Part 2 task card below. Take one minute to think and make notes on the topic. Then practise speaking for two minutes on the topic.

Describe an arts or entertainment event that you have attended.

You should say

- what kind of event it was
- where it was held
- what impression it had on you


and explain whether or not you enjoyed it.

### Technique

To show emphasis, you can use adverbs like *really*, *especially*, *absolutely* and *particularly*.

## Pronunciation

### Sentence stress

1  1.18 Listen to these speakers' impressions of different arts events.

Underline the words that the speakers stress.

- Something I really didn't like was the noise.
- The thing I remember most is the beautiful choral piece.
- What made the concert special was the fantastic choir.
- What I absolutely loved about the play were the wonderful costumes.
- The thing I particularly liked were the stunning visual effects.
- The thing that really impressed me was the amazing script.

#### Technique


Speakers generally stress content words (words that carry meaning like nouns, verbs, adjectives and adverbs) rather than grammar words (prepositions, auxiliary verbs, pronouns, etc). However, any word may be stressed for emphasis.



2 Practise saying the sentences.

3 Look at the sentences below. Underline the words in each sentence that you think will be stressed.

- I'm a big fan of contemporary art.
- Orchestral music doesn't appeal to me at all.
- I really can't see the attraction of the latest fashion trend.
- I'm quite passionate about traditional dancing.
- I'm not too keen on folk music but I love this song.
- I absolutely love classic literature but I'm not too keen on this particular writer.

4  1.19 Listen and check your answers.

5 Rewrite the sentences in 3 so that they are true for you.

6 Practise saying the sentences.

# Exam listening

## Section 2

1.20

Questions 11–15

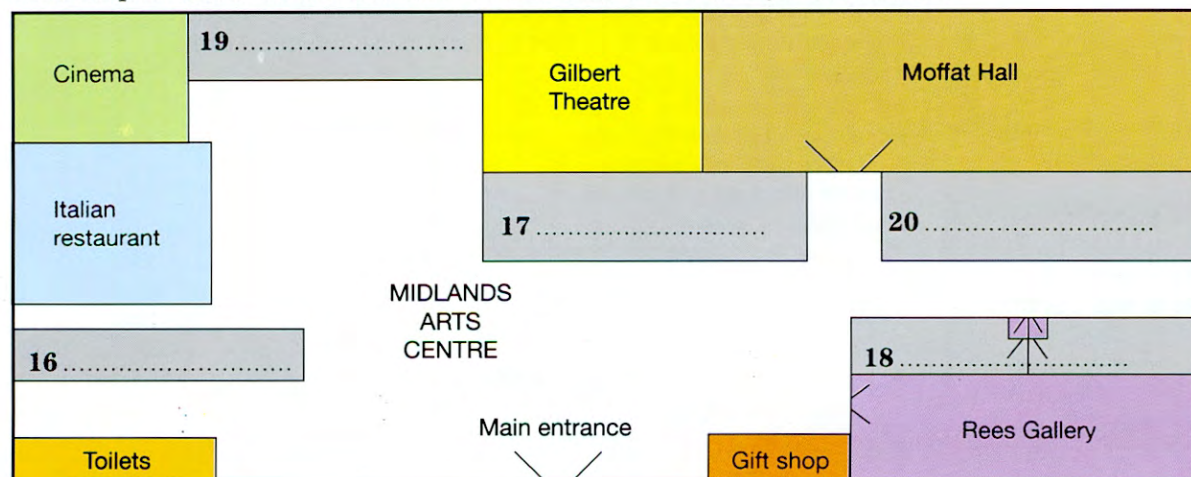
Choose the correct letter, **A**, **B** or **C**.

- 11 The main purpose of the new Arts Centre is to provide
- A entertainment and education opportunities
  - B education and local business opportunities
  - C entertainment and local business opportunities
- 12 Where can the permanent art exhibits be found?
- A Exhibition Room A
  - B Exhibition Room B
  - C The Rees Gallery
- 13 The Drawing Workshop is for
- A teenagers
  - B cartoonists
  - C local artists
- 14 The Youth Band and Choir are performing
- A twice in the Gilbert Theatre
  - B at two different venues
  - C in the theatre and the Moffat Hall
- 15 The last event of the evening
- A is in the Studio Theatre
  - B is a musical event
  - C is by a local performer

1.21

Questions 16–20.

Label the plan below. Write **NO MORE THAN THREE WORDS** for each answer.



## Improve your Skills

# Listening & Speaking *for IELTS* 6.0–7.5

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

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

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

Each unit includes:

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

COMMON EUROPEAN FRAMEWORK

A1 A2 B1 B2 **C1** C2

  
**MACMILLAN**  
www.macmillanenglish.com

MACMILLAN  
**DICTIONARY**  
   
Dictionary Thesaurus  
www.macmillandictionary.com

 **Macmillan**  
Practice Online

www.papyruspub.com

ISBN 9780230463417



9 780230 463417