

Test section – Listening Part 2

Dealing with Short Answer questions

Activities

1. Understanding instructions – matching task
2. Developing a strategy for Short Answer questions – key words and anticipating answers
3. Listening Part 2 practice

Aims

- To help students understand the importance of noticing and following the instructions
- To help students use the time before the audio starts to think about the context and nature of the conversation
- To provide students with strategies to approach this type of question
- To give students practice in Part 2 of the Listening test

Learning outcomes

- Students will have practised using the time before the audio starts to analyse the context.
- Students will have practised how to approach Short Answer questions.
- Students will have applied the strategy to an IELTS Listening test Part 2.

Information about this section of IELTS

Part 2 is a monologue set in an everyday social context (e.g. a speech about local facilities or a talk about the arrangements for meals during a conference). There are 10 questions, and they are in the same order as the audio recording. The recordings are heard only once. They include a range of accents, including British, Australian, New Zealand, American and Canadian. A variety of question types are used, chosen from the following: Multiple Choice, Matching, Plan/Map/Diagram Labelling, Form/Note/Table/Flow Chart/Summary Completion, Sentence Completion, Short Answer questions.

Time	30-45 minutes
Level	B1+
Class	Suitable for groups / large classes, F2F / Online
Interaction	Individual / pair work
Materials	Worksheets x 2 attached, audio script

Activity 1: Understanding instructions – matching task

Material: Worksheet 1

Time: 10-15 minutes

Procedure:

- introduce the focus of the lesson – Listening Part 2 – a monologue set in an everyday social context – Short Answer questions.
- give out Worksheet 1 and tell students to look at the instructions in the table (Exercise 1).
- elicit the importance of understanding the instructions.
- students work alone and match the possible answers to the instructions. Point out that they can only choose one answer for each of the instructions.
- put students into pairs to compare answers and get class feedback.
- stress the importance of checking how many words/numbers should be used.
- tell students that some of the possible answers also fit some of the other instructions as well (Exercise 2).
- put students in pairs to match the answers to all the possible instructions.
- get class feedback.

Answers

Exercise 1

1 f, 2 c, 3 d, 4 a, 5 b, 6 e

Exercise 2

1 f only, 2 c and f, 3 c, d and f, 4 a and f, 5 a,b, c and f, 6 all the answers

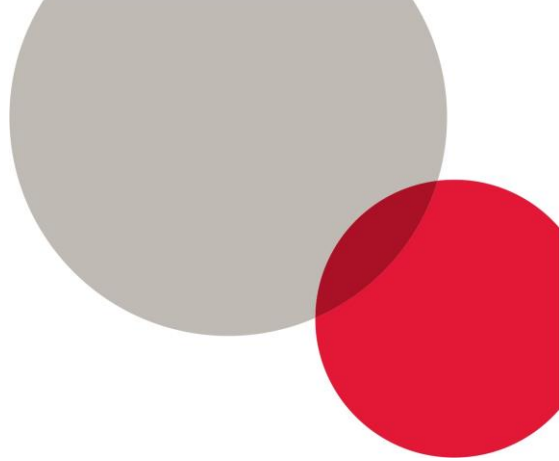
Activity 2: A strategy for Short Answer questions – key words and anticipating answers

Material: Worksheet 2

Time: 10-15 minutes

Procedure:

- give out Worksheet 2.
- elicit whether or not students have time to prepare before the audio starts. (Yes, they do)
- elicit how to best use this time (e.g. reading through the questions to get the idea of the context).
- give students 20 seconds to read through questions 11-16 (page 2 of Worksheet 2).
- draw attention to Exercise 1. Give students one minute to answer questions a-c alone.
- students check answers in pairs.
- get class feedback.



- draw attention to Exercise 2.
- elicit how students can follow the talk i.e. listening out for keywords.
- elicit how to use the preparation time to be ready for this, e. g. underline key words.
- model a) by eliciting key words for questions 11-12 (social contact; foreign country; difficult).
- students complete b) and c) on their own.
- students check in pairs. Get class feedback.
- elicit what else you can do if you know the context and you know the key words (i.e. anticipate answers).
- draw attention to Exercise 3.
- elicit what type of information is needed in questions 11-12 (nouns).
- elicit predictions and accept any logical answer.
- give students enough time to complete the table with a partner before getting class feedback.

Answers

Exercise 1

a) *suggested answer:* living in a foreign country

b) 3

suggested answers: difficulties with social contact, community groups, places to get information on community activities.

c) No more than THREE WORDS AND/OR A NUMBER

Exercise 2

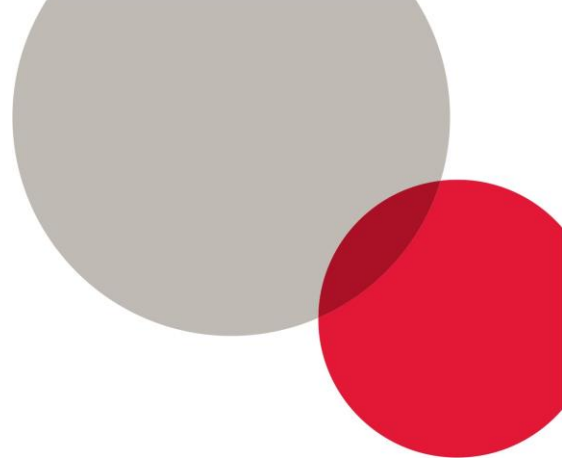
a) factors, social context, difficult

b) community group

c) place, information, activities

Exercise 3

Question	Type of answer	Possible answer
What TWO factors can make social contact in a foreign country difficult?	nouns	not knowing the language not knowing anyone being unfamiliar with the culture etc....



Which types of community group does the speaker give examples of?	nouns	dance sport charity study etc...
In which TWO places can information about community activities be found?	nouns, places	library community centre student services local newspapers etc...

Activity 3: Listening Part 2 practice

Material: Worksheet 2

Time: 10-15 minutes

Procedure:

- tell students that they are now going to apply this strategy in Listening Part 2.
- [play the audio](#) without stopping.
- get students to compare the answers in pairs.
- go through answers in open class paying close attention to spelling and adherence to the word count of the instructions.

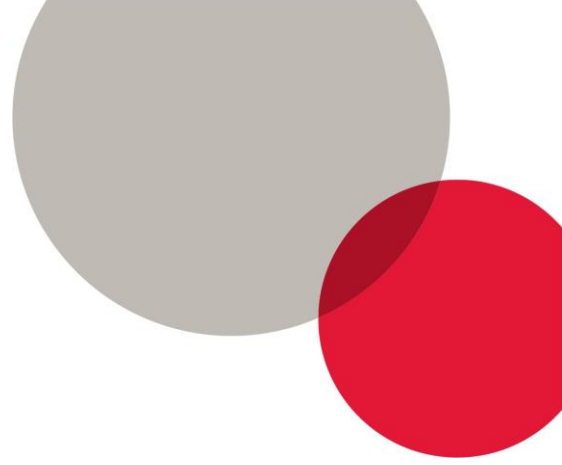
Answer key:

11 & 12 *in either order* language customs

13 & 14 *in either order* music (groups) local history (groups)

15 & 16 *in either order* (the) (public) library/libraries (the) town hall

Words in brackets are optional - they are correct, but not necessary. Alternative answers are separated by a slash (/).



Audio script

You will hear an extract from a talk given to a group who are going to stay in the UK.

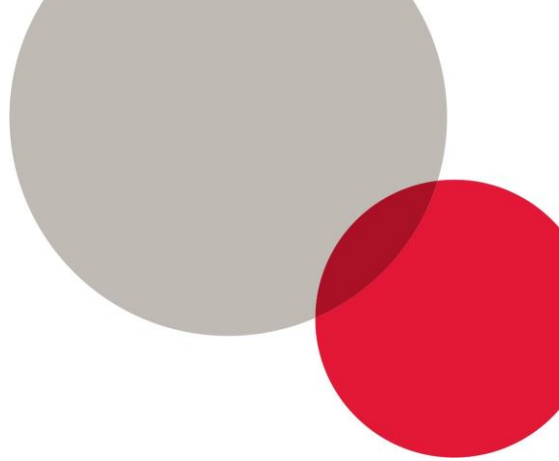
Good evening, and welcome to the British Council. My name is John Parker and I've been asked to talk to you briefly about certain aspects of life in the UK before you actually go there. So I'm going to talk first about the best ways of making social contacts there. Now you might be wondering why it should be necessary. After all, we meet people all the time. But when you're living in a foreign country it can be more difficult, not just because of the **language**, but because **customs** may be different.

If you're going to work in the UK you will probably be living in private accommodation, so it won't be quite so easy to meet people. But there are still things that you can do to help yourself. First of all, you can get involved in activities in your local community, join a group of some kind. For example, you'll probably find that there are theatre groups who might be looking for actors, set designers and so on, or if you play an instrument you could join **music groups** in your area. Or if you like the idea of finding out about **local history** there'll be a group for that too. These are just examples. And the best places to get information about things like this are either **the town hall** or **the public library**. Libraries in the UK perform quite a broad range of functions nowadays – they're not just confined to lending books, although that's their main role of course.

Follow-up activity

Make copies of the audio script for students to


- locate answers.
- identify how an answer is being 'signalled'.
- note the use of synonyms or rephrasing of the words in the questions.



Listening Part 2

Worksheet 1

Understanding instructions

 When you answer questions in the IELTS Listening test, it is important to understand and follow the instructions.

1 *Match the instructions on the left to one possible answer on the right.*

1 2 3 4 5 6

	Instructions		Possible answers
1	Write ONE WORD ONLY	a	60 craftsmen
2	Write NO MORE THAN TWO WORDS	b	60 local craftsmen
3	Write NO MORE THAN THREE WORDS	c	local craftsmen
4	Write NO MORE THAN ONE WORD AND/OR A NUMBER	d	sixty local craftsmen
5	Write NO MORE THAN TWO WORDS AND/OR A NUMBER	e	60 locally trained craftsmen
6	Write NO MORE THAN THREE WORDS AND/OR A NUMBER	f	craftsmen

2 *Some of the possible answers can fit other instructions as well. Match all the possible answers to all of the possible instructions.*

- Instruction 1 – only fits
- Instruction 2 – fitsand
- Instruction 3 – fitsandand
- Instruction 4 – fits
- Instruction 5 – fits
- Instruction 6 – fits

Listening Part 2

Worksheet 2

A strategy for Short Answer questions

1 *Look at the sample question on the following page. You will hear a monologue on a given topic.*

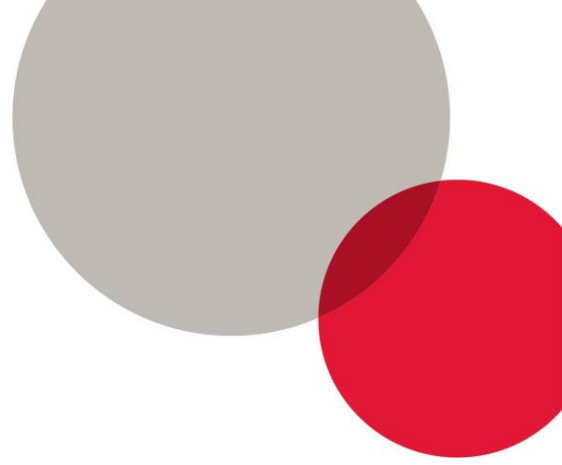
- a) What do you think the monologue is about?
- b) How many parts are there to the talk? What are they about?.....
.....
- c) How many words can you write?

2 *To help you follow the monologue and follow the speaker, identify the key words in the question. What are the key words in the 3 questions?*

- a)
- b)
- c)

3 *Work in pairs. Try to anticipate the type of answer you may hear and think of possible answers. Complete the table below.*

Question	Type of answer	Possible answer
What TWO factors can make social contact in a foreign country difficult?		
Which types of community group does the speaker give examples of?		
In which TWO places can information about community activities be found?		



Part 2

Questions 11 – 16

Answer the questions below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

What **TWO** factors can make social contact in a foreign country difficult?

- 11
- 12

Which types of community group does the speaker give examples of?

- theatre
- 13
- 14

In which **TWO** places can information about community activities be found?

- 15
- 16

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