

Test section – Listening Part 2

Table and Note completion

Activities

1. What to expect in Part 2 – completing a table
2. Completing a jigsaw task on Note Completion
3. Keeping up with the speaker – identifying signposting expressions
4. Listening Part 2 practice

Aims

- to raise students' awareness of the format of Listening Part 2 of the IELTS test
- to encourage students to interrogate gaps in Note/Table Completion question types
- to provide students with a strategy to answer these types of questions
- to give students practice of Part 2 of the Listening test

Learning outcomes

- Students will have practised predicting answers in notes and tables.
- Students will have practised completing notes and tables.
- Students will have applied strategy for these 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 American, Australian, British, Canadian and New Zealand. 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	30-50 minutes
Level	B1+
Class	Suitable for groups / large classes, F2F / Online
Interaction	Individual / pair work
Materials	Worksheets x3 and audio script attached

Activity 1: What to expect in Part 2 – completing a table

Material: Worksheet 1

Time: 10-15 minutes

Procedure:

- introduce the focus of the lesson – Listening Part 2.
- elicit what students already know about this part of the Listening test.
- give out Worksheet 1 and tell students to work alone to complete the row about Part 2 (Exercise 1).
- put students into pairs to compare answers and complete the rest of the discussion questions.
- get class feedback.
- clarify for students that in table completion tasks in IELTS listening, there are row or column headings which tell the test taker the TYPE of information they are looking for. Draw attention to these in Exercise 1. Also elicit how other examples e.g. the info about the other parts of the test, help to provide a model of how to complete the gaps.
- elicit ideas for Exercise 3 in open class.

Answers

Exercise 1

Part	No of Speakers	Themes	Is there a break in the middle?
2	1	<i>Social/everyday</i>	<i>Yes</i>

Exercise 2

Students' own. How is Part 2 relevant to life/work in an English speaking country? Survival skills, e.g. ability to follow basic social transactional conversations; ability to understand necessary info when given information – times of trains, prices and tickets etc.

Exercise 3

Similarities: all answers are in sequential order; some language around the gaps is paraphrased but the answer must be exactly the same; you have examples of the type of answer you need to write; answers are single words/short phrases, not full sentences.

Differences: The main difference is the way information is laid out.

In Note Completion, as the gaps follow a vertical order, they may be slightly easier to follow.

In tables, the answers could be vertical/horizontal and you need to be aware of the position of gaps to know when to move on from one table cell to another.

Activity 2: Completing a jigsaw task on Note Completion

Material: Worksheet 2 (student A and student B)

Time: 10-15 minutes

Procedure:

- split the class into two groups, A and B.
- give out the corresponding side of Worksheet 2.
- working together, students look at the gaps in their task, and the examples provided, to identify the missing parts of speech and to anticipate possible answers (Exercise 1).
- once ready, change to AB pairings.
- students check each other's answers (Exercise 2).
- elicit how this activity relates to real test practice, what steps did they follow before they checked the answers.
- write these elicited steps on the board and clarify that this is a strategy for preparing to answer Note/Table Completion question types. An example of the overall strategy below:
 1. survey the questions to get an idea of context.
 2. read the instruction carefully to check the number of items per gap.
 3. look closely at headings or prompt words to identify the type of information that's missing.
 4. look closely around the gaps to identify the part of speech that's missing.
 5. look at the other examples on the page to see HOW to write the answer.
 6. predict possible logical answers.

Activity 3: Keeping up with the speaker – identifying signposting expressions

Material: Worksheet 2

Time: 5-10 minutes

Procedure:

- round up the previous activity by clarifying that they've practised a pre-listening strategy.
- elicit ideas for strategy WHILE listening.
- elicit what students will have to listen out for to help them identify when it's time to move on to the next question i.e. keywords from the questions/synonyms of these.

- draw attention to the field headings in the previous task (*Days held, Types of events, Venues, Duties*) and elicit how they might hear the speaker move from topic to topic.
- draw attention to Activity 3 and the information provided to raise awareness of the use of synonyms.
- set up the task, students, working alone, match the extracts to an appropriate part of the question sheet.
- students check answers in pairs before checking answers open class.
- during class feedback, draw attention to the use of synonyms and associated vocabulary in the extracts.

Answers

Exercise 3

Days held – b

Types of event – a

Venue – d

Duties – c

Activity 4: Listening Part 2 practice

Material: Worksheet 3

Time: 10-15 minutes

Procedure:

- tell students that they are now going to do Listening Part 2.
- play the audio <https://s3.eu-west-2.amazonaws.com/ielts-web-static/production/Sample-tests/Listening/ielts-listening-sample-task-8-note-completion.mp3> without stopping.
- get students to compare the answers in pairs.
- go through answers open class paying close attention to spelling and adherence to the word count of the instructions.

Answer key:

11 classical music (concerts) / (classical) (music) concerts

12 (a) bookshop / (a) bookstore

13 planned

14 1983 / (the) 1980s

15 (the) City Council

16 363

17 (the) Garden Hall

18 Three Lives

19 £4.50

20 Faces of China

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

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 paraphrasing of the words in the questions.

Audio script

Hello, and welcome to Focus on the Arts. I'm your host – Dave Green- and this is your very own local radio programme. Every Friday evening we put the spotlight on different arts and culture facilities, and look at the shows and events that are on offer in the coming weeks.

And today the focus is on The National Arts Centre. Now, if you don't already know it yourself, I'm sure you're all heard of it. It's famous throughout the word as one of the major venues for **classical music**.

But did you know that it is actually much more than just a place to hear concerts?

The Centre itself is a huge complex that caters for great range of arts. Under a single roof it houses concert rooms, theatres, cinemas, art galleries and a wonderful public library, as well as service facilities including three restaurants and **a bookshop**. So at any one time, the choice of entertainment there is simply enormous.

So, how did they manager to build such a big arts complex right in the heart of the city? Well, the area was completely destroyed by bombs during the war in 1940. So the opportunity was taken to create a cultural centre that would be, what they called: 'The City's gift to the Nation'. Of course it took a while for such a big project to get started, but it was **planned** in the 60s, built in the 70s and eventually opened to the public in

1983. Ever since then it has proved to be a great to be a great success. It is not privately owned, like many arts centres, but is still in public hands – it's run by the City Council. Both our National Symphony Orchestra and National Theater Company were involved in the planning of the project, and they are now based there – giving regular performances every week – and as the Centre is open 363 days of the year, there are plenty of performances to choose from.

So, to give you some idea of what's on, and to help you choose from the many possibilities, we've made a selection of the star attractions.

If you're interested in classical music, then we recommend you go along to the National on either Monday or Tuesday evening at 7.30 for a spectacular production of 'The Magic Flute' – probably the most popular of all Mozart's operas. It's in the Garden Hall and tickets start at only £8.00, but you'll have to be early if you want to get them that cheap! And remember, it's only on for those two evenings.

For those more interested in the cinema, you might like to see the new Canadian

film which is showing on Wednesday evening at 8pm in Cinema 2. And that's called 'Three Lives'. It's had fantastic reviews and tickets cost just £4.50, which is a reduction on the usual price of £5.50. So, it's really good value, especially for such a great movie.

But you can see the centre's main attraction at the weekend, because on Saturday and Sunday, 11 am to 10 pm, they're showing a wonderful new exhibition that hasn't been seen anywhere else in Europe yet. It's a collection of Chinese Art called 'Faces of China' – that's in Gallery 1 – and it some really fascinating paintings and sculptures by leading artists from all over China – and the good news is that it is completely free, so don't miss it!

So why not go along to the National Art Centre next week for one – or all – of these great events – and you can always pick up a programme and check out all the other performances and exhibitions on offer, or coming soon, on almost every day of the year.

Next week we'll be looking at the Museum of Science...

Listening Part 2

Worksheet 1

What to expect in Listening Part 2

1 Complete the table below with information about Listening Part 2. Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

Part	Number of Speakers	Themes	Is there a break in the middle?	Possible question types
1	2	Social/everyday	Yes	Multiple Choice, Matching, Plan/Map/Diagram Labelling, Form/Note/Table/Flow-chart/Summary Completion, Sentence Completion, Short Answer questions.
2				
3	2-4	Academic	Yes	
4	1	Academic	No	

2 Check your answers with a partner and discuss the following:

What do you find easy/challenging about Part 2 of the IELTS Listening test?

How is Part 2 relevant to life/work in an English-speaking country?

What type of question was Exercise 1?

What clues helped you to complete it?

3 Looking at the sample questions on the final page, what similarities are there between Table and Note Completion tasks? In which ways are they different?

Listening Part 2

Worksheet 2

Note Completion tasks

- 1 Look at the notes below and try to predict the possible answers. Write **NO MORE THAN TWO WORDS** for each answer.

Student A

Farmers' Festival	
Days held:	Friday evening Saturday all day Sunday 1 _____
Types of events:	Funfair for children Amateur 2 _____ exhibitions Pumpkin 3 _____
Venues:	Playing field 4 _____ pitches Town Hall
Duties include:	Checking tickets Setting up tables 5 _____ disposal

- 2 Check your answers with a new partner.

Listening Part 2

Worksheet 2

Note Completion tasks

- 1 Look at the notes below and try to predict the possible answers. Write **NO MORE THAN TWO WORDS** for each answer.

Student B

Farmers' Festival	
Days held:	Friday evening Saturday 1 _____ Sunday afternoon
Types of events:	Funfair for 2 _____ Amateur gardener exhibitions 3 _____ carving
Venues:	Playing field Football pitches 4 _____ Hall
Duties include:	Checking 5 _____ Setting up tables Waste disposal

- 2 Check your answers with a new partner.

Keeping up with the speaker



In Note Completion questions, just like in other question types, the recording will not always use the same language as the questions. Try to think of synonyms and similar words and phrases.

- 3 *Read the following extracts and match with the appropriate part of the note completion task.*
- a “So, to give you some idea of what’s on, and to help you choose from the many possibilities, we’ve made a selection of the main attractions....”
 - b “We’re expecting to see something in the region of a thousand visitors over the course of the weekend...”
 - c “Responsibilities for volunteer staff include....”
 - d “The local Council has kindly offered us many locations for free...”

Listening Part 2**Worksheet 3****PART 2 Questions 11 – 20**

Questions 11 – 16

Complete the notes below.

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

THE NATIONAL ARTS CENTRE

Well known for:	11
Complex consists of:	concert rooms
	theatres
	cinemas
	art galleries
	public library
	restaurants
	12
Historical background:	1940 – area destroyed by bombs
	1960s – Centre was 13
	In 14opened to public
Managed by:	15
Open:	16days per year

Questions 17 – 20

Complete the table below.

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

Day	Time	Event	Venue	Ticket price
Monday and Tuesday	7.30 p.m.	'The Magic Flute' (opera by Mozart)	17	from £8.00
Wednesday	8.00 p.m.	18 '.....' (Canadian film)	Cinema 2	19
Saturday and Sunday	11 a.m. to 10 p.m.	20 '.....' (art exhibition)	Gallery 1	free

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