

Test section – Listening Part 3

Matching/Classifying questions

Activities

1. Understanding the context and format of Part 3 Listening – short answer questions
2. Analysing a strategy for dealing with Matching questions – re-ordering
3. Developing language to express certainty and uncertainty – classifying
4. Listening Part 3 practice

Aims

- to help students use the time before the audio starts effectively
- to provide students with strategies to approach this type of question
- to develop students' awareness of the use of rephrasing and synonyms

Learning outcomes

- Students will have practised using the time before the audio starts to analyse the context and predict the information provider.
- Students will have practised how to approach Matching/Classifying questions.
- Students will have applied the strategy to an IELTS Listening test Part 3.

Information about this section of IELTS

In the Listening test Part 3 test takers will hear a conversation between two to four people set in an educational or training context, for example, a discussion between a tutor and a student about a research project. 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	45-60 minutes
Level	B1+
Class	Suitable for groups / large classes, F2F / Online
Interaction	Individual / pair work
Materials	Worksheets x2 and audio script attached

Activity 1: Understanding the context and format of Part 3 Listening

Material: Worksheet 1

Time: 10-15 minutes

Procedure:

- introduce the focus of the lesson – Listening Part 3 – a conversation between 2-4 people in an educational or training context. (Exercise 1)
- give out Worksheet 1 and draw attention to the matching question.
- get students to work in pairs and answer questions 1-5 about the context.
- get class feedback.
- stress the importance of using the time that test takers have before the audio recording starts to make sure they understand the context of the conversation.
- go through the answers with the whole class.
- advise your students to think about the differences between voices e.g. male or female, young or old, deep or high. This will help them to focus on the speaker who is most likely to provide the information they need to answer the questions.

Answers Exercise 1

- 1 two
- 2 a student (Jack and his tutor)
- 3 which optional courses Jack could take
- 4 five
- 5 Jack (as he is the only one that has to choose)

Activity 2: Strategy for dealing with Matching questions

Material: Worksheet 1

Time: 15-25 minutes

Procedure:

- tell students they are going to look at a strategy for dealing with Matching questions (whether in Part 3 of the Listening test or in the other parts)
- students work alone and put the steps of the strategy into the correct order.
- students work in pairs to compare their answers.
- get class feedback.
- you may wish to work through each step, in order, and clarify any points that arise.

Answers

Exercise 2

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

Activity 3: Developing language to express certainty and uncertainty

Material: Worksheet 2

Time: 10-15 minutes

Procedure:

- give out Worksheet 2.
- remind students of point d (2) of the strategy: thinking of how answers may be rephrased.
- tell students to look at the question again (on Worksheet 1) and note that the 3 possible answers are: definitely will, may/may not, and won't.
- put students into pairs to put the phrases that express certainty and uncertainty under the correct heading.
- get class feedback.

Answers Exercise 1 and 2

<i>definitely will</i>	<i>may or may not</i>	<i>definitely will not</i>
<i>Yes, I'll do that one.</i>	<i>Can I think about it?</i>	<i>I'd rather not.</i>
<i>That sounds great.</i>	<i>That's a possibility.</i>	<i>I don't like the sound of that.</i>
<i>That's the one for me.</i>	<i>I'm not sure.</i>	<i>Not really interested.</i>
<i>Certainly will.</i>	<i>Can't make up my mind.</i>	<i>Certainly not!</i>
	<i>Maybe.</i>	

- ask if students can think of any other phrases or expressions to put into the table.
- tells students to look at some clips from the audio recording.
- students work in pairs and decide if the clips express definitely yes, may or may not, or definitely not.
- get class feedback.

Answers Exercise 3

1 DN 2 DY 3 M 4 M 5 DN

Activity 4: Listening Part 3 - practice

Material: Worksheet 2

Time: 10-15 minutes

Procedure

- tell students they will now listen to the recording and answer the questions. Remind them to focus on Jack's responses, and to listen for phrases expressing certainty and uncertainty.
- play the audio <https://s3.eu-west-2.amazonaws.com/ielts-web-static/production/Sample-tests/Listening/ielts-listening-sample-task-5-matching.mp3>
- students check answers in pairs.
- go through the answers with the whole class.

Answer key

21 C

22 A

23 B

24 B

25 C

Follow-up

The British Council IELTS Prep App provides further information and practice of this specific question type under Listening>Question types > Matching.

<https://takeielts.britishcouncil.org/take-ielts/prepare/free-apps>

Listening Part 3

Worksheet 1

Understanding the context and format of Part 3

- 1 *Look at the instructions and questions for Part 3 of the Listening test and answer questions 1-5 below.*

PART 3

Questions 21-25

You will hear a Communication Studies student talking to his tutor about optional courses for the next semester.

What does Jack tell his tutor about each of the following course options?

- A** He'll definitely do it.
B He may or may not do it.
C He won't do it.

*Write the correct letter, **A**, **B** or **C** next to questions 21-25.*

You may choose any letter more than once.

- 21** Media Studies
22 Women and Power
23 Culture and Society
24 Identity and Popular Culture
25 Introduction to Cultural Theory

- 1 How many people will be speaking?
2 Who are they?
3 What are they discussing?
4 How many courses can Jack choose from?
5 Who is most likely to give the information that answers the questions, Jack or his tutor?

Strategy for dealing with Matching questions

- 2 *Put the following steps of the strategy for dealing with Matching questions into the correct order.*
- a Listen carefully for the first option (e.g. Media Studies) to be mentioned and remember to focus on which speaker is most likely to provide the answer.
 - b Then look at the questions (i.e. 21-25). Remember that you will hear these in the same order as the audio recording.
 - c Make a note of the answer on the test paper if you are doing the test on paper, or put the answer in the answer box on the computer screen.
 - d First, read the answers (i.e. A, B and C) and underline the key words. Think of synonyms or other ways the key words might be expressed.
 - e Remember you have 10 minutes at the end of the test on paper to transfer your answers or 2 minutes to check your answers if you are doing the test on computer.
 - f Use the time before the audio recording starts to read the instructions carefully and check if you must use the options once only or can use them more than once, and to think about the context of the conversation, and the number of speakers and their roles in the conversation.

Steps

1 2 3 4 5 6

Listening Part 3

Worksheet 2

Language of certainty and uncertainty

In this question, the three possible answers (A, B or C) are:

- A** He'll definitely do it.
- B** He may or may not do it.
- C** He won't do it.

1 *Look at these phrases and expressions that express certainty and uncertainty. Work with a partner and put them under the correct heading.*

<i>definitely will</i>	<i>may or may not</i>	<i>definitely will not</i>

- | | |
|---------------------------------|------------------------|
| Can I think about it? | Can't make up my mind. |
| Certainly not! | Certainly will. |
| I don't like the sound of that. | I'd rather not. |
| I'm not sure. | Maybe. |
| Not really interested. | That sounds great. |
| That's a possibility. | That's the one for me. |
| Yes, I'll do that one. | |

2 Can you think of other expressions you could use?

.....

3 Read these extracts from the audio recording. For each one, decide if it means: definitely yes (**DY**), may or may not (**M**), or definitely not (**DN**).

1. Well, that was interesting but I've decided I'd rather do something completely new.	
2. I'll sign up for that then.	
3. . . . anyway I'll think about that one.	
4. . . . I might wait until then to decide.	
5. Oh I'll forget about that one then.	

4 Now listen to the recording and answer questions 21-25.

Questions 21-25

You will hear a Communication Studies student talking to his tutor about optional courses for the next semester.

What does Jack tell his tutor about each of the following course options?

- A** He'll definitely do it.
- B** He may or may not do it.
- C** He won't do it.

*Write the correct letter, **A**, **B** or **C** next to questions 21-25.*

You may choose any letter more than once.

- 21** Media Studies
- 22** Women and Power
- 23** Culture and Society
- 24** Identity and Popular Culture
- 25** Introduction to Cultural Theory

Listening Part 3

Audio script

You will hear a Communication Studies student talking to his tutor about optional courses for the next semester.

- Dr Ray Come in. Oh hello Jack. Have a seat. Right ... you said you wanted to see me to talk about your options next semester?
- Jack That's right. We have to decide by the end of next week. Really, I'd like to do all five options but we have to choose two, don't we.
- Dr Ray Yes, but the choice depends on your major to some extent. You're majoring in Communication Studies, aren't you?
- Jack That's right.
- Dr Ray So, for example the Media Studies Option will cover quite a lot of the same area you did in the core module on mass communications this semester - the development of the media through the last two centuries, in relation to political and social issues.
- Jack Mmm. Well that was interesting, but I've decided I'd rather do something completely new. There's a Women's Studies option, isn't there?
- Dr Ray Yes, 'Women and Power' – again it has a historical focus, it aims to contextualise women's studies by looking at the legal and social situation in the nineteenth and early twentieth centuries ...
- Jack So it would be useful if I intended to specialise in women's studies ... but I'm not sure I do actually.
- Dr Ray Well, it might still be useful to give you an idea of the issues involved. It's taught by Dr Steed.
- Jack Oh, really? I'll sign up for that, then. What about the option on Culture and Society?
- Dr Ray That addresses the historical debate on the place of culture since the Industrial Revolution in Britain.
- Jack So a historical focus again ...
- Dr Ray Do I get the message you're not so keen on history?
- Jack Well, it's just we seem to have done quite a lot this semester ... anyway I'll think about that one.
- Dr Ray If you're interested in a course focusing on current issues there's the option on Identity and Popular Culture – that approaches the subject through things like contemporary film, adverts, soap operas and so on.
- Jack Oh? That sounds interesting. Can you tell me who runs it?
- Dr Ray Well, it's normally Dr Stevens but he's on sabbatical next semester, so I'm not sure who'll be running it. It should be decided by next week though.
- Jack Right, well I might wait until then to decide ... And the last option is Introduction to Cultural Theory, isn't it. I'm quite interested in that too – I was talking to one of the second year students, and she said it was really useful, it made a lot of things fall into place.

- Dr Ray Yes, but in fact in your major, you'll have covered a lot of that already in Communications 102, so that might be less useful than some of the others.
- Jack Oh, I'll forget about that one, then.
- Dr Ray Now while you're here, we could also discuss how you're getting on with your Core Module assignment ...