



## STUDY NOTES

## EPISODE 21: HEALTH

### IELTS LISTENING SKILLS AND STRATEGIES

Having good listening comprehension skills is not only useful for the IELTS Listening test, but is also important for academic studies, work-related and general day-to-day situations.

Listening for specific information, such as dates and names, understanding speaker attitude/opinion and following signpost words, are some of the **skills** used to measure your ability to understand spoken English in different contexts.

Applying **general and specific strategies** will help to effectively and efficiently answer the range of IELTS question tasks, including **multiple-choice, sentence or summary completion, diagram labelling, table completion** and others.

### STUDY TIPS

Remember to transfer your answers to the listening answer sheet accurately and legibly in the 10 minutes provided. Your answer sheet has to be completed with your name and candidate number, and in pencil.

Never leave any blank spaces – no marks are lost for incorrect answers. Be sure your spelling, punctuation and grammar are correct. Follow instructions carefully and do not use more words than allowed.

### Summary of listening skills and strategies

The IELTS Listening Test is considered demanding because it is necessary to use a range of skills simultaneously when answering a variety of question types. Also the level of difficulty increases with each section. Being prepared as best as possible is, therefore, most important.

The help cards below summarise the skills and strategies to use with the various question tasks, including:

- multiple-choice
- summary completion
- sentence completion
- gap-fill questions
- completing notes
- short answers
- diagram labelling, namely:
  - flow chart
  - map



- process
- picture of an object
- table completion
- chart completion
- grid completion
- classification
- matching

## General Skills and Strategies

**Read** the instructions carefully.

**Follow** the instructions carefully.

**Listen** to the taped instructions carefully.

**Be aware** of what form your answer should be written in.

**Read** through the questions in each section in the 30 seconds given.

**Acquaint** yourself with the topic of/situation in each section.

**Think** about **who** is speaking, **where** they are and **why**.

**Be aware** that the order of the questions follows the sequence of information you must listen for.

**Focus** on more than one question while listening.

**Use** no more than 3 words.

**Manage** your time carefully.

**Check** your answers in each section in the 30 seconds given.

**Do not leave** any blanks – guess the answer if you are unsure.

**Transfer** your answers to the listening answer sheet carefully.

**Check** your answers for any spelling or grammar mistakes.

Most importantly, **CONCENTRATE**.



<b>Question Type</b>	<b>Multiple-choice picture questions</b> <b>Multiple-choice word questions</b>
<b>Skills</b>	Predicting Listening for specific information Recognising repetition Listening for distinguishing features in the pictures Understanding a speaker's attitude/opinion Recognising speakers' pronunciation Recognising the speaker's role Focusing on more than one question at a time Guessing the meaning of unfamiliar words Listening for comparisons
<b>Strategies</b>	Read the instructions carefully. Look at the example given. Highlight key words in the question. Anticipate the vocabulary you might hear by putting pictures into words. Look for distinguishing features in the pictures. Think about other expressions for the ideas and words you hear. Guess the pronunciation of words if unfamiliar. Be familiar with the different ways of saying time or dates. Identify similarities and differences in the answers. Eliminate any answer, which is illogical. Wait till you hear all relevant information before you choose your answer.





<b>Question type</b>	<b>Summary completion</b> <b>Sentence completion</b> <b>Gap-fill questions</b>
<b>Skills</b>	Predicting Listening for gist Listening for specific information Listening for main ideas Listening for and recognising signpost words Understanding a speaker's attitude/opinion Recognising the speaker's role Recognising speakers' pronunciation Focusing on more than one question at a time
<b>Strategies</b>	Quickly read the summary/gap-fill/partial sentence for an overall understanding. Predict the part of speech missing (eg. noun, verb, adjective) by reading the words before and after the gap. Use the context to predict the kind of information necessary. Try to predict the missing word from the list if provided or guess a possible answer. Highlight key words in the summary, gap-fill or sentences. Listen for the key words or synonyms/near-synonyms of these words. Be aware that the answers may come quickly. Check that your answers are grammatically correct.





<b>Question type</b>	<b>Completing notes</b> <b>Short answers</b>
<b>Skills</b>	Predicting Listening for specific information Listening for gist Listening for and recognising signpost words Listening for main ideas Understanding a speaker's attitude/opinion Recognising the speaker's role Focusing on more than one question at a time Guessing the meaning of unfamiliar words
<b>Strategies</b>	Quickly read the notes or questions. Highlight the key words. Listen for the key words or synonyms/near-synonyms of these words. Be aware which answer is a number, place, name, date etc. Try to anticipate the vocabulary you will hear. Be aware that the answers may come quickly. Check that your answers are grammatically correct.





<b>Question type</b>	<b>Diagram Labelling, namely:</b> <ul style="list-style-type: none"> <li>▪ <b>flow chart</b></li> <li>▪ <b>map</b></li> <li>▪ <b>process</b></li> <li>▪ <b>picture of an object</b></li> </ul> <p>NB: An example can be found in the activities section from Series 2, Episode 6.</p>
<b>Skills</b>	Predicting Listening for gist Listening for specific information Listening for and recognising signpost words Listening for main ideas Understanding a speaker's attitude/opinion Recognising the speaker's role Recognising speakers' pronunciation Focusing on more than one question at a time
<b>Strategies</b>	Study the diagram carefully to understand how the information is organised. Identify the key words – labels, headings etc. Think about what you know of the process, object, map, plan etc. Think about the start and finish, if a process. Anticipate the kind of vocabulary you might hear. Think about the words associated with the descriptions of location, component parts, directions, operations, cause and effect language etc. Be aware of the position of the numbered parts, places etc.

<b>Question type</b>	<b>Table completion</b> <b>Chart completion</b> <b>Grid completion</b>
<b>Skills</b>	Predicting Listening for gist Listening for specific information Listening for and recognising signpost words Listening for main ideas Understanding a speaker's attitude/opinion Recognising speakers' pronunciation Recognising the speaker's role Focusing on more than one question at a time Listening for comparisons



<b>Strategies</b>	<p>Identify the key words – headings, labels, etc. Use the key words to form a question or statement to help listen for specific information. Anticipate the kind of vocabulary you might hear. Examine the information in the table/chart to understand the kind of answer required. Look at the answers in the table/chart to know what form your answer must take. Be aware of the direction of the numbers – do they go down or across. Be aware of pronunciation.</p>
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<b>Question type</b>	<b>Classification Matching</b>
<b>Skills</b>	<p>Predicting Listening for specific information Listening for and recognising signpost words Listening for main ideas Understanding a speaker's attitude/opinion Recognising the speaker's role Focusing on more than one question at a time</p>
<b>Strategies</b>	<p>Identify the key words or headings, labels, etc. Be familiar with the key providing the options for classification. Be aware that several options may be used more than once. Be aware that the options may have a direct resemblance to the words they represent. Anticipate the kind of vocabulary you might hear. Be aware of the direction of the numbers – do they go down or across, if a grid is used. Be aware of pronunciation. Be aware of repetition.</p>