

## What is Listening Part 3?

- a discussion between two or sometimes three speakers (e.g. between one or more students and / or their university tutor)
- two tasks (e.g. flow-chart, multiple-choice or matching)
- 10 questions, with a brief pause in the discussion between the parts that relate to each task

The subject is an aspect of academic life (e.g. a presentation).

## Task information: 3-option multiple-choice

In Part 3, this task usually focuses on attitude / opinion, negotiation and (dis)agreement.

You have to:

- listen to the recording, which you will hear once only.
- choose from options **A**, **B** or **C** to answer a question or complete a statement so that it means the same as the information in the recording.

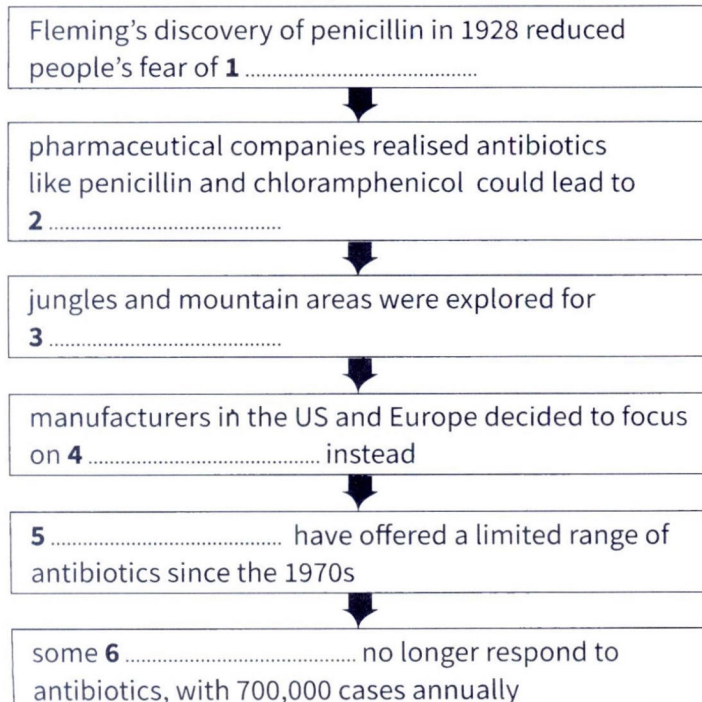
## Useful strategy: identifying the locating words

In many IELTS tasks you need to identify the words (e.g. in the notes, flow-chart or questions) which are also in the recording. These words will help you follow a conversation and know which part of it contains the information you need.

Locating words are usually dates or statistics, names objects or events, which are difficult to paraphrase.

### 1 Underline the locating words in questions 1-6.

#### History of antibiotics



## What does it test?

- identifying key facts and ideas and how they relate to each other
- identifying speakers' attitudes and opinions
- recognising agreement and disagreement

## Task information: Flow-chart completion

Flow-chart completion requires you to follow the development of a discussion. The steps in the flow-chart are in the same order as what you hear.

You have to:

- listen to part of the discussion, which you hear once only.
- choose one option (**A**, **B**, **C**, etc.) from the box to complete each space in the flow-chart according to what you hear.

## Vocabulary

For Part 3 flow-charts, the vocabulary in the options will be different to the language you hear in the recording.

### 1 Look at these examples of language from the recording on the history of antibiotics. Match them with options A-I.

- 1 the financial gain would be enormous.
- 2 clinics and hospitals
- 3 people receiving medical care
- 4 specimens of microorganisms
- 5 artificial kinds of antibiotic
- 6 a cut that went septic / a sore throat
- 7 a real improvement
- 8 doctors and surgeons
- 9 severe illness

- |                                |                            |
|--------------------------------|----------------------------|
| <b>A</b> synthetic forms       | <b>F</b> bacteria samples  |
| <b>B</b> serious diseases      | <b>G</b> treatment centres |
| <b>C</b> genuine progress      | <b>H</b> sick patients     |
| <b>D</b> common infections     | <b>I</b> large profits     |
| <b>E</b> medical professionals |                            |



### 2 Listen to some extracts. Complete the flow-chart with options A-I.





## Useful strategy: 3-option multiple-choice

For Part 3, these questions may test understanding of agreement and disagreement.

### 1 Look at the list of phrases.

Decide whether they suggest agreement , or disagreement .

- |                                 |                          |  |                          |
|---------------------------------|--------------------------|--|--------------------------|
| 1 Actually, you could be right. | <input type="checkbox"/> | 7 I'm not sure I go along with that.       | <input type="checkbox"/> |
| 2 I doubt it.                   | <input type="checkbox"/> | 8 That's one way of looking at it, but ... | <input type="checkbox"/> |
| 3 I hardly think so.            | <input type="checkbox"/> | 9 You have a point there.                  | <input type="checkbox"/> |
| 4 Fair enough.                  | <input type="checkbox"/> | 10 Exactly.                                | <input type="checkbox"/> |
| 5 I couldn't agree more.        | <input type="checkbox"/> | 11 Come on. Surely that's not the case.    | <input type="checkbox"/> |
| 6 Precisely.                    | <input type="checkbox"/> | 12 Not necessarily.                        | <input type="checkbox"/> |

## Exam Practice Test 1

## Listening Part 3

### Action plan for Flow-chart completion

- 1 Read the instructions and check how many spaces there are in the flow-chart.
- 2 Look at the heading of the flow-chart to find out the discussion topic.
- 3 Look at the flow-chart and underline the locating words.
- 4 Read the list of options, and remember they will probably be paraphrased in the recording.
- 5 Listen carefully to the conversation, and be ready for the answer when you hear the locating words.
- 6 Transfer your answers to the answer sheet at the end of the test.

**TIP**

The question numbers run horizontally across each row.

**TIP**

Many of the options fit in several spaces. Don't try and guess the answers.

**TIP**

Focus on each question in turn. As soon as you have answered one question, look at the next stage of the flow-chart.

### History of vitamin supplements

Prior to 1900s: physical weakness is thought to be caused by **21** .....

Early 1900s: research shows a link between **22** ..... and sickness

1930s: governments become concerned about the popularity of **23** .....

1940s: **24** ..... convince housewives to buy vitamin supplements

1950s: **25** ..... make vitamin supplements more accessible to consumers

1960s to present day: vitamin supplement sales continue to rise because of **26** .....

### Questions 21–26

09 Complete the flow-chart below.

Choose **SIX** answers from the box and write the correct letter, **A–I**, next to **Questions 21–26**.

- |                               |                              |
|-------------------------------|------------------------------|
| <b>A</b> lifestyle changes    | <b>F</b> effective packaging |
| <b>B</b> famous people        | <b>G</b> toxic substances    |
| <b>C</b> scientific findings  | <b>H</b> processed foods     |
| <b>D</b> industrial processes | <b>I</b> alarming images     |
| <b>E</b> poor diet            |                              |

### Advice

**A–I** These options may be mentioned in any order. Three of them will not be needed.

**21** Listen for the date as the answer will come shortly afterwards.

**23** **Governments** is the locating word. **Popularity** is expressed using different language in the recording.

**24** Both **1940s** and **housewives** are useful locating words.

**25** How might **more accessible to consumers** be paraphrased?

**26** What's another way of saying **rise**? The answer will come after one of the speakers has said this.