5 Table completion; summary completion

for this task

Table and summary completion tasks ask you to fill in gaps in the questions using information from the recording. These tasks should be approached in a similar way to form completion or notes completion tasks.

Before you listen

- Read the instructions carefully to see how many words you can use in your answer.
- In table completion tasks, look at the column and row headings to determine what kind of information is required in each gap. Identify how the questions are numbered: left to right or up and down.
- In summary completion tasks, read through the summary to get a general understanding.
- For each gap in the summary, identify the answer type needed. Then identify the keywords in the surrounding sentence and think of any synonyms or paraphrases you might hear on the recording.

As you listen

- Write your answers as you listen.
- Remember that you must use the exact words that you hear on the recording. If you write different words, your answer will be marked as incorrect.

EXAM PRACTICE

6.5 **A** ***Questions 1–12***

You will hear two students giving a talk on 'big cats'.

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

	Status	Weight of adult	Found in	Hunting behaviour	Prey includes	Additional notes
 lion	not endangered	160 – **1** ..... kg (male)	plains in **2**	females do most of work; usually hunt in teams of **3**	gazelle, **4** ....., wildebeest, buffalo	**5** ..... share responsibility for rearing cubs in pride
 cheetah	endangered and **6**	30–50 kg	Africa, Middle East, South Central Asia	usually alone, sometimes **7** ..... to bring down larger prey	springbok, warthog, gazelle	can reach speeds of **8** ..... kph
 ocelot	threatened with extinction	**9** ..... kg	Southern US, Central and South America (but not in **10** .....)	hunt alone, usually in **11**	rodents, reptiles, fish	catch fish by flipping them out of water with **12** ..... and pouncing on them

LIVEWORKSHEETS

EXAM PRACTICE

6.6 **B** ***Questions 1–6***

You will hear two students discussing an Environmental Studies lecture.
Complete the summary below. Write ***NO MORE THAN THREE WORDS*** *for each answer.*

Factors influencing river life

A river's speed determines which species of plants and animals can live in it. Normally, the faster the river flows, the more **1** ..... it contains. But fast-flowing water is more difficult for some species to swim in.

A river may pass over several types of rock. Each rock type influences both the water and the species of **2** ..... it can support. For example, the freshwater crayfish needs lots of oxygen and lime to build up its thick outer skeleton; a fast-flowing river going over chalk is ideal.

Man also influences river life. Some rivers are used by large **3** ..... boats and have to be dredged deeply to maintain a deep channel, preventing natural development of the river bottom. Smaller boats require the removal of water plants, reducing habitat for wildlife. The wash from fast motor boats erodes the river banks, flooding animals' **4** ..... and washing away wildlife.

Finally, **5** ..... has a great effect on river life. The most common types are: sewage, **6** ..... and other waste from industry, oil, pesticides and fertilisers, litter, detergents, large amounts of hot water, animal waste and dense or decaying plant growth.

express tip

In all listening sections, spelling is very important. If you misspell a word, your answer will be marked as incorrect.

LIVEWORKSHEETS