Summarize spoken text

TIP STRIP

The first part of the lecture usually introduces the topic, e.g. in Question 1: the stock market. Listen for the main ideas and take notes of key words only, using abbreviations, e.g. in Question 1: *stock mkt history – beg. in East Indies – early 17C – commodities – pirate attacks – high % ships lost – set up Cos with shares – 1602: EIC created – not formal st exch but need identified – 1801 st exch opens in London, NY in 1817.*

In the test, there are 2–3 tasks. For each task, you listen to the audio then type your summary into the box on the screen. The wording in the instructions below is the same as you will see in the actual test. See page 45 for help.

You will hear a short lecture. Write a summary for a fellow student who was not present at the lecture. You should write 50–70 words.

10 min. You will have 10 minutes to finish this task. Your response will be judged on the quality of your writing and on how well your response presents the key points presented in the lecture.

1 ▸ 65

2 ▸ 66

LIVEWORKSHEETS

Multiple-choice, choose multiple answers

TIP STRIP

Read the question before the audio begins to know what to listen for. In Question 1, you are listening for reasons for a failure.

As you listen, eliminate or confirm options, e.g. when you hear: *I don't believe this was a factor, as notes from both expeditions hardly mention the matter*, which option can be eliminated? When the speaker says: *… the ponies were unable to cope with the difficult conditions and died*, which option can be confirmed?



In the test, there are 2–3 tasks. For each task, you listen to the audio then click the buttons next to all of the answers you think are correct. The wording in the instructions below is the same as you will see in the actual test. See page 47 for help.

Listen to the recording and answer the question by selecting all the correct responses. ***You will need to select more than one response.***

1 ▸ 67 **What reasons does the speaker give for the failure of Scott's expedition?**

- ○ A The weather conditions were too severe.
- ○ B Scott did not have sufficient experience for the expedition.
- ○ C The type of clothing worn by Scott's team was inadequate.
- ○ D Scott made a mistake in the choice of transport.
- ○ E Scott's objectives were too ambitious.

2 ▸ 68 **What does the speaker say are the qualities of great teachers?**

- ○ A They are willing to cooperate with other members of staff.
- ○ B They have an expert knowledge of their subject.
- ○ C They have a respect for their students' needs.
- ○ D They pay a great deal of attention to their appearance.
- ○ E They have many years' experience in teaching.

LIVEWORKSHEETS

Fill in the blanks

TIP STRIP

Skim the text briefly to get an idea what it is about, e.g. in Question 1, it is about a student excursion.

Use the few seconds before the recording starts to look carefully at the gaps and the words preceding each one, so that you do not miss your cue to write the word.

As you write, make sure that the word makes sense in the context, e.g. in Question 1, Gap 3 *teaching* ____ suggests that the next word will be a noun.

In the test, there are 2–3 tasks. For each task, there is a text with several gaps. You type the correct answer for each gap into the box in the text. The wording in the instructions below is the same as you will see in the actual test. See page 49 for help.

You will hear a recording. Type the missing words in each blank.

1 ▸ 69

Shortly after arriving at Durham University, all first-[1] ____ students are taken on a day tour of the surrounding area. The [2] ____ purpose is to introduce them to the region and for students to get to know each other and our teaching [3] ____. On the trip we visit some local [4] ____ sites to learn about the social and environmental regeneration of coalfields, [5] ____ industries and the urban night-time [6] ____ of Newcastle's Quayside. We will take a lunch break at the famous White Swan, a seventeenth-century pub in the village of Branston.

Those of you who are [7] ____ to come along with us should inform professor Roberts, who is making a record of those [8] ____. Are there any questions?

2 ▸ 70

And now, to conclude my talk, I would like to [1] ____ an excellent book by Simon Swann, which you can see on the [2] ____. I'm sure this will be of great help to you on your English Literature course. The book is structured according to the different [3] ____ of literature—plays, poems or novels for example—and [4] ____ through the history of each one, with wonderful insights into the [5] ____ of different writers. Particularly interesting are the last two chapters which examine the novel and multicultural English. Swann [6] ____ the diversity that has characterized the literature of Britain, [7] ____ its [8] ____ political, religious and [9] ____ divisions. Anyone wishing further information on this wonderful book, please feel free to ask me at the end.

LIVEWORKSHEETS

Highlight correct summary

TIP STRIP

Take notes as you listen; just key words and ideas. In Question 1, these could be: *fungi need other plants for food – some have mutual benefits for plants – others poison and kill plants.*

Read through the summaries and eliminate any that contain information that is wrong or that you did not hear in the passage. Then eliminate any summaries that focus on only part of the message or do not cover the main points.



In the test, there are 2–3 tasks. For each task, you listen to the audio then click the button next to the summary you think is correct. The wording in the instructions below is the same as you will see in the actual test. See page 51 for help.

You will hear a recording. Click on the paragraph that best relates to the recording.

1 ▸ 71

- ○ A Fungi produce toxins such as chlorophyll that kill plants. They feed on plant tissue as they don't possess the means to produce their own food. This is because they lack an essential chemical needed to do this.
- ○ B Plants benefit from the presence of fungi because they provide the plant with essential nutrients. Fungi produce the nutrients through a process involving a reaction between sunlight and the chemical chlorophyll.
- ○ C The relationship between fungi and plants is dependent on the species of fungi in question. Whereas some fungi have a positive impact on plants, others can cause death by breaking down the plant tissue.
- ○ D Plants use fungi as a source of food. Their roots pierce the outer lining layers of fungi and extract chemicals such as phosphorus. This can cause the fungi to be deprived of nutrients over time and can result in death.

LIVEWORKSHEETS

You will hear a recording. Click on the paragraph that best relates to the recording.

2 ▸ 72

- ○ A People earning less than $75,000 per year are more likely to desire a bigger house and luxury cars than those earning salaries above this figure. They are also more likely to feel depressed when they cannot acquire these material items.
- ○ B People earning over $75,000 a year experience the same level of happiness regardless of how much money they earn, but the richest people are happier overall. All those earning below this level are more negatively affected by unwelcome life events.
- ○ C People earning over $75,000 feel more content on a day-to-day basis but experience feelings of anxiety about their life as a whole. This feeling encourages them to spend large amounts of money on material things such as cars and houses.
- ○ D The figure of $75,000 a year is considered to be the optimal salary to produce happiness in general. Those earning more or less than this amount reported higher degrees of unhappiness both in their daily lives and in their life as a whole.

LIVEWORKSHEETS

Multiple-choice, choose single answer

TIP STRIP

Read the questions and options quickly before the recording begins.

In Question 1, you will hear statements related to the ideal duration and benefits of a midday sleep. Focus on that information to confirm or eliminate the options as you listen.

In the test, there are 2–3 tasks. For each task, you listen to the audio then click the button next to the answer you think is correct. The wording in the instructions below is the same as you will see in the actual test. See page 54 for help.

Listen to the recording and answer the multiple-choice question by selecting the correct response. ***Only one response is correct.***

1 ▸ 73 **What is the main point the speaker is making about sleeping in the afternoon?**

- ○ A A midday sleep of any duration has both immediate and longer-lasting health benefits.
- ○ B Going to sleep at midday for less than half an hour can have adverse effects on a person's health.
- ○ C A midday sleep has been shown to cause a variety of problems such as influencing a person's ability to reason clearly.
- ○ D Having a nap during the day can have both positive and negative outcomes depending on the length of time the person remains asleep.

2 ▸ 74 **What is the speaker's opinion about the subject of photographic memory?**

- ○ A It is impossible for a person to remember large numerical figures or foreign language poems.
- ○ B The existence of photographic memory has been undisputedly proven in a number of cases.
- ○ C Only a few people have a photographic memory and it is limited to remembering numbers.
- ○ D Claims of photographic memory should be subjected to close scientific observation.

LIVEWORKSHEETS

Select missing word

TIP STRIP

Use the instructions to orient yourself to the topic, e.g. in Question 1, the topic is urban problems.

As you listen, notice the direction of the speaker's argument, so that you can anticipate what ideas are coming, e.g. in Question 2, the speaker is arguing a point of view, so the missing words will be part of that argument.

In the test, there are 2–3 tasks. For each task, you listen to the audio then click the button next to the words you think complete the audio. The wording in the instructions below is the same as you will see in the actual test. See page 56 for help.

1 ▸ 75 You will hear a recording about urban problems. *At the end of the recording the last word or group of words has been replaced by a beep.* Select the correct option to complete the recording.

- ○ A great opportunity
- ○ B health problem
- ○ C loss of hearing
- ○ D traffic problem

2 ▸ 76 You will hear a recording about supermarkets. *At the end of the recording the last word or group of words has been replaced by a beep.* Select the correct option to complete the recording.

- ○ A limiting the use of self-service checkouts
- ○ B increasing the range of fruit and vegetables
- ○ C installing more self-service checkouts
- ○ D asking the directors for more money

LIVEWORKSHEETS

Highlight incorrect words

TIP STRIP

Skim the transcription briefly to give you a general idea of the passage, and as you listen, read each word carefully. Often, the word you read and the word you hear have the same grammatical form. There is a word like this in the second sentence of Transcription 1.



In the test, there are 2–3 tasks. For each task, you listen to the audio and follow the words in the text on the screen. You click on the words that are different on the screen and the audio. The wording in the instructions below is the same as you will see in the actual test. See page 58 for help.

You will hear a recording. Below is a transcription of the recording. *Some words in the transcription differ from what the speaker said.* Please click on the words that are different.

1 ▸ 77 **Transcription:**

Humans are one of the reasons that the snow leopard is in danger of extinction. Farmers have pushed deeper into the leopard's habitat and their livestock are overgrazing, which in turn damages the grasslands. The number of wild sheep and goats that feed on the grasslands has fallen and, because these are the main prey of the leopard, it has no option but to kill the domestic livestock for its survival. The farmer, on finding that his animals have been slaughtered by a leopard, often retaliates by killing it. Another incentive for hunting down the leopard is that the farmer can sell the animal for its lucrative body parts.

2 ▸ 78 **Transcription:**

Today we are going to explore one of the techniques that engineers in Japan have devised to protect buildings in the event of an earthquake. It's called base isolation and it involves temporarily detaching the upper part of the structure from its foundations. The system functions by levitating the building on a cushion of air. Sensors detect seismic movements in the ground and activate an air compressor. This pumps air in between the structure and the foundations, raising the building three centimetres above the ground. When the earthquake subsides, the compressor is switched off and the building returns to its original position.

LIVEWORKSHEETS

Write from dictation

TIP STRIP

Write as much as you can, and continue writing so that you do not miss the rest of the sentence. Do not go back and correct words until the sentence has finished.

Before you click 'Next', check the grammar and spelling; and if you are unsure of the spelling, think of the rules of spelling.

In the test, there are 3–4 tasks. For each task, you listen and type the sentence you hear into the box on the screen. The wording in the instructions below is the same as you will see in the actual test. See page 60 for help.

You will hear a sentence. Type the sentence in the box below exactly as you hear it. Write as much of the sentence as you can. You will hear the sentence only once.

1 ▸ 79

.....

.....

.....

2 ▸ 80

.....

.....

.....

3 ▸ 81

.....

.....

.....

LIVEWORKSHEETS