

Listening

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Listening 1: listening to complete a summary

A Talk in pairs. What do the pictures show about various aspects of student life?



B Listen to some students talking and tick each picture as you hear it mentioned. [Audio](#)

C Tick the statement below that best summarizes the conversation.

- ☐ 1. Some students are discussing how well their parents did at university.
- ☐ 2. Some students are arguing about how much money the government should give them to live on.
- ☐ 3. Some students are discussing how hard they work and whether or not it is appreciated by others.



Exam tip: In Section 3 of the Listening test, there is a conversation between at least two, and up to four speakers. The conversation is always related in some way to education or training.

D Listen to the first part of the conversation again and complete the summary. Use NO MORE THAN TWO WORDS in each space. Do not check the answers yet. [Audio](#)

Some students are cross because some newspaper (1) _____ claim that they do not work hard. The reporters claim that students attend very few (2) _____ and prefer (3) _____ doing very little. The students think that the real aim is (4) _____ copies of newspapers and not to report what is (5) _____ to their community.



Question-type tip: You've practised completing sentences or notes.

Sometimes you have to complete a short summary of a recording or part of a recording. The words you write as answers will always be words you hear, but the words around those words won't be exactly as they are on the recording. You need to look at the words before and after the space to make sure that your answers fit logically and grammatically.

- E** Look at a student's attempt to complete the summary below. All of her answers are wrong. In pairs, discuss why each answer is wrong.

Some students are cross because some newspaper (1) storys claim that they do not work hard. The reporters claim that students attend very few (2) lectures a week and prefer (3) to sit around doing very little. The students think that the real aim is (4) for selling copies of newspapers and not to report what is (5) the truth to their community.

- F** Check the correct answers on page 265. Did you make any similar mistakes?

Listening 2: practise completing a summary

- A** Read the summary below. Think about the type of word or phrase that goes into each space.

- B** Listen to the complete conversation again and complete the summary.

[Audio](#)

The students believe that, in the past, (1) _____ were more generous and students then did not have to worry about being (2) _____ when they finished studying. They complain that the (3) _____ does not appreciate how hard they work. The students think that when their parents were students, a lot of time was spent going to (4) _____ and watching (5) _____ play. They suggest that their parents were more interested in (6) _____ than in studying. The students feel that it is unfair that they will be (7) _____ what they owe for the first few years that they work and do not understand why the financial help they get has been (8) _____.

- C** Check the key on page 265. How many questions did you answer correctly?

- D** Tick the sentences about the Listening task that are true for you and think about how you can answer more questions correctly next time.

- ☐ 1. I read through the summary carefully before I listened.
- ☐ 2. I could predict the type of word or phrase that I needed for most spaces.
- ☐ 3. I understood the speaker and knew which words to write in the spaces.
- ☐ 4. I spelt my answers correctly and made sure they fitted grammatically.
- ☐ 5. I am happy with how many questions I answered correctly.

Key vocabulary in context

Complete each of the phrases from the conversation with the correct verb.

- 1. _____ attention
- 2. _____ the impression that
- 3. _____ research
- 4. _____ something seriously

WB See Vocabulary development on Workbook page 225.

Writing

Writing

Task 1

What to expect in the exam

- Pie charts indicate proportions up to 100%, but can also contain numbers not percentages.
- They can contain percentages adding up to 100%, as in the example here.
- Remember they can contain units in proportions that add up to more than 100.
- Different pie charts can show changes over time, or they can all relate to the same year.

- 1 Look at the Task 1 question below. Then put the verbs in brackets into the correct tense in the model answer.

WRITING TASK 1

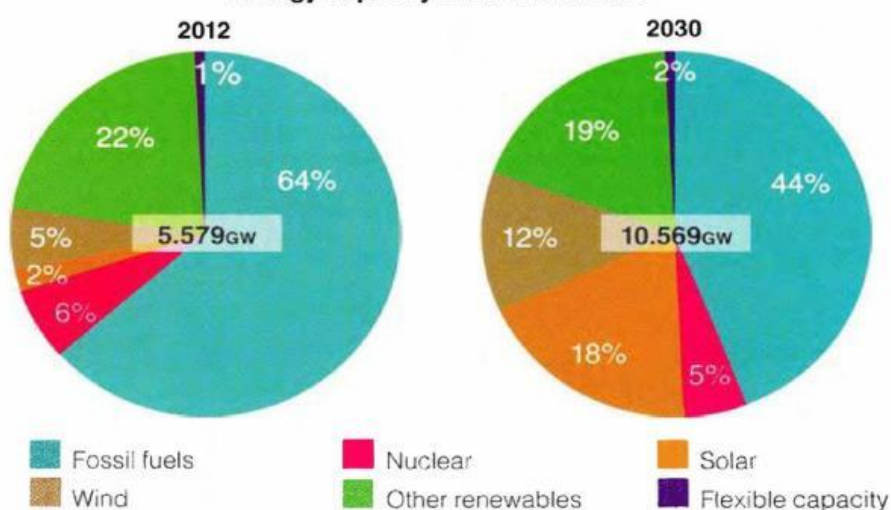
You should spend about 20 minutes on this task.

The pie charts below compare the proportion of energy capacity in gigawatts (GW) in 2012 with the predictions for 2030.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Energy capacity in 2012 and 2030



The charts 1 _____ (show) the expected changes in energy capacity in 2030 compared to 2012.

The most noticeable feature 2 _____ (be) the drop in the proportion of the annual gross capacity of fossil fuels, with the projected capacity almost doubling from 5.579 to 10.569 gigawatts. It 3 _____ (expect) to experience a significant decline, falling from 64% in 2012 to 44% in 2030. By contrast, it 4 _____ (predict) that there 5 _____ (be) a dramatic rise in the proportion of energy capacity from solar energy with a jump from 2% to 18% in 2030. While the proportion of the capacity for wind 6 _____ (anticipate) to increase more than twofold from 5% in 2012 to 12% in 2030, it 7 _____ (estimate) that other renewables 8 _____ (account for) a smaller proportion with a decrease from 22% to 19%.

The projected proportion for nuclear energy 9 _____ (be) 5% in 2030, a slight decline from 6% to 1% with flexible capacity expected to double from 1% to 2%.

It is clear that despite the decline in the proportion of energy capacity from fossil fuels and the rise in solar and wind sources, the former 10 _____ (remain) a major energy source in 2030.

- 2 For 1–5, underline two suitable words or phrases in *italics* to link the information.
- 1 By 2030, it is predicted a greater proportion of energy capacity will be accounted for by solar sources than in 2012 (18% as against 2%). *In contrast/While/By comparison* the capacity from wind sources is anticipated to comprise 22% and 19% respectively.
 - 2 In the year 2030 it is projected the proportion of capacity from nuclear energy will constitute 5%. *By contrast/Whereas/Meanwhile*, flexible capacity is expected to increase to 2%.
 - 3 In 2012 the proportion of energy capacity for other renewables comprised 22%, *but/whereas/in contrast* the proportion for wind totalled only 5%.
 - 4 The majority of the energy capacity was made up of fossil fuels in 2012 at 64%. *Meanwhile/But/In contrast*, the proportion from other renewables accounted for 22%, followed by nuclear and wind with 6% and 5% respectively.
 - 5 The proportion of energy capacity accounted for by fossil fuels is expected to decrease to 44% by 2030, *whereas/whilst/meanwhile* it is forecast that the proportion for energy capacity from solar energy will rise from 2% to 18%.
- 3 Complete the sentences below. Add the relevant data from the charts.
- 1 Fossil fuels in 2012 accounted for _____ of the total energy capacity, while in 2030 they are forecast to constitute _____.
 - 2 It is estimated that the proportion of capacity from wind in 2030 will be _____ in contrast to _____ in 2012.
 - 3 In 2012, fossil fuels made up the bulk of energy capacity with _____ of the total but in 2030 this is forecast to drop to _____.
 - 4 In 2012 flexible capacity and nuclear energy accounted for _____ and _____ respectively.
 - 5 The proportion of capacity from solar energy is predicted to rise dramatically climbing from _____ to _____ in 2030.
 - 6 Fossil fuels are expected to experience a significant drop, with a fall from _____ in 2012 to _____ in 2030.
- 4 Write your own answer for the Task 1 question on page 207. When you have finished, check your answer using the checklist on page 139.

Don't forget!

- Write an overview.
- Summarise and compare the data. Don't just write a list.