

Listening: Worked Classroom Practice

Original worked Listening practice on the preserved notes; printed scripts support teaching and review, and reading them alone does not test listening.

The clock: about 29 minutes, about 47 items

Task kind	What you hear
Choose a Response	One short turn; pick the natural reply
A Conversation	Two speakers: a problem and a solution
An Announcement	One speaker: a change and what to do
An Academic Talk	A lecture-style talk on a study topic

Use the evidence

Every recording is played once; notes are allowed on the centre's paper. The section is adaptive.

Dwelling: one mark lost, then five

One missed item is one mark. Thirty seconds of not listening is five. Let it go and stay with the speaker.

Choose a Response: match the function

- A test of everyday conversation: the right answer is the reply a real person would give.
- Listen to the function of what was said — request, offer, complaint, apology, suggestion.
- The reply has to match the function.
- An answer that repeats words from the prompt is usually wrong; natural replies use different words.

Your turn: which reply?

Your turn

"That box looks heavy. Shall I carry it upstairs for you?" — which reply fits?

- A. The stairs were painted last year.
- B. Thanks, that would help.
- C. A box has four sides.
- D. The room is on the next floor.

Conversations and announcements

A conversation

Two speakers, often a student and a university office.

Track who wants what: a problem offered a solution.

An announcement

One speaker giving practical information.

Listen for what has changed and what the listener must do.

Listen to an Academic Talk: write the shape

- Write the shape, not the transcript: topic, then each new point on its own line, with a dash for its example.
- Lecturers signal structure aloud: "today I want to look at", "there are three reasons", "which brings me to", "so to summarise".
- Listen for the attitude as well as the facts: "surprisingly", "of course", "it is often claimed".
- If you catch the example but not the point, ask: what is this an example of?

Training your ear

- Listen once, like the test; replay only afterwards, to see what you missed.
- Shadowing — playing a sentence and saying it back — improves listening and pronunciation together.
- Listen to a range of accents on purpose, not only the easiest one.
- Fifteen focused minutes a day beats two hours on Sunday.

Exam tips for listening

- Practise taking notes with your hand while your ears keep working — about two weeks of building.
- Use abbreviations you already know; inventing a system on test day costs you the first recording.
- Missed an answer? Mark it, guess now, move on; no penalty means a blank never wins.
- Watch the everyday tasks: school listening practice is almost entirely academic.

The reply fits the meaning and situation

The reply must fit the speaker's meaning and the situation — repeating the topic word decides nothing.

Indirect requests and whole turns

- 1 **Prompt 1 — a request** "Could I borrow your pen for a moment?" — Yes, here you are: the acceptance fits.
- 2 **Prompt 3 — an apology with a reason** "Sorry I'm late..." — That's all right; we've only just started: acceptance plus reassurance.
- 3 **Prompt 4 — an occupied room** "I was hoping to use this room..." — We're leaving in five minutes, if you can wait: a solution with a condition.
- 4 **Prompt 6 — a blocked form** "The form won't open on my phone..." — You can use the computer beside the desk: a working alternative.

Decision

Decide from the turn's job, its context and its tone together — never from one word or one fixed rule.

Your turn: the offered alternative

Your turn

"We could discuss the project after lunch, if you're free." — which reply fits?

- A. Lunch usually has two courses.
- B. Yes, two o'clock works for me.
- C. I bought a notebook.
- D. Our project has several pages.

The conversation: borrowing filming equipment

Student and assistant, in four moves

The problem: a phone that records clearly but moves when held; the request, a tripod for Thursday.

The constraint: full-height tripods are booked; a small phone stand suits a seated, table interview.

The correction: "Actually, the stand comes back from another borrower at two" — collect from three, with student ID.

The agreement: three works, the interview is at four, return by four Friday at the equipment desk, not the book box.

Worked answers: the correction is the question

- 1 **Q9 — collection time** Two is when the stand returns to the desk; three is when collection starts. C.
- 2 **Q11 — why "Actually"** It corrects the student's proposed morning collection, then offers the later time. B.
- 3 **Q10 — what to bring** Student ID, directly requested; do not add a plausible rule the script never states. D.
- 4 **Q8 — why the stand** Join two details: tripods booked, and a seated interview suits a table stand. A.

Decision

Morning was the request; from three is the arrangement. The correction is where the marks live.

The announcement: a film evening

Time	Event
5:30	The north entrance opens (east entrance closed)
5:50	Arrival deadline to claim a reserved seat; unclaimed seats released
6:00	The film starts (unchanged; now in Hall B, not Room 5)

Use the evidence

Reservations remain valid — no rebooking. The waiting line offers a chance, not a guarantee.

Worked answers: three clocks, one hall

- 1 **Q13 — what is unchanged** "Still six" preserves the start; the room and entrance changed, seats are not all open. C.
- 2 **Q14 — a reserved seat** Combine the new hall, the north entrance and the 5:50 deadline; no rebooking needed. B.
- 3 **Q15 — at 5:50** Unclaimed reserved seats are released to waiting students. C. Ten to six is 5:50, not 6:10.
- 4 **Q16 — no reservation** A chance of a seat via the waiting line; a possibility, not a guarantee. D.

Decision

Answer 16 keeps the strength of the message: joining the line does not guarantee a seat.

Your turn: the released seat

Your turn

A student with no reservation joins the waiting line at 5:40. What can they expect?

- ☐ A. A guaranteed seat
- ☐ B. A chance of a seat when unclaimed reservations are released at 5:50
- ☐ C. Entry through the east entrance
- ☐ D. An earlier film start

The talk: cooling a classroom

Two observations, then a caution

First classroom: opposite windows opened while outside air was cooler; air entered one side and left the other; the room cooled.

Second classroom: windows opened at noon while outside air was warmer; no cooling observed — not a rule to never open windows at noon.

The caution: different rooms, different groups; sunlight, people and equipment unchecked — so the observations do not isolate window arrangement as the only cause.

Worked answers: attitude and limits

- 1 **Q17 — main idea** Cooling decisions depend on conditions, and the observations have limits. B — not a universal window rule.
- 2 **Q19 — the warmer air** It explains why opening windows did not produce the same cooling effect. C.
- 3 **Q21 — the stronger comparison** It should check other conditions that might affect temperature — a proposal, not an established result. A.
- 4 **Q22 — "takeaway"** The main lesson to remember — local context beats the food meaning. B.

Decision

You do not need extra physics to answer. Use what the talk actually states.

Your turn: the confound

Your turn

Why can the talk not prove that window arrangement alone caused the temperature difference?

- A. Because windows never affect temperature
- B. Because the two classrooms differed in rooms, groups, sunlight, people and equipment
- C. Because the speaker dislikes open windows
- D. Because one observation used no windows at all

Review errors with a specific next step

- Misheard a time? Compare the spoken phrase with the action it describes.
- Heard the words but chose the wrong reply? Identify the conversational function.
- Selected an old plan? Locate the correction and write the final agreement.
- Inference too strong? Replace always or guaranteed with what the evidence supports.

Check yourself

Your turn

Which pair is right? (1) Does repeating a prompt word automatically make a response wrong? (2) Does the waiting line guarantee entry?

- A. Yes to both
- B. No to both
- C. (1) yes, (2) no
- D. (1) no, (2) yes