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 several

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

- **Dwelling** on a missed detail costs the next thirty seconds too.
- Mark, guess, move on.

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 — a few weeks of daily practice builds it.
- Use abbreviations you already know; inventing a system on test day costs you the first recording.
- Missed an answer? Guess now and move on — Listening never lets you go back; 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.

- A closed desk invites hours or another route to help.
- The printed scripts teach and review; reading alone does not test listening.

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