

## TASK TYPE 1 Sentence Completion



Your job is to listen and complete the gaps.

Gentoo penguins heading to sea, Falkland Islands

### A About the task

- 1 Read the information about the task type. Then look at and correct the notes a student made about the task. The student has made four mistakes.**

The Sentence Completion task tests your ability to locate and record specific information from a recording. It's often used to test your understanding of a lecture or talk about a specific subject. You usually hear facts about a subject, and you may be asked to write words or numbers. Some of the information you hear is already written on the question paper, your job is to listen and complete the gaps. On the question paper, you see a set of sentences that report the information you hear on the recording. In each sentence, some key words are missing. You listen and write the missing words in the gap.

Here are the basic rules for the Sentence Completion task:

- The spoken instructions tell you about the speaker(s) and the topic.
- The written instructions tell you how many words to write in each gap.
- The sentences come in the same order as the information in the recording.
- You don't hear the same sentences that you read on the question paper, but you do hear the same information.
- When you listen, you hear the words that you need to write.
- You write the words in the same form as you hear them on the recording (e.g. singular/plural) – you don't need to change them in any way.
- Spelling counts! The words you write must be spelled correctly.
- You hear the recording ONCE only.

It's especially important to read through the sentences before you listen, and think about the type of information you're listening for. You hear different words that could fit logically into each gap. You have to listen carefully to choose the correct information, so that the sentence reports the meaning of the recording exactly.

Sometimes you see the set of sentences presented as a summary (a piece of continuous text) but the rules of the task are the same. (See IELTS Practice Task Questions 5–10 on page 15.)

#### Notes

- 1 You always hear one speaker.
- 2 You are listening for facts and figures.
- 3 You always have to write three words.
- 4 The questions are in the same order as the information on the recording.
- 5 You hear the sentences read out on the recording.
- 6 You have to spell the words correctly.
- 7 You can listen again if you don't understand the first time.

## B Sample questions

- 2  05 Listen and complete the sentences. Use the rules about the task from Section A to help you. Then check your answers. Which questions did you find difficult?

### IELTS PRACTICE TASK

Questions 1–5

Complete the sentences below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

#### THE SPORT OF SQUASH

- 1 The name of the country where squash was first played is .....
- 2 The name 'squash' was first used to describe the ..... which is used in the game.
- 3 The material used to make the first squash racquets was .....
- 4 The colour used to indicate an advanced level ball is .....
- 5 In an advanced squash match, the ball generally travels at ..... kilometres per hour.

## C Tips and tactics

- 3 Work in pairs. Read the tips and tactics and discuss these questions.

- a Which tips and tactics do you think are the most useful?
  - b Did you use any of these tips and tactics when you answered the sample questions in Section B?
  - c Which tips will you use in the future?
- 1 Before you listen, you have time to read the heading and the sentences and think about what you're going to hear.
  - 2 Think about the type of information that's missing in each sentence. For example, are you listening for a name, a number, a specific term or something else?
  - 3 Look for clues in the sentence that tell you what to listen for, e.g. 'a total of' and 'what's called a'.
  - 4 Sometimes the sentence tells you what to listen for, e.g. 'A beaver is ... in colour'. But you may hear a number of colours in the recording. Listen carefully to know which one is correct.
  - 5 Most of the missing information is facts about the topic, so the words you need to write are mostly either numbers or nouns. If they are nouns, think about whether your answer needs to be singular or plural. The sentence may help you to decide.
  - 6 The word or words you need to write are on the recording. Don't try to put the information you hear into your own words.
  - 7 The instructions tell you how many words to write – if you write more, your answer will be marked wrong. Most answers are single nouns, e.g. 'water', or compound nouns that include two words, e.g. 'water quality'.
  - 8 There's no need to write words that are already in the sentence.
  - 9 Write numbers as figures, e.g. '104' – not as words, e.g. 'one hundred and four'.
  - 10 The sentences follow the order of information in the recording.
  - 11 When you listen to the recording, you hear some words or ideas from the sentence. These tell you that the words you need to write are coming.
  - 12 You won't hear exactly the same sentences that you read on the question paper. This task isn't a dictation. Think about the meaning and listen for the information.
  - 13 Don't just write down the first word you hear that fits the gap – keep listening and keep thinking about the meaning.
  - 14 You should think about your spelling. If you spell a word incorrectly, your answer will be marked wrong. But the words you need to write are words which you know, and which are easy to spell.
  - 15 If you aren't sure, always write something. No marks are taken off for wrong answers.
  - 16 Remember, you hear the recording ONCE only.

**Q FOCUS**

Identifying the target information

**D Skills-building exercises**

**4 Read the sentences (1–4). What type of information is missing in each of the gaps?**

- 1 You could see a total of ..... motorcycles at the museum when it first opened.
- 2 There was a ..... at the museum in the year 2003.
- 3 The speaker mentions the up-to-date ..... facilities in the conference centre.
- 4 The museum's oldest two-wheeled bike was built in the year .....

**5 06 Listen to a short talk about a motorcycle museum and make a note of this information:**

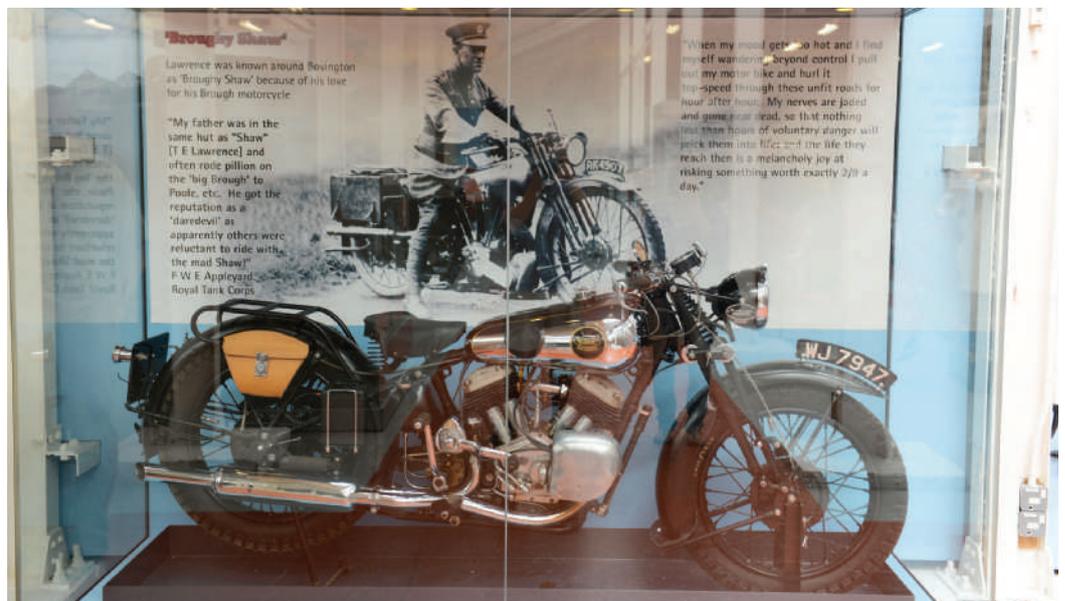
- 1 You hear information about the number of motorcycles in the museum at different times. Write down the numbers you hear.
- 2 You hear three dates when things happened at the museum. Write down the things that happened.
- 3 You hear about different facilities for visitors at the museum. Which three facilities do you hear about?
- 4 You hear about old motorcycles in the museum and when they were built. Write down three years you hear.

**6 06 Look at the sentences (1–4). Listen again and complete the sentences. Use your answers from Exercise 5 to help you. Write NO MORE THAN TWO WORDS AND/ OR A NUMBER for each answer.**

- 1 You could see a total of ..... motorcycles at the museum when it first opened.
- 2 There was a ..... at the museum in the year 2003.
- 3 The speaker mentions the up-to-date ..... facilities in the conference centre.
- 4 The museum's oldest two-wheeled bike was built in the year .....

**7 06 Listen again and look at the audioscript on the DVD-ROM. Think about why the answers to the questions in Exercise 6 are correct, and why other words and numbers you hear are not the correct answers.**

**8 Work in pairs. Look at the sentences and photo below. What type of information is missing in each of the gaps?**



**The Brough Superior**

- 1 The Brough Superior on show in the museum dates from the year .....
- 2 In his first race, Brough established a new ..... at the Brooklands track.
- 3 Brough won a total of ..... races on the Brough Superior.
- 4 Approximately ..... of the Brough Superiors ever built still survive.
- 5 Each Brough Superior was designed to match the ....., height and riding style of its owner.
- 6 In its pre-delivery test drive, the SS100 model reached at least ..... kilometres per hour.

- 9**  **07** Listen to a tour guide talking about the motorcycle museum and complete the sentences in Exercise 8. Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.
- 10**  **07** Listen again and look at the audioscript on the DVD-ROM. Discuss these questions.
- 1 How did the sentences on the question paper help you to find the correct information?
  - 2 Why do some words you hear fit the gaps and others do not?
- 11** Work in pairs. Look at this student's answers. Why were they marked wrong?

1	nineteen thirty eight
2	52
3	a new record
4	around a third
5	wait
6	130

**IELTS PRACTICE TASK**

 **08** Questions 1–10

Questions 1–4

Complete the sentences below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

**SCOTTISH BEAVER TRIAL**

- 1 There have been no beavers in the UK since the ..... century.
- 2 Because they make ..... better, beavers are regarded as a 'keynote' species.
- 3 A total of ..... families of beavers are now living in Knapdale Forest.
- 4 What's called a ..... will tell scientists how the beavers affect the local environment.

Questions 5–10

Complete the summary below.

Write **NO MORE THAN TWO WORDS** for each answer.

Eileen is spending a short period at the Scottish Beaver Trial on what is called an **5** ..... She is actually a post-graduate student and her particular area of research is **6** ....., which is why she finds the beaver project so interesting. On the project, Eileen has the job of studying the **7** ..... behaviours of the beavers. Eileen was fortunate enough to see some beavers when she went out on a **8** ..... on her first evening in Knapdale. Eileen's particular task is to **9** ..... the dams and other things that the beavers make, and she has set up what's called a **10** ..... so that she can observe them more closely.

**Which statement best describes how you feel about Sentence Completion tasks?**

- I feel confident about doing Sentence Completion tasks.
- I did OK, but I still need to do more work on Sentence Completion tasks.
- I need more practice with Sentence Completion tasks. I need to focus on ...

▶▶ For further practice, see the DVD-ROM.