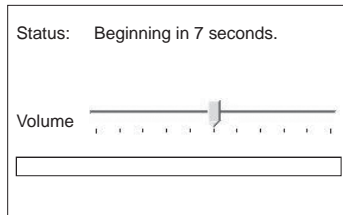


Select missing word

This item type assesses listening skills, and requires you to use contextual and grammatical cues to predict and identify what a speaker will say.

You will hear a recording about an analysis of medical research findings. *At the end of the recording the last word or group of words has been replaced by a beep.* Select the correct option to complete the recording.



- ☐ before you understood
- ☐ after diagnosis
- ☐ from anti-oxidants
- ☐ on the treatment itself
- ☐ in the first place

Item Type Strategies

Strategy 1

You have seven seconds before the recording starts. Take this time to read the instructions carefully and skim the response options. Use your background knowledge of the topic indicated in the instructions to help you focus your attention and predict what you might hear.

Strategy 2

When the recording starts, listen carefully and focus your attention closely on what is being said. Focus on the gist, any repeated words and other keywords indicating details. As far as possible, try to guess the meaning of unfamiliar words from context, but do not worry if there are words you do not understand. Focus on what you *do* understand.

Strategy 3

As you listen, be aware of the audio progress indicator. As the recording is coming to an end, focus your listening carefully and at the same time scan all of the response options closely. This will help you predict and choose the most appropriate word or phrase when you hear the beep.

Explanation and Practice of Each Strategy

Strategy 1

You have seven seconds before the recording starts. You should use this time to read the instructions carefully and skim all of the response options to get a sense of the meaning of each one, and the type of word or the structure of each phrase. Use your background knowledge of the topic indicated in the instructions to help focus your attention and predict what you might hear in the recording.

To practice this strategy, do the following activities:

- Look at the instructions and response options for Item 1.
- First read the instructions and identify the topic (an analysis of medical research findings). Predict what type of information you might hear in the recording (e.g., a discussion of test results, facts and figures, etc.) and what vocabulary (e.g., *researchers*, *results*, *evidence*, *conclusions*, etc.).
- Next read the response options. Think about what, if anything, these options can further indicate about the type of information that might be in the recording (e.g., the words “diagnosis” and “treatment” indicate that the recording might be about an illness or ways of treating an illness).
- Try to identify an option that does not fit in terms of structure, style or meaning (e.g., Option 1: *before you understood*), and note your reasons (e.g., this phrase sounds less formal, use of “you” is unusual in medical analysis). Identifying an option as unusual in some way may help you reject it as a possibility.

Strategy 2

For this item type it is very important that you listen carefully and remain as focused as possible on what you are listening to. Although you should not take written notes, you should make a clear mental note of the gist of the recording, any words that you hear repeated, and any other keywords that indicate details. Try to guess the meaning of unfamiliar words from the context, as far as possible, but do not worry if there are words that you do not understand. It is important that you focus on what you *do* understand, as unfamiliar words may not be directly relevant to the correct response.

To practice this strategy, do the following activities:

- Have someone read out the first sentence for Item 1, leaving out the final words. Listen carefully using the points mentioned above and listening to the sentence pattern for clues to help you predict the final words.
- Think about what type of word is missing from the end of the sentence (i.e., a noun describing an illness, medical problem, etc., or an adjective such as *ill*, *sick*, etc.).
- Then think about which part of the sentence helps you make this prediction and why (e.g., “...*preventing you getting*” in the context of a medical report, the most logical collocation here is “preventing you getting ill”).
- Without repeating the sentence, summarize the gist (e.g., the speaker’s student did a detailed analysis on the effects of what people eat on a particular illness) and any repeated words (*analysis*, *analyze*).
- Are there any unfamiliar words in the sentence? Reflect on whether these words affected your ability to understand the gist and/or predict the type of missing word.

- Look at the following words:

the next generation *macular degeneration*
sound results *mental fatigue*

- Think about which one seems most appropriate for the end of the sentence and why.
- Even if you are not familiar with the term “macular degeneration” you should be able to make a good guess at the correct option by analyzing word types, word stems and rejecting other options, e.g.:

the next generation (not appropriate: not a medical term, not an illness, does not fit with “*preventing you getting*”)

macular degeneration (appropriate: a medical term)

sound results (not appropriate: fits with “*preventing you getting*” but not a medical term/illness and does not fit logically)

mental fatigue (not appropriate: fits with “*preventing you getting*” but not an appropriate medical term/illness in this context)

Strategy 3

As you listen, you should also be aware of the audio progress indicator. When the recording is coming to an end, you should focus your listening even more carefully, while at the same time scanning all of the response options. Doing this will help you make predictions and choose the most appropriate word or phrase when you hear the beep.

To practice this strategy, do the following activities:

- Read the instructions and response options for Item 1 again, and remind yourself of the topic.
- Play the audio [L18_Listening_Select_missing-word_1], and respond to Item 1.
- Check your answer. Then review the transcript, and read the explanations for Item 1.

Respond to a Select Missing Word Item

You will now respond to a test item simulating the test conditions. You will have seven seconds to prepare before the recording starts. Remind yourself of the three strategies for this item type and apply them.

Play the audio [L18_Listening_Select_missing_word_2] and respond to Item 2.

Assess your Response

Were you able to use the strategies? Which one was the most difficult to apply? Which one was the most useful?

Compare your response to the correct answer for Item 2. Then read the transcript and the explanations about each option.

Item 1

You will hear a recording about an analysis of medical research findings. At the end of the recording the last word of group of words has been replaced by a beep. Select the correct option to complete the recording.

- ☐ before you understood
- ☐ after diagnosis
- ☐ from anti-oxidants
- ☐ on the treatment itself
- ☐ in the first place

Item 1: Transcript, Answer Key and Explanations

Robyn Guymer: My PhD student, Elaine Chong, did what was called a meta-analysis where you analyze the literature very carefully, to see what evidence there is to suggest that what we eat, particularly in terms of antioxidants, prevents you getting macular degeneration.

Norman Swan: Because ophthalmologists have been using antioxidants quite a lot.

Robyn Guymer: That's right. There have been studies looking at whether antioxidant supplements slow the progression once you have the disease whereas this study was looking at trying to stop you getting it {in the first place}.

Incorrect: before you understood

Explanation: This is incorrect because it does not fit into the context of the passage. There is no discussion related to listener understanding.

Incorrect: after diagnosis

Explanation: This is incorrect because it does not fit into the context of the passage. The speaker talks about a scientific study on the effectiveness of antioxidants in preventing a disease. There is no discussion on diagnosis of the disease.

Incorrect: from anti-oxidants

Explanation: This is incorrect because it does not fit into the context of the passage. The speaker indicates that studies have been conducted on the effectiveness of antioxidants in preventing and slowing the progression of a disease. There is no discussion on the causes of disease.

Correct Answer: in the first place

Explanation: This is correct because "stop you getting it in the first place" relates to the speaker's earlier statement about "preventing you getting" a disease. Also, the conjunction "whereas" signals a contrast between the first and second half of the sentence. The first half of the sentence talks about using antioxidants after one has the disease, whereas the second half of the sentence talks about using antioxidants before one gets the disease.

Item 2

You will hear a recording about meiosis. At the end of the recording the last word of group of words has been replaced by a beep. Select the correct option to complete the recording.

- ☐ genetics
- ☐ diversity
- ☐ species

Item 2: Transcript, Answer Key and Explanations

So what, what meiosis does for every species is generate a lot of diverse individuals. Individuals with different capabilities. In the hope, that by having a population with very diverse individuals that at least some of them will be competent to survive. And, it's wildly successful, almost, almost every species on this planet has meio... has, has a way to create genetically diverse gametes, and they use meiosis to do that. Ok, so um, meiosis is extremely important in the evolution of life and the survival of the {species}.

Incorrect: diversity

Explanation: This response is incorrect because "diversity" is not a physical thing that can evolve and survive. Additionally, the sentence requires a countable noun to follow "the" and "diversity" is an uncountable noun.

Incorrect: genetics

Explanation: This response is incorrect because "genetics" is not something that evolves or survives. In addition, the sentence requires a countable noun to follow "the" and "genetics" is an uncountable noun.

Correct Answer: species

Explanation: This response is correct because the speaker refers to the impact of meiosis on species throughout the recording. In addition, the sentence requires a countable noun to follow "the", and "species" is a countable noun.