

## Re-tell lecture

This is a long-answer item type that integrates listening and speaking skills, and requires you to understand and re-tell a lecture.

You will hear a lecture. After listening to the lecture, in 10 seconds, please speak into the microphone and retell what you have just heard from the lecture in your own words. You will have 40 seconds to give your response.



Status: Beginning in 2 seconds.

Volume 

**Recorded Answer**

Current Status:  
Beginning in 86 seconds.

### Item Type Strategies

#### Strategy 1

Write your notes in an ordered and effective way. Listen for content words which give key information. Don't worry about the spelling of words, but make sure you understand the meaning.

#### Strategy 2

You only have 10 seconds to prepare before the microphone opens. Quickly review and link the ideas in your notes.

#### Strategy 3

Try to think in English when you speak. Don't translate from your native language into English.

### Explanation and Practice of Each Strategy

#### Strategy 1

In the test you will hear the lecture only once so try to make clear and organized notes. Do not get distracted by the speaker's accent or the way they speak. Instead of writing down every single word, try to take down the following: main points and principles, supporting details and examples, important dates and numbers. You should note connections between the main ideas or points, e.g., whether they support or contradict each other, and which are more or less important.

You should also think of a simple layout for your notes that you can follow when speaking. If the lecture is accompanied by an image such as a graph or map, the headings may include some of the keywords that you will need to re-tell the information.

To practice this strategy, do the following activities:

- You will shortly practice Item 1, but first read the first question and the interviewee's answer, and take notes.  
*"In an article that you wrote that I just read, you said you wished you could take everyone back to decades ago to look at the Florida Keys."*

*Fifty years ago. Think about how much change has taken place in that short period of time. We have managed to consume on the order of 90% of the big fish in the ocean: the tunas, the swordfish, the sharks. They're mostly gone. Until recently, people have had the belief that there isn't much we puny human beings can do to change the nature of the ocean. But in fact, we have, not just because of what we've been taking out and the destructive means often applied to take fish and other creatures from the sea, but also what we're putting into the sea, either directly or what we put into the atmosphere that falls back into the sea."*

The instructions for this item type have been modified here to include an interview. In the actual test, the instructions will generally refer to a lecture.

- Now read out the next question and answer, and take notes.

*"So if you were going to give a grade on the health of the oceans today what would it be?"*

*Well, it depends on which aspect. Across the board. Huh. The oceans are in trouble. It's hard for me to assign a specific grade. Maybe C"*

- Play the complete audio of the interview [L4\_Re-tell\_lecture\_1], check your notes and add any additional points.
- Compare your notes with the example below.

Topic: *article about fish in the Florida Keys*

*50 years – much change*

*Consume 90% of big fish*

*Belief – humans can't change ocean*

*But – humans destructive → take fish out of sea; put things back*

*Health of oceans – in trouble, grade C*

### Strategy 2

In the test you will only have 10 seconds to prepare for speaking. You should not try to re-write your notes or add more information. Instead, you should review them quickly and select the key information and points, and think about how to present them in a logical way using linking words such as *and*, *moreover* and *besides*.

To practice this strategy, do the following activities:

- Quickly review your notes and think about how to present them, and what linking words you need to use.
- Practice re-telling the information out loud.

### Strategy 3

Your response to the test item should be smooth and natural with appropriate phrasing. So it is important that you try to think in English when you speak and avoid translating from your native language. Translation may result in slow, hesitant and unnatural speech.

To practice this strategy, do the following activities:

- Choose two topics, e.g., *population growth*, *sustainable living*, *eco-diversity*, etc. Practice giving a short presentation of no more than one minute on each topic and record yourself. For the first topic, think in your first language as you prepare your notes and translate in your head whilst speaking. For the second topic, think in English as you write notes and speak. If possible, record your presentations and compare how you spoke. You will probably notice that the first approach of translating in your head resulted in slower, less natural speech.
- Look at your notes for Item 1 and present the information out loud. Think in English without translating in your head.
- Play the three sample responses in audio files [L4\_Re-tell\_lecture\_1\_Response\_B1], [L4\_Re-tell\_lecture\_1\_Response\_B2] and [L4\_Re-tell\_lecture\_1\_Response\_C1] and order them from the weakest to the strongest. Then read the explanations.

## Respond to a Re-tell Lecture Item

You will now respond to a test item simulating the test conditions. You will have 10 seconds to prepare after the recording finishes and 40 seconds to record your response. Remind yourself of the three strategies for this item type and apply them.

Look at Item 2. Play the audio [L4\_Re-tell\_lecture\_2], and record your response on a personal recording device such as a computer or mobile phone.

## Assess your response

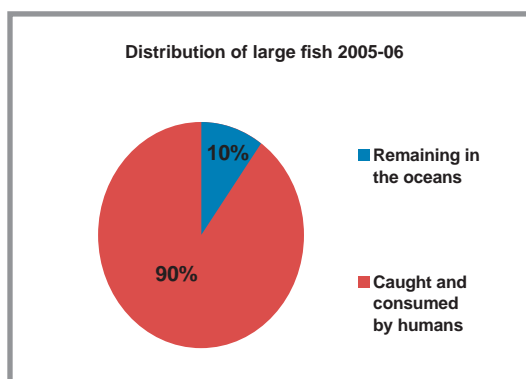
Were you able to use the strategies? Which one was the most difficult to apply? Which one do you think was the most useful?

Play back your response and compare it to the three sample responses in audio files [L4\_Re-tell\_lecture\_2\_Response\_B1], [L4\_Re-tell\_lecture\_2\_Response\_B2] and [L4\_Re-tell\_lecture\_2\_Response\_C1].

Read the explanation about each response. Which one do you think your response was closest to? What do you think you need to improve?

## Item 1

*You will hear an interview. After listening to the interview, in 10 seconds, please retell what you have just heard from the interview in your own words. You will have 40 seconds to give your response.*



## Item 1: Transcript

**Interviewer:** *In an article that you wrote that I just read, you said you wished you could take everyone back to decades ago to look at the Florida Keys.*

**Interviewee:** *Fifty years ago. Think about how much change has taken place in that short period of time. We have managed to consume on the order of 90% of the big fish in the ocean: the tunas, the swordfish, the sharks. They're mostly gone. Until recently, people have had the belief that there isn't much we puny human beings can do to change the nature of the ocean. But in fact, we have, not just because of what we've been taking out and the destructive means often applied to take fish and other creatures from the sea, but also what we're putting into the sea, either directly or what we put into the atmosphere that falls back into the sea.*

**Interviewer:** *So if you were going to give a grade on the health of the oceans today what would it be?*

**Interviewee:** *Well, it depends on which aspect. Across the board. Huh. The oceans are in trouble. It's hard for me to assign a specific grade. Maybe C-.*

## Item 1: Explanations

### **Audio** [L4\_Re-tell\_lecture\_1\_Response\_B1]

While the response includes a few points, other key information is not discussed and some details are misinterpreted. Although some words are spoken in continuous phrases, several hesitations, false starts, and long pauses negatively affect fluency. Incorrect pronunciation of some consonants and vowels does not affect understanding. This response demonstrates limited control over simple grammatical structures. This response is 39 seconds.

### **Audio** [L4\_Re-tell\_lecture\_1\_Response\_B2]

While the response includes some main points and a conclusion, other key information from the lecture is left out. Fluency is negatively affected by disconnected speech, many hesitations and false starts. Small pronunciation errors do not affect understanding. Language use is weak; there are grammar and vocabulary errors and the words are repetitive. This response is 36 seconds.

### **Audio** [L4\_Re-tell\_lecture\_1\_Response\_C1]

The topic has been accurately discussed and several supporting points included. There are a few examples of reformulation and some hesitations, but speech is continuous. Pronunciation of most consonants and vowels is standard. The vocabulary used is appropriate and varied. This response is 32 seconds.

## Item 2

*You will hear an lecture. After listening to the lecture, in 10 seconds, please retell what you have just heard from the lecture in your own words. You will have 40 seconds to give your response.*



## Item 2: Transcript

*The shuttle was designed to be a space truck; it's a multi-purpose vehicle. We've done a tremendous number of different things with it. It's the most versatile space vehicle that has ever been built. We've used it to launch satellites. We've used it to repair satellites in orbit and put them back into orbit. We've used it to capture satellites and bring them back to Earth for repair. We've outfitted it with the space lab built by our European partners and used it before the era of the space station to do scientific research. We used it as part of our partnership with the Russians, which is still continuing, first as part of the Mir space station, where we actually prolonged the useful life of Mir by several years through logistical supply visits with the shuttle. And now, of course, we're using it to build the new international space station, which is a...a huge international partnership.*



## Item 2: Explanations

**Audio** [L4\_Re-tell\_lecture\_2\_Response\_B1]

The response includes some main points from the presentation, but there are some inaccuracies. Speech is uneven and contains several hesitations. Incorrect pronunciation of some consonants and vowels might require listeners to adjust to the accent of the speaker. This response demonstrates limited control over simple grammatical structures. The vocabulary is basic. This response is 32 seconds.

**Audio** [L4\_Re-tell\_Lecture\_2\_Response\_B2]

Several main points are retold, but some key details are left out. Speech is somewhat disconnected and there are examples of hesitation and reformulation. Small pronunciation and grammatical errors do not lead to misunderstanding. This response is 39 seconds.

**Audio** [L4\_Re-tell\_lecture\_2\_Response\_C1]

The test taker accurately retells most of the main points in the lecture. Although phrasing is somewhat uneven, speech can be understood and the speed is acceptable. Incorrect pronunciation of some groups of consonants and vowels does not affect understanding. This response demonstrates good control of standard English grammar. The vocabulary used is appropriate and varied. This response is 39 seconds.