



ISE: Integrated Skills in English

Understanding the rating scale

Speaking module

Summarising a talk or conversation

ISE Digital



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ISE Digital speaking task

Summarising a talk or conversation

Theoretical background

The Summarising a talk or conversation task focuses on the kinds of authentic mediation activities that people engage in every day. Learners often hear information from friends, classmates, teachers, colleagues or even strangers – whether told directly, overheard in public or heard through media such as radio or podcasts – and then go on to share that information with others.

Successful communicators are able to:

- ▶ identify important facts, details and main ideas in what they hear
- ▶ recognise or infer speakers' attitudes and viewpoints
- ▶ evaluate what is relevant for their listener
- ▶ paraphrase information using their own words
- ▶ acknowledge the source of information
- ▶ explain, report or summarise content accurately for others
- ▶ express their own opinion appropriately.

This task reflects real-life communication, where listening, evaluating and selecting the information most relevant to another person in a particular context are fundamental to effective communication.

Task description

The Summarising a talk or conversation task integrates listening, speaking and mediation skills.

In this task, candidates provide two responses. First, they listen to a short talk or conversation and are asked to summarise the information for another person (eg a friend, colleague or teacher). Before listening, candidates are given two bullet points outlining specific information they need to include in their summary. They may take notes while listening.

After listening, candidates have 30 seconds to plan their response and one minute to deliver their summary. The aim is not to repeat every detail from the talk, but to select and convey the key information that addresses the bullet points and provides a summary of the main ideas. Candidates should paraphrase using their own words and ensure the content is accurate and faithful to the original meaning and opinions expressed.

Following the summary, there is a follow-up question that allows the candidate to discuss the topic more broadly, expressing their opinions and ideas at length. The candidate has one minute to speak.

For examples of Summarising a talk or conversation, see [Appendix 2](#).

Note: Information about the Responding to questions, Delivering a prepared talk and Interacting tasks can be found [here](#).

Rating scale

Overview and general principles

Assessment foci

The speaking rating scale comprises three assessment categories:

Task fulfilment

- Assesses the ability to respond to tasks and questions with relevant details, organise ideas coherently and respond fully in the time allowed.

Mediation of source text

- Assesses the ability to understand and select relevant information from the source and use language from the source appropriately.

Delivery

- Assesses the ability to use stress, intonation and pace appropriately for the context, audience and purpose and effective pronunciation and fluency.

General principles

Analytic scoring

Each task is awarded three different scores, one for each assessment criterion. The scores are independent and do not influence each other. All criteria contribute equally to the final score.

Order of descriptors

The order of descriptors in each band indicates their relative importance. Descriptors listed first are more important than those listed at the bottom.

Best fit

Our rating uses the 'best fit' approach. Raters are trained to use the band that best matches the response overall, taking into account the importance of each descriptor.

Band 0

Band 0 represents 'no performance'. This means the task was not attempted, or no response is audible or the response is not in English. A score of 0 in one category automatically results in a score of 0 in all categories.

Task fulfilment

The category **Task fulfilment** is the same as in Understanding the speaking rating scale: Responding to questions, Delivering a prepared talk and Interacting. The FAQs below are specific to the Summarising a talk or conversation task.

The **Task fulfilment** category assesses:

The candidate's ability to answer the question with relevant details, organise ideas coherently and respond fully in the time allowed.

What is assessed:

- ▶ The extent to which the candidate responds to all parts of the question or task (all questions or bullet points addressed) and how well informed the listener is.
- ▶ The relevance of the supporting details.
- ▶ How well the ideas are organised; how easy the message is to follow.
- ▶ How well the ideas are expressed in the time allowed.

What is not assessed:

- ▶ Whether the range of language, accuracy and/or choice of language is appropriate. This is not directly assessed in this task.
- ▶ Whether the response is fluent and easy to understand. This is assessed in [Delivery](#).

Task fulfilment rating scale

Summarising a talk or conversation

Score 0 Ability to respond to task with relevant details, organise ideas coherently and respond fully in the time allowed.

Task has been comprehensively fulfilled; listener is fully informed.

5

- Response fully addresses task; all parts of task covered comprehensively.
- Ideas are relevant, clear and well supported by detail.
- Excellent coherence; response is well organised and progression of ideas is clear and logical.
- Response is comprehensive and concludes naturally in the time allowed.

Task has been effectively fulfilled; listener is well informed and is left with only minor questions.

4

- Response effectively addresses task; some minor parts of task may be missed, but response is effective.
- Ideas are relevant and supported by detail with occasional lack of clarity or irrelevance.
- Good coherence; response is organised and can be followed with ease.
- Response is complete but end may be slightly rushed or cut off.

Task has been sufficiently fulfilled; listener is informed, but is left with some questions.

3

- Response mostly addresses task; some parts more effectively covered than others, so response is not fully effective.
- Most ideas are relevant but some parts of response are irrelevant, unclear or not supported by detail.
- Adequate coherence; some lapses in organisation, but listener can follow message despite some gaps.
- Response may be incomplete and end abruptly.

Task has been partially fulfilled; listener is only minimally informed and is left with significant questions.

2

- Response addresses only some parts of task; what is attempted lacks development, so response is incomplete.
- A few relevant ideas, but vague response with limited detail and noticeable omissions.
- Limited coherence; response often lacks organisation and may cause some confusion for listener.
- Response may be short or some parts are off topic.

Task has been insufficiently fulfilled; listener is scarcely informed.

1

- Response addresses task in a very restricted way; response is brief or repetitive with limited connection to task.
- Very few relevant ideas and little detail.
- Lack of coherence; response is not organised and requires effort from the listener.
- Response short or off topic; may have misunderstood some part of the task.

0 Task is either: Not attempted **OR** not audible **OR** not answered in English.

Task fulfilment: Frequently asked questions

How much detail is needed for the top score?

To achieve the top score, the answer does not need to repeat every detail from the talk or conversation. Still, it should provide a well-developed summary, address all the bullet points and the follow-up question thoroughly and fully inform the listener on all parts of the question.

Is repetition of ideas penalised?

Repeating the same ideas naturally reduces the amount of relevant information shared, which can limit the fulfilment of the task and make the response less effective at informing the listener.

What if a response is short and does not use the full time allowed?

There is no requirement for a candidate to use the full time allocated for each question. However, very short responses are unlikely to effectively address all parts of the task, so candidates are encouraged to start speaking promptly and to answer as comprehensively as possible.

What if the candidate does not address one of the bullet points?

If the rest of the summary is effective, the ideas are relevant and the coherence is adequate, the task is sufficiently but not fully fulfilled, and the response would receive a score of band 3. However, if other parts of the task are not fully addressed, the score could be lower.

For ideas to be considered relevant, do they need to come from the source?

No. The ideas and details must be relevant to the two bullet points listed in the task, but source use is assessed in Mediation of source text.

Can a response score well in Task fulfilment even if it does not refer to the source?

Yes. A response can earn good marks in Task fulfilment if it fully addresses the two bullet points, even without ideas from the source. However, it will receive a low score in Mediation of source text.

What is the difference between 'some parts of response are irrelevant' (band 3) and 'some parts are off topic' (band 2)?

A response at band 3 contains mostly relevant information, with a few unnecessary or irrelevant details, so the listener is generally informed, but it is slightly less than complete. At band 2, the response shows limited development, with few details. It may drift off topic, leaving the listener with significant questions and indicating that the task has not been adequately fulfilled.

What if the response is cut off?

This can make it harder for the listener to fully understand the message, as a rushed or incomplete ending may not provide enough information, leaving the listener with questions. As a result, the score for Task fulfilment may be lower. Candidates are recommended to manage their time carefully so they can finish their answers in the time provided.

Mediation of source text

The Mediation of source text category assesses:

The candidate's ability to understand and select relevant information from the source and use language from the source appropriately.

What is assessed:

- ▶ The extent to which the candidate selects relevant information from the talk or conversation to share with the listener.
- ▶ The extent to which the candidate uses language from the source appropriately, accurately representing ideas, acknowledging the source of the information and paraphrasing effectively.

What is not assessed:

- ▶ Whether the bullet points in the prompt have been adequately addressed. This is assessed in [Task fulfilment](#).

Mediation of source text rating scale

Summarising a talk or conversation

Score ▶ Ability to understand and select relevant information from source and use language from source appropriately.

Full understanding of source with main points clearly reported.

5 ▶ Able to comprehensively summarise and report relevant main points, points of view and inferences presented in source.
▶ Effective and natural paraphrasing, reporting.

Effective understanding of source with selection of relevant points.

4 ▶ Able to summarise and explain relevant main points and points of view presented in source, with some minor omissions.
▶ Effective paraphrasing or reporting with minor lapses; direct use of source may lack sufficient acknowledgment.

Adequate understanding of text but some relevant ideas missed.

3 ▶ Able to summarise most relevant main points and points of view presented in source, but some points left out or not fully understood.
▶ Mostly successful paraphrasing or reporting of key information, but some points missed and some overuse of source without acknowledgment.

Limited understanding of text with key points misunderstood.

2 ▶ Able to use some information from source, but may not select most relevant points and some points may be misunderstood or misrepresented.
▶ Attempts to paraphrase but with mixed results; some points directly lifted from source without acknowledgement.

Little to no understanding of text and ability to use source.

1 ▶ Able to convey only a few simple concepts related to points in source, but source used in very limited way and most key points missed.
▶ Limited paraphrasing, mostly directly lifts from source.

0 Task is either: Not attempted **OR** not audible **OR** not answered in English.

Mediation of source text: Frequently asked questions

Is it necessary to report every detail to receive a band 5?

In the act of mediation, the speaker's purpose is not to recall every detail they heard but to select the most relevant ideas and opinions to include in the summary. To receive the top score, a response must address the two bullet points in full and discard any information that is not relevant.

What if a candidate misunderstands the information in the source text?

If a candidate summarises the most relevant main points but misunderstands some of the information from the talk or conversation or confuses the ideas and opinions of the speakers, they would receive a score of band 3.

What if a candidate uses language directly from the source text in the summary?

The candidate is expected to paraphrase the information and to acknowledge the source. If the response includes long sections of language directly from the source or the source is not identified, the maximum score would be band 2.

What if a response omits a point from the source text that is relevant to the bullet points?

If the summary includes most of the relevant ideas and addresses the bullet points but there are minor omissions, the maximum score for Mediation of source text would be band 4. However, if an important idea which is directly relevant to one of the bullet points is omitted or not fully understood, the score would be band 3.

What if a response largely ignores the source text?

If a candidate shows little to no understanding of the source text or does not use the source in their summary, the score for Mediation of source text would be band 1.

Are grammar and vocabulary errors penalised?

Language is not explicitly scored in this task, so occasional errors that do not obscure meaning are acceptable, but very frequent or serious errors can reduce the effectiveness of the summary.

Delivery

The category **Delivery** is the same as in Understanding the rating scales: Responding to questions, Delivering and prepared talk and Interacting. The FAQs below are specific to the Summarising a talk or conversation task.

The **Delivery** category assesses:

The candidate's ability to use stress, intonation and pace for the demands of the context, audience and purpose; effective pronunciation and fluency.

What is assessed:

- ▶ The extent to which the candidate uses stress, intonation and pace to convey meaning and the impact on the listener.
- ▶ The extent to which the candidate's pronunciation of individual sounds, words and phrases is clear and comprehensible.
- ▶ The extent to which pauses, hesitations and speed of delivery impact the listener.

What is not assessed:

- ▶ The candidate's accent. The candidate's pronunciation is only assessed on how comprehensible it is.

Delivery rating scale

Summarising a talk or conversation

Score ▶ Ability to use stress, intonation and pace for the demands of the context, audience and purpose; effective pronunciation and fluency.

Virtually no effort required from listener to understand response.

- ▶ Stress, intonation and pace used effectively to convey key points and add meaning.
- 5** ▶ Clear, accurate pronunciation.
- ▶ High degree of fluency and natural pace; speech flows naturally with hesitations and pauses used to enhance response.

Minimal effort required from listener to understand response.

- ▶ Stress, intonation and pace consistent and used to good effect; easy to understand.
- 4** ▶ Clear pronunciation with occasional errors which do not affect understanding.
- ▶ Fluent with only minor lapses or slow speech; occasional hesitation or pauses to find words.

Occasional effort required from listener to understand response.

- ▶ Generally appropriate stress, intonation and pace but some inconsistency.
- 3** ▶ Mostly clear pronunciation; incorrect pronunciation of individual sounds may distract the listener, but comprehensible.
- ▶ Reasonable fluency, but hesitations, pauses, false starts can make response seem disjointed.

Some effort required from listener to understand response.

- 2** ▶ Issues with stress, intonation and pace (including slow or fast speech) affect comprehension.
- ▶ Pronunciation errors can be intrusive and at times may cause difficulty for listener.
- ▶ Occasional fluency, but hesitations, pauses and false starts impede the response.

Considerable effort required from listener, and some parts of response unintelligible.

- 1** ▶ Inaccurate stress, intonation and pace cause difficulty for the listener.
- ▶ Mostly inaccurate pronunciation frequently causes difficulty for the listener.
- ▶ Fluency not maintained; hesitations, frequent pauses and false starts make some parts of the response unintelligible.

0 Task is either: Not attempted **OR** not audible **OR** not answered in English.

Delivery: Frequently asked questions

In order to receive the top score, should the response be flawless without any errors or hesitations?

Band 5 describes a performance that requires almost no effort on the part of the listener. Natural features of speech, such as slowing down or self-correction, are not penalised if they enhance the message and do not require any effort from the listener.

What if there are pauses to look for words?

This may affect the Delivery score, depending on the frequency and effect on the listener. For example, a response that is mostly clear, relatively easy to follow and maintains overall fluency but with occasional pauses or hesitations requiring minor effort from the listener, would receive band 4. However, if the pauses are more frequent or longer and give a sense of disfluency to the response, requiring some effort or strain for the listener, the score would be band 3.

What about a candidate's accent?

Naturally, a candidate's pronunciation is affected by other languages they speak. Regardless of their accent, if the speech is clear, natural and fluent, a candidate can achieve the highest score for Delivery. However, if there are pronunciation or intonation errors that require the listener to make extra effort, the score for Delivery will be lower.

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1. Key concepts in the Speaking rating scale

Acknowledging the source

What is it?

Acknowledging the source means giving credit to the person or material where an idea, fact or viewpoint came from. In a spoken summary, this signals to the listener that the information is not your own and helps the listener understand the context. It also helps maintain credibility and respect for the original speaker.

Acknowledging the sources in summarising speech

This is usually done with short reporting phrases before or after the information, such as:

- 'According to the talk, ...'
- 'Dr Smith mentioned that...'
- 'One man was talking about...'
- 'The woman pointed out that...'
- 'Both speakers agreed that...'

Appropriacy

What is it?

Appropriacy (or appropriateness) means using language that fits the context, the relationship with the listener and the purpose of communication. This includes grammar, vocabulary and pragmatic and sociocultural awareness of how to adjust language to the situation.

Appropriacy in summarising speech

When summarising a talk or conversation, speakers need to adapt language quickly. This may mean switching from informal wording when explaining a personal opinion to more neutral or formal language when reporting another speaker's ideas. Appropriacy here is about ensuring that the summary matches the purpose: to convey the content clearly, faithfully and appropriately to the listener.

Coherence

What is it?

Coherence is the ability to organise ideas in a way that is clear, logical and easy for the listener to follow.

Coherence in summarising speech

When mediating a text, coherence means selecting the main ideas from a talk or conversation and presenting them in a way that is clear to someone who has not heard the original. It involves choosing the most relevant main points, putting them in a logical order and restructuring the information so it makes sense to the listener. For example, in the Summarising a talk or conversation task, candidates are advised to use the two bullet points as a guide to organise their summary.

Fluency

What is it?

Fluency is the ability to speak smoothly and at a natural pace without disruptive pauses.

Fluency in summarising speech

Fluency in mediating a text combines features of both spontaneous and rehearsed speech. For example, in the Summarising a talk or conversation task of the ISE Digital, candidates have 30 seconds to prepare before speaking but they must still process and reorganise information on the spot. This can lead to some natural pauses, repetitions or self-corrections. However, these should not make the summary any less clear. The goal is maintaining a focused delivery, with pauses used intentionally to highlight important points.

Intonation

What is it?

Intonation is the rise and fall of pitch in speech.

Intonation in summarising speech

When mediating text, speakers naturally use varied intonation as they react to the source and recall information. Intonation helps signal when a new point begins, when something is important or when the summary is coming to an end.

Paraphrasing the source

What is it?

Paraphrasing means retelling someone else's ideas in your own words while keeping the same meaning. It shows that you have understood the source and can communicate it clearly without repeating it word for word.

Paraphrasing the source in summarising speech

Paraphrasing usually involves changing the vocabulary, sentence structure or phrasing while keeping the key message. For example:

- ▶ Original: '*Exercise improves both physical and mental health.*'
- ▶ Paraphrased: '*Being active benefits the body as well as the mind.*'

Stress

What is it?

Stress is the way certain syllables or words are emphasised more than others when speaking.

Stress in summarising speech

When summarising, natural stress patterns help highlight the main points from the source and keep the listener oriented. Even if delivery is unrehearsed, effective stress makes the summary clearer.

2. Sample tasks and scored responses

Summarising a talk or conversation

Sample response 1

Task: Your friend is thinking of changing what they eat. Today, you hear two people talking on the radio about a kind of diet.

Listen to their conversation, then tell your friend about what you heard.

Use these questions to help you summarise the conversation

- According to Anna, what are the benefits of this kind of diet?
- What advice would you give your friend about healthy eating?

After you listen, you have 30 seconds to think about what you want to say. You will have one minute to talk.

Audio transcript

M: Hello to today's guest, dietitian, Anna Mills. What have you got on your plate for us today, Anna?

W: Well, I'm going to talk about becoming a vegan. That is, eating only plant-based products: no meat, eggs, milk or other animal-based foods. More and more people realise that being a vegan is a good idea because without animal fat, your heart is healthier.

M: I see. And of course, it is good for the planet and its animals, too. But I have heard that without animal products, you might not get enough protein. Is that right?

W: It can happen, but if you combine many types of vegetables, soy products and foods like chickpeas and lentils, then you won't lack protein.

M: That sounds like a lot of work. I think it would keep me busy all day.

W: Right. Vegans do need more time to plan, shop and cook. But there are more and more vegan fast-food options available.

M: That's good then. Is it more expensive than cooking with meat?

W: Not at all. You can make very good-value meals. Many students and young people save lots of money by going vegan.

C: Uh according to another benefits of uh... veganism is that uh there are plenty of project uh products out there that is also good for uh our health... it's also a good idea for people because in this way we em resume reduce resume the animal products and uh we don't uh... kill animals for eating... uh there are also value meals uh...and uh fast food that have uh... em... food vegan food eh... the advice uh I would give eh to you is to do what you want without um... eh.

Follow-up question: In your opinion, do you think a vegan diet is a good idea for everyone? Why or why not?

C: Eh... think it's a good idea... uh but first of all we should uh... know if we do it for us or... eh because somebody told us to do it... eh if we want to em... begin a vegan diet it's okay...maybe it will be a little diff difficult...eh at the beginning but the uh... [silence] uh... there are plenty of uh good em results eh... on the future... eh however it's up to... uh us what we will do.

Task fulfilment	3	Mediation of source text	3	Delivery	3
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The task is sufficiently fulfilled. The response to part 1 provides a general overview of the benefits of veganism, though it contains some repetition and lacks detail. The advice is short and curtailed by a lack of time. The response to part 2 is relevant but lacking in clear organisation.

The source text is not acknowledged. Most relevant main points are reported and paraphrased, but some of the detail is omitted.

Occasional effort is required from the listener. Pronunciation is mostly clear, but the pace is slow with occasional pauses and hesitations, which at times make the responses seem disjointed.

Sample response 2

Task: Your friend is thinking of changing what they eat. Today, you hear two people talking on the radio about a kind of diet.

Listen to their conversation, then tell your friend about what you heard.

Use these questions to help you summarise the conversation

- According to Anna, what are the benefits of this kind of diet?
- What advice would you give your friend about healthy eating?

After you listen, you have 30 seconds to think about what you want to say. You will have one minute to talk.

Audio transcript

M: Hello to today's guest, dietitian, Anna Mills. What have you got on your plate for us today, Anna?

W: Well, I'm going to talk about becoming a vegan. That is, eating only plant-based products: no meat, eggs, milk or other animal-based foods. More and more people realise that being a vegan is a good idea because without animal fat, your heart is healthier.

M: I see. And of course, it is good for the planet and its animals, too. But I have heard that without animal products, you might not get enough protein. Is that right?

W: It can happen, but if you combine many types of vegetables, soy products and foods like chickpeas and lentils, then you won't lack protein.

M: That sounds like a lot of work. I think it would keep me busy all day.

W: Right. Vegans do need more time to plan, shop and cook. But there are more and more vegan fast-food options available.

M: That's good then. Is it more expensive than cooking with meat?

W: Not at all. You can make very good-value meals. Many students and young people save lots of money by going vegan.

C: According to Anna... the benefits of uh this kind of diet vegan diet... are mainly because uh it's not take more expensive than eating meat... and uh you can also avoid lack of uh protein... by combining different uh kind of kinds of uh plants that provide protein... also there are many fast-food options nowadays and uh they will become more and more every day for though because the people who are vegan increase... and uh the only advice I will give you is to first uh... consult your uh dietitian because maybe you need some kind of nutrient that uh this diet won't be able to provide you and you will need meat... but everything else is good.

Follow-up question: In your opinion, do you think a vegan diet is a good idea for everyone? Why or why not?

C: It's definitely not really there for everyone because uh... the uh people are different uh... with each other... uh some people need protein and uh they can't uh... really be healthy without it their health needs it... uh meaning meat products not if you combine plants or whatever answer... but there are others that uh not only are healthy when they eat those things they are so happy and they are more than energetic and you should definitely try both and see which suits you because uh... you shouldn't just change it because everyone else does... or because you want to help you have to feel comfortable doing that and uh... you should be healthy... while doing that diet.

Task fulfilment	4	Mediation of source text	4	Delivery	4
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The responses effectively address the task, though they include occasional irrelevancies and vague statements. It is clear and easy to follow, and both responses are complete.

The source text is briefly acknowledged, and relevant main points are summarised with a minor omission regarding the health benefits of veganism.

Minimal effort is required from the listener. Pronunciation is clear. Responses are fluent with only occasional pauses to search for words or ideas.

Sample response 3

Task: Your friend is having trouble with their old laptop. Today, you hear two people on the radio talking about computers.

Listen to their conversation, then tell your friend about what you heard.

Use these questions to help you summarise the conversation

- What do the radio presenters say about older laptops?
- What should your friend do with their old laptop?

After you listen, you have 30 seconds to think about what you want to say. You will have one minute to talk.

Audio transcript

Lucy: Welcome to Tech Talk, with me, Lucy Herrick, and my guest, hardware expert, Arash Azar. Today, we are talking about a common question: when to replace your laptop computer.

Arash: Well, Lucy, most laptops last around four or five years. After that, software updates can stop working, and the battery gets worse.

Lucy: Okay. But my father has had a laptop for 10 years, and it works fine.

Arash: Yes, some brands do last longer than others. Of course, some last LESS than five years!

Lucy: Oh yes, of course. But can't we just replace the battery and keep the laptop.

Arash: You can replace some batteries on some laptops. But not with a lot of new laptops, I'm afraid.

Lucy: I see. Well, you know me, Arash – I love new things, so I buy a laptop every few years. But what about listeners who want their laptops to last longer?

Arash: Well, start by buying a good one! But then take care of the battery. Try to leave it between 40 and 80 per cent charged. And every now and again, remove any files or programs you don't use as this makes your laptop work too hard.

C: Hello eh uh... today I heard a radio presenter say eh is something about laptops um... they said that eh the older laptops need to... replaced by a new one or if you don't want to... re... set your... laptop you can... take a new battery... so you would you will... have a new one and don't have to buy a new one... also if you have an old laptop you need to... eh replace with another new one because laptops uh can live... five.

Follow-up question: How do you make decisions about buying new technology?

C: I think that uh if I buy... a new one... if I buy a new technology I would be more... safe about my work eh... the laptop may not... stick... so I can do my work more easily... uh it has... better realism... and works uh... easier and faster.

Task fulfilment	2	Mediation of source text	2	Delivery	3
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The task is only partially fulfilled as the response to part 1 has some limited but conflicting references to the need to replace batteries or the old computer itself, and no other recommendations to the friend. The ending is also cut off. The response to part 2 is irrelevant to the question asked.

Some general information from the source text is used, and the source is acknowledged. However, the supporting detail is missing, and the source text has not been fully understood.

Only occasional effort is required from the listener. Pronunciation is clear, but hesitations, false starts and repetition, particularly of the word 'new' make the response seem disjointed.

Sample response 4

Task: Your friend is having trouble with their old laptop. Today, you hear two people on the radio talking about computers.

Listen to their conversation, then tell your friend about what you heard.

Use these questions to help you summarise the conversation

- What do the radio presenters say about older laptops?
- What should your friend do with their old laptop?

After you listen, you have 30 seconds to think about what you want to say. You will have one minute to talk.

Audio transcript

Lucy: Welcome to Tech Talk, with me, Lucy Herrick, and my guest, hardware expert, Arash Azar. Today, we are talking about a common question: when to replace your laptop computer.

Arash: Well, Lucy, most laptops last around four or five years. After that, software updates can stop working, and the battery gets worse.

Lucy: Okay. But my father has had a laptop for 10 years, and it works fine.

Arash: Yes, some brands do last longer than others. Of course, some last LESS than five years!

Lucy: Oh yes, of course. But can't we just replace the battery and keep the laptop?

Arash: You can replace some batteries on some laptops. But not with a lot of new laptops, I'm afraid.

Lucy: I see. Well, you know me, Arash – I love new things, so I buy a laptop every few years. But what about listeners who want their laptops to last longer?

Arash: Well, start by buying a good one! But then take care of the battery. Try to leave it between 40 and 80 per cent charged. And every now and again, remove any files or programs you don't use as this makes your laptop work too hard.

C: So I heard this radio show talking about uh older laptops and laptops in general and what they said is that when the laptop it gets old the battery can... kind of expire and like... yeah it... this can have a really big uh effect on how your laptop works and stuff...and... I think maybe you should like change your battery or something because that might be the problem... also I heard that also you can like...eh get rid of some files that you don't need because that can make your laptop... like be slower and it can have uh like some bad effect for your laptop.

Follow-up question: How do you make decisions about buying new technology?

C: Um I believe that you should do some research maybe uh watch some uh YouTube videos about like new technology and basically... get uh prepared before you make any... um rushed uh decisions and buy some... new technology thing uh like... um... um stuff and I also believe that by doing your research you can be more ready and prepared prepared for what you're buying and that something really important... yeah... so yeah that's basically it.

Task fulfilment	4	Mediation of source text	4	Delivery	4
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The task is effectively fulfilled. The response to part 1 is targeted at the correct audience and provides details on how to improve an older laptop's performance. Some minor points about the optimum age are missed. The answer to question 2 is delivered as advice, rather than in the first person, but it is totally relevant to the question.

The source of the information is acknowledged, and most main points are summarised and reported without relying too heavily on the language of the source text. The omissions are minor.

Minimal effort is required from the listener. Pronunciation is clear. The candidate is fluent with only occasional pauses to search for words or ideas.