Cambridge
English Qualifications

B1 Preliminary Listening Part 3 – Teacher's Notes

Description

This activity activates students' world knowledge about the topic covered to help them predict answers for the sample task. Students then do the sample task and consider the main features of this task.

Time required:	*35 minutes*
Materials required:	▪ *Sample Task* ▪ *OHT of sample task (if possible)* ▪ *Recording of Sample Task (Preliminary Listening Test 2 Part 3 Recording available at* ***http://www.cambridgeenglish.org/exams/preliminary/****)*
Aims:	▪ *to introduce Part 3 of the Listening paper* ▪ *to highlight the importance of prediction* ▪ *to give practice in completing a Part 3 task*

Procedure

1. Write 'holiday' in the middle of the board and elicit different types of holiday that you can go on e.g. skiing, beach, city break, art etc. Feed in 'horse-riding holidays' if necessary.
2. Explain that in this Part 3, they are going to listen to some information about horse-riding holidays. Write up the headings from the sample task form on the board:
   - Daily Programme:
   - 10am
   - 11.30am
   - 12pm
   - 4pm
   - Things to take
   - Accommodation
   - Local attractions
   - Price

   Ask students to brainstorm in pairs what information might be covered in each section. Whole class discussion. Write the main ideas on the board. Accept all answers at this stage.
3. Show the **sample task** on an OHT and reveal the information under each heading line by line, going over the meaning. Ignore the gaps for the moment. Alternatively, hand out the sample task for them to compare their ideas with.
4. Explain that in Part 3:
   - they will listen to a text and fill in a summary of it with six pieces of missing information.
   - the missing information is contained in the listening text and they do not need to change any words or details.

© UCLES 2008. This material may be photocopied (without alteration) and distributed for classroom use provided no charge is made.
For further information see our **Terms and Conditions**.

- they will have 20 seconds before the listening starts to read the summary and think about the context and the type of information to fill in the gaps. This will help them listen for the relevant pieces of missing information.

5. Ask students to look at the first gap (question 14). With the whole class, elicit some ideas about **what they have to do to get the horse ready and what they should check** *(e.g. check the saddle/equipment is safe and complete, feed the horse, clean the horse, get to know the horse, check the horse has enough food for the day, etc)*
6. Focus students on the next gap (question 15) and ask **why you might stop riding around 12pm** *(for lunch).* Elicit some ideas about where **you might stop for this break** *(for a picnic, in a restaurant, in a park).*
7. If you have not already done so, hand out the **sample task** now. Ask students to continue to predict in pairs what kind of information might be in the rest of the gaps.
8. Students listen to the recording once and then check their answers in pairs. Remind students that they must write down exactly what they hear on the recording for their answer. If there is no copy of the recording available, the teacher can read the tapescript aloud in class, or make their own recording.
9. Play the recording a second time for them to check their answers. Then elicit the answers from the class.
10. Have a short class discussion of whether this kind of holiday is appealing to them and why/why not?
11. Ask the following questions:
    - **Are the answers in the recording in the same order as the information on the summary?** *(Yes)*
    - **Do you need to understand most of the listening text to get the right answer?** *(No, the answers are short compared to the length of the listening text)*
    - **How long are the answers that they need to write?** *(Usually very short, one or two words. They shouldn't waste time writing more than is necessary.)*

    Expand on this point by explaining that

    - most of the answers are single words, numbers or very short noun phrases.
    - in all cases, the words that the candidates need to write will be heard on the recording in the form that they need to be written. However, alternative answers which are semantically correct are accepted. See the key for examples.
    - recognisable spelling is accepted, except with very high frequency words e.g. Monday or where spelling is dictated.
    - numbers can be written in figures or words. However, it's advisable to write in figures as this is quicker and students are less likely to make a mistake when transferring their answers.

© UCLES 2008. This material may be photocopied (without alteration) and distributed for classroom use provided no charge is made.
For further information see our **Terms and Conditions**.

Suggested follow-up activities

Give students lots of opportunities to take notes when listening in class. One way to do this is for students to work in groups with some limited information about what's on at the weekend. Together they decide what they would like to do and what further information they need, e.g. times, prices, where events are happening, etc. The teacher then reads out a text (or plays a pre-recording) containing this type of information. Each group must listen for the information they would like and take notes.

© UCLES 2008. This material may be photocopied (without alteration) and distributed for classroom use provided no charge is made.
For further information see our **Terms and Conditions**.

Cambridge
English Qualifications

B1 Preliminary Listening Part 3 – Answer Keys

Key to Sample Task

Sample Part 3 Answers

Recognisable spelling is accepted except where indicated. Brackets indicate optional words.

14. (riding/ride/right) equipment(s)

15. (a) (B)beach(e)(s)

Allow -
sea (correctly spelt)
coast
seaside
sea(-)shore
sea(-)side
shore

16. (a) (pack)(ed)/picnic) lunch(e)(s)

food(s)
meal(s)
picnic(s)

17. games (correctly spelt)

Allow : video games
Game(s) room
TV games

18. museum(s)

19. (£) 292 (per person)
two hundred and nin(e)ty two (poun(d)(s))
292 poun(d)(s)
292 £
292,00(p)

© UCLES 2008. This material may be photocopied (without alteration) and distributed for classroom use provided no charge is made.
For further information see our **Terms and Conditions**.

Cambridge
English Qualifications

B1 Preliminary Listening Part 3 – Sample Task

Part 3

Questions 14-19

You will hear a man talking to a group of people about the riding holidays he organises.
For each question, fill in the missing information in the numbered space.

HORSE-RIDING HOLIDAYS

Daily programme

10.00 a.m.: help get horse ready
check **(14)** .....
11.30 a.m.: ride begins
12.00 p.m.: stop near **(15)** ..... or lake
4.00 p.m.: arrive back at Centre

Things to take

- strong shoes or boots
- warm clothes
- swimming costume
- small bag to hold **(16)** .....

Accommodation

- double rooms with bathrooms
- television room
- **(17)** ..... room
- children's area

Local attractions

- golf
- fishing
- good **(18)** ..... near to Centre

Price

- 4-day holiday costs **(19)** £ ..... per person

© UCLES 2008. This material may be photocopied (without alteration) and distributed for classroom use provided no charge is made.
For further information see our **Terms and Conditions**.

Cambridge
English Qualifications

B1 Preliminary Listening Part 3 – Sample Tapescript

Sample Part 3 Tapescript

Man: Well, thank you for inviting me here today to talk to you about the riding and holiday centre I run. I understand that some of you are keen to visit us. We opened the centre six years ago and organise holidays for people of all levels of experience.

Let me tell you about a normal day's programme. You'll probably be pleased to know we don't make you get up too early! After breakfast at 8.30 we begin at about 10 o'clock by getting the horses ready. You need to make sure you have the right equipment before the ride begins at about 11.30.

For the first few miles we go quite slowly, breaking for about an hour at midday, near a beach or lake where you can swim or sunbathe. We arrive back at the Centre at about 4 o'clock.

Everyone has to wear a hard hat and these are available free of charge at the Centre. Trainers are no good for riding, I'm afraid. Strong shoes or boots with a small heel are best. Warm clothes such as jeans and sweater, some swimwear and a small shoulder bag for carrying a packed lunch, are useful.

All our accommodation is in double rooms with bathrooms. We have a television room and a games room and there is a safe area in the garden for children to play in.

In the local area there are lots of things to see and do. Both golf and fishing are available and there is an excellent museum not far away.

And now for the price. Well, a four-day holiday is £292 per person and that includes the riding, the equipment, the accommodation and all food.

If you have any questions, I'll be happy to answer them now. Thank you.

© UCLES 2008. This material may be photocopied (without alteration) and distributed for classroom use provided no charge is made.
For further information see our **Terms and Conditions**.