Cambridge
English Qualifications

B1 Preliminary Listening Part 2 – Teacher's Notes

Description

Firstly, students explore how much information they can get from the question paper for this task. There is a discussion of what can be predicted before listening, before students do this themselves. They then use the tapescript to consider the use of paraphrase in this task.

Time required:	*45 minutes*
Materials required:	▪ *Sample Task* ▪ *Tapescript of Part 2* ▪ *Recording of Sample Task (B1 Preliminary Listening Test 2 Part 2 Recording available at* ***http://www.cambridgeenglish.org/exams/preliminary/****)* ▪ *2 differently coloured highlighter pens*
Aims:	▪ *to introduce Part 2 of the Listening test and the skills required* ▪ *to practise preparing to listen and predicting content* ▪ *to reflect on how paraphrasing is used in this task* ▪ *to consider what is key and redundant information within the listening text.*

Procedure

1. Tell/remind students that in this section of the test they will hear a longer monologue or interview with one main speaker, and that they will have to answer six three-option multiple choice questions
2. Hand out the **sample task**. Put the following questions on the board:
   - **Who is speaking?** *(a woman called Lucy)*
   - **What is the situation?** (*she is giving a talk on the radio)*
   - **What topic is she speaking about?** (*a new magazine she has written)*
   - **What kind of things is she going to talk about?** *(the reasons she started the magazine, how it is different from a newspaper, what the contents of the magazine are and what she likes about the magazine)*
3. Point out that:
   - there is a lot of information that candidates can get just from the question paper.
   - they will always find out the speaker, the situation and the topic from the instructions, so they must always read these carefully.
   - the information about what the speaker is going to talk about is found by reading the questions, so candidates must also read these carefully too.
   - the instructions are both printed on the question paper and read out on the recording
   - the questions are in the same order as the listening text
   - there are pauses in the listening text between each question.

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4. Ask students to think about what they should do before listening and during the pauses. Put students in pairs to discuss this briefly before having a whole class feedback. *(They should suggest things along the lines of the following:* ***At the beginning*** *- pay attention to the instructions/introductory information for clues about the speaker, the situation etc, read through the questions, think about the topics that might be covered and the grammar and vocabulary that might be used to talk about these topics.* ***During the pauses*** *- make sure they are ready to move on to the next question, skim read the next question again to prepare themselves.*)

5. Elicit/explain why it is helpful to know this information before listening *(to help activate your world knowledge of the situation and topic, to activate the language you know, to help you realise when they hear an answer).*

6. Direct students to the first question and ask them to read the question and the answer choices. **Ask if students think the same language will be used on the tape as in the questions and answer choices**, then ask them to listen and check. Play the recording from the beginning to just after the first answer *(I've always dreamt of starting my own magazine)* and elicit if the same language is used or not *(no, the only word that is on both the recording and the question paper is 'magazine').* Explain that this is an example of paraphrasing which is used throughout Preliminary. (If a copy of the recording is not available, the teacher can read the tapescript out in class, or make her own recording.)

7. Replay the same part of the recording and ask students to listen for the answer. Explain that the answer is given just before the tape is stopped, play the recording and allow students to check in pairs. Re-play the recording as necessary. Ask students to decide which the answer is (**C**). Point out that the same language is unlikely to be used on both the recording and the question paper as this would be too easy. Instead paraphrasing and synonyms are used both in the cues that show an answer is coming and in the answers themselves.

8. Put students into pairs. Ask them to take each question in turn, to share their ideas about it and to think of any vocabulary that is connected to it. Students will probably find this difficult the first time but with practice they will find more to say. See key for ideas.

9. Explain that the recording is played twice. The first time, students should listen for overall meaning of the text and choose the best option for each question. They should check their answers are correct during the second listening. Students now do the sample Part 2. Play the tape all the way through twice.

10. At the end, hand out the **tapescript** and give them time to check their answers. Then check the answers with the class.

11. Play the recording again for students to listen with the tapescript.

12. Ask students to highlight (or underline) the words that helped them to find the answers in one colour on the tapescript and then to compare with their partner to check that they have both chosen the same sections. Ask them to choose another colour for the rest of the text (if highlighting) and then hold up their colourful tapescripts to show each other. This is a good visual way of seeing how the answers are spaced and how much of the text students need to process carefully to be able to complete the task.

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13. Ask the following questions:

- **Is the language in the questions and the tapescript the same or different?**
  (Different, they should now see clearly that the language is paraphrased from the questions.)
- **Do you need to be able to understand all the listening to be able to answer the questions?**
  (*No, only a small amount of the listening text contains the answers and it is not necessary to understand every word in the text in order to be able to answer the questions.)*
- **How are the answers spaced out in the recording?**
  (There is one answer per paragraph. Although this isn't always the case, there will never be two answers right next to each other.)

14. Finally, review the following facts about Part 2:

- The text may be a monologue (e.g. radio announcements, messages) or an interview (with one main speaker, e.g. talks or radio programmes, talking about lives, experiences, etc.)
- the text is always informational
- questions are mostly about specific information, though sometimes they may be testing a stated attitude or opinion, e.g. question 13 in the sample.

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B1 Preliminary Listening Part 2 – Answer Keys

Key to Procedure step 8

Possible ideas about topics and vocabulary for each option.

9. **A** The magazine is smaller than a newspaper.

B The magazine has sections on home news and international news.

C The magazine is only available in book shops.

10. **A** There are articles about freetime activities.

B There are articles on international news.

C There's a travel section.

11 **A** There are positive reader reviews.

B The restaurants are reviewed because customers have complained about them.

C The restaurants are the journalists personal choices.

12 **A** Local artists' work is featured.

B There are stories about people in the community.

C Local businesses are promoted.

13 **A** The magazine is well-written.

B The readers like the magazine.

C There is a wide range of topics in the magazine.

Key to Procedure step 8

Answers in tapescript

Question 8: What is Lucy's main reason for starting a new magazine?

I'm Lucy Holmes and I'm here today to tell you about my work. People ask me why I decided to start a new magazine. Well, I've been a journalist for many years working for newspapers and magazines in this country and abroad. I've always dreamt of starting my own magazine, not because I want to be rich but because I want to do something different. And now I've done it! It is different from other magazines and I'm sure it's going to be successful.

Answer: C - she wanted to produce her own magazine

Question 9: The magazine is different to a local newspaper because of

So what's the magazine like? I should explain that it's a local magazine that will come out each Thursday - it's the same size as the local weekly newspaper and in fact looks very similar, but it doesn't carry news and it doesn't report on events as they happen. I think this is the important difference you can buy it in all the usual places you would buy your local newspaper.

Answer: B - where you can buy it

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Question 10: The first half of the magazine helps people to

The magazine itself is divided into two main parts; the first half is a 'what's on' guide which contains information about everything that's happening in the city over a seven day period. There are music and film reviews, and information about special events, so you can decide what's worth spending your time on. And it's also got local bus timetables and phone numbers.

Answer: A - choose leisure activities

Question 11: The restaurants in the reports are chosen because

There are also reports on restaurants. But we're not going to write only good things about the restaurants we choose, because these are not advertisements. They are the honest opinions of our journalists. That's a strength of this magazine, the writers are all independent journalists who say what they think.

Answer: C - the journalists have tried them

Question 12: In the second half of the magazine you can find

That's one half of the magazine, the other half is the articles. We want to write about the lives of local people. They may be famous or not but they have all done something interesting such as developing a new business. There are several famous artists in the city, like Lisa Goodchild who has talked to us about her life in the first issue. We hope to interview a wide variety of people.

Answer: B - articles about local people

Question 13: What pleases Lucy about the magazine?

I'm really happy because there are some fantastic journalists living in the area, many of them busy writing for national papers, and they're supporting the new magazine by writing for it. The journalists are happy because the magazine has room for longer articles so they have more space to give their opinions.

Answer: A - the high quality of the writers

Key to Sample Task

8	C	9	B	10	A	11	C	12	B	13	A

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B1 Preliminary Listening Part 2 – Sample Task

Part 2

Questions 8-13

You will hear a woman called Lucy talking on the radio about a new magazine.
For each question, put a tick (✓) in the correct box.

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8 What is Lucy's main reason for starting a new magazine?

- **A** She was asked to do it. ☐
- **B** She wanted more writing experience. ☐
- **C** She wanted to produce her own magazine. ☐

9 The magazine is different to a local newspaper because of

- **A** what it looks like. ☐
- **B** what it contains. ☐
- **C** where you can buy it. ☐

10 The first half of the magazine helps people to

- **A** choose leisure activities. ☐
- **B** keep up to date with world news. ☐
- **C** plan holidays around Britain. ☐

11 The restaurants in the reports are chosen because

- **A** readers recommend them. ☐
- **B** people have complained about them. ☐
- **C** the journalists have tried them. ☐

12 In the second half of the magazine you can find

- **A** reviews of local artists' work. ☐
- **B** articles about local people. ☐
- **C** articles to help local businesses. ☐

13 What pleases Lucy about the magazine?

- **A** the high quality of the writers ☐
- **B** the attitude of the readers ☐
- **C** the variety of subjects covered ☐

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B1 Preliminary Listening Part 2 – Tapescript

Woman: I'm Lucy Holmes and I'm here today to tell you about my work. People ask me why I decided to start a new magazine. Well, I've been a journalist for many years working for newspapers and magazines in this country and abroad. I've always dreamt of starting my own magazine, not because I want to be rich but because I want to do something different. And now I've done it! It is different from other magazines and I'm sure it's going to be successful.

So what's the magazine like? I should explain that it's a local magazine that will come out each Thursday - it's the same size as the local weekly newspaper and in fact looks very similar, but it doesn't carry news and it doesn't report on events as they happen. I think this is the important difference. You can buy it in all the usual places you would buy your local newspaper.

The magazine itself is divided into two main parts; the first half is a 'what's on' guide which contains information about everything that's happening in the city over a seven-day period. There are music and film reviews, and information about special events, so you can decide what's worth spending your time on. And it's also got local bus timetables and useful phone numbers.

There are also reports on restaurants. But we're not going to write only good things about the restaurants we choose, because these are not advertisements. They are the honest opinions of our journalists. That's a strength of this magazine, the writers are all independent journalists who say what they think.

That's one half of the magazine, the other half is the articles. We want to write about the lives of local people. They may be famous or not but they have all done something interesting such as developing a new business. There are several famous artists in the city, like Lisa Goodchild who has talked to us about her life in the first issue. We hope to interview a wide variety of people.

[pause]

I'm really happy because there are some fantastic journalists living in the area, many of them busy writing for national papers, and they're supporting the new magazine by writing for it. The journalists are happy because the magazine has room for longer articles so they have more space to give their opinions.

So, anyone who's interested in.....[fade]

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