Cambridge
English Qualifications

# B1 Preliminary Listening Part 4 – Teacher's Notes

## Description

Students discuss some statements to prepare them for the type of language used in Part 4. They then explore the features of Part 4 before considering how the task uses paraphrase. After doing the sample task, they then identify cues in the recording to help their listening skills.

| | |
|---|---|
| ***Time required:*** | *60 minutes* |
| ***Materials required:*** | ▪ *Student's Worksheet*<br>▪ *Sample Task*<br>  ▪ *Recording of Sample Task (Preliminary Listening Task Test 1 Part 4 Recording available at* ***http://www.cambridgeenglish.org/exams/preliminary/****)*<br>▪ *2 different colour pens* |
| ***Aims:*** | ▪ *to introduce Part 4 and highlight the type of listening skills required*<br>▪ *to practise giving opinions*<br>▪ *to raise awareness of paraphrasing and cues in the text before the answers*<br>▪ *to practise completing a Part 4* |

## Procedure

1. Write '**money makes you happy'** on the board. Elicit students' reactions to this statement and discuss as a class. Encourage both sides of the argument to be developed and write any examples of good opinion and discussion language that are used on the board.
2. Hand out the **student's worksheet** and give students 10 minutes to discuss in pairs the controversial statements in **Exercise 1**. This type of discussion activity is useful preparation for Part 4, as it helps students to practise using the language of expressing opinions, agreement and disagreement.
3. Introduce Part 4 of the Listening paper by playing just the instructions to the sample paper (if a recording is not available, read these out from the tapescript or make your own recording). Write the following prompts on the board and ask a volunteer for the information.
   - **number of people speaking?** *(2)*
   - **names?** *(Edward and Lucy)*
   - **male/female?** *(One male, one female)*
   - **number of sentences?** *(6)*
   - **subject of conversation?** *(pocket money)*
   - **how to record answers?** *(tick box yes or no)*

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4. Point out that in Part 4:
   - the conversation is generally on everyday topics that affect the speakers and is informal.
   - The speakers discuss their attitudes and opinions on a given topic, and agree and disagree.
   - Candidates have to listen for these attitudes and opinions and say whether 6 statements are correct or incorrect.
   - The statements follow the order of the conversation.

5. Introduce the topic of pocket money. Refer back to the statement that students discussed earlier on the worksheet that '*children should have to work for their pocket money'* and elicit a few opinions about this from the class. Add your own experiences and opinions about pocket money if appropriate.

6. Hand out the **sample task**. Students read the 6 statements and underline the key words (see key below).

7. Ask students **if they think the same language is used on the recording as in the statements** *(no, it isn't).* Review what paraphrasing means and how it can be used by referring students to **Student's Worksheet Exercise 2**. Explain that these sentences from the recording are paraphrases of four of the statements in the questions. Students match the pairs of sentences and check in pairs before a whole class check. Play the recording all the way through once so the students can hear the sentences in context.

8. Explain that in the exam, they will hear the recording twice. The first time they should try to answer the questions and the second time they should check their answers. Point out also that they will be a 20 second pause after the instructions and before the conversation starts. **Elicit what they should do during this 20 seconds** by asking questions such as:
   - **Should you use this time to look out of the window?** *No*
   - **What should you do during this time?** *Read the statements, think about the topic, think about vocabulary that might be used and work out who will say which sentence*

9. Play the recording once. Students fill in as many answers as possible then check in pairs.

10. Play the recording again. Students check their answers. Whole class check.

11. Explain that another skill that is useful to develop for the Listening paper is to learn to recognise cues in the text that the answer is about to be given. Re-play the first part of the recording until after *'five pounds a week'*. Explain that this is the cue for the first question, as we would expect Edward to react to this by saying, for example, *'what a lot'*, '*that's nothing',* etc.

12. Tell the students that they will now listen to the recording again, but this time they should listen for cues that an answer is coming. Allow students time to look quickly at the questions again, then ask them to raise their pencils each time they think an answer is coming. When they do this, stop the recording to check what the cue is.

13. Hand out the **tapescript** and ask students to underline what Edward and Lucy say for each question in one colour and the cues in another colour. Students compare their answers while you monitor to make sure they are correct. Go over the meaning of any new language or paraphrasing as necessary.

14. Recap what the students have to do by asking the following questions:
   - **How many people speak in Part 4?** *(two)* (NB add that there is usually one male and one female)

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- **What kind of topic do they talk about?** *(an everyday topic)*
- **Do you have to listen for fact or opinion?** *(opinion)*
- **What can you do to help you listen effectively to Part 4?** *(listen to the instructions, read the statements, listen for paraphrasing, check your answers during the second listening)*

**Suggested follow-up activities**

Students work in pairs to roleplay the conversation between Edward and Lucy, either following the tapescript or by creating their own conversation. This will give students a greater understanding of the feelings and opinions that are tested in Part 4.

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# B1 Preliminary Listening Part 4 – Answer Keys

## Key to Procedure step 6

20 At first, Edward thinks Lucy gets enough pocket money.

21 Lucy's friends get more pocket money than she does.

22 Lucy is happy to pay for her own music.

23 Edward understands why Lucy's mother refuses to pay for housework.

24 Lucy's mother has promised her more pocket money next year.

26 Edward thinks that Lucy should stop asking for more pocket money.

## Key to Procedure step 12

Boy: Are you OK, Lucy? You don't look very happy.

Girl: Oh Edward. I've argued with my Mum again. I'm always complaining about not getting enough pocket money.

Boy: How much do you get?

Girl: Five pounds a week.

Boy: That sounds reasonable to me.

Girl: Well, I am fourteen and if you're going into town shopping, you can never have enough money because everything's so expensive.

Boy: But is it a fair amount of money compared to what your friends get?

Girl: Well, we all get the same but you can't compare my five pounds with my friends' five pounds. You see, I play a guitar and I have to buy all my music myself, as well as things I need for school. I think that's a bit unfair, I have hardly anything left to spend on clothes and make-up.

Boy: Right. Do you have to help around the house?

Girl: Not really.

Boy: So, you don't have to do anything for this pocket money?

Girl: I keep asking my mum to pay me to do things for her round the house. Then I could buy clothes with the extra money and spend my pocket money on things for school.

Boy: Well, that would be good for both of you but I can see why your Mum's not keen because you'd never have time to do your school work. But, has your Mum said to you, you can have more next year when you're 15?

Girl: Well, Mum just says she'll decide when I'm ready to have more and I've just got to wait.

Boy: Well, perhaps your Mum thinks it's a question of being grown up. Maybe you should sit down with her and say, 'What signs are you looking for, how can I prove that I'm old enough to get more?'

Girl: So I should talk to her again?

Boy: Yes, but don't complain and get angry - just discuss it calmly as you have with me.

Girl: OK, thanks.

Boy: That's all right. Let me know how you get on.

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**Key to Student's Worksheet Exercise 2**

1. *I play a guitar and I have to buy all my music myself, as well as things I need for school. I think that's a bit unfair* ***question 22; Lucy***
2. *Well, we all get the same.* ***question 21; Lucy***
3. *That sounds reasonable to me.* ***question 20; Edward***
4. *Mum just says she'll decide when I'm ready to have more and I've just got to wait.* ***question 24; Lucy***

**Key to Sample Task**

20. A 21. B 22. B 23. A 24. B 25. B

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# B1 Preliminary Listening Part 4 – Student's Worksheet

## Exercise 1

**Take turns to read one of the following statements to your partner. Your partner must disagree with you and say why. Then change over.**

Money makes you happy.

Everyone should earn the same amount of money.

There shouldn't be a minimum wage.

Children should have to work for their pocket money.

Poor people shouldn't pay tax.

All schools should be state run so that both rich and poor have the same education.

Females should earn the same amount as males.

## Exercise 2

**Match the following parts of Edward and Lucy's conversation with a question number on the sample paper. You will use only 4 of the questions. Mark whether it is Edward or Lucy who says it.**

1. *I play a guitar and I have to buy all my music myself, as well as things I need for school. I think that's a bit unfair.*
2. *Well, we all get the same.*
3. *That sounds reasonable to me.*
4. *Mum just says she'll decide when I'm ready to have more and I've just got to wait.*

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# B1 Preliminary Listening Part 4 – Sample Task

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**Part 4**

**Questions 20-25**

Look at the six sentences for this part.
You will hear a conversation between a girl, Lucy, and a boy, Edward, about pocket money.
Decide if each sentence is correct or incorrect.
If it is correct, put a tick (✓) in the box under **A** for **YES**. If it is not correct, put a tick (✓) in the box under **B** for **NO**.

| | | A YES | B NO |
|---|---|---|---|
| **20** | At first, Edward thinks Lucy gets enough pocket money. | ☐ | ☐ |
| **21** | Lucy's friends get more pocket money than she does. | ☐ | ☐ |
| **22** | Lucy is happy to pay for her own music. | ☐ | ☐ |
| **23** | Edward understands why Lucy's mother refuses to pay for housework. | ☐ | ☐ |
| **24** | Lucy's mother has promised her more pocket money next year. | ☐ | ☐ |
| **25** | Edward thinks that Lucy should stop asking for more pocket money. | ☐ | ☐ |

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# B1 Preliminary Listening Part 4 – Tapescript

Boy: Are you OK, Lucy? You don't look very happy.

Girl: Oh Edward. I've argued with my Mum again. I'm always complaining about not getting enough pocket money.

Boy: How much do you get?

Girl: Five pounds a week.

Boy: That sounds reasonable to me.

Girl: Well, I am fourteen and if you're going into town shopping, you can never have enough money because everything's so expensive.

Boy: But is it a fair amount of money compared to what your friends get?

Girl: Well, we all get the same but you can't compare my five pounds with my friends' five pounds. You see, I play a guitar and I have to buy all my music myself, as well as things I need for school. I think that's a bit unfair, I have hardly anything left to spend on clothes and make-up.

Boy: Right. Do you have to help around the house?

Girl: Not really.

Boy: So, you don't have to do anything for this pocket money?

Girl: I keep asking my mum to pay me to do things for her round the house. Then I could buy clothes with the extra money and spend my pocket money on things for school.

Boy: Well, that would be good for both of you but I can see why your Mum's not keen because you'd never have time to do your school work. But, has your Mum said to you, you can have more next year when you're 15?

Girl: Well, Mum just says she'll decide when I'm ready to have more and I've just got to wait.

Boy: Well, perhaps your Mum thinks it's a question of being grown up. Maybe you should sit down with her and say, 'What signs are you looking for, how can I prove that I'm old enough to get more?'

Girl: So I should talk to her again?

Boy: Yes, but don't complain and get angry - just discuss it calmly as you have with me.

Girl: OK, thanks.

Boy: That's all right. Let me know how you get on.

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