Cambridge English Qualifications

B1 Preliminary for Schools Listening Part 4 – Teacher's Notes

Description

In this activity students look at a Part 4 task to predict what they will hear and what the answers might be. They listen to the text and then use the audio script to identify why each answer is correct and the other two options are wrong.

Time required:	60 minutes
Materials required:	▪ Sample task Part 4 ▪ Audio script ▪ Audio recording (available on website)
Aims:	▪ to familiarise students with the content and format of B1 Preliminary for Schools Listening Part 4 ▪ to give practice in preparing to listen and predicting what they might hear ▪ to reflect on what is key and redundant information within the listening text

Procedure

1. Ask students who their favourite singer is and why. Have a brief discussion in open class.

2. Explain to your students that they will be doing Part 4 of the B1 Preliminary for Schools Listening exam. Tell/remind your students that in this section of the test they will hear an interview with one main speaker, and that they will have to answer six three-option multiple-choice questions. Play the instructions for the sample paper Part 4, then ask students what they will hear, using questions such as: How many speakers will you hear? (two – it's an interview); What's her name? (Mandy); What's she talking about? (How she became a singer); How much time do you have to look at the questions? (45 seconds).

3. Hand out the sample Part 4 task. Ask students to look at the instructions and questions and to discuss in pairs what word in the questions is the most important. Whole class feedback (Q20 when she started as a DJ, Q21 her singing career, Q22 her new song, Q23 her new CD, Q24 her favourite songs, Q25 her future plans)

4. Point out that they will always find out about 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 out by reading the questions, so candidates must also read these carefully too. There is, therefore, a lot of information that candidates can get just from the

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question paper. Explain that the questions are in the same order as the information in the listening text.

5. Ask your students to work in pairs and decide what they need to do before the listening begins. Whole class feedback (see **Answer key**). Note their ideas on the board, plus any others from the answer key. Discuss with the class the benefits of doing these things.

6. Direct your 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 recording 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 (up to the end of Mandy's first turn *'almost immediately'*) and elicit if the same language is used or not (no, it's paraphrased).

7. Replay the same part of the recording as many times as necessary and ask students to listen for the answer (A). Point out that they should be listening for paraphrasing and synonyms in the answer. For example, on the recording; *'as soon as I had enough, I bought what I needed'* compared to the answer choice: *'once she could afford the equipment'*. Explain that this is an example of paraphrasing which is used throughout B1 Preliminary for Schools. Remind students what distractors are and that they must listen carefully to the details to find the right answer, rather than just listening for vocabulary.

8. Ask students to read through the questions again and underline key words in the questions and the answer choices. See **Answer key** for suggestions.

9. Tell students that they will now hear all the rest of the recording. The first time they listen they should try to answer the questions. Play it once and then get students to check their answers quickly in pairs. Play it a second time for them to confirm their answers and try to see why the other two options are wrong.

10. At the end, hand out the **audio script** then play the recording again for students to listen while they are reading. Then elicit the answer from the class (see **Answer key**).

11. Ask students to highlight (or underline) the words that helped them to find the answers in one colour on the audio script and then to compare with their partner to check that they have both chosen the same sections (see underlined copy of the audio script). Ask them to choose another colour for the rest of the text (if highlighting) and then hold up their colourful audio scripts to show each other.

12. Ask the following questions:

- Is the language in the questions and the audio script the same or different? (Different, they should now see clearly that the language is paraphrased from the questions)

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- Do you need to be able to understand all of the recording 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 in this recording. Although this isn't always the case, there will never be two answers right next to each other).

13. Finish off with a discussion of whether they would like to be a singer and if so, what kind of music would they sing, e.g. pop, rap etc. This could be done in pairs or as a whole group.

Suggested follow-up activity:

If you want students to practise using the answer sheet, photocopy it and ask the students to fill in the lozenges in pencil for their answers to Part 4.

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Answer key

Procedure step 5

Before listening:

- read the instructions and introductory information for clues about the speaker, the situation, etc.
- read through the questions/stems
- think about the topics that you might hear
- think about the grammar and vocabulary that might be used to talk about these topics

Why is this useful?

- to help prepare your world knowledge of the situation and topic
- to activate the language you know
- to help you realise when you hear an answer

Sample task

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

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Suggested key words in questions and answer choices

20 Mandy started working as a DJ

A once she could afford the equipment.
B after she lost her job as a nurse.
C when she first left school.

21 What does Mandy say about her singing career?

A It started by chance.
B It took years of practice.
C It began with a song that she wrote.

22 What is Mandy's new song about?

A making new friends
B changing your mind
C finding life difficult

23 How does Mandy feel about her new CD?

A sure that people will like it
B pleased with what she's achieved
C sorry that it wasn't ready on time

24 Mandy's favourite songs are those which

A are easy to dance to.
B other women have written.
C have interesting words.

25 In the future, Mandy plans to

A learn another instrument.
B run her own business.
C work in television.

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Audio script Listening Part 4 with answers underlined (procedure step 11)

Rubric: **You will hear a radio interview with a young singer called Mandy.**

Int: Hi Mandy. You started off as a successful disc jockey and now you're a singer in a great new band! When did you get your first job as a DJ?

Mandy: Well, when I finished school, I trained as a nurse for a year, but I wasn't very good at that. I'd always loved music, and I wanted to save money to buy equipment, so I started looking after elderly people. As soon as I had enough, I bought what I needed. I got my first job as a disc jockey almost immediately.

Int: But then you started singing instead. How did that happen?

Mandy: Well, I'd been a disc jockey for about four years, then last year, I read about a DJ competition in Ireland and I entered. I did some live singing on stage that night and one of the judges asked me if I'd be interested in

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singing professionally. I was very lucky, really.

Int: So now you're in a band called 'Dish'. Tell us about your new record, the one that's in the shops now...

Mandy: Yes. It's called 'Up and Down'. It's about a girl who is never really happy with her life. She's always up and down, wanting too much and never being satisfied. I'm not that kind of person fortunately, nor are my friends! It does have a nice ending.

Int: And you're working on a new CD?

Mandy: Yes, but we haven't finished recording that yet. There are still two more songs to do but I'm very proud of it. It's traditional rock but we've included some electronic music too to make it really unusual. I just hope the public will buy it! We think it's great!

Int: And what kind of music do you listen to at home?

Mandy: That's difficult. The music I like best has words that mean something to me, I suppose. I love dance music too, but you can't listen to it all the time and I generally prefer female artists to male, I think too. But that depends on the singer.

Int: And your future plans?

Mandy: Oh! I've got so much work to do at the moment – television performances and concerts, it's hard to plan. But I'd really like to own a night club one day... somewhere great to dance, so that's my next project. One day, perhaps I'll try to learn to play the guitar – that would be nice – but I'm too busy to think about it at the moment. I can write and sing, that's what I do best.

Int: Well, lots of luck with your new CD and thanks for coming.

Mandy: You're welcome!

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B1 Preliminary for Schools Listening Part 4

Sample task

Questions 20 – 25

For each question, choose the correct answer.

You will hear a radio interview with a young singer called Mandy.

20 Mandy started working as a DJ

A once she could afford the equipment.
B after she lost her job as a nurse.
C when she first left school.

21 What does Mandy say about her singing career?

A It started by chance.
B It took years of practice.
C It began with a song that she wrote.

22 What is Mandy's new song about?

A making new friends
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Audio script – B1 Preliminary for Schools Listening Part 4

Rubric: **Now turn to part 4, questions 20 to 25. For each question, choose the correct answer.**

You have 45 seconds to look at the questions for Part 4

PAUSE 00'45"

Rubric: **You will hear a radio interview with a young singer called Mandy.**

Int: Hi Mandy. You started off as a successful disc jockey and now you're a singer in a great new band! When did you get your first job as a DJ?

Mandy: Well, when I finished school, I trained as a nurse for a year, but I wasn't very good at that. I'd always loved music, and I wanted to save money to buy equipment, so I started looking after elderly people. As soon as I had enough, I bought what I needed. I got my first job as a disc jockey almost immediately.

Int: But then you started singing instead. How did that happen?

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Int: Well, lots of luck with your new CD and thanks for coming.

Mandy: You're welcome!

PAUSE 00'05"

Rubric: **Now listen again.**

REPEAT

PAUSE 00'05"

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B1 Preliminary for Schools Listening: Candidate Answer Sheet

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Cambridge Assessment English

Candidate Name		Candidate Number	
Centre Name		Centre Number	
Examination Title		Examination Details	
Candidate Signature		Assessment Date	

Supervisor: If the candidate is ABSENT or has WITHDRAWN shade here ○

Preliminary for Schools Listening Candidate Answer Sheet

Instructions

Use a PENCIL (B or HB). Rub out any answer you want to change with an eraser.

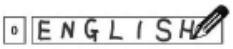
For Parts 1, 2 and 4:

Mark one letter for each answer. For example: If you think **A** is the right answer to the question, mark your answer sheet like this:



For Part 3:

Write your answers clearly in the spaces next to the numbers (14 to 19) like this:



Write your answers in CAPITAL LETTERS.

Part 1

	A	B	C
1	○	○	○
2	○	○	○
3	○	○	○
4	○	○	○
5	○	○	○
6	○	○	○
7	○	○	○

Part 2

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

Part 3

		Do not write below here
14		14 1 ○ 0 ○
15		15 1 ○ 0 ○
16		16 1 ○ 0 ○
17		17 1 ○ 0 ○
18		18 1 ○ 0 ○
19		19 1 ○ 0 ○

Part 4

	A	B	C
20	○	○	○
21	○	○	○
22	○	○	○
23	○	○	○
24	○	○	○
25	○	○	○

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