

## B2 First Listening Part 4

### Teacher's notes

<b>Aims of the lesson</b>	to familiarise students with a B2 First Listening Part 4 activity and the strategies needed to tackle this type of task
<b>Time needed</b>	25–30 minutes (plus 10–15 minutes' preparation if recording; 10–15 minutes for the optional task)
<b>Materials required</b>	<ul style="list-style-type: none"> <li>• copies of audio script</li> <li>• <i><b>There is no audio for this task, but there is a script below for the teacher to read out in class, or to record in advance.</b></i></li> <li>• any sample Part 4 task (optional)</li> </ul>

### Procedure

1. Ideally, you should record yourself and a colleague reading the script below, as your students will hear the recording twice. This will give your students a clearer idea of the format of Part 4. Alternatively, if you are unable to record the script, you could get one of your students to read the script with you, playing the part of the student.
2. Tell your students that you are going to look at Part 4 of the Listening paper.
3. Hand out the worksheet. Ask your students to read through the seven questions and try to predict what kind of information they will hear in each case.
4. Play the recording or read the script. Students work alone to answer the questions.
5. Get students to compare their answers in pairs/small groups.
6. Check answers in class. Give students a copy of the script and for each question, ask them to explain why they chose the answer they did. Deal with any queries and questions.

## Alternative procedure

If you have a large class, you could divide the students into groups of four or five. Give two of the students a copy of the script and ask them to role play the conversation for the other students in the group, who listen and answer the questions. You could, if you are able to, record the students reading the script and provide feedback on their pronunciation at a later date.

## Suggested follow-up activity

1. You could now give your class a sample Part 4 task (see the relevant pages for the **Part 4 task** in the **Listening** section of the **B2 First Handbook** for further practice).
2. Get your students to read through the recording script. Give them just five minutes for this and then ask them to summarise what they know about this part of the test. You could then give them a sample Part 4 activity (see the relevant pages for the **Part 4 task** in the **Listening** section of the **B2 First Handbook** for further practice).

## Script

You will now hear a conversation between a teacher and Adriana, a student who is planning to take the B2 First exam. For questions 1–7, choose the best answer, A, B or C.

You now have one minute to look at Part 4.

(Pause 1 minute)

Adriana: I'm taking the B2 First exam next month and I was wondering if you could tell me a little bit about Part 4 of the Listening test.

Teacher: Of course Adriana, what would you like to know?

Adriana: Well ... first of all, what will I have to listen to?

Teacher: It depends really. It could either be a monologue – one person speaking – or a text involving interacting speakers – like a conversation or an interview. It lasts approximately 3 minutes.

Adriana: Okay ... and what do I have to do?

Teacher: You have to answer seven multiple-choice questions based on what you are listening to. You have to choose the correct answer from A, B or C.

Adriana: And what skills are being tested?

Teacher: Well, that's a good question. You're mainly tested on how well you can recognise the speaker's opinions ... or attitude about something. This could be expressed in the word *gist*, which means the main theme of the text. For example, if the speaker is annoyed about something, he could keep referring to it by saying "I'm fed up" or "It

makes me so angry". Or it could be expressed in the main points of the text. It may also be given in a specific piece of information. So you need to listen carefully.

Adriana: I see ... so do I have any time to prepare for Part 4?

Teacher: Yes. Before you hear the text you have one minute to prepare.

Adriana: How should I prepare? What do you think I should do?

Teacher: You need to read through the questions. Look at each of the A, B, C options and try to predict the kind of words and language you'll hear. Underline the key words in each question. This will help you answer the question.

Adriana: So what you're saying is, the questions can help me with the answers.

Teacher: Definitely. You can predict the kind of words you might hear. For example, if you have a question about the benefits of learning English, think about words which are related to this.

Adriana: You mean ... like getting a job, or travelling?

Teacher: Yes, exactly. The A, B, C options will give you an idea of the points that you'll hear in the piece, as well as the kind of vocabulary that you can expect to hear. You should have quite a clear idea of what you're going to hear.

Adriana: Well that sounds not so bad. It's quite a long text though. How do I know which question I should answer first?

Teacher: The questions always follow the order of the text. Try and remember this because it can help you in two ways. Firstly, you can prepare yourself for the way the text is organised, and secondly, if you hear someone in the text referring to something relevant to the next question in the task, you should move straight on to that question.

Adriana: But what if I haven't answered the question I'm on?

Teacher: It doesn't matter – even if you haven't answered the one before, move on. If you don't, you may find that you miss several questions because you don't know where in the text you are. Don't forget, you hear the text twice so you can answer any questions that were missed, and check all answers, the second time you listen.

Adriana: Okay, that doesn't sound so bad after all. To be honest, I was feeling quite nervous about the Listening exam, but now I feel much better. Thank you!

Teacher: You're welcome.

(Pause 10 seconds)

Now you'll hear Part 4 again.

(Repeat)

(Pause 5 seconds)

That's the end of the activity. Now compare your answers with another student.

## B2 First Listening Part 4 Activity–answer keys

### Key to Student's worksheet

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

**B2 First Listening Part 4 Activity–Student’s worksheet**

How much do you know about Part 4 of the Listening paper? You will hear a conversation between two people discussing Part 4 of the Listening paper. For questions **1–7**, choose the best answer (**A**, **B** or **C**).

---

- 1** What sort of text do candidates listen to?  
**A** several short unrelated texts  
**B** a monologue or a text with speakers interacting  
**C** several short texts with something in common
  
- 2** What do the candidates have to do?  
**A** fill in some gapped sentences  
**B** summarise what they have heard  
**C** choose the correct answer from three alternatives
  
- 3** What listening skills are being tested?  
**A** the ability to listen for opinion and attitude  
**B** the ability to recognise the purpose of the conversation  
**C** the ability to take accurate notes
  
- 4** How much preparation time are candidates given in Part 4?  
**A** no time  
**B** 30 seconds  
**C** one minute
  
- 5** The questions help you with your answers because  
**A** they tell you exactly which words you’re listening for. **B** they give you an idea of what you’re going to hear. **C** the key ideas are underlined.
  
- 6** Do the questions follow the order of the text?  
**A** yes  
**B** no  
**C** sometimes
  
- 7** How does Adriana feel at the end of the conversation?  
**A** a little bit worried  
**B** relieved  
**C** thankful