

BEC Vantage Listening Part 2 – Teacher's Notes

Description

Students do an exercise on common functions of language in business situations, then practise identifying functions first in written then spoken Part 2 texts. They do exercises focusing on different aspects of a topic, including Part 2 tasks, and finally do an exercise which summarises this part of the test.

Time required: 60 minutes

Materials required:

- *Student's Worksheet (one per student)*
- **Note: No audio is required for this resource. Scripts are available for reading for certain activities.**

Aims:

- *to familiarise students with the format of Listening Part 2*
- *to help students identify different functions of language in business situations*
- *to help students identify different aspects of a topic*

Procedure

1. Write on the board *Giving information* and *Expressing an opinion*. Ask students what other purposes we might have when we speak or write. Write some of the suggestions on the board.
2. Give each student a copy of the **Student's Worksheet**. Ask them to read Exercise 1 and, in pairs, to work out the missing words.
3. Check the answers [see **Key to Student's Worksheet**].
4. Explain that you're going to help the students with Listening Part 2 and elicit what they already know about Part 2. Say you'll start with tasks that focus on functions (or purposes) – what the speaker is trying to do. Point out that the purposes on the board and in Exercise 1 are among the many possibilities.
5. Explain that in Part 2 they'll *hear* recordings, but you want them to read some scripts, so that they can see how the wording will help them find the answers. Ask them, in pairs, to do no. 1. Check the answer [see **Key to Student's Worksheet**]. Ask if the speaker says anything like 'I'm calling to make a complaint' [No]. Explain that it's possible to make a complaint (or carry out other purposes) without using those precise words. Ask for a way of apologising without using the word 'apologise' [Sorry, or I'm sorry].
6. Ask them, in pairs, to do 2-4, then check the answers [see **Key to Student's Worksheet**].
7. Explain that for 5-8, instead of using a recording of different speakers, as in the exam, you'll read the scripts, and will read each one twice. Point out that this part of the exercise is not the same as in the exam, as there are four questions instead of five, and five options instead of eight. Ask them to read options A-E for 5-8.



8. Read scripts 5 to 8 aloud, then repeat them.

Number 5. When I first read the report, I was very disappointed. Our results are well below target, in spite of using the consultants, and all the new strategies we've been applying. I can't understand it at all. In order to try and get clear what's going on, I'm going to need input from various sections. What I'd like from you, as soon as you can, is price comparisons for the different regions. I'll also need a report on how useful the consultants' advice was.

Number 6. Well I certainly haven't any complaints about your work – you're probably the most efficient assistant I've ever had. But isn't it time you started applying for promotion? There'll be a vacancy in six months' time, when Karen retires, and I really think you should consider going for it. Why don't you have a chat with her and find out what skills she thinks are necessary, and then we can decide what training you need.

Number 7. No, I mean they've given me everything I asked for, so I can't really complain about that. They even invited me to come over and check the figures for myself. But I'd rather try to go through them here with you, if you could spare the time. Perhaps you could tell me what you think would be the best thing to do. I'd be really interested in your views. Your experience means you must have dealt with this type of problem before.

Number 8. I just thought I ought to let you know, that following the discussion we had last week about staffing levels, I took your recommendation to the Board. You've probably heard already that we agreed that we do need to create a new Area Manager's position. I just wanted to let you know officially that it had been authorised. So now we can contact the recruitment agency and ask them to start looking around. They might have somebody on their books already.

9. Check the answers [see **Key to Student's Worksheet**].

10. Explain that while some Part 2 tasks focus on the speaker's purpose, most focus on a topic. In these cases, every speaker talks about a different aspect of the same topic.

11. Ask them to look at Exercise 3, and read the instructions and the options A-H. Ask them to read 1-5 and elicit the answers [see **Key to Student's Worksheet**].

12. Ask them to work on 6 in pairs. Check the answers [see **Key to Student's Worksheet**].

13. Explain that 7-11 are a complete Part 2 task, with the options A-H at the top of Exercise 3. Ask them to read the instructions and re-read the options. Explain that you'll read the five recordings, then read all five again, as in the exam. Read aloud scripts 7 to 11, then repeat them.

Number 7. A promotion which supports two ranges of snacks is being run by Caverston Snacks. The company is running a promotion on packets of its Mega crisps and Mini biscuits, and has linked up with the FilmChoice video rental chain for this offer. The packets of snacks contain vouchers for a half-price video rental from FilmChoice. The idea's that consumers buy the snacks and then collect the movie to go with them on the way home.

Number 8. Research shows that price is less important at New Year, when brand image and product availability become more important. This year, Carmichael Foods are widening their established line of mini chocolate cakes by bringing out two extra flavours – 'Merry Milk Chocolate' and 'Jolly Jam'. They aim to make the most of the 'forget the diet' attitude which is set to boost cake demand over the holiday period.



Number 9. AMB Milk is looking to capture the teen market with the launch of a 250-millilitre-size drink of milk. The company is following up from its TV advertising campaign of last year which began the promotion of its milk to the young market. The black and white, easy-to-grip bottles will hit the shop and supermarket shelves this week. They replace traditional cartons and are aimed at drawing teenagers away from carbonated and juice drinks.

Number 10. Healthy Eaters are targeting their tinned vegetables range for promotion. They are cutting 60 cents off their 400-gram tins to compete with new rivals in the market who are managing to undercut Healthy Eaters by a considerable margin. This latest move replaces Healthy Eaters' earlier plan to break into the breakfast cereals market next year.

Number 11. Proctor's is making the most of the growth in the healthy drinks market by promoting three of its key brands with tasting events around the country. The main focus is on the 'One and Only' brand which is being offered to 152,000 consumers in 750 top supermarkets. Thousands of brochures and posters have already been distributed for these events.

14. Check the answers [see **Key to Student's Worksheet**].

15. Explain that Exercise 4 is in the same layout as in the exam, and ask them to read it. Ask if anyone has ever done any of the things in the options.

16. Explain that you are going to read the five scripts, and when you've finished, you'll read them again. Read scripts 1 to 5, then read them again.

Number 1. *It was just so embarrassing, the whole thing. I mean, being late's one thing, and I had already got my secretary to phone through and leave a message to say I was running behind schedule. But in the end I didn't get there at all ... and all the other managers were there to see the team show the project and its results. Oh well, that's how it goes, I guess ...*

Number 2. *Well, I'm certainly not going to forget that in a hurry! What a terrible mistake... It made the whole meeting pointless, really. I can't imagine what they thought of me, sitting there with the paperwork for another client. Very unprofessional. I mean, I could still tell them the relevant facts, but I couldn't show them the actual contract. I didn't put it in my briefcase last night.*

Number 3. *What a lost opportunity. I should've made a proper note in my diary where I would have seen it instead of just on the back of an old envelope. Anyway, it's too late now. I just didn't remember and that's that. They'll have given the work to someone else by now ... I'd promised to ring before midday if I was available. I really need to be better organised.*

Number 4. *I was so busy preparing all the equipment for the presentation that I didn't notice the time passing. So then I asked reception to call me a taxi ... I was still checking the papers when they rang to say it had arrived ... but I couldn't believe it when he didn't know where the street was and drove all over the place ... they'd already started without me by the time I finally got there.*

Number 5. *Well, I thought it was a bit strange at the time, but I just took down what I thought I heard on the machine, and then made out the order form accordingly. It wasn't till they called back to query the quantity that we realised just what I'd done. Still, we sorted it out before it was too late so it wasn't a disaster, after all.*

17. Check the answers [see **Key to Student's Worksheet**].



18. Explain that Exercise 5 summarises Part 2. Elicit the answers [see **Key to Student's Worksheet**].
19. Finish by explaining that Part 2 tests the ability to understand what a speaker is doing, what they're talking about, or the main point that they're making, so this is useful for all situations where the students listen to someone speaking English.

Suggested follow-up activities

1. Give students a set of options from a past paper, or practice tests, and ask pairs of students to choose one option and write a script for it. One student from each pair should then read it aloud for other students to guess which option it applies to.
2. See the preparation ideas in the relevant part of the **Vantage Listening** section of the **Cambridge Business English Handbook**.
3. Copy and enlarge the answer sheet in the relevant part of the **Vantage Listening** section of the **Cambridge Business English Handbook** relevant part of the **Vantage Listening** section of the **Cambridge Business English Handbook** and ask students to use it.



BEC Vantage Listening Part 2 – Answer Keys

Key to Student's Worksheet Exercise 1

1. delivery
2. information
3. explanation
4. advice
5. suggestion
6. assistance
7. permission
8. complaint
9. warning
10. appreciation
11. request
12. arrangement
13. instructions
14. invitation

Key to Student's Worksheet Exercise 2

The words and phrases that are most relevant to showing what the speaker is doing are underlined.

1. making a complaint: You promised delivery within 48 hours, but we've waited four days for them! They seem to be exactly what we wanted, so we hope to be able to order from you again in future, but the late delivery is very disruptive to our production schedule. Please let me know how you'll make sure this doesn't happen again.
2. changing an arrangement: I'll have to miss the meeting, unless we can come up with an alternative time ... I'll ring Jerry and fix it up.
3. making a recommendation: We need to turn the situation around, work the market to our advantage. What I'd suggest is a complete review of the way we're approaching the market. I think we should get everyone together and explore all the possibilities.
4. giving instructions: but if you go to Medford Central Station, it's a direct line. That'll take you to Tower Square – and if you give us a call when you arrive we'll send someone to collect you.
5. C (requesting information). Key phrases: I'm going to need input What I'd like from you ... I'll also need a report ...



6. D (making a recommendation). Key phrases: isn't it time you started ... I really think you should ... Why don't you
7. E (requesting advice). Key phrases: I'd rather try to go through them here with you ... Perhaps you could tell me what you think would be the best thing to do. I'd be really interested in your views.
8. B (confirming information). Key phrases: I just thought I ought to let you know ... You've probably heard already that we agreed ... I just wanted to let you know officially that it had been authorised.

Key to Student's Worksheet Exercise 3

1. E
2. H
3. A
4. D
5. G
6. H: MKL Foods has signed a new six-month sponsorship deal with the satellite TV channel 'Kidzone' to give its 'Juiceshot' drinks label greater exposure to its target market. Starting in November, the deal will involve various television name checks and competition activities, as well as short adverts at the beginning and end of commercial breaks.
7. F
8. B
9. D
10. C
11. G

Key to Student's Worksheet Exercise 4

1. F
2. H
3. G
4. C
5. E



Key to Student's Worksheet Exercise 5

1. 2
2. 5 ... 5
3. different
4. 8
5. recording/monologue
6. twice
7. letter
8. once
9. answer sheet



BEC Vantage Listening Part 2 – Student's Worksheet

Exercise 1

Some common functions of language in business situations

Complete each phrase by rewriting the jumbled word. The first and last letters are given.

Example:

placing, confirming or changing an o.....r (*dre*). Answer: **order**

- 1 arranging a d.....y (*veleri*)
- 2 requesting, giving or confirming i.....tion (*morfan*)
- 3 requesting or giving an e.....tion (*palanx*)
- 4 requesting or giving a.....e (*cvid*)
- 5 making a s.....tion (*ggues*)
- 6 requesting or offering a.....ance (*stiss*)
- 7 requesting or giving p.....ion (*smires*)
- 8 making or responding to a c.....t (*laponim*)
- 9 giving a w.....ing (*nra*)
- 10 expressing a.....tion (*creappi*)
- 11 refusing or agreeing to a r.....t (*squee*)
- 12 making, confirming or changing an a.....ment (*graner*)
- 13 requesting or giving i.....tions (*crustn*)
- 14 giving or accepting an i.....tion (*tavin*)

Exercise 2

What is the speaker doing?

- 1 Decide if the speaker is making a complaint or responding to a complaint. Underline any words or phrases that help you decide.

I'm calling about the components we ordered on the 7th, the electronic control units. You promised delivery within 48 hours, but we've waited four days for them! They seem to be exactly what we wanted, so we hope to be able to order from you again in future, but the late delivery is very disruptive to our production schedule. Please let me know how you'll make sure this doesn't happen again.



2 Decide if the speaker is making an arrangement or changing an arrangement. Underline any words or phrases that help you decide.

Oh Sally, I'm glad I've run into you. I need to have a word with you about our meeting with Jerry from marketing. Something urgent has come up for Friday which means I'll have to miss the meeting, unless we can come up with an alternative time early next week. I could manage any time on Monday afternoon or Tuesday morning. If you're free too, I'll ring Jerry and fix it up.

3 Decide if the speaker is making a complaint, making a recommendation or asking about a problem. Underline any words or phrases that help you decide.

I guess the main weakness is with the image of some of the products. I complained about this last year. With our present strategy, we could find ourselves having problems in the future. We need to turn the situation around, work the market to our advantage. What I'd suggest is a complete review of the way we're approaching the market. I think we should get everyone together and explore all the possibilities.

4 Decide if the speaker is giving instructions, giving an invitation, or requesting information. Underline any words or phrases that help you decide.

I'm very glad that you can come. I was worried that the invitations were so late that many key people wouldn't be able to make it. We do need your input – your information is important. I understand you're planning to come by train. The train service can be a bit of a problem, but if you go to Medford Central Station, it's a direct line. That'll take you to Tower Square – and if you give us a call when you arrive we'll send someone to collect you.

5-8 Now listen and decide what each speaker is doing, from **A-E**. Do not use any letter more than once. You will hear each speaker twice.

5	.....	A	Making a complaint
6	.....	B	Confirming information
7	.....	C	Requesting information
8	.....	D	Making a recommendation
		E	Requesting advice

Exercise 3

Promoting food products

- Look at these methods that food companies might use to promote their products.
- Decide which method, **A-H**, each sentence 1-5 refers to.

- | | |
|----------|---|
| A | running a direct mailing campaign |
| B | adding new products to the range |
| C | reducing the price of the products |
| D | introducing new packaging for an existing product |
| E | giving incentives to stockists |
| F | running a special offer with another company |
| G | giving out samples of products in shops |
| H | launching a media campaign |

- 1 Which method might mean that retailers (e.g. shops) receive benefits for selling more of the manufacturer's goods?
- 2 Which method might include advertising on TV and radio, and in newspapers and magazines?
- 3 Which method means sending publicity materials by post to potential customers?
- 4 Which method means that changes are made to the boxes, jars, cans, etc that contain products?
- 5 Which method means that anyone going into a shop can try a product free of charge?
- 6 Read this extract and decide which method of promoting products (**A-H**) the company is currently using. Underline any words or phrases that help you decide.

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7–11

- You will hear five short recordings. Five people are talking about the methods of promoting products that different food companies are currently using.
- As you listen, decide which method each company is currently using.
- Write one letter (**A-H**) next to the number.
- Do not use any letter more than once.

7 8 9 10 11

Exercise 4

The instructions are in the normal form used in the exam.

- You will hear five short recordings. Five people are talking about a problem that occurred.
- For each recording, decide what each speaker is talking about.
- Write one letter (**A-H**) next to the number.
- Do not use any letter more than once.
- You will hear the recordings twice.

1	.....	A	Losing a business card
2	.....	B	Taking the wrong equipment
3	.....	C	Arriving late for a meeting
4	.....	D	Forgetting an address
5	.....	E	Misunderstanding a message
		F	Missing a presentation
		G	Forgetting to make a phone call
		H	Taking the wrong documents

Exercise 5

Exercise 3 (questions 7-11) and Exercise 4 are exactly like Part 2 tasks. Complete each of these sentences about Part 2 with one or two words or a number.

- Part 2 consists of sections.
- Each section consists of questions and recordings.
- Each section consists of a set of recordings and options.
- For each question there is a choice of options.



- 5 For each question you will hear one short
- 6 You will hear each speaker
- 7 You should only write a for the answer.
- 8 In each section you should not use any letter more than
- 9 At the end of the Listening test you must copy your answers onto your

