Cambridge English Qualifications

C2 Proficiency: Listening Part 2

Description

Students predict the answers to a sentence-completion task by using the instructions and the information in the questions before listening to the recording. This activity encourages careful reading of the questions and increases the accuracy and appropriacy of answers. Students practise a Part 2 task.

Time required:	30 minutes
Materials required:	▪ Student's worksheet ▪ Sample task ▪ Answer sheet ▪ Sample recording
Aims:	▪ to develop students' ability to predict the answer (content) or type of language (grammar) required in sentence-completion tasks ▪ to familiarise students with Part 2 sentence-completion tasks ▪ to practise a Part 2 task

Procedure

1. Elicit what students know about Part 2. Ask:
   - **What type of text will you hear?** (*monologue or monologue introduced by a presenter, etc. The text is factual in nature.)*
   - **How many questions are there?** (*9)*
   - **What sort of task is it?** (*sentence completion)*
   - **What is the focus of the task?** (*identifying specific information and stated opinion)*

   See also Additional Information below, where the key points are in bold.
2. Put the students in pairs and give out copies of the **Sample task** – the gapped sentences.

   Ask students:
   - to **identify where the instructions are**. *(They are always at the top of the task).*
   - to **read the instructions carefully**. **What do the instructions tell them?** *They tell them what the text is about (a spice called mastic), and what they have to do (complete the sentences).*
3. Give out the **Student's Worksheet**. For questions 1–9, you can do all of them with the whole class, writing students' suggestions on the board, OR you can do the first three questions in this way and then ask students to work in pairs for the rest, making notes of their answers.

   Go through the answer together (see **Key**).

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4. Give out the **Answer sheet**. It is important that students practise using the answer sheet before the exam so that they transfer their answers correctly in pencil. The spaces for the answers are of equal length. Discourage the students from writing lengthy responses. The answers are no longer than 3 words, although longer responses that correctly fit the sentences should be accepted.

   Play the recording twice. Students complete their answers

   When students have completed their answers, stress the importance of checking the completed sentences. Tell students to look at **Student's worksheet Exercise 2** (the checklist) on the worksheet and check that they have done all these things.

5. Go through the answers with the class (see **Key**) and discuss whether they felt that the prediction activity helped them. Encourage them to practise predicting answers whenever they do a Part 2 task. Point out that the answers are mostly nouns.

Suggested follow-up idea

Do a complete Part 2 task from a previous paper so that students can put into practice the strategies they have learnt in this activity. Any past papers can be used to practise this part.

Additional information

- **Each correct answer in Part 2 receives 1 mark.**
- Candidates listen to a **monologue** of an **informative** nature, aimed at a non-specialist audience.
- The **nine questions** in this part take the form of **incomplete sentences**. The candidates show their understanding of what they have heard by **completing gaps** in these sentences.
- **Answers are short**, generally in the form of single words or noun groups. The answers are no longer than 3 words, although longer responses that correctly fit the sentences should be accepted.
- They must be spelled correctly and must fit into the grammatical structure of the sentence.
- The questions follow the order of the information in the text and candidates **write down the words that are heard on the recording**.

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Answer keys

Student's worksheet

1. The text suggests that it is a small, useful tree.

2 Only a verb will fit. If necessary, explain what resin is. Students can then suggest what it does.

3 It must be a noun. There is not a lot of context here so if students come up with words they associate with trees, such as 'axe' it indicates they are thinking in the right way. They are then more likely to spot 'pin' when they hear it.

4 This is also a noun. Encourage students to think of poetic and metaphorical words.

5 It must be a noun. The context is business so we need a word connected with business.

6 This is also a noun. There is not much context here but encourage students to think about the lifestyle of ancient peoples.

7 It must be a noun. There is a lot of context here so students might get the right answer.

8 There is a lot of context here because the range of possible containers is limited.

9 It must be an adjective or noun used as an adjective. Again there is a lot of context because we know that mastic is used in drinks.

Sample Task

7 olive

8 harden

9 (simple) pins

10 (silver) tears

11 (local) co-operative/cooperative/co-op

12 (a) chewing gum

13 ice (-) cream

14 (clay) pots

15 stomach

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Tapescript for sample task

I want to talk to you today about a spice which is not very well known outside its home territory, and that is mastic. Mastic is a resinous substance which comes from a tree of the pistachio nut family and it is one of Europe's oldest spices. In fact, in its heyday it was considered so precious that armies quite literally fought over the islands where it was grown so that their masters would have the right to control its cultivation and sale.

Let's take a look at how mastic is produced. The mastic tree itself resembles an olive to the untrained eye but is not quite as large. In a process which is rather similar to the collection of rubber, growers cut the bark of the tree so that the tree then has to exude a sticky sap or resin to heal the wound, and this sap is mastic. The sap needs to harden in order to be of any use and strangely this only happens in the Mediterranean area. Efforts have been made in the past to transplant and cultivate the tree in other parts of the world but so far without success.

The resin is then removed from the tree and, because it's so precious, people even pick up the dirt under the tree and ensure that every last bit of mastic is harvested. The growers try to pick out any grit which might have become embedded in the mastic gum. They just use simple pins to do this; unusually for nowadays, there are no mechanical aids or gadgets to speed up the process. Everything is still done in the traditional, labour-intensive way, by hand. If you examine a small piece of mastic it will look like a white crystal, similar to sea salt. Poets have even mentioned mastic in their work, alluding to it rather romantically as 'silver tears', suggesting again how much it's valued.

Having harvested and cleaned the crystals. The growers often take the mastic from their trees, except for a small amount which they keep for their personal use, to a local co-operative, which contacts various commercial buyers and negotiates a decent price for the growers.

Now, what is mastic actually used for? In fact, its use can be traced back thousands of years. Archaeologists have found small lumps of mastic with the imprint of juvenile human teeth, suggesting that the earliest use of mastic was as a chewing gum for young people, something which still occurs today.

Nowadays it's also used as a flavouring in sweet things like biscuits and to great effect in ice cream. Its value here is that it also provides a stickier texture, which means that it takes longer to soften, a useful quality in the hot Mediterranean summers. Mastic can also be used to flavour liquids. For example, in some rural areas, small fires are lit and a few grains of mastic dropped on the hot charcoal. Then pots are inverted on top so the clay picks up the flavour of the smoke and the mastic. Chilled water is then poured in, and when this is drunk it tastes very subtly of mastic.

Apart from its culinary uses, some mastic is also sold for other purposes. It can be used in shampoo, toothpaste and, indeed, for certain stomach ailments. In fact, it's this area that mastic producers are now looking towards to provide a wider use for their produce, now that natural herbs and spices are being investigated to provide the medical products of the future.

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Student's Worksheet

1. Look at question 7. What other types of tree can you think of? Where does this tree grow? Is it big or small?
2 Look at question 8. What kind of word (verb, noun, adjective, etc) is needed? What does resin do?
3 Look at question 9. What kind of word can follow 'like'? Can you name some basic tools?
4 Look at question 10. What kind of word can follow 'as'? What literary words might be used to describe 'crystals'?
5 Look at question 11. What kind of word can follow 'by'? The question refers to 'sale' and 'fair deal'. In what context are these words often used?
6 Look at question 12. What kind of word can follow 'as? Is this likely to be something simple or complicated?
7 Look at question 13. What kind of word can follow the preposition 'to'? If mastic slows down melting, what product would this be useful for?
8 Look at question 14. What containers do you put drinks in?
9 Look at question 15. What kind of word can come between 'some' and 'conditions'? Does this phrase describe a health problem?

Now listen to the recording and complete the answer sheet.

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Exercise 2

When you have completed the answer sheet, use this checklist to review your answers. Tick the second column when you have answered the question.

Checklist	✓
1 Do your answers follow the order of the information in the text?	
2 Have you read the whole completed sentence again to make sure it makes sense?	
3 Have you looked closely at the words before and after the gap to see if they influence the word?	
4 Have you made sure that you have not repeated an idea already in the sentence?	
5 Is your answer short?	
6 Did you hear the word(s) in your answer on the recording?	
7 Have you transferred your answers onto the answer sheet in pencil?	
8 Have you erased any mistakes and rewritten your answer clearly?	
9 Is your writing legible?	
10 Have you transferred your answers accurately?	
11 Have you checked the spelling of your answers?	

Discuss how close your predictions were to the actual answers.

How did predicting the answers help you when you listened and did the task?

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Sample Task

Part 2

You will hear a nutritionist talking about the production and uses of mastic, a spice that is found in the Mediterranean area.
For questions **7 – 15**, complete the sentences with a word or short phrase.

Mastic is collected from a tree which looks like a smaller form of the _____ **7** tree.

Mastic resin will _____ **8** only in the region around the Mediterranean.

Basic tools like _____ **9** are employed to remove impurities from the mastic.

Crystals of mastic have been referred to as _____ **10** in literature.

The sale of mastic crystals is handled by a _____ **11** to ensure that the growers get a fair deal.

It is thought that mastic was first used as _____ **12** by ancient peoples.

When mastic is added to _____ **13** it slows down the melting process.

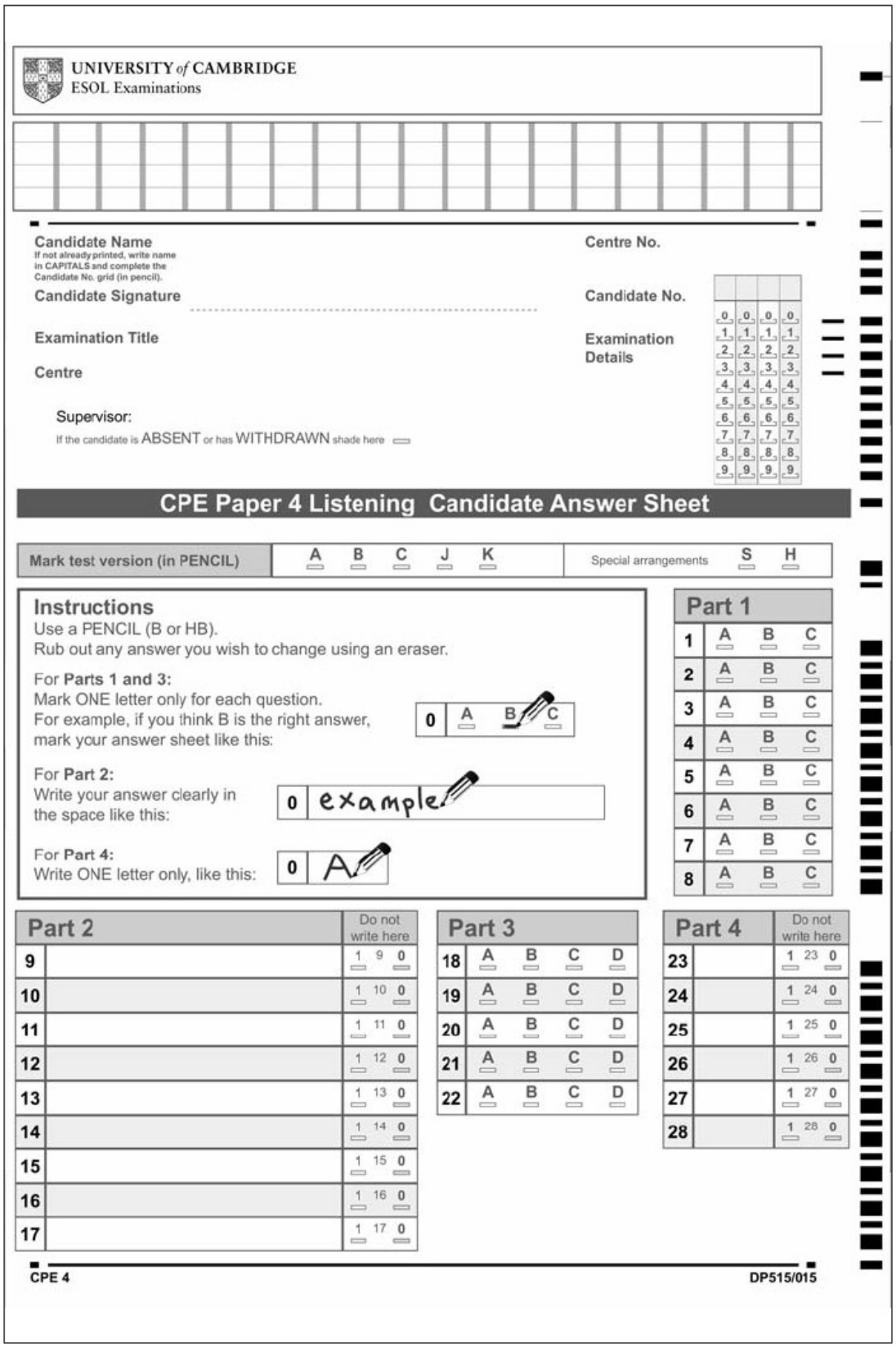
Flavoured drinks are made in _____ **14** which have had mastic burned under them.

Some people believe that mastic can help in the treatment of health problems, especially some _____ **15** conditions.

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2 Transfer your answers onto the answer sheet.Answer sheet



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Candidate Name
If not already printed, write name in CAPITALS and complete the Candidate No. grid (in pencil).

Centre No.

Candidate Signature

Candidate No.

Examination Title

Examination Details

Centre

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

CPE Paper 4 Listening Candidate Answer Sheet

Mark test version (in PENCIL) A B C J K

Special arrangements S H

Instructions
Use a PENCIL (B or HB).
Rub out any answer you wish to change using an eraser.

For **Parts 1 and 3:**
Mark ONE letter only for each question.
For example, if you think B is the right answer, mark your answer sheet like this: 0 A B C

For **Part 2:**
Write your answer clearly in the space like this: 0 example

For **Part 4:**
Write ONE letter only, like this: 0 A

Part 1

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

Part 2

		Do not write here
9		1 9 0
10		1 10 0
11		1 11 0
12		1 12 0
13		1 13 0
14		1 14 0
15		1 15 0
16		1 16 0
17		1 17 0

Part 3

18	A	B	C	D
19	A	B	C	D
20	A	B	C	D
21	A	B	C	D
22	A	B	C	D

Part 4

		Do not write here
23		1 23 0
24		1 24 0
25		1 25 0
26		1 26 0
27		1 27 0
28		1 28 0

CPE 4 DP515/015

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