Cambridge English Qualifications

# C2 Proficiency: Listening Part 3

## Description

In this activity students learn how to deal with distractors or wrong options in multiple-choice questions. They are encouraged to give reasons why a distractor is wrong. This task is relevant to any multiple-choice question whether it is testing reading or listening. Students practise a Part 3 task.

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| ***Time required:*** | 30–40 minutes |
| ***Materials required:*** | ▪ Sample recording<br>▪ Student's worksheet (one copy per student) |
| ***Aims:*** | ▪ to help students to identify distractors in multiple-choice options and know why they are wrong<br>▪ to practise a Part 3 task |

## Procedure

1. Elicit from students what they know about Part 3 tasks:
   - students listen to one text with interacting speakers
   - there are five four-option multiple-choice questions which test opinion, gist, detail and inference.

   Review what they know about Part 1: it also has multiple-choice questions with 3 options, but in Part 1 there are three short texts with 2 questions on each text. In Part 3, students have to deal with a longer text. This activity follows on well from the activity for Part 1, where the focus is on getting the key first before considering all the options. The focus in this activity is on the wrong answers (the distractors).
2. Discuss with your students what they think the difficulties are in doing multiple-choice tasks. Problems likely to be raised could be:
   - reading all the questions and options in the one minute allowed before the recording starts (students have to use their skimming and scanning reading skills.)
   - understanding what the question is asking (students must read the question and options very carefully.)
   - identifying the correct answer from three or four options when they appear to be quite close in meaning
   - the temptation of choosing an answer just because it has a word in it that they have heard on the recording (a "word spot"). This does not necessarily mean it is the answer.
   - discounting the wrong options.

   Explain that they are going to do an activity to help them with the last point, i.e. making sure that the other options are incorrect.

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3. Give out the **Student's worksheet**. Alternatively, make your own similar activity using a different multiple-choice task, i.e. a Part 1 or 3 task modified so that the correct options have already been highlighted in bold.

   Focus on question 1 and discuss students' ideas. Point out the importance of reading **the context sentence** (the first sentence in the instructions, which typically gives information to help students understand who is speaking, what they are speaking about and where they are.)

4. Now focus on question 2 and the multiple choice questions in the sample task. Ask students to discuss possible answers to question 16 with reference to marine biology and making films about wildlife in Antarctica. Students can discuss how people first become interested in the activity that later becomes their career. Discuss their suggestions as a whole class and accept any reasonable answers. Until they have listened to the recording, all the options seem reasonable and cannot be rejected.

5. Explain that the answer in bold is the correct answer, and that the other options are 'distractors'. A distractor is usually wrong because:
   - the information is wrong
   - it doesn't answer the question
   - not all the information in the distractor is specifically mentioned
   - none of the information in the distractor is mentioned.

6. Play the recording, stopping after the section for each question so that you go through the task question by question. The place to stop the recording is indicated on the **tape script**. Students discuss in pairs or small groups why they think the wrong options are wrong. Play the extract as many times as your students want, so they can discuss any points they disagree on.

7. Go through their opinions about why wrong answers are wrong as a class (see **Key** below). Ask students to confirm why the key is correct.

8. Do this for as many of the questions as you feel is useful.

9. You might like to recap tips for doing Part 3 tasks.
   - focus on the question first, rather than the options
   - listen carefully to locate the answer to the question in the recording. The questions follow the order of the information found in the text.
   - remember that the opinion may be directly or indirectly stated
   - the final question may test global understanding of the whole text
   - if students are not sure about an answer, they should leave it until they hear the recording a second time. If they keep thinking about it for too long, they may miss the answer to the next question.

## Additional information

*This part tests candidates' ability to listen for opinion, gist, detail and inference.*

**Each correct answer in Part 3 receives 1 mark.**

Candidates listen to a text in which opinions and attitudes are expressed, both implicitly and explicitly. The five four-option multiple-choice questions in this part focus on detailed understanding of points raised. Questions follow the order of the information found in the text, but the final question may test global understanding of the text as a whole.

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**Suggested follow-up idea**

Do another Part 3 task from a past or sample paper. Ask the students what was easy/difficult about doing the task. This will help you plan future lessons because you can focus on what students found difficult.

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# Answer keys

## Student's Worksheet

16 A She remembers swimming as a young child, but doesn't state that this triggered her interest, only that she loved swimming.

B Correct, '*a particular evening when I was about eleven …the moment that decided me'*.

C Her school was in the middle of England, not near the sea. She was *'dreaming of the ocean …'*

D This was after she has studied zoology at university.

17 A Correct,' *first ever live broadcast under the sea'*.

B The sea is a natural environment. The swimming pool was '*a practice run'*

C The practice run was '*very funny'.* Nothing is said about the programme itself not being serious.

D No research is mentioned.

18 A Thomas describes the presenter but does not say he wanted his job

B This is correct. He thought they were looking for '*rugged types'* and he is '*more the quiet academic'.*

C He does not mention his relations with the team.

D They only filmed during spring. He says the winter is too cold to work there.

19 A Thomas says they worked sixteen-hour days but does not complain about this.

B Gina says they were with the animals *'so long'*

C Gina missed '*hanging out with my friends'* but this is not sharing feelings with a close friend.

D Corrrect. When they saw fur seals eating they had not yet met the fur seals scientist and therefore did not realise the significance of what they had seen. .

20 A Thomas knew how the whales made a noise and does not say it was unusual.

B He mentions the number but does not comment on it.

C He says they filmed the whales for ten days but does not comment on this

D Correct. He says it was '*an extraordinarily effective piece of teamwork'*.

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## Tape script

**Int:**

Today, we're talking to marine biologists Gina Kelso and Thomas Lundman, who you will recently have seen in their award-winning TV series about Antarctica. So, Thomas, what's it like to suddenly become a household name?

**Thomas:**

Well, we're being interviewed for all sorts of publications and programmes since our television series about the wildlife in Antarctica won a major award. I'm often asked if I've always been interested in marine wildlife, and I find that hard to answer. What about you, Gina?

**Gina:**

That's an easy one for me, Thomas. I grew up on African shores, where my father worked for an international company. I could swim by the age of four, snorkel at five. I guess I was destined for marine biology because I've always been as happy in the water as on land. I remember a particular evening when I was about eleven. It was dusk and I was snorkelling, and I came across hundreds of stingrays entwined together. It was extraordinary; another world, and that was the moment that decided me. Although I later went to school in the middle of England, I'd lie awake at night dreaming of the ocean. Fortunately, I got into university to do zoology and went on to do research in marine biology. **STOP**

**Thomas:**

And, like me, you've been in wildlife filmmaking for how long …about eight years now?

**Gina:**

Yeah, I knew it was what I wanted to do, but instead of following the normal route of joining a TV company as a researcher, I was lucky enough to be chosen to take part in that first wildlife programme we did together. Do you remember?

**Thomas:**

Yeah, where we made the first ever live broadcast under the sea. The practice run was very funny. I had to dive into a swimming pool and give a running commentary on some plastic plants that had been borrowed from a studio to make it look more realistic. Fortunately, the programme itself was a success and so one thing led to another after that, and we both moved into the production side. **STOP**

**Gina:**

And it was tough making this latest series in Antarctica, wasn't it?

**Thomas:**

Well, the series is introduced by a well-known naturalist, dressed in a thermal anorak with the hood drawn so tightly that you can only see his nose.

**Gina:**

And you get an idea of what conditions were like, but he was only the presenter – flown in to do his bit and flown back out again. We spent eight months there filming with a team of cameramen and researchers, living on a specially adapted boat.

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**Thomas:**

I didn't think I'd stand a chance of working on the programme because I imagined they'd be looking for rugged types and I'm more the quiet academic. So I was quite taken aback when they asked me. We went for the spring and then returned the following spring, because the winter would've been too cold. Even then, on the Antarctic peninsula it can drop to minus fifteen degrees. **STOP**

**Gina:**

We were involved mostly with the underwater scenes. It's a lot warmer in the sea, but we still had to wear extra-thick wetsuits and thermal underwear. The thing about living in that remote research community is that I missed hanging out with my friends.

**Thomas:**

But the Antarctic's a place of incredible beauty and even after working sixteen-hour days, there were still moments of peacefulness.

**Gina:**

But being with the animals for so long, we got to see things the other scientists hadn't. One guy's been studying fur seals for years – knows everything about them – but he's never seen them eat. He was thrilled when we were able to tell him about it. And if we'd had his input at the time, we would have realised the significance of what we'd seen and focused more on it. **STOP**

**Thomas:**

Absolutely. And the highlight of the trip was the day we entered a bay carved into huge glaciers to find around forty humpback whales feeding. It was very quiet, and then we heard a soft explosion. It was the noise of the whales' blowholes. What they do is dive down, and as they start to come up again they release air bubbles from their blowholes. Then they swim round each other, trapping the krill they eat in a curtain of bubbles. So it's an extraordinarily effective piece of teamwork that really increases their feeding efficiency. We filmed them for ten days because we wanted a shot of them as they finished eating. We waited and waited and then one day they just suddenly stopped.

**Int:**

And that's ..

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## Student's Worksheet

**1. Look at the context sentence and instructions below for this Part 3 task. What would you expect to hear in a discussion on the wildlife in Antarctica?**

You will hear a discussion in which two marine biologists, Gina Kelso and Thomas Lundman, talk about an award-winning television film they made about wildlife in Antarctica. For questions 16–20, choose the answer (A, B, C or D) which fits best according to what you hear.

**2 Look at the multiple-choice questions below. The correct answers are in bold. Listen to the recording to confirm the answers, but more importantly to find reasons why the other options are incorrect. Your teacher will stop the recording after you hear the answer to each question. Your task is not to find the correct answers but to say why the incorrect answers are incorrect.**

16 Gina's interest in marine biology dates from

A her earliest recollections of life in Africa.

**B one memorable experience in childhood**.

**C** the years she spent studying in England**.**

D a postgraduate research project she led.

17 The first wildlife TV series they both worked on

A **made use of a previously untried format**.

B was not filmed in a natural environment.

C was not intended to be taken too seriously.

D required them to do background research**.**

18 How did Thomas feel when he was asked to produce the programmes about Antarctica?

A disappointed not to be presenting the series

**B surprised that people thought he was suitable** C uncertain how well he would get on with the team D worried about having to spend the winter there.

19 When they were in Antarctica, they would have appreciated?

A a less demanding work schedule

B more time to study certain animals

C a close friend to share their feelings with

**D a chance to share their work with colleagues**

20 What was most impressive about the whales they filmed?

A the unusual sounds the whales made

B the number of whales feeding in a small bay

C how long the whales stayed feeding in one area

**D how well the whales co-operated with each other**

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