Cambridge English Qualifications

C2 Proficiency: Listening Part 4

Description

The first activity familiarises students with Listening Part 4. There are two tasks in Part 4. This activity focuses on the first task. The second task can be done as a follow-up activity.

Time required:	25 minutes
Materials required:	▪ Sample recording ▪ Student's worksheet (one copy per student)
Aims:	▪ to familiarise students with multiple matching listening tasks ▪ to help students identify activities mentioned by five different speakers ▪ to raise students' awareness of words in this task which have multiple meanings or are used in different contexts

Procedure

1. Check that students know what they have to do in a multiple matching task.
    - The task is to match attitudes/opinions, contexts and factual information with the speaker who expresses or mentions them
    - There are two tasks of five questions each
    - The recording is heard twice but the two tasks can be done at the same time
    - For each task there are eight options, of which five are correct. The other three are incorrect.
2. Give out copies of the **Student's worksheet**. In pairs, students make a list of five points that you expect to hear in a discussion about each activity. For example, for F 'worked in a hotel' you might expect to hear references to: *guests, rooms, reception, restaurant, reservations, complaints*. The aim of this first exercise is to encourage students to predict words that they expect to hear because they are associated with the activity mentioned.
3. Feed back students' ideas, writing all the different answers on the board. Point out any words which appear for more than one activity, e.g. '*coach'* could be a sports coach or a kind of bus and so could occur in E 'taught a sport' or G 'worked as tour guide'. Ask students to find/think of any other words which could appear in more than activity (see **Key**).
4. Point out that multiple matching tasks have built-in distractors. For example, although 'taught a sport' is the correct answer for one speaker, other speakers will also mention sport or words associated with sport.

   Focus students' attention on exercise 2 on the **Student's worksheet**. Explain that you will play the recording once, and they should only listen out for the words listed, and make a note of the number/s of the speaker/s who use them.

© UCLES 2008. This material may be photocopied (without alteration) and distributed for classroom use provided no charge is made.
For further information see our **Terms and Conditions**.

Cambridge English Qualifications

Feed back (see **Key**).

Point out that

- speaker 3 mentions 'porters', which you could find in a hotel but also' base camp', which you would not
- speaker 5 mentions 'coach' which could be sport, but also 'French German and Spanish' which does not fit with sport. Does this combination suggest language teaching? (*No*)
- speaker 2 mentions 'Nairobi' and 'Sahara', which suggests travel but also 'football' which suggests a different activity
- speaker 1 mentions 'tennis', which suggests sport but also 'early shifts' and 'guests' which have nothing to do with sport

The point is that the use of words by the speaker must form a consistent pattern.

5. Play the recording for the second time. Students should now decide on the correct answer for each speaker.

Feed back (see **Key**).

Follow up activity

You could follow the same procedures with Task 2, which can be found in the C2 Proficiency Handbook.

Additional information

- The focus of Part 4 is on identifying gist, attitude, main points and interpreting context.
- Candidates hear five short, themed monologues of approximately 30 seconds each.
- There are two tasks. Each task contains five questions and requires selection of the correct option from a list of eight.
- There are ten questions in total.

© UCLES 2008. This material may be photocopied (without alteration) and distributed for classroom use provided no charge is made.
For further information see our **Terms and Conditions**.

Cambridge English Qualifications

Answer key

Procedure Step 3 – possible answers

- *Porter*: a hotel porter tends the door and carries bags to rooms; a trek porter helps carries equipment.
- 'worked in a hotel' and 'worked as a tour guide' could share vocabulary (*guests, hotel*, etc.)
- 'taught a language' and 'travelled widely' could share vocabulary about communication
- 'travelled widely' and 'went on an organised expedition' could share vocabulary about travel
- All the activities involving working could share vocabulary (*boss, wages, earning, hours,* etc.)

Student's worksheet Exercise 2

early shifts	1	tennis	1
Sahara	2	staff	1
Nairobi	2	guests	1
office	3, 5	porters	3
fare and hotels	4	base camp	3
French, German, Spanish	5	restaurants	4
coach	5	different cultures	4
globe	1	football	2

Sample Task (including answers for Task 2)

21 F
22 E
23 H
24 B
25 G
26 E
27 H
28 A
29 C
30 B

© UCLES 2008. This material may be photocopied (without alteration) and distributed for classroom use provided no charge is made.
For further information see our **Terms and Conditions**.

Cambridge English Qualifications

Student's worksheet

1. You will hear five short extracts in which different people are talking about taking a gap year – the time which some young people take off from their studies to gain other experience**. Look at the list of activities that they did in their gap year.**

   A taught a language

   B travelled widely

   C worked in an office

   D did voluntary work

   E taught a sport

   F worked in a hotel

   G worked as a tour guide

   H went on an organised expedition

2. **Listen to the five speakers**. Which speakers (1–5) use the following words? Write the number of the speaker against the word. Some words are used by more than one speaker.

early shifts		tennis	
Sahara		staff	
Nairobi		guests	
office		porters	
fare and hotels		base camp	
French, German, Spanish		restaurants	
coach		different cultures	
globe		football	

3. **Now listen to the five speakers again** and write a letter (A-H) against the speaker who engaged in that activity.

   21. Speaker 1 …

   22. Speaker 2 …

   23. Speaker 3 …

   24.Speaker 4 …

   25 Speaker 5 …

© UCLES 2008. This material may be photocopied (without alteration) and distributed for classroom use provided no charge is made.
For further information see our **Terms and Conditions**.

Cambridge English Qualifications

Tape script

Speaker One

I knew I'd be short of money if didn't work before going to university, so I decided not to jet around the globe, and found a job in the nearest town instead. I had to live in because of early shifts, and only realized on about day two it meant I couldn't keep up my tennis – which was a blow, because I was a very keen player. But I got over it in the end, which just goes to show nothing's that important. Anyway, I was having too much fun with the rest of the staff to fret about it – I wonder if they're all still there? The worst part of the job was when guests complained, which they frequently did!

Speaker Two

Well, I took a gap year because I thought I hadn't seen enough of the world. I considered doing an overland trek across the Sahara, or helping out somewhere as a volunteer. Then I found a remote village in Kenya where they needed my skills – they're all football-mad there – and a Nairobi businessman agreed to pay me a living wage. I settled in OK, although I never got the hang of the language, and that year gave me some serious thinking time. I realized I didn't want to complete my course back home even though I'd already spent quite a lot of money and time on it. It's all good experience anyway.

Speaker Three

The whole thing was a disaster from start to finish. I'd had a sort of feeling it might turn out badly. We didn't have the right training or equipment, and because there was no office back-up, we couldn't get news forwarded to our families. And the leader – well, I wonder how experienced he really was. He couldn't speak the porters' language at all. You could say our pioneering spirit was crushed by the time we got back to base camp! On the other hand, we did bond as a group, and I see a couple of them regularly and have done ever since that time. So perhaps it wasn't *all* bad.

Speaker Four

I know some agencies will organize your gap year and sort out, say, working for a charity, but I'd much rather do what I did – just go off on the spur of the moment and see where you end up. It was absolutely brilliant, even though it took all the money I'd saved up for it – the fare and the hotels and eating in restaurants were to blame for that. At least I know I can cope on my own now and that's a new thing for me. Sadly, I haven't managed to keep up with the people I met in all those different cultures – I'm not surprised though – that's life.

Speaker Five

I was told to stick to the script whether it was in French, German or Spanish. People don't even ask many questions – it got quite boring after a while, because I felt there wasn't any real communication between me and them. And if it's raining, you get wet just hopping on and off the coach. I didn't have high hopes before I started, although it certainly was a good way of earning some much-needed cash, and there were some nice people at head office, but in the end I did wonder if I couldn't have found something a bit more inspiring. How often do people get a year off in their lifetime?

© UCLES 2008. This material may be photocopied (without alteration) and distributed for classroom use provided no charge is made.
For further information see our **Terms and Conditions**.