Cambridge English Qualifications

B1 Preliminary Listening Part 3 – Teacher's notes

Description

This activity activates students' world knowledge about the topic covered to help them predict answers for the sample task. Students then do the sample task and consider the main features of this task.

Time required:	35 minutes
Materials required:	▪ Sample task ▪ Projection of sample task (if possible) ▪ Recording of **sample task**
Aims:	▪ to introduce Part 3 of the Listening Paper ▪ to highlight the importance of prediction ▪ to give practice in completing a Part 3 task

Procedure

1. Write 'holiday activities' on the board and get students to discuss in pairs or small groups what activities they like to do when they are on holiday.
2. Explain that in this Part 3, they are going to listen to some information about what a radio presenter did during her holiday in Cuba – further elicit the types of activities students think they will hear about.
3. Project the **sample task** (if possible) and explain that in Part 3 they will listen to a text and fill in a summary of it with six pieces of missing information. Then give learners some time to look at the task and the gaps. Alternatively, hand out the sample task and follow the same procedure.
4. Ask students to look at the first gap (question 14). With the whole class, elicit some ideas about what type of information could fill the gap, directing with questions if necessary, e.g. 'What type of word follows the word 'the'?' (a noun), 'what are you likely to see in the National Gardens?' and generally getting learners to predict answers. Make it clear that this prediction can be crucial in a listening test in order to narrow down what candidates are listening for.
5. Focus students on the next gap (question 15) and ask **'What might need to be kept away by electronic armbands on a swimming trip?'**
6. If you have not already done so, hand out the **sample task** now. Ask students to continue to predict in pairs what kind of information might be in the rest of the gaps.
7. Students listen to the recording once and note down their answers. They then check their answers in pairs. Remind students that they must write down exactly what they hear on the recording for their

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answer. If there is no copy of the recording available, the teacher can read the audio script aloud in class, or make their own recording.

8. Play the recording a second time for them to check their answers. Then elicit the answers from the class.

9. Ask the following questions:

   - **Are the answers in the recording in the same order as the information on the summary?** (Yes)
   - **Do you need to understand all of the listening text to get the right answers?** (No, the answers are short compared to the length of the listening text)
   - **How long are the answers that they need to write?** (They only need to write **one** or **two** words, a number or a date or a time)

     Expand on this point by explaining that:

     - most of the answers are **one** or **two** words, a number or a date or a time
     - in all cases, the words that the candidates need to write will be heard on the recording in the form that they need to be written. However, alternative answers which are semantically correct are accepted (see the **Answer key** for examples)
     - recognisable spelling is accepted, except with very high frequency words or where spelling is dictated
     - numbers can be written in figures or words. However, it's advisable to write in figures as this is quicker and students are less likely to make a mistake when transferring their answers.

10. Have a short class discussion of whether this kind of holiday is appealing to them and why/why not.

Suggested follow-up activity

Give students lots of opportunities to take notes when listening in class. One way to do this is for students to work in groups with some limited information about what's on at the weekend. Together they decide what they would like to do and what further information they need, e.g. times, prices, where events are happening, etc. The teacher then reads out a text (or plays a pre-recording) containing this type of information. Each group must listen for the information they would like and take notes.

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B1 Preliminary Listening Part 3

Answer key

Sample task

PART 3	KEY
14	(a/an/the) (fantastic) **waterfall**(s)
15	(a/an/the) **shark**(s)
16	(a/an/the/her) **horse**
17	(a/an/the) **musical** (show/play)
18	**sugar**
19	(some) **ring**(s)

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B1 Preliminary Listening Part 3

Sample task

Part 3

Questions 14 – 19

For each question, write the correct answer in the gap. Write **one** or **two words** or a **number** or a **date** or a **time.**

You will hear a radio presenter called Anita talking about her holiday in Cuba.

ANITA'S HOLIDAY IN CUBA:

In the National Gardens, the **(14)** ..... was the thing that attracted most people.

On the swimming trip, electronic armbands kept the **(15)** ..... away.

On the day in the countryside, Anita almost fell off a **(16)** ..... .

In the capital city, Anita saw a **(17)** ..... in a theatre.

Anita enjoyed visiting a farm where **(18)** ..... is produced.

Anita bought some **(19)** ..... as gifts.

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B1 Preliminary Listening Part 3

Audio script

Now look at Part 3.
For each question, write the correct answer in the gap. Write one or two words or a number or a date or a time.
Look at Questions 14 to 19 now. You have 20 seconds. You will hear a radio presenter called Anita talking about her holiday in Cuba.

F: Hi everyone! Anita here. On today's programme I'm going to tell you about the week I've just spent in Cuba.

We arrived on Sunday, and on Monday morning we went on our first visit, this was the National Gardens. These are full of trees and flowers and there was a fantastic waterfall that everyone stopped to admire, although the rainforest exhibition was the bit I liked best.

On the second day we went on a trip in a sailing boat to swim with dolphins. We had a very exciting time – we had to wear special electronic arm-bands to keep off any sharks! No-one saw any … fortunately!

We had the option of travelling to a river valley in the countryside west of Havana the following day; I felt a bit worried as the programme included crossing a range of hills by horse and I haven't ridden much. We met a noisy motorbike on the track, but I managed to stay on somehow!

On Thursday there was a day's visit to the capital city: I loved the atmosphere of the shops and restaurants. We went to a theatre to see a musical in the afternoon – luckily not a serious play, which would be difficult for me, though my Spanish is improving.

On Friday, we went on a visit to a farm. I thought we were going to see coffee being grown, but in the end we went to a farm that produces sugar. It was OK though. We had lunch there. It was quite a celebration with guitars and delicious food.

Saturday was free for us to explore. I found a street full of jewellery workshops and bought a few rings to take back as presents for people back home. I was sorry later that I hadn't brought any of the beautiful leather belts back! Maybe next time …

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