Cambridge English Qualifications

B1 Preliminary Listening Part 4 – Teacher's notes

Description

Students explore how much information they can get from the question paper for this task. There is a discussion of what can be predicted before listening. Students then use the audio script to consider the use of paraphrase in this task.

Time required:	45 minutes
Materials required:	▪ B1 Preliminary Handbook for teachers ▪ Sample task ▪ Audio script of Part 4 ▪ Recording of **Sample task** ▪ Two different coloured highlighter pens
Aims:	▪ to introduce Part 4 of the Listening test and the skills required ▪ to practise preparing to listen and predicting content ▪ to reflect on how paraphrasing is used in this task ▪ to consider what is key and redundant information in the listening text

Procedure

1. Tell/remind students that in this section of the test they will hear a longer monologue or interview with one main speaker, and that they will have to answer six three-option multiple-choice questions. If possible, project the Listening tasks overview from the **Handbook for teachers** (page 37) and draw attention to 'What do candidates have to do?' section.

2. Hand out the **sample task**. Put the following questions on the board and give learners time to discuss them in pairs:

    - **Who is speaking?** (a woman called Vicky Prince)
    - **What is the situation?** (she is being interviewed)
    - **What topic is she speaking about?** (being a champion swimmer)
    - **What kind of things is she going to talk about?** (How she began swimming, her training programme routine, how she won competitions, becoming a coach and why she took up long-distance swimming)

3. Elicit the answers of previous questions and also point out that:

    - there is a lot of information that candidates can get just from the question paper

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- they will always find out the speaker, the situation and the topic from the instructions, so they should always read these carefully
- the information about what the speaker is going to talk about is found by reading the questions, so candidates should also read these carefully too
- the instructions are both printed on the question paper and read out on the recording
- the questions are in the same order as the listening text
- there are pauses in the listening text between each question.

4. Ask students to think about what they should do before listening and during the pauses. Put students in pairs to discuss this briefly before having a whole class feedback. (They should suggest things along the lines of: at the beginning: pay attention to the instructions/introductory information for clues about the speaker, the situation etc., read through the questions, think about the topics that might be covered and the grammar and vocabulary that might be used to talk about these topics. During the pauses: make sure they are ready to move on to the next question, skim read the next question again to prepare themselves.)

5. Elicit/explain why it is helpful to know this information before listening (to help activate your world knowledge of the situation and topic, to activate the language you know, to help you realise when you hear an answer).

6. Direct students to the first question and ask them to read the question and the answer choices. Ask if students think the same language will be used on the audio as in the questions and answer choices, then ask them to listen and check. Play the recording from the beginning to just after the first answer *(I learned at school like everyone else, and just seemed to be good at it, so my teacher persuaded me to go in for competitions*) and elicit if the same language is used or not (no, the only word that is on both the recording and the question paper is 'teacher'). Explain that this is an example of paraphrasing which is used throughout B1 Preliminary.

7. Replay the same part of the recording and ask students to listen for the answer. Explain that the answer is given just before the audio is stopped, play the recording and allow students to check in pairs. Re-play the recording as necessary. Ask students to decide which the answer is (C). Point out that the same language is unlikely to be used on both the recording and the question paper as this would be too easy. Instead paraphrasing and synonyms are used both in the cues that show an answer is coming and in the answers themselves.

8. Put students into pairs. Ask them to take each question of the task in turn. Ask them to think of synonyms or ways to paraphrase the language in the questions. Give them an example to start them off, for example, in question 21 B Meals – could be breakfast, lunch or dinner. Students will probably find this difficult the first time but with practice they will find more to say.

9. Explain that the recording is played twice. The first time, students should listen for overall meaning of the text and choose the best option for each question. They should check their answers are

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correct during the second listening. Students now do the **sample task**. Play the recording all the way through twice.

10. At the end, hand out the **audio script** and give them time to check their answers. Ask students to highlight (or underline) the words that helped them to find the answers in one colour on the audio script and then to compare with their partner to check that they have both chosen the same sections. Ask them to choose another colour for the rest of the text (if highlighting) and then show their colourful audio scripts to each other. This is a good visual way of seeing how the answers are spaced and how much of the text students need to process carefully to be able to complete the task

11. If necessary, play the recording again for students to listen with the audio script.

12. Check the answers as a class.

13. Ask the following questions:

- **Is the language in the questions and the recording the same or different?** (Different, they should now see clearly that the language is paraphrased from the questions)
- **Do you need to be able to understand all of the recording to be able to answer the questions?** (No, only a small amount of the listening text contains the answers and it is not necessary to understand every word in the text in order to be able to answer the questions)
- **How are the answers spaced out in the recording?** (There is one answer per paragraph. Although this isn't always the case, there isn't usually two answers right next to each other)

14. Finally, review the following facts about Part 4:

- the text will be an interview (with one main speaker, e.g. talks or radio programmes, talking about lives, experiences, etc.)
- the text is always informational
- the task requires the candidates to identify specific information, including attitudes and opinions.

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B1 Preliminary Listening Part 4

Answer key

20. C
21. A
22. B
23. A
24. A
25. C

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B1 Preliminary Listening Part 4

Sample Task

Part 4

Questions 20 – 25

For each question, choose the correct answer.

You will hear an interview with a woman called Vicky Prince, a champion swimmer who now works as a swimming coach.

20 Vicky first went in for competitions because

A she had joined a swimming club.
B her parents were keen on swimming.
C her swimming teacher encouraged her.

21 As a teenager, Vicky's training involved

A exercising on land as well as in the water.
B going without meals during the day.
C travelling to a pool once a day.

22 What did Vicky find hard about her training programme?

A She couldn't go on school trips.
B She lost some of her friends.
C She missed lots of parties.

23 What helped Vicky to do well in the national finals?

A She was not expected to win.
B She trained harder than usual.
C She wanted to take a cup home.

24 As a swimming coach, Vicky thinks she's best at teaching people

A to deal with failure.
B to improve their technique.
C to get swimming qualifications.

25 Why has Vicky started doing long-distance swimming?

A She needed to get fit again.
B She thought it would be fun.
C She wanted to do some travelling.

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English Qualifications

B1 Preliminary Listening Part 4

Audio script

Now look at Part 4.

For each question, choose the correct answer.

Look at Questions 20 to 25 now.

You have 45 seconds.

You will hear an interview with a woman called Vicky Prince, a champion swimmer who now works as a swimming coach.

M: I'm talking to champion swimmer Vicky Prince, who started competitive swimming as a teenager. Why swimming, Vicky?

F: Well, though my parents are interested in sport, they aren't great swimmers themselves, and we didn't go swimming that often. I learned at school like everyone else, and just seemed to be good at it, so my teacher persuaded me to go in for competitions, I mean I did join a swimming club later, but that wasn't where it all started.

M: Did you have to do lots of training?

F: I did. I used to get up at five to go to the pool, which was a 35-minute drive from our house, where I'd swim till eight. I'd have breakfast in the car while Mum was driving me to school. After classes, I did exercises in the school gym to build my strength, before lunch. Then later on, it was back to the pool for another three hours.

M: So it was a hard training programme?

F: Yes, it meant I couldn't go to things like parties because I had to get up so early, but I got used to that. Much harder was losing two of the friends I'd known since I was very young because I couldn't go out much. That was tough. I also missed school trips to France though I did get to go there later, so it didn't matter in the end.

M: But you won a national competition?

F: Yes, I was in the team that took first prize in the national finals. I always swam for enjoyment, so I was surprised to find myself holding up a cup! I hadn't swum that well in the semi-finals, so I guess the crowd were more interested in the other swimmers in my race. So that made it easier to do well. Of course, I'd trained hard too, but I always did.

M: And now you're a coach, teaching other people.

F: Yes, I've just done a qualification to be a coach, but passing on my own experience is how I can really help them. And because I've both won and lost in competitions, and recovered from that, it's something I can share with people. Winning isn't just about technique.

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M: And you've taken up long-distance swimming?

F: Yes, just as a hobby. I mean I do want to maintain my fitness levels, but that wasn't the main reason for choosing it. And long-distance swimming in the sea isn't all fun – it can be hard work – but you do get to see some wonderful places, and that's what attracted me to it.

Now listen again.

That is the end of Part 4.

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