



Developing and assessing listening skills at B1 and B2 level





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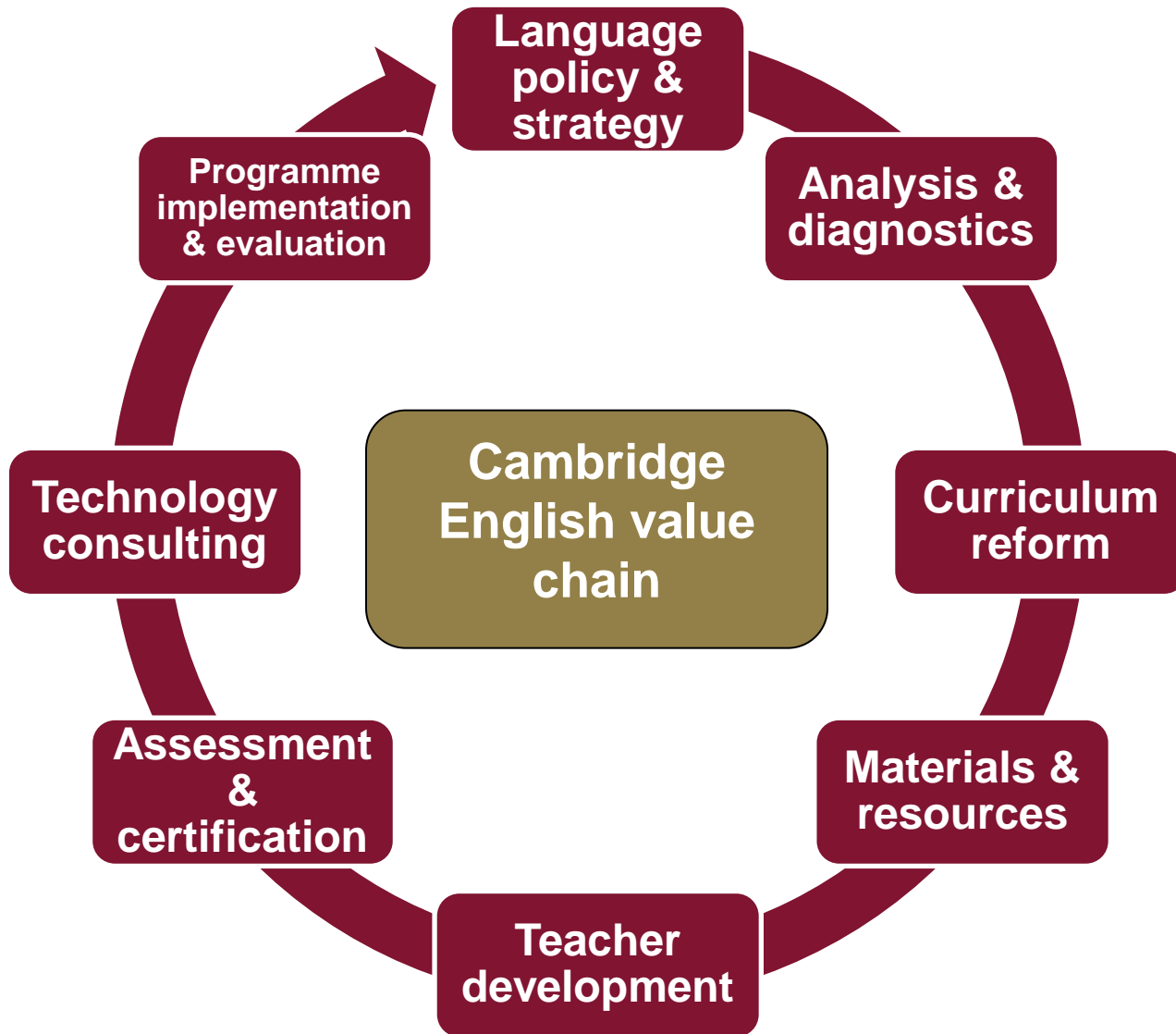
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Aims of the webinar

- Cambridge English listening task types
- The skills candidates need for the different task types
- How to prepare your students
- Resources available from Cambridge English Language Assessment



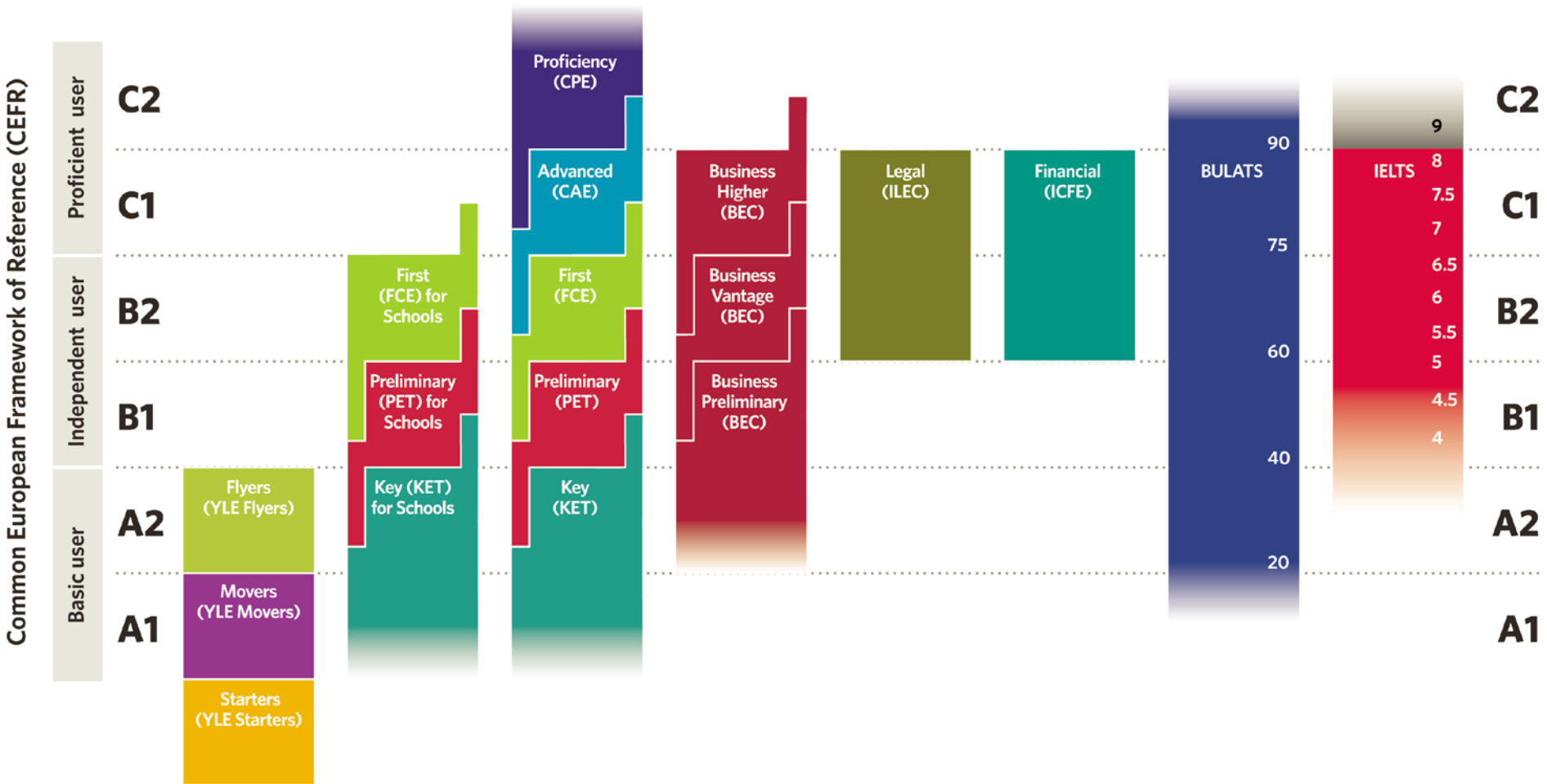
Outline of the webinar

- Overview of different listening tests
- The different text types in the tests
- The different task types in the tests
- The skills that candidates need
- Detailed look at:
 - note-taking tasks
 - multiple-choice tasks.



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Cambridge English listening text types

- Formal/informal conversations
- Answerphone messages
- News broadcasts
- Radio discussions
- Speeches
- Interviews
- Announcements on television or in a public place
- Anecdotes
- Lectures



Overview of listening task types

- Multiple-choice questions
 - options are pictures
 - options are text.
- Matching
- Note-taking/gap-filling
- True/false tasks



What listening involves ...





Listening skills

Listening:

- for topic
- for speaker purpose
- to identify the speaker
- for specific detail
- for main points
- to understand opinion
- to follow an argument
- to infer something (not directly stated).



Note-taking task

Trip to Windfield	
Name of hotel in centre :	Mill Hotel
Address :	16 24 Road
Cost of single room :	17 £
Telephone number of hotel :	18
Places to visit :	19 Museum and
Museum closed on :	20



Note-taking tasks are:

- A. easier than other task types.
- B. the same difficulty as other task types.
- C. harder than other task types.



Note-taking task rubric

You will hear an interview with a woman called Helen Hunter who runs a summer camp for teenagers.

For questions 9–18, complete the sentences.



SUMMER CAMPS

Helen says that people taking part in the summer camp usually sleep in a

	9
--	---

- A. verb
- B. noun
- C. adjective
- D. adverb



The summer camp is a chance for teenagers to meet people and learn

	10
--	-----------



As an example of a practical activity, Helen tells us about a team which built a

	11
--	-----------



Helping with prediction

- choose a task
- show them the instructions/rubric
- ask them questions about what they'll hear
- ask them to identify the part of speech of each gapped word
- get them to predict possible answers that fit the gaps



SUMMER CAMPS

Helen says that people taking part in the summer camp usually sleep in a

	9
--	----------



SUMMER CAMPS

Helen says that people taking part in the summer camp usually sleep in a

	9
--	---

Helen: *‘The people taking part in the summer camp usually sleep in a ...’*



SUMMER CAMPS

Helen says that people taking part in the summer camp usually sleep in a

	9
--	---

Interviewer: *What exactly is a summer camp? Do you sleep in a tent, cook over an open fire, that sort of thing?*

Helen: *Well, sorry to disappoint you, but these days, we prefer to take over a school, where participants sleep and get to take showers in the morning and all that, although camping might be one of the optional activities.*



Use a tapescript to:

- raise awareness of:
 - paraphrase
 - distraction
 - distribution of answers
 - cueing.
- get students to highlight words, then use highlighted words in word games, e.g. snap with phrases that have similar meanings
- get students to check their predictions



Note-taking tasks

- predicting content of recording
- predicting answers to questions
- dealing with paraphrase
- identifying answers and ruling out distraction
- keeping track of position in the text
- checking answers are logical and ‘fit’ the gaps
- checking answers are spelled correctly



Multiple-choice tasks

- single questions
- a series of questions

Audio:

- monologue
- two or more speakers



Cambridge English: Preliminary Listening task (B1)

Questions 8-13

You will hear a woman called Lucy talking on the radio about a new magazine.
For each question, put a tick (✓) in the correct box.



Cambridge English: Preliminary

Listening task (B1)

Questions 8-13

You will hear a woman called Lucy talking on the radio about a new magazine.
For each question, put a tick (✓) in the correct box.

- 8** What is Lucy's main reason
for starting a new magazine?



Cambridge English: Preliminary

Listening task (B1)

- 8 What is Lucy's main reason for starting a new magazine?

Woman I'm Lucy Holmes and I'm here today to tell you about my work. People ask me why I decided to start a new magazine. Well, I've been a journalist for many years working for newspapers and magazines in this country and abroad. I've always dreamt of starting my own magazine, not because I want to be rich but because I want to do something different. And now I've done it! It is different from other magazines and I'm sure it's going to be successful.



What is Lucy's main reason for starting a new magazine?

- A. She was asked to do it.
- B. She wanted more writing experience.
- C. She wanted to produce her own magazine.



In the second half of the magazine, you can find



In the second half of the magazine, you can find

- A. reviews of local artists' work.
- B. articles about local people.
- C. articles to help local businesses.



In the second half of the magazine, you can find reviews of local artists' work.



‘That’s one half of the magazine, the other half is the articles. We want to write about the lives of local people. They may be famous or not but they have all done something interesting such as developing a new business. There are several famous artists in the city, like Lisa Goodchild, who has talked to us about her life in the first issue. We hope to interview a wide variety of people.’



Multiple-choice tasks

- Predict content while reading/listening to the instructions
- Use the pauses to read stems and predict possible answers
- Listen to ‘cues’ in the text to keep track
- Look at the options while you are listening
- Check the answer during the second listening
- Think about use of paraphrase



Other activities to practise listening skills

- use different recordings



Other activities to practise listening skills

- use different listening texts:
 - get recordings online/from BBC iPlayer
 - organise a talk
 - play an excerpt from a DVD
 - songs.



Other activities to practise listening skills

- use the chronology of a story
- use a simplified version of a story
- use role play
- teach the pronunciation



Teaching Support website

- Information about all Cambridge English Language Assessment examinations and teaching qualifications
- Teaching resources for each part of each exam
- Lots more features to support teachers



www.cambridgeenglish.org/teachingsupport



Teaching Support website

Listening resources

Lesson plans and materials provided:

- to give an overview of the Listening paper
- to develop listening skills
- to develop language skills.



The screenshot shows the Cambridge English Language Assessment Teaching Support website. The header includes the logo and navigation links: Home, Resources, Exams, Events, Qualifications, eMedia, About Us, and Contact Us. The main content area is titled 'Teaching Resources' and features a search box with the text 'FIND FREE RESOURCES'. Below the search box, it states: 'Lesson plans, worksheets, classroom activities and teaching ideas from Cambridge English Language Assessment and teachers registered on the site. Find resources by choosing from either, or both of the following options:'. The search filters are set to 'General English' and 'Listening', with a 'Search' button. A note below the filters says: 'Please note your search will be much quicker if you search by exam and language skill'. There are two tabs: 'Created by Cambridge English' and 'Created by Teachers'. Below the tabs, it says: 'The resources below have been created or accredited by Cambridge English Language Assessment.' At the bottom, it shows 'Showing: 1 - 27 of 27 Resources' and a 'Sort resources by' dropdown menu with a 'sort' button.

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Changes to Cambridge English: First and First for Schools from 2015
24 and 26 February 2014

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