

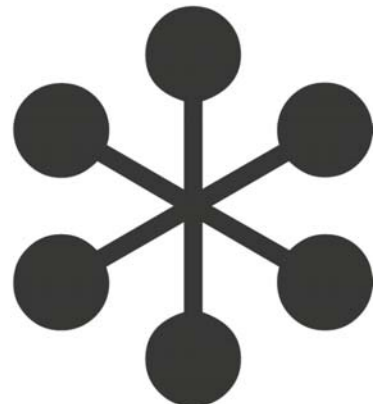
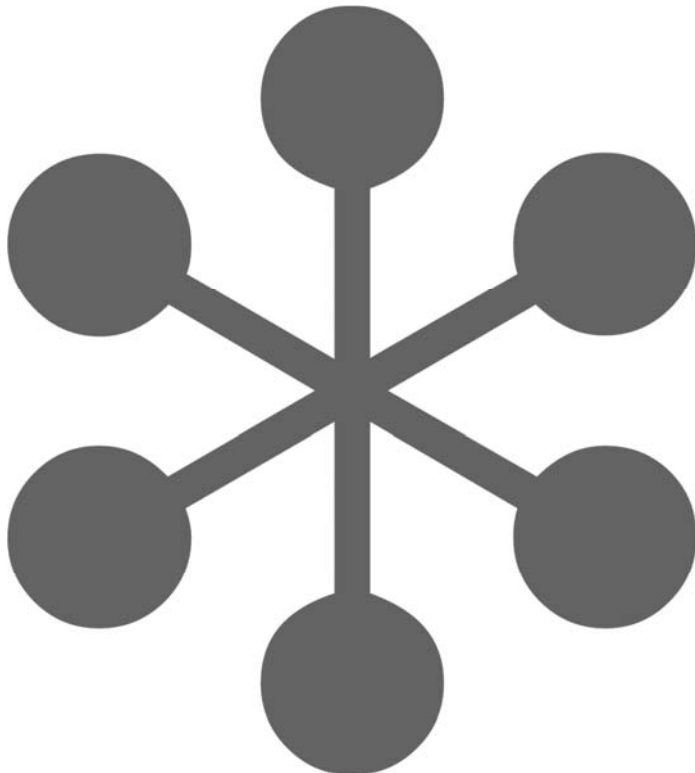


Cambridge English

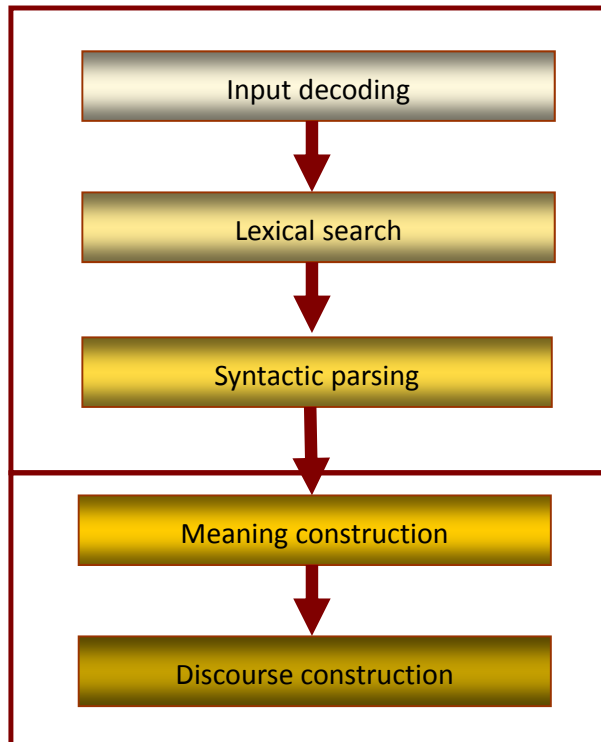
Understanding listening assessment:

what every teacher should know

7Y02



Handout: Cognitive processing



Listening: a cognitive framework. *Geranpayeh & Taylor 2013*

Handout: Listening and the CEFR

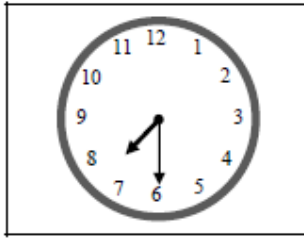
C2	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
C1	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.
B2	I can understand extended speech and lectures and follow even complex lines or argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.
B1	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main points of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
A2	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.
A1	I can recognise familiar words and basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.

Handout: Example item 1

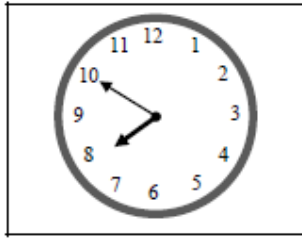
Listen to the recording and think about the following questions:

1. What level of learners do you think this task is best suited to?
2. Why does the item have visual options?
3. What cognitive processes does the item target?
4. What sources of difficulty are there in the item?

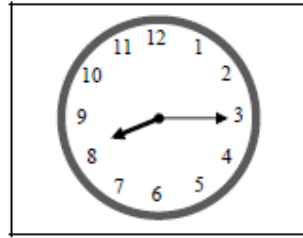
5 What time will they leave home?



A



B



C

Handout: Example item 2

Listen to the recording. Answer the question, and think about the following questions:

1. Why do the items have text options?
2. What cognitive processes do the items target?
3. What sources of difficulty are there in the items?

Extract Two

You hear part of a radio programme in which a reporter called Toby Beesley is talking about a museum located in a castle.

- 3 Toby thinks that the people running the museum have not installed modern technology because
 - A they are unwilling to do so.
 - B they lack the means to do so.
 - C they've not been allowed to do so.

- 4 He recommends this museum to people who appreciate
 - A an uncomplicated display.
 - B a traditional approach.
 - C comfortable facilities.

Handout: Example task transcripts

Example task 1

- Woman:** Paul, when do you want to go? It's seven thirty already.
- Man:** **Be ready at ten to eight – we should leave then.**
- Woman:** You booked the table for eight fifteen, didn't you?
- Man:** Yes, and we mustn't be late.

Example task 2

- Woman:** In this city we're all very proud of our castle, but how many of us can say, hand on heart, we've been round its museum? Well, yesterday we sent our reporter Toby Beesley to the Castle Museum to see what it's like.
- Man:** At the entrance you're greeted by a notice describing it as the largest, most comprehensive city museum in the world. But many of its galleries are still very traditional with exhibits in glass cases. **They quite deliberately avoid technological gadgetry in terms of CD ROMS and holograms, etc., because, we're told, that wouldn't fit the dignity of the castle.** Apparently, no one's saying that those things are in themselves undignified, but rather that they don't sit very comfortably in what's also a historical building. **So this is a must for people who love the rather dusty quiet of a conventional exhibition with plenty of notices in a range of small print to peer at.**
- Woman:** Thanks to Toby for that. And now here's Sophie, to tell us about the weekly farmers' market ...

References and further reading

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