

# Teens B1 Listening Ideas

## Part 1

“Listen to each listening twice – it is advisable to tell candidates that the first time can be used for choosing an option and the second one just to check their choice(s).”

In this part of the test, students will...

- find seven short listenings, each with a question and three options to choose an answer from – they all being visual images.
- practise listening for gist – main idea / understanding situation.
- listen for specific information – it can be spotted by ...

**“Make sure ss read the questions and underline this key language.”**

- |          |                        |
|----------|------------------------|
| <b>1</b> | Where – meet?          |
| <b>2</b> | What - lost?           |
| <b>3</b> | What programme – on?   |
| <b>4</b> | How – book tickets?    |
| <b>5</b> | What – do?             |
| <b>6</b> | How – help?            |
| <b>7</b> | Which house – stay in? |

- Before doing the listening, it is a good idea to describe the three pictures for each question in detail and to think of how they are linked – understanding the situation; also using the key language spotted in the questions (shown in the box above).
- Play a listening once, and then get ss explaining their choices – that is saying why an option is correct or explaining what words were used for pointing out what option had to be chosen.

## Ex Question 1 Where will the girls meet?

**A** = The girl suggests meeting at the bus stop, but it was not the final decision.

**B** = The girl says her mum is taking her sister to the shops and, once again, suggests meeting, this time at the shop, and she confirms / expresses her friend agrees.

**C** = The girl mentions there is a coffee shop, and then suggests her friend going there when they finish doing their shopping.

## Part 2

“Listen to each listening twice – it is advisable to tell candidates that the first time can be used for choosing an option and the second one just to check their choice(s).”

In this part of the test, students will...

- listen to a whole interview.
- practise listening for gist.
- practise listening for specific information.
- identify distracting information.
  
- Explain to ss that they will hear two people talking – ask ss to read the questions and decide on which speaker they must pay attention to.
- Get ss explaining why they must pay attention to the person being interviewed – he / she will be the one answering the questions.
- Tell ss that they will have 1 minute to read the questions and identify key language:

<b>Question 1</b>	Where – working now?
<b>Question 2</b>	Why – like – job?
<b>Question 3</b>	What – bring from last visit (China)?
<b>Question 4</b>	What time – start work?
<b>Question 5</b>	Where – meet – husband (past event)?
<b>Question 6</b>	What – like doing – free time?

- Tell ss that they won't hear the same language that appears in the questions or in the options frequently, they, on the contrary, will hear the same ideas, but the speakers will use different language.
- Remind ss, as often as possible, that they must listen for paraphrasing and synonyms – matching ideas.
- Play some seconds of the listening (page 24) and stop right after the answer has been heard – write the script on the board and get ss analysing the options.

### Question 1 Where is she working now?

<b>Interviewer</b>	And today, we have a famous face on Television news programmes, Natalie Jordan. Natalie, thanks for being in the studio with us today!
<b>Interviewee</b>	My pleasure!
<b>Interviewer</b>	Natalie, your job as a news reporter has given you the chance to travel all over the world, hasn't it?
<b>Interviewee</b>	Oh, yes! Over the years I've been assigned to report from many different countries. Actually, I just returned from Spain, and I'll be back there next week because there is an important project I'm working on, and I'll be travelling to the US very soon. I wish I could just stay in Britain, you know, for the upcoming holidays.
<b>Interviewer</b>	So, the travelling is what you enjoy the most!?

- The girl mentions all three options, but...
  - **A** Britain – she expresses a wish.
  - **B** Spain – she is working on a project – present event – the “now” has been included in the question.
  - **C** US – traveling very soon - future

### Part 3

“Listen to each listening twice – it is advisable to tell candidates that the first time can be used for choosing an option and the second one just to check their choice(s).”

In this part of the test, students will...

- listen to a person giving information / longer monologue.
- listen for specific information.
- identify distracting information.
- complete phrases / answers – filling in.
- have practice in predicting / finding missing information by analysing / using parts of speech.
  
- Tell ss that they will have 1 minute to read the questions and spot / underline key language:

**Question 1** Where is...?

**Question 2** What clothes...?

**Question 3** What must bring?

**Question 4** What time...?

**Question 5** What can buy...?

**Question 6** What aspects...?

**Question 7** Nouns listed, so another noun is needed.

- Tell ss that it is very important that they know what names words have, their functions and the places they take in a sentence.

### Ex Page 25

#### Answer 1

It is in the	(word to describe the room) changing adjective	room.
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#### Answer 2

You can wear	a track suit lower and upper part of the body	<b>or</b> option of the same type	_____	and a T-shirt. lower part of the body	upper part of the body
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- Tell ss that there is another thing they must identify in the questions and consider - if the information to complete an answer is a number – for quantity or times, for example.

## Part 4

“Listen to each listening twice – it is advisable to tell candidates that the first time can be used for choosing an option and the second one just to check their choice(s).”

In this part of the test, students will...

- listen to a conversation between two people.
- identify cueing words that show the answer is coming.
- identify and analyse language that prompts if a statement is true or false.
  
- Tell students that they will listen to two friends talking about a film they just watched.
- Tell ss that they must pay attention to attitudes and opinions, agreement or disagreement, etc.
- Tell ss to read the statements and decide on the language that was used to show the aspects mentioned - to listen for and pay attention to - in the line above.

Ex

1	<b>expectation / opinion</b>	thought the film was better
2	<b>agreement</b>	was not made in London
3	<b>opinion</b>	was pretty long and boring
4	<b>likes / enjoy</b>	doesn't like when people talk on the phone in the cinema
5	<b>opinion</b>	didn't act well
6	<b>opinion</b>	wasn't the best film

- Ss share - what language they spotted.
- Listen to some seconds of the track for page 26 –and then write the script on the board to show ss how to identify and analyse the language that prompts the answer is coming.

Ex

**Question 1** The girl thought the film was better.

Answer **B**

Boy	So... how did you like the film?
Girl	Hmmm, I didn't know what to expect, I mean... I wasn't like very excited about seeing it, but I'm pleased I came. It was pretty good, I think.

- The girl says nothing about an expectation, a previous point of view or opinion. (thought it was better)
- The girl says she didn't know whether it would be good or not, and, at the end, she says she liked it.