

## Tips for teachers

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### Listening

#### 1. How to use the book?

- Part Two of the book contains five different task types (short-answer questions, multiple-choice, true/false tasks, completion tasks, and matching tasks) in Chapters 3-7.
- Each chapter has the same structure: description of the task type (what it is, what to pay attention to), sample task, practice tasks.
- If you cannot decide which type of task to use, read the description of the task type.
- It is very useful to read the Guidelines for writers of listening tests (Appendix 1) because it will help you understand how such tasks are written.

#### 2. How to use the CDs?

- Detailed instructions on how to use the CDs are given in the book (in the introductory section to Part Two).
- The description of the contents of the CDs (task difficulty, task type, number of items per task, length) is given in Appendix 2.

#### 3. How to use the practice tasks?

- The tasks cannot be done without the CDs.
- Tasks within each chapter on task types are arranged in ascending order of difficulty: the first tasks are relatively easy and later ones are more difficult (the texts on the CDs are organised according to the same principle).
- The layout of the tasks has been designed so that they can be handled easily.
- If your students use the book, do not allow them to have a look at the Key before doing the tasks.
- Make sure your students practise each task type presented in the book.
- Discuss with your students the strategies they used to arrive at the correct answers, as is done in the sample task sections (especially when you do a new task type).
- Observe instructions to the tasks (time limit, number of listenings), so that students practice working under time pressure.
- Leave time to discuss the (acceptable and/or unacceptable) answers.
- Draw your students' attention to the example item given for the task; students should not skip it because they need it to understand the rest of the text and to accomplish the task successfully.
- When selecting a practice task for your lesson, keep an eye out for such text features as speech rate, accent, background noise, number of speakers, etc.
- Students do not need to know all the words in the listening text in order to answer the questions. Good listeners try to guess the meaning of unknown words or phrases without panicking by using their knowledge of the topic.

Students must read the instructions carefully because they may be able to predict what the speakers will talk about.