

INTO EUROPE
Prepare for Modern English Exams

Listening

INTO EUROPE

Series editor: J. Charles Alderson

Other volumes in this series:

Reading and Use of English

The Speaking Handbook

The Writing Handbook

Into Europe
Prepare for Modern English Exams

Listening

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Series Editor's preface

Modern Europe encourages mobility of labour and of students across the frontiers of the European Union and beyond. In order to be able to take up study places or work opportunities, knowledge of a foreign language is essential. In the modern Europe, it is increasingly important not only to be able to use a foreign language, especially a widespread and widely learned language like English, but also to be able to prove that one can use the language at the level required by employers, schools, universities or other agencies. And that means passing a recognised, valid examination which offers certificates in a foreign language.

The 'Into Europe' series is intended to provide teachers and learners alike with opportunities to prepare to pass modern European examinations of English. The series originated in a British-Council-funded project spanning some seven years, which initially developed communicative, skill-based test tasks to contribute to the reform of English school-leaving examinations in Hungary. Recently the Council decided to make these tasks and associated guidelines and advice more widely available, in order to help teachers and students understand the levels and demands of modern European exams. This book is the fourth in the series, and it focusses on the ability to understand spoken English, as tested by tests of Listening. The book will help teachers and their students to improve their listening abilities in English, in order not only to prepare for modern European examinations, but also to use English in real life.

The ability to understand people speaking in a foreign language is an essential skill in the modern world, but it is frequently neglected in language classrooms, and it is certainly one of the most difficult abilities to develop. Yet modern European language examinations always include a section that assesses how well learners can understand the spoken language, and so it is very important that teachers and learners pay more attention to this neglected skill. We believe that this book will help considerably in this regard.

Unlike more traditional tests, modern European examinations present listening tests based on authentic texts recorded from real life. Therefore this volume also presents a wide variety of different texts and listening tasks which reflect the sort of things that learners may encounter on such tests. The book is accompanied by two CDs containing the texts on which the tests in this book are based.

All too often, textbooks purporting to teach listening provide transcripts of the spoken texts. The authors of this book do not do this, since they believe that

the best way to develop learners' listening abilities is to get them to listen, not to read the texts. The more students can hear authentic English, the easier it will be for them to understand what speakers are saying, and the easier it will be for them to pass a listening test.

The practice tasks included in this book were developed in accordance with modern European testing practice by item writers trained in modern testing techniques. The items went through a process of quality control, which involved reviewing, revising, piloting, analysing and revising the tasks. It also involved a rigorous standard-setting process where experts in English language education and assessment gave their professional judgements as to the level of the texts according to the levels of the Common European Framework, on which many modern European examinations are now based.

The authors of this book have been involved in language testing and assessment for a considerable time. They both have extensive experience of developing tests in their respective contexts, in Hungary and Slovenia. This book is the result of collaboration between the British Council in Hungary and the British Council in Slovenia, who decided to pool their expertise in order to make these tasks available to a wider audience.

Language teachers who have to test their students' listening abilities and those who wish to prepare their students for modern English examinations will both find this book a valuable resource.

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PART ONE

Introduction

This book is the fourth in a series of books aimed at teachers and students who plan to take a modern English language examination. This examination may be a school-leaving examination, some other type of national or regional examination, or an international examination. The examination will hopefully be a recognised examination which is based upon international standards and which has been developed according to good testing practice. If you are a teacher and your students are planning to do such an examination, then this book should serve your needs.

This publication differs from the others in the “Into Europe” series because it is the result of successful collaboration between the British Council, Slovenia and the British Council, Hungary, and between trained test writers of the two countries who are at the same time teachers of English. Both the British Council Hungary and the British Council Slovenia have been involved in school-leaving examinations reforms that started in the 1990’s. The British Council Hungary funded a project to develop test tasks in Reading, Listening, Writing and Speaking, as well as Use of English, for the reform of the Hungarian School-leaving Examinations in English. The Project was conducted under an agreement with the Hungarian Ministry of Education, through its agency OKI (the National Institute of Education). The task of the Project was to design test specifications, guidelines for test writers and test tasks. The test tasks were developed according to modern European testing standards, and piloted on large samples of students similar to those who would take school-leaving examinations in the future. Many of the tasks were also calibrated statistically, and performances on speaking and writing tasks were benchmarked against standardised rating scales. In addition, test writers were trained in modern testing techniques, oral examiners were trained in administering and assessing speaking performances and raters were taught how to assess written scripts. In addition, the Project developed in-service training courses for teachers of English, to help them become aware of the demands of modern European examinations, and how best to prepare their students for such examinations.

The British Council Slovenia has helped the National Testing Committee for English to develop the new Nine-year Primary School-leaving exam. The three-year Project included test item writing, piloting, benchmarking, developing teacher training skills, and managing testing systems. From 1993 to 1997 The British Council Slovenia supported the development of the new external secondary school-leaving examination, the Matura, which has been administered to students in Slovenia since 1995 and which has successfully replaced university entrance examinations.

The common goal of this joint Hungarian-Slovenian Project has been to help teachers and students understand the requirements and the proficiency levels of modern English listening tests. The listening tasks in this book have been developed by trained test item writers from Hungary and Slovenia and have been pre-tested in both countries. We hope that you will find this publication useful in preparing for a modern European English exam.

Chapter 1

To the Teacher and the Student

This book has been written to help students as well as their teachers to prepare for modern European English examinations. People take language exams for many different reasons. They can help them to improve their English, follow a course taught in English at university or college, get a good job, travel abroad or even live abroad.

Such examinations require a student to be able to use the language in situations similar to everyday life, and not to know the language rules by heart. Test-takers will not be asked to memorise the biography of famous English writers, or explain a list of expressions, or understand each and every word of a discussion of a radio programme. Modern European examinations in English assess how well a student is able to communicate in realistic situations. They usually cover all the four main language skills.

European Standards

The Common European Framework of Reference for Languages, devised by the Council of Europe, and increasingly becoming the standard for language curricula, textbooks and other teaching materials, and for language examinations and assessment procedures, has similar aims. The Common European Framework, or CEF for short, seeks to encourage the use of the target language for communication purposes in real-life contexts. In so doing, it presents a framework of the sorts of texts learners may have to read, listen to, or produce in writing or in speech, the sorts of things they may have to do with those texts, the sorts of topics they may have to deal with, the way in which they may have to use the language to achieve their ends, and the sorts of goals they may have in using the language. Modern European examinations are increasingly linked to the CEF, and employers and others who require evidence of proficiency in a foreign language – especially but, of course, not only English – will wish to know what level in terms of the Framework a learner has achieved.

The Framework has six major levels, which go from what is often called “beginner” or “false beginner” to “highly advanced”, but since what is considered a beginner in one context may be considered an intermediate in another context, the CEF does not use such labels – because their meaning is relative. Rather the levels are labelled with letters and numbers. A1 is the lowest level and C2 is the highest. The different levels for Listening are described in the following terms (Council of Europe, 2001: Table 2, 26):

A1	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.
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.
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 point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
B2	I can understand extended speech and lectures and follow even complex lines of 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.
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 much effort.
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.

Many international examinations are now defined according to the CEF levels, and increasingly universities and other educational institutions and employers and government agencies require those who they admit or employ to have a defined level, whether that be A2 or C1. Different levels will be required for different purposes. For instance, the planned Hungarian school-leaving examination is, in current documents, said to be at levels A2 or B1 for the so-called Intermediate level, and at B2 for the so-called Advanced level. Cambridge's Preliminary English Test (PET) is at level B1 and the First Certificate in English (FCE) is at B2.

Typically, modern language examinations make use of texts, contexts, and tasks which simulate 'real life' as much as possible. They attempt to use situations and tasks which are likely to be familiar and relevant to the intended test taker at the given level. In addition, they should be designed in such a way that the purpose for carrying out a particular task is clear, and that the test taker knows in advance what is needed for a successful completion of the task.

All quality modern language examinations publish, in paper, or on the web, a document known as *test specifications* which gives test designers and test takers a clear picture of the exam. Whether you are a student or a teacher, it is essential that you are informed about the format and the content of the exam well in advance. In the specifications document, you should find information about what is being tested, how many sections there are in the test, how many items there are in each section, what kind of text types are used as input, which text sources are used, how long the test lasts, how many hours of study are thought necessary in preparation for the test, how many marks are given for each task and the total test, which test section weighs more and which less, what criteria for assessment are used, where and when the test can be taken, whether past papers or specimen papers are available, and so on.

Sometimes you will be able to decide on your own which language examination to take. The following test characteristics should help you to select an examination that will be relevant to your needs but which will also be valid and recognised on a national and international level. Modern language examinations must:

- be valid, i.e. they must measure what they claim to measure. For example, listening skills can only be measured by having students listen to spoken texts.
- be developed by skilled and trained item writers who are thoroughly familiar with the basic principles of testing.
- contain only pre-tested or piloted tasks. This means that students who are at the same level as the intended candidates have been given tests under simulated examination conditions.
- be graded fairly, which means that examiners are trained to do the grading, and productive tasks are marked by two raters, separately.
- use standard instructions in all the tasks of the same type.
- have a positive impact on teaching and learning.

Organisation of this book

The next chapter (Chapter 2) describes in more detail what is meant by the term “Listening”. We also discuss why people listen, how they listen, what spoken texts people listen to in real life and what kind of listening passages you will hear on the two CDs, what listening skills are essential for completing the test tasks successfully, and which testing techniques you will practice and why.

Chapters 3-7 contain practice tasks for listening, which are organized according to the test method used.

We decided to group test tasks according to test method: short answer questions, multiple choice tasks, true/false tasks, completion and matching. Each chapter starts with a short introduction to the test method. We try to answer the following questions: Which listening skills are usually tested by this kind of

task? What are you expected to do in this particular task type? What strategies should you use or avoid?

A special characteristic of Chapters 3-7 is that they each contain a sample task, which includes explanations for the right answers. In this way, we would like to encourage students and teachers to approach listening tasks in a more conscious way.

The sample tasks within each of the five chapters are then followed by tasks for practice which are arranged in order of difficulty. Thus, after the sample task, the first test tasks in each chapter are the easiest, and the tasks that follow are more and more difficult.

Each task in the five chapters is numbered, and the same number is used on the CDs accompanying the book.

The Answer Key to the tasks is found in Part Three of this book. We strongly advise you not to look at the answer key before doing the task.

There are no tapescripts available in this book. You might find this a bit unusual but we want to encourage you to listen as much as possible. To become a good listener in a foreign language, it is essential that you learn to understand what the speakers say, without any written support. Many listening textbooks provide transcripts of the recordings, but we believe that this is bad practice because learners (and teachers) all too frequently read the transcripts before listening to the spoken text, or they turn to the written text whenever they cannot understand a word. We believe that it is much better to learn that you do not have to understand every word spoken in order to get a reasonable idea of what is being said, and you need to learn not to rely on the written word.

In Appendix 1, you will find the detailed Guidelines, produced by the Hungarian British Council's English School-leaving Examination Reform Project. These guidelines were developed, revised and refined over the years, in order to help item writers to design suitable listening tasks. We believe that the Guidelines will be helpful as they offer a thorough explanation of why the tasks are designed in the way they are.

In Appendix 2, we give the details of the contents of the two CDs. The tasks are arranged in the order they appear in the book. Each task is accompanied by its title, the level of difficulty in the terms of the Common European Framework, the task type, the page number where you can find the task in the book, the number of items in the task, and the length of the recording for that task.

In the next chapter – Chapter 2, we help you to understand how listening skills are tested in modern European English examinations and what we mean when we talk about listening processes and listening skills in a foreign language.

Chapter 2

Listening

The aim of this book is to help you develop the skills needed to understand spoken English in real life situations, as well as to prepare for the listening part of modern European English examinations. In this chapter, we will focus on listening as an activity and listening as a skill.

When preparing for an exam, it is essential that you understand what is being tested and how it is being tested. This means that you should know what kinds of skills are involved in a particular type of task, how to master these skills and what test strategies are important for each of the task types. If you understand what the listening process in English is about and how listening tasks are designed, you will be able to become a better listener and a more successful test-taker. As a teacher, you will have a clearer picture of how to get your students ready for the exam.

Effective listening is a skill. Like any other skill, competency in listening is achieved through learning and practice. It is, therefore, essential for a teacher and a student to have an overall understanding of what listening is, why it may be difficult, and what can be done in order to improve listening skills.

It used to be believed that in order to understand a spoken text, you had to hear every sound and syllable, and understand every word, phrase and clause, before you could get the meaning of the text as a whole. However, these days it is recognised that listeners do not, indeed cannot, process every sound before reaching the meaning of the text. It is at least as important to consider what you know about the topic being spoken about, by getting a general idea of what is being said and predicting what people might say next. For example, when we listen to a radio programme talking about elections in the USA, we immediately think of what we know about the political situation in that country to help us to understand what comes next.

It is therefore important for you to remember that although understanding spoken information includes the ability to recognise at least some of the individual sounds and words, it is also important not to panic when we miss a word, when we are confused by a sound. Instead we need to try at least to get the general gist of what is being said, and relate that to what we think is likely to be said.

The nature of listening in a foreign language

Most of us rarely have any trouble understanding spoken texts in our mother tongue. The reason for this is that speech perception and comprehension in our mother tongue is fast, largely automatic and happens without special effort. Foreign language perception and comprehension, on the other hand, is slower, not automatic and involves quite a lot of effort. Although it is important to know how individual sounds are pronounced, what is more crucial is to understand that once isolated words become part of connected speech they may change as sounds, and some of them may even disappear. Therefore, you should not be surprised when some of the speakers in the tasks will not “pronounce each and every sound” or speak very “clearly”. This is perfectly normal, in any language.

Another reason why listening in a foreign language demands more effort on the part of a listener has to do with the differences between languages. For example, in English, stressed syllables occur regularly while this is not the case in some other languages, such as Hungarian, French, Italian, or Slovenian. Moreover, it is not always the choice of words that carries the meaning, but rather the manner in which the words are said, i.e. with a rising tone or with a falling tone, with sentence stress in one place or another.

Practising the listening tasks included in this book will help you to master the features of the listening texts and will help you to understand even very fast speech.

Purposes

In real life we listen for different purposes. We are sometimes more interested in the main idea and sometimes our aim is to understand a specific piece of information. The same is true for modern listening tests. Some tasks will require you to extract the main point of a recorded passage, and others will oblige you to listen for a very particular piece of information.

When we watch TV we do not listen for each and every word, because our attention is selective. We do not listen to all radio news programmes with the same level of attention, especially if we are busy with something else at the same time. If we are teachers we will be more alert when the news is about some educational issue. If we own a farm then the weather forecast will attract our attention and if we intend to travel by train the next day information about a rail strike will make us attend to that part of the news programme in every detail. When travelling by train, it is important to understand station announcements, even if they are of poor sound quality, since they may inform us about probable delays, where and when we have to change, which platform to go to, and so on.

Every day we hear sounds coming from our immediate environment, such as horns in traffic, background sounds like music in shops, sounds coming from

radio and television news programmes, and the sounds produced in conversation. However, the way we listen does not always include listening for understanding. Much of the time, we simply filter sounds out until we hear something worth paying attention to. Even in our mother tongue, it may happen that we hear something but we do not listen for comprehension. It is vital to remember that listening happens only if there is a desire to organize the incoming sounds effectively on the speaker's part.

Spoken texts

There are many different kinds of texts which we may listen to in the real world: radio or TV news programmes, radio and TV interviews, reports, public announcements, radio and TV advertisements, documentaries, talk shows, plays, films, formal speeches, lectures, live discussions and debates, and so on. Therefore, modern listening tests will also contain a range of different texts, to see which texts you are able to understand and how well you can understand them. They will not only focus on a dialogue between two people or on a story read by a professional speaker in clear, slow, standard speech. Test designers want to see whether you are able to understand more "authentic", i.e. real-life, texts. For example, you may be asked to listen to a text where several speakers are engaged in a lively discussion on a topic (food production, children and media, reading in today's society, etc.). The speakers may speak quite fast, maybe with a regional accent, or using colloquial expressions, and possibly even all talking at the same time.

Spoken texts – both in life and in test situations – have specific features which are important for you to bear in mind. In everyday situations, English native speakers and fluent non-native speakers may speak clearly and carefully, or they may speak very quietly and indistinctly, or they may speak so fast that the words seem to run into one stream of sounds. If the spoken texts include speakers who do not speak clearly the listener cannot expect to understand each and every word. Skilled listeners do not panic and tune out but try to understand whatever they can, using whatever clues they can grasp in the flow of speech and trying to make sense of the text as it goes along.

One of the main barriers to a foreign language listener getting a message across is undoubtedly fast speech. Many foreign language textbooks, even for advanced students, include pre-recorded, carefully and clearly spoken texts which can mislead you into believing that this is a "natural" speed, used by native speakers in real-life communication. Listening texts in this book are at different speeds and if you feel that you have difficulty in following fast spoken texts then you should start with slower texts and gradually build up to understanding faster ones. Tasks above B1 level usually include texts spoken at a fairly fast speed.

Sound quality and background noise can also play an important role in listening comprehension. Speakers may speak in a loud voice or they may whisper softly.

The text may also contain background noise, such as traffic noise, sounds of ringing phones or moving objects. Unclear sounds resulting from poor-quality equipment can also interfere with your comprehension. It is therefore important especially in the beginning to use a quiet place to listen to the tasks and good quality equipment when practising for the exam.

Finally, spoken texts in a modern listening test may not be very interesting and challenging for everyone. However, good listeners try to remain interested in the topic, they work hard to get the meaning and they try to avoid distractions as much as possible.

Listening skills

Modern language exams try to simulate what we do on a regular basis outside the classroom or examination hall. Therefore, most modern listening tests will measure how good you are at skimming texts, or in other words, whether you can recognize the main idea of spoken texts, whether you can understand specific detail or whether you can understand what situation the speakers are in. In Part Two of this book, you will find a number of tasks which measure your abilities to get the general meaning. If you are confronted with such tasks, you should ignore the detail and just follow the overall topic even if you do not understand every word, phrase or sentence. For example, if the question in the task asks *“How did the students feel?”* and what you hear is *“For many students, the experience was very disheartening”*, you may not understand the word *“disheartening”* straight away. However, you should continue listening and look out for expressions that may explain what was meant by the word *“disheartening”*. You may come across other expressions, such as *“disappointing, hopeless, discouraging, frustrating”* and so on and you may be able to work out the meaning of the unknown word.

It is, therefore, important to listen selectively. In many exam tasks it may not actually matter whether or not you have understood all the details of what was said. All that matters is that, in the context of the listening task, you are able to construct enough of a reasonable interpretation to complete the task successfully. Thus, in the tasks which require you to listen for specific details you may skip some of the information that the task does not focus on. However, you must listen very attentively to those parts of the text which are crucial for the completion of the task. For example, if the test item is *“How high is Triglav?”* and the listening text says *“... Mount Triglav lies in the Julian Alps. Its name, “Three-headed”, describes its shape as seen from the Bohinj Valley. This shape can also be seen in the Slovenian coat of arms. The mountain is the highest peak in Slovenia, at 2,864 metres”*, you may skip the information about the shape of the mountain, or the fact that it is the highest mountain in Slovenia. As long as you catch the number 2864 you have got the correct answer.

When listening, people often understand things that are not directly stated by the speakers. We say that they listen between the lines. In other words, they infer

or interpret what the speaker is trying to say by listening for intonation clues, fillers (*hm, yes, well, etc.*), stress patterns, and so on. Often test designers will ask questions the answer to which is not directly expressed by the speaker, but which can be inferred from the text. It is therefore very important to learn how to infer from a spoken text and how to check whether your inferences are plausible.

The Hungarian school-leaving examination specifications say that listeners should be able to demonstrate their ability to follow the main points, understand detail in a text, as required by the task, without necessarily understanding every word in a given text. Similarly, Cambridge's FCE examinations test listeners' ability to understand gist, main points, details, speakers' attitudes, opinions or feelings.

It is vital to remember when preparing for a test that successful foreign language listeners can predict what speakers are going to talk about and they will therefore read the task instructions very carefully. Good listeners also try to guess unknown words or phrases without panicking, and instead help themselves by using their own knowledge of the subject to understand and identify relevant points and reject irrelevant information.

Levels

In Chapter One, we introduced the Council of Europe Framework, and the levels of difficulty it describes. Below we present a series of descriptions of what learners at particular levels of the Framework can do, when listening in a foreign language – in this case in English.

(The original Council of Europe descriptions were simplified by the DIALANG Project, and are found in Appendix C to the Council of Europe Common European Framework, 2001, pages 233 and 234.)

CEF Level	What the learner can do
A1	<ul style="list-style-type: none"> • I can understand everyday expressions dealing with simple and concrete everyday needs, in clear, slow and repeated speech. • I can follow speech which is very slow and carefully articulated, with long pauses for me to get the meaning. • I can understand questions and instructions and follow short, simple directions. • I can understand numbers, prices and times.
A2	<ul style="list-style-type: none"> • I can understand enough to manage simple, routine exchanges without too much effort. • I can generally identify the topic of discussion around me which is conducted slowly and clearly. • I can generally understand clear, standard speech on familiar matters, although in a real life situation I might have to ask for repetition or reformulation. • I can understand enough to be able to meet concrete needs in everyday life provided speech is clear and slow. • I can understand phrases and expressions related to immediate needs. • I can handle simple business in shops, post offices or banks. • I can understand simple directions relating to how to get from X to Y, by foot or public transport. • I can understand the essential information from short recorded passages dealing with predictable everyday matters which are spoken slowly and clearly. • I can identify the main point of TV news items reporting events, accidents, etc, where the visual material supports the commentary. • I can catch the main point in short, clear, simple messages and announcements.

B1	<ul style="list-style-type: none"> • I can guess the meaning of occasional unknown words from the context and understand sentence meaning if the topic discussed is familiar. • I can generally follow the main points of extended discussion around me, provided speech is clear and in standard language. • I can follow clear speech in everyday conversation, though in a real life situation I will sometimes have to ask for repetition of particular words and phrases. • I can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided speech is clear and generally familiar accent is used. • I can understand the main points of clear standard speech on familiar matters which occur regularly. • I can follow a lecture or a talk within my own field, provided the subject matter is familiar and the presentation straightforward and clearly organised. • I can understand simple technical information, such as operation instructions for everyday equipment. • I can understand the information content of the majority of recorded or broadcast audio material about familiar subjects spoken relatively slowly and clearly. • I can follow many films in which visuals and action carry much of the storyline, and in which the story is straightforward and the language clear. • I can catch the main points in broadcasts on familiar topics and topics of personal interest when the language is relatively slow and clear.
B2	<ul style="list-style-type: none"> • I can understand in detail what is said to me in the standard spoken language. I can do this even when there is some noise in the background. • I can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, academic or vocational life. • Only extreme background noise, unclear structure and/or idiomatic usage causes some problems. • I can understand the main ideas of complex speech on both concrete and abstract topics delivered in a standard language including technical discussions in my field of specialisation. • I can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is clearly stated by the speaker. • I can follow the essentials of lectures, talks and reports and other forms of presentation which use complex ideas and language.

	<ul style="list-style-type: none"> • I can understand announcements and messages on concrete and abstract topics spoken in standard language at normal speed. • I can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard language and can identify the speaker's mood, tone, etc. • I can understand most TV news and current affairs programmes such as documentaries, live interviews, talk shows, plays and the majority of films in standard language. • I can follow a lecture or talk within my own field, provided the presentation is clear.
C1	<ul style="list-style-type: none"> • I can keep up with an animated conversation between native speakers. • I can understand enough to follow extended speech on abstract and complex topics beyond my own field, though I may need to confirm occasional details, especially if the accent is unfamiliar. • I can recognise a wide range of idiomatic expressions and colloquialisms and recognise changes in style. • I can follow extended speech even when it is not clearly structured and when relationships between ideas are only implied and not stated explicitly. • I can follow most lectures, discussions and debates with relative ease. • I can extract specific information from poor quality public announcements. • I can understand complex technical information, such as operating instructions, specifications for familiar products and services. • I can understand a wide range of recorded audio material, including some non-standard language, and identify finer points of detail, including implicit attitudes and relationships between speakers. • I can follow films which contain a considerable degree of slang and idiomatic usage.
C2	<ul style="list-style-type: none"> • I can follow specialised lectures and presentations which use a high degree of colloquialism, regional usage or unfamiliar terminology.

We hope that the descriptions in the table will help you, firstly, to assess your listening skills and, secondly, to understand the level of difficulty for each task included in this book.

We also believe that it is a good idea to read the levels carefully before doing the tasks because you will understand better what you are required to do and know at each of the levels.

Another good reason for studying the levels is that the descriptors will help you to describe your listening abilities in English to your future employer or a university admissions officer in a much more professional, consistent and reliable way.

Summary

We have seen that listeners listen for a variety of purposes, they listen to a range of different texts, they may understand different sorts of information from these texts, and they may need different skills in order to understand what is being said. We have also seen that modern European exams use a variety of testing techniques to test a learner's ability to understand spoken texts.

It is crucial that you prepare for the listening test by practising different testing techniques, so that on the day of the exam you do not have to worry where to write your answers, how many words you are allowed to use in your answer, and so on. The next chapters are arranged according to test methods and they aim to familiarise you with a selection of testing techniques, and a variety of texts, accents, and difficulty levels.

PART TWO

Listening Tasks

Introduction

This part of the book (Chapters 3–7) will provide you with 48 listening tasks to practice. Many people consider listening to be the most difficult skill to master, but it is also a very important skill, which is tested by most European examination systems. We believe that this collection of tasks is useful not only for those students who are preparing for examinations, but also for teachers who are preparing their students for these exams.

Why do we need to practise listening?

Preparing for the listening part of a language examination is in some ways similar to training for a sports competition: you need to practise to improve specific skills in order to succeed. And you have a better chance of improvement if you know the anatomy and physiology behind the complex movement you wish to perfect. Similarly, if you know how and why a particular task type is used, and also what difficulties you have to overcome when you do it, your preparation will become more conscious and efficient.

Different task types

In order to test language proficiency, examinations test different language skills in a *balanced* way. In addition, good examinations use a *variety of task types*, depending on what particular skill they wish to test. The following five chapters present five task types, which are used by most modern examination systems to test listening:

- Short-answer questions
- Multiple-choice tasks
- True/false tasks
- Completion tasks
- Matching tasks

The structure of the chapters

Each chapter starts with a short *description* of a particular task type, its usability, and some advice on how to do it well. Then you will see a *sample task* that you are advised to complete using the CD which accompanies the book. The sample

task section also includes the *answer key* with the correct answers, and *comments* on the items that make up the task. The rest of the chapter provides *more tasks* of the same type arranged in order of increasing difficulty.

Council of Europe Levels

As part of the piloting and analysis of these listening tasks, 14 experts in language testing and language education more generally assessed the level of the tasks in terms of the Council of Europe Framework. The judgements given by these experts were then compared with the actual difficulty that the tasks had shown when they were tried out on learners in school. As a result each task has been given a provisional level (A1, A2, etc.) on the Council of Europe Framework and this level is marked on the task, and on the Contents pages in Appendix 2.

How to use the CDs

The tasks on the CDs are numbered in the order they appear in the book. You can see the contents of the two CDs that accompany the book in Appendix 2. The table provides information relating to the tasks: title, CEF level, task type, page number, length, and the total score available, i.e. the number of items in the task.

Each task begins with instructions (the rubric), which you can also read in the book. On the CD NO silence is given after the instructions to allow you to study the task and so you should pause the CD at this point for 30 seconds if you wish to do the task as if you were in an examination. In a real exam, the text would be played twice with a 30-second pause in between. In this practice material, however, we wanted to make optimum use of the 160 minutes available on the two CDs. Therefore the texts are only recorded once. You are asked to listen to the text twice, so you need to go back to the beginning of the task after the first listening. However, you do not need to listen to the instructions again. You can either skip them, or use the time – about 30 seconds for the instruction – to begin to complete the questions before the second listening. You will find the Answer Keys to the tasks in Part Three of this book.

Chapter 3

Short-answer questions

This test method is called short-answer questions, or a short-answer test, or sometimes, open-ended questions. In this type of task, you have to think up the answer for yourself and the answer should be short, usually only a few words. In all of the tasks in this chapter, you are expected to write a maximum of four words on the line provided.

Short-answer questions may test different listening skills, from listening for the main point(s) of the text to listening for specific details. For example, the question “*Where do the cheaper citruses come from?*” in Task 6 [*Albanian Farming*] assesses your ability to listen for a specific detail. However, in the same task, the question “*How do the farmer’s children work in Greece?*” tests whether you are able to extract the appropriate information from a longer passage, so you will need to listen for a while to come to the right answer.

As you will notice, there are often several ways of saying the same thing and therefore several answers are allowed. However, it is very important to pay attention to the number of words that is allowed in your answer. This number is always given in the instructions. Do not write more than necessary and check whether your response makes sense. You will be awarded a point if you answer in a straightforward manner using specific and exact information. For example, in Task 6 [*Albanian Farming*], the example question “*Who does the Albanian farmer live with?*” does not require long, elaborate answers: there are only three words written on the line: “*He lives alone*”. If the candidate had written “*Alone*”, this one-word answer would still have been a perfectly acceptable solution.

How to approach short-answer questions? As in all other test methods, you should read the instructions very thoroughly and get prepared for the topic you are going to hear. Next, it is very important that you make good use of the 30-second preparation time and read the questions carefully. You may even want to underline the key words in each question. For example, in the question “*What could be a future solution for the Albanian economy?*” you could underline *solution*, *economy*. This will help you to listen for the words or expressions that you need. Finally, it is helpful to use grammatical clues within the questions as hints for the correct answer. These can be question words such as *When....?*, *Where.....?*, *How often.....?*, or tenses, which are also useful clues. For example, the question in Task 4 [*Celebrating The New Year*] “*In Sydney, where do people watch fireworks on New Year’s Eve?*” has a question word, which tells you to look for a certain place. The use of the present simple tense denotes a general activity, not a

specific event and you should be ready to listen for habitual or routine events that take place around the New Year in Sydney.

You do not have to worry about spelling mistakes too much because in listening tests the examiners are interested in whether you have understood the texts and not whether you can spell or use grammar correctly. However, if the examiner cannot read your handwriting or if the spelling mistake changes the meaning of the word completely, your answer will be marked as wrong.

And as with all test tasks, guess if you really cannot answer the question. A guess based on common sense could get you more points than if you leave an answer blank.

Now you should start practising short-answer questions tasks, doing the Sample Task on the next page first.

Sample Task – Task 1 – Level B2

You are going to hear a text about a Chinese museum. First you will have 30 seconds to study the questions below. Then you will hear the text twice. While listening, answer the questions (1-8) in a maximum of FOUR words. There is one example (0) at the beginning. After the second listening, you will have 30 seconds to finalise your answers. Start studying the questions now.

THE NATIONAL PALACE MUSEUM



- 0 How many items can be seen in the museum? Two hundred thousand.
- 1 When did bronze vessels first appear?

- 2 Who were the vessels offered to?

- 3 Where were many of the vessels found?

- 4 When did the origins of the collection begin?

- 5 Where was the collection stored?

- 6 How much time did the last emperor have to prepare for leaving the palace?

- 7 Why was the collection moved in 1931?

- 8 How much of the collection can be seen at one time?

Score: 8 points

Answer Key:

- 0 two hundred thousand
- 1 3,000 years ago / three thousand years ago
- 2 (spirits of) dead ancestors
- 3 in tombs / in the soil / in the earth / under the ground
- 4 (over) 1,000 years ago
- 5 (in the) Forbidden City / Peking
- 6 two hours
- 7 (because of) war / war broke out / to protect it
- 8 1/3 /one third / 200,000

Item 1: Looking at the question word “*when*”, the most likely structures we should be prepared to listen for are “*in*”, or “*..... ago*”. However, what we hear is “*dating back*”. This should not cause any problem because the structure is followed by the number we need. Note that the number alone is not acceptable; although unlikely, a possible answer could also be 3000BC.

Item 2: Our attention quickens when we hear “... *vessels ...were used to make offerings to*”, which is highly likely to be followed by the answer we need.

Item 3: There is no literal word-by-word answer to this question, but there are certainly a few clues to help you – even if you miss the words “*emerged from*”. These clues are “*tombs*”, “*rain washed away topsoil*” and “*earth*”. What you need to do is produce an answer which indicates that their original location was somewhere below the ground. In the Key you can see the acceptable alternatives separated by a slash (/).

Item 4: You need to listen for a time phrase, so when you hear “*collection*” and “*began*”, you are ready to catch it. The answer is acceptable with or without “*over*”.

Item 5: The answer should probably start with an “*in*” since the question is about location. And you are almost there when you hear the alternative word “*housed*” for the word “*stored*” written in the question. Peking or Beijing – or any of its possible spelling formats – is the answer that the task writer expects.

Item 6: The answer to this question is hidden in a passage which contains some less frequently used words as well as a lot of additional information, which we can ignore. Although the key word (“*evacuation*”, a substitute for “*leaving*”) is rather difficult, the intonation of the speaker will make it easy to spot the answer.

Item 7: An interesting twist here: if you listen carefully, you will notice that the answer – the reason for the evacuation – is mentioned earlier than the year and the very fact of moving the collection. Test writers know that this reverse order

should normally be avoided because it may easily confuse the test taker. In this case, however, all the necessary pieces – the answer and the clues – are packed into one sentence, and therefore the item is not too challenging.

Item 8: Quite a straightforward question; all you need to do is choose from between the two possible numbers that you hear. “*How much of*” requires a fraction, which makes it easier for you to spot the correct answer. In addition to this, the answer in Item 0 will support your choice and the number 200,000 is also acceptable.

**Now continue with more short-answer questions
in the rest of this chapter.**

Task 2 – Level A2

You are going to hear a text about the island of Corfu. First you will have 30 seconds to study the questions below. Then you will hear the text twice. While listening, answer the questions (1-7) in a maximum of FOUR words. There is one example (0) at the beginning. After the second listening, you will have 30 seconds to finalise your answers. Start studying the task now.

CORFU

0 How long is Corfu's coastline?

125 miles

1 What are the beaches like in Corfu?

2 Who shaped Corfu's history besides the French and the Venetians?

3 What is the temperature in winter?

4 Which age group does the resort of Rhoda attract?

5 How many people can stay in a Theodor apartment unit?

6 What belongs to each apartment?

7 What does the poolside bar offer besides drinks?



Score: 7 points

Task 3 – Level B1

You are going to hear Eileen talking about her pastime activities. First you will have 30 seconds to study the questions below. Then you will hear the text twice. While listening, answer the questions (1-8) in a maximum of FOUR words. There is one example (0) at the beginning. After the second listening, you will have 30 seconds to finalise your answers. Start studying the questions now.



GAME BOY AND MUSIC



- 0 When does she use a Game Boy a lot? While travelling.
- 1 Where does she often spend 8-12 hours? _____
- 2 What skill do the games develop? _____
- 3 What nationality was her mother? _____
- 4 What handicraft did her mother do besides crocheting? _____
- 5 How much time did it take for her mother to get better? _____
- 6 Who did her mother beat at Game Boy? _____
- 7 What does she do when listening to rock'n'roll music? _____
- 8 What does she drink when listening to baroque music? _____

Score: 8 points



Task 4 – Level B1

You are going to hear a text about how people celebrate New Year. First you will have 30 seconds to study the questions below. Then you will hear the text twice. While listening, answer the questions (1-6) in a maximum of FOUR words. There is one example (0) at the beginning. After the second listening, you will have 30 seconds to finalise your answers. Start studying the questions now.

CELEBRATING THE NEW YEAR

- 0 Who usually visits Jane at New Year? Her friends.
- 1 What do people in Trafalgar Square usually do at midnight?

- 2 What do people drink when Big Ben strikes twelve?

- 3 What New Year resolution did the speaker make?

- 4 What is the Big Apple, which falls down at midnight?

- 5 What does Father Christmas in Australia sometimes do?

- 6 In Sydney, where do people watch fireworks on New Year's Eve?



Score: 6 points

Task 5 – Level B2

You are going to hear an interview about farming. First you will have 30 seconds to study the questions below. Then you will hear the text twice. While listening, answer the questions (1-7) in a maximum of FOUR words. There is one example (0) at the beginning. After the second listening, you will have 30 seconds to finalise your answers. Start studying the questions now.

A TOWNIE TURNED TO FARMING

0 *Where do the majority of people interested in buying farms come from?*

Big cities

1 What was David's job in London?

2 What did Mrs. Scott think about moving to the country?

3 What kind of farming did David decide to do?

4 How many acres of land have they planted with trees?

5 How is living in Kent different from living in London?

6 What did the Scotts decide to do because of economic reasons?

7 Why is David going to London today?



Score: 7 points

Task 6 – Level B2

You are going to hear an interview with an Albanian farmer. First you will have 30 seconds to study the questions below. Then you will hear the text twice. While listening, complete your answers (1-7) in a maximum of FOUR words. There is one example (0) at the beginning. After the second listening, you will have 30 seconds to finalise your answers. Start studying the questions now.



ALBANIAN FARMING

0 Who does the Albanian farmer live with?

He lives alone.

1 Where do the cheaper citrus fruits come from?

2 How do the farmer's children work in Greece?

3 How much money is spent subsidising EU agriculture?

4 What do the Albanian farmers use for cultivating larger pieces of land?

5 What is the water melon farmer afraid of?

6 What is the purpose of the financial support from the EU?

7 What could be a future solution for the Albanian economy?

Score: 7 points

Task 7 – Level B2

You are going to hear a text about Scottish kilts. First you will have 30 seconds to study the questions below. Then you will hear the text twice. While listening, answer the questions (1-8) in a maximum of FOUR words. There is one example (0) at the beginning. After the second listening, you will have 30 seconds to finalise your answers. Start studying the questions now.



SCOTTISH KILTS

0 When was the kilt worn a long time ago?

Day and night.

1 When was there a change?

2 What does Jerry wear under the kilt?

3 Since when has the Alex Scott Company been in the kilt business?

4 When did people start to wear kilts again?

5 How many dollars does a kilt cost?

6 What is Damien McLeod's job?

7 Why are kilts more popular today than they were in the past?

8 What distinguishes Scottish football supporters abroad?

Score: 8 points

Task 8 – Level B2

You are going to hear a radio interview with a woman who is talking about her life. First you will have 30 seconds to study the questions below. Then you will hear the text twice. While listening, answer the questions (1-9) in a maximum of FOUR words. There is one example (0) at the beginning. After the second listening, you will have 30 seconds to finalise your answers. Start studying the questions now.

CASEY



- 0 How old is Casey's youngest child? 16 months.
- 1 What kind of lessons is Casey's husband taking?

- 2 When did Casey and her husband decide to start their own business?

- 3 How many children does Casey have?

- 4 How was the business going?

- 5 Who runs the business?

- 6 How old is the oldest child?

- 7 Who looks after the children?

- 8 When does Casey sometimes get home?

- 9 Who picks the children up from school?

Score: 9 points

Task 9 – Level C1

You are going to hear a text about the effect of the climatic event El Niño on seals and sea lions. First you will have 30 seconds to study the questions below. Then you will hear the text twice. While listening, answer the questions (1-5) in a maximum of FOUR words. There is one example (0) at the beginning. After the second listening, you will have 30 seconds to finalise your answers. Start studying the questions now.

EL NIÑO

0 What is the reason why seals and sea lions are less playful this year?

_____ *El Niño.* _____

1 Where do fish go because of warmer seawaters?

2 What is the rescuers' attitude to large groups of seals?

3 How many seals and sea lions may die this year because of El Niño?

4 How have seal population figures changed in the past 20 years?

5 How can environmentalists help if they decide to step in when El Niño strikes?

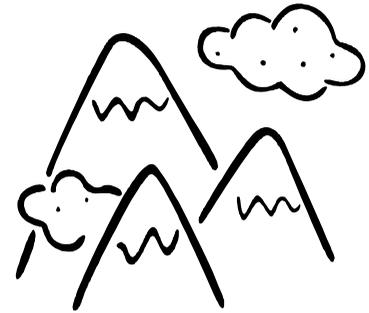
Score: 5 points



Task 10 – Level C1

You are going to hear an interview with a man about his expeditions. First you will have 30 seconds to study the questions below. Then you will hear the text twice. While listening, answer the questions (1-6) in a maximum of FOUR words. There is one example (0) at the beginning. After the second listening, you will have 30 seconds to finalise your answers. Start studying the questions now.

CLIMBING



0 What has Mark Anstess been doing lately?

Exploring

1 What did Mark focus on in his expeditions?

2 How has the mountain changed since the 1950s?

3 Since when has Mark been involved in expeditions?

4 Why could he only climb Mount Ararat by night?

5 What could have happened if Mark had climbed Ararat during the day?

6 Why do many maps lack more precise information?

Score: 6 points

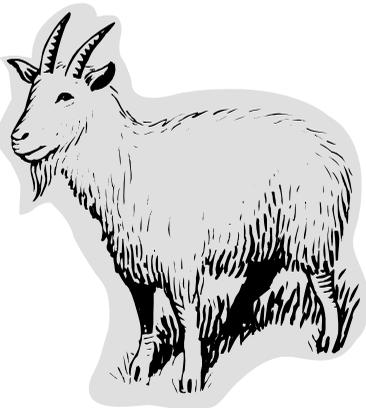
Task 11 – Level C1

You are going to hear a text about a goat which is at the Animal Health Centre because of an injury. First you will have 30 seconds to study the questions below. Then you will hear the text twice. While listening, answer the questions (1-7) in a maximum of FOUR words. There is one example (0) at the beginning. After the second listening, you will have 30 seconds to finalise your answers. Start studying the questions now.

RAINBOW THE BILLY GOAT

- 0 How is the goat doing? _____ *Very well.*
- 1 Why had somebody put tar on the wound? _____
- 2 Where was the tarred wound? _____
- 3 How do vets feel about Rainbow's recovery? _____
- 4 What was Rainbow once like? _____
- 5 Why was Locksley the bullock at the centre? _____
- 6 How many goats has the lady taken so far? _____
- 7 What is her reason for keeping goats? _____

Score: 7 points



Chapter 4

Multiple-choice tasks

This testing technique presents you with three or more different options from which you must choose the correct answer. The options are marked by the letters A, B, C, and D and only one of them is correct. Options that are not right but possibly acceptable are called “distractors” as they try to take your attention away from the correct answer. It is important that you always mark ONE choice only. If you mark two choices your answer will be marked as incorrect.

When doing multiple-choice tasks you should listen to and read the instructions carefully to find out about the topic, the speakers and the situation. It is easier to answer the questions if you are tuned in to the listening text, because you begin to think about the words, expressions, and phrases related to the topic.

After you have read and listened to the instructions, you have 30 seconds to read the questions or the sentences with blanks. The best way to approach this type of task is to read the questions/sentences but not the options provided (A, B, C, D) yet. It always helps if you try to imagine the possible answer first. After this, you may go on to read the options to check which of them is closest to the meaning you opted for. If there are none, you have to consider all options as possible answers. However, remember that guessing may not always be helpful and that intuition may lead to a wrong answer. Distractors can also trick you into picking the wrong option.

In multiple-choice tests, you may be tested on listening for specific information or listening for the main point. Let us have a look at the following two examples. Task 12 [*Shuttle launch*] in this chapter has an item that tests your understanding of a specific detail. You have to listen to part of the recording carefully to find out the specific place of the woman’s work:

- Earlier Eileen Collins had worked with Russian astronauts in _____*
- A ... a space station.
 - B ... a spaceship.
 - C ... Russia and the US.

In another item, however, you have to listen to a longer passage to extract the main idea and thus give the right answer:

- She thinks emotions are _____ when flying in space.*
- A ... motivating
 - B ... exhausting
 - C ... uncontrollable

Both examples show that all three options may seem to be possible options: they all logically relate to the content of the listening text and they also fit in the blank grammatically. Moreover, you can actually hear the words in the recording. What you have to listen for is what context these words are used in.

Each listening text will be played twice. It is, therefore, important that you should decide on one of the options during the first listening, and use the second listening to finalise your decisions. This is when you can ignore the tricky distractors and become confident about your choice. In case you cannot decide on the answer, you should still try to guess and not leave the question unanswered. It is always worth guessing as you may have understood more than you actually think.

Multiple-choice items are often thought to be difficult to do because they offer options that you may not have even thought about before. They demand a thorough understanding of the wordings of each of the options and are for this reason considered to be quite difficult.

Now start practising multiple-choice tasks, doing the Sample Task on the next page first.

Sample Task – Task 12 – Level C1

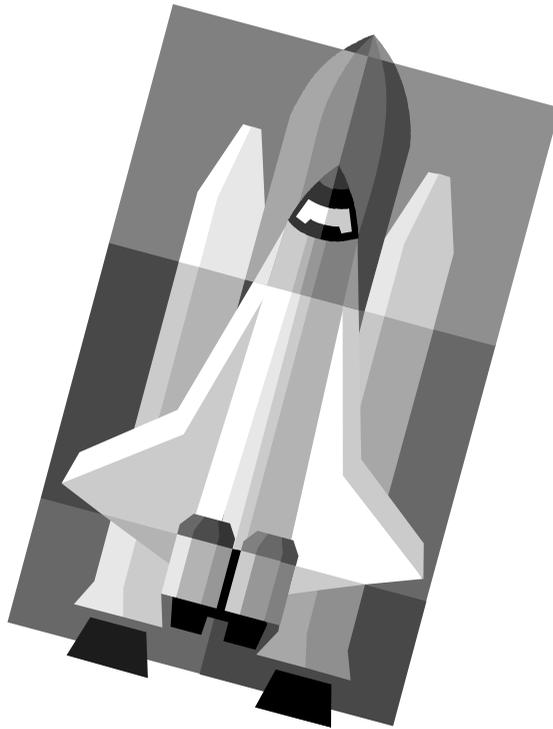
You are going to hear an interview with spacewoman Eileen Collins. First you will have 30 seconds to study the task below. Then you will hear the text twice. While listening, decide which option (A, B or C) best completes each sentence (1-7). Mark your answers in the space provided. There is one example (0) at the beginning. After the second listening, you will have 30 seconds to finalise your answers. Start studying the task now.

SHUTTLE LAUNCH

- 0 Earlier she had worked with Russian astronauts in _____ **A** _____
A ... a space station.
B ... spaceship.
C ... Russia and the US.
- 1 Working with the Russians meant _____
A ... small language problems.
B ... competition in space science.
C ... experience and fun.
- 2 The Columbia mission was _____
A ... successful after two delays.
B ... the big event of her life.
C ... the biggest technical achievement.
- 3 She thinks emotions are _____ when flying in space.
A ... motivating
B ... exhausting
C ... uncontrollable
- 4 The crew worked very well because of the _____
A ... excellent training.
B ... well-organized daily routine.
C ... trust in the success of the mission.
- 5 She says the launch is the most exciting because _____
A ... her emotions are more dynamic.
B ... several problems may emerge.
C ... it's almost a miracle she can be there.

- 6 During the lift-off _____
- A ... your eyes are burning.
 - B ... you can see the flames.
 - C ... you find the suit heavy.
- 7 During the lift-off _____
- A ... she is overwhelmed by the environment.
 - B ... she focuses on technical things.
 - C ... she doesn't have to control the system.

Score: 7 points



Answer Key:

0	1	2	3	4	5	6	7
A	C	A	B	C	B	C	B

Item 1: The astronaut mentions “*we got to be friends*”, and “*learned how they did space operations and how they did science in space*”. Then she adds, “*it was great to learn how to speak some of their language*” and “*experience their culture*”. These fragments contain words that you find both in A and B, but “*tremendous, wonderful experience*” should convince those who have doubts that the overall meaning has a good match in C.

Item 2: Flying in space is obviously a big event (B) and a wonderful technical achievement (C), but this part of the interview is more about how one can recover from the frustration caused by the fact that “*it was delayed twice*”. You may ask how we know the mission was successful as stated in A. The fact that a space flight, obviously a very complex project, is eventually completed is certainly a good indicator of success.

Item 3: Before hearing the text, we may think that any of the three options can be acceptable. But then the astronaut says she tries to “*take emotions out of everything that I do*” because they “*can be very draining*”. This and the short explanation that follows should help you to arrive at B.

Item 4: Here again, all the three options seem to be acceptable. Still, you need to find the one that is emphasised by the mission commander. And what she says is “*we really believed in what we were doing*”. So your best choice is C.

Item 5: We can hear the spacewoman explaining how “*dynamic*” (compare with A) it is. But what she means is not emotions but the period of time when “*there are many things that could malfunction*”. She also mentions the word “*miracle*”, but not in the context that is offered in C. What you need to filter out from this part is the complexity of the take-off when “*many things have to work right*”. And this is what will take you to B.

Item 6: In this part Eileen explains what astronauts can see, hear and feel during lift-off. Be careful, “*the light is flashing in the windows*” doesn’t mean you actually see the flames (B). We hear “*burning*” (written in A), but this has nothing to do with her eyes: “*it sounds like you’re in a room that’s ... burning*”. Finally, we hear “*you feel the ... weight of ... your suit on your chest*”, which is a direct clue to the correct answer.

Item 7: Eileen is talking about how the crew can avoid being influenced by the extremes of the lift-off: *“the way we get through that without letting ... the environment just overwhelm you”*, so you can exclude A. Then we hear about things that need checking, but this part is preceded by a more general introduction: *“you focus on your job, you focus on your checklist”*, which finds a good match in B. And if you notice the difference between *“checking”* and *“controlling”* as they are used in this context, you won’t be misled by option C.

**Now continue with more multiple-choice tasks in
the rest of this chapter.**

Task 13 – Level A2

You are going to hear a passage from a story. It's about a man called Ichabod Crane. First you will have 30 seconds to study the questions and pictures below. Then you will hear the text twice. While listening, answer the questions (1-5) by circling the letter of the right picture (A, B, C or D). There is one example (0) at the beginning. After the second listening, you will have 30 seconds to finalise your answers. Start studying the task now.

SLEEPY HOLLOW

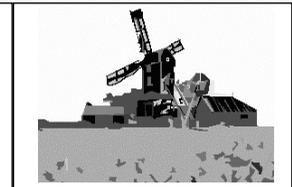
0 *Ichabod Crane lived in Terry Town. What kind of place was it?*

A

B

C

D



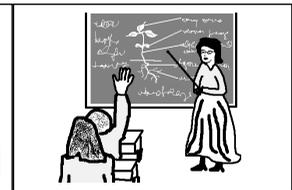
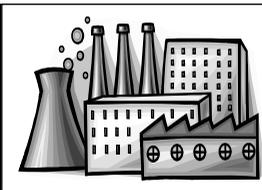
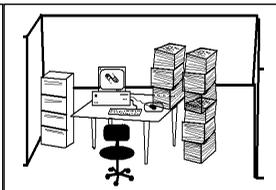
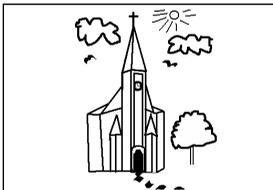
1 *Where did Ichabod work?*

A

B

C

D



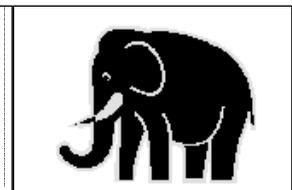
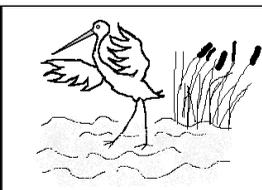
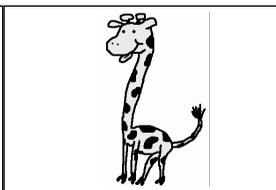
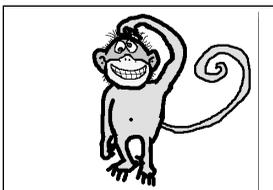
2 *Ichabod looked like an animal. Which one?*

A

B

C

D



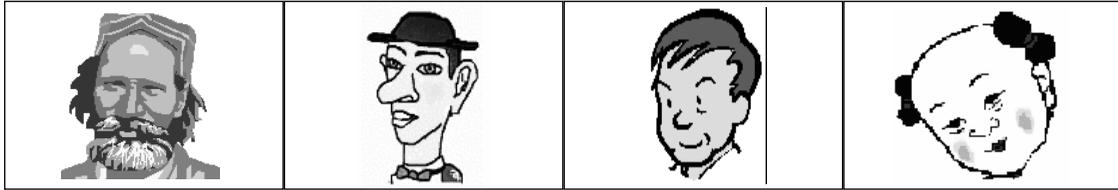
3 Which head is similar to Ichabod's head?

A

B

C

D



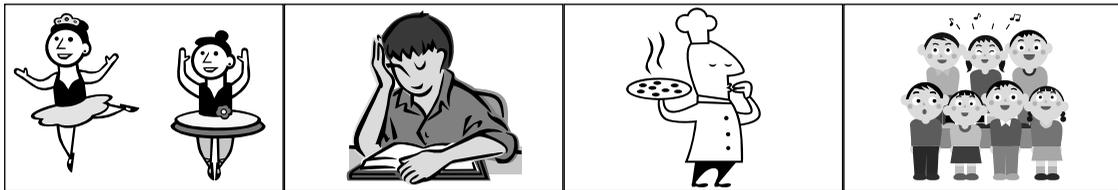
4 What was Ichabod teaching on Sundays?

A

B

C

D



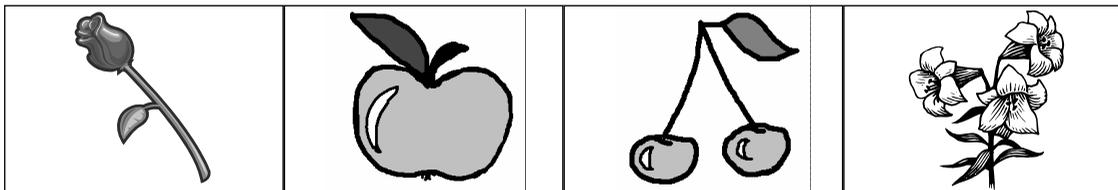
5 Ichabod liked Miss Van Tassel. Which flower or fruit is she compared to?

A

B

C

D



Score: 5 points

Task 14 – Level A2

You are going to hear a text about an actress. First you will have 30 seconds to study the sentences below. Then you will hear the text twice. While listening, complete the sentences (1-6) by writing the letter of the best option (A, B, C or D) in the spaces. There is one example (0) at the beginning. After the second listening, you will have 30 seconds to finalise your answers. Start studying the task now.

NICOLE KIDMAN

- 0 *Nicole Kidman was born in* B .
A) *Australia* B) *Hawaii* C) *Canada* D) *Argentina*
- 1 She was chosen Actress of the Year at the age of _____ .
A) 6 B) 16 C) 17 D) 18
- 2 She made her first American film in _____ .
A) 1989 B) 1988 C) 1998 D) 1990
- 3 Nicole Kidman and Tom Cruise got married at _____ in 1990.
A) New Year B) Easter C) Thanksgiving D) Christmas
- 4 In the film *To Die For* Nicole played a _____ .
A) housewife B) TV reporter C) journalist D) hairdresser
- 5 Nicole's first theatre performance was in _____ .
A) Melbourne B) New York C) Paris D) London
- 6 Nicole and Tom had adopted _____ children.
A) two B) three C) ten D) four

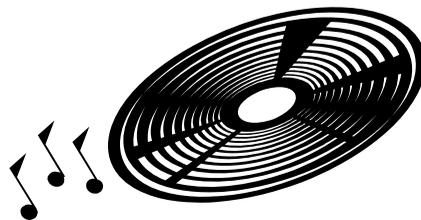
Score: 6 points

Task 15 – Level B2

You are going to hear an interview with a musical artist. First you will have 30 seconds to study the sentences below. Then you will hear the text twice. While listening, decide which answer (A, B, C or D) best completes each sentence (1-6). Mark your answers in the space provided. There is one example (0) at the beginning. After the second listening, you will have 30 seconds to finalise your answers. Start studying the sentences now.

THE JAZZ SINGER

- 0 Annie got interested in popular western music D .
 A) 29 years ago B) half a century ago C) recently D) 25 years ago
- 1 Annie recorded her first album _____.
 A) in Russia B) before marriage C) not long ago D) as a child
- 2 When a child, her family mostly listened to _____.
 A) modern music B) classical music C) folk music D) the Beatles
- 3 Western music was not much listened to in Russia because it was _____.
 A) too expensive B) forbidden C) not popular D) hard to get
- 4 Beatle-mania made her _____.
 A) marry an Englishman B) dislike Russian music C) learn English D) feel sad
- 5 Annie works as _____.
 A) an interpreter B) a composer C) a teacher D) an actor
- 6 Annie got interested in jazz when she was _____.
 A) still in Russia B) already in the UK C) still single D) still a child

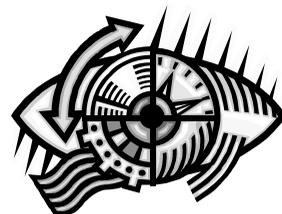


Score: 6 points

Task 16 – Level B2

You are going to hear an interview with a man who was blind for 43 years, but who can see again after an operation. First you will have 30 seconds to study the sentences below. Then you will hear the text twice. While listening, decide which option (A, B or C) best completes each sentence (1-6). Mark your answers in the space provided. There is one example (0) at the beginning. After the second listening, you will have 30 seconds to finalise your answers. Start studying the task now.

VISION REGAINED



- 0 He was pushed to have the operation by C .
 A) his wife B) everybody except his wife C) nobody
- 1 His children enjoy showing him _____ .
 A) their drawings B) their toys C) animals and plants
- 2 He sees an object _____ .
 A) like anybody else B) detail by detail C) as one global image
- 3 He touches the objects he sees _____ .
 A) to reinforce the image B) to enjoy the image more C) unintentionally
- 4 He thinks that fear _____ .
 A) is stronger in the blind B) stimulates him C) still hinders him
- 5 A car dashing by is more fearful if _____ .
 A) he can see it B) he's walking on his own C) he can only hear it
- 6 Michael sometimes switches off his vision _____ .
 A) by focusing on sounds B) by covering his eyes C) by losing attention

Score: 6 points

Task 17 – Level C1

You are going to hear a text about modern homes. First you will have 30 seconds to study the questions (0-5) below. Then you will hear the text twice. While listening, decide which answer (A, B, C or D) best fits according to what you hear. Mark your answers in the space provided. There is one example (0) at the beginning. After the second listening, you will have 30 seconds to finalise your answers. Start studying the questions now.

HOME OF THE FUTURE



- 0 How much do houses cost in this subdivision? D
- A 10,000 to 20,000 dollars.
 B 200 dollars.
 C 100,000 dollars.
 D 100,000 to 200,000 dollars.
- 1 What is used for heating and cooling? _____
- A Ground radiation.
 B Geothermal energy.
 C Sinking pipes.
 D Gas circulation.
- 2 What compensates for the high installation costs? _____
- A Low maintenance costs.
 B Reliability.
 C Low utility bills.
 D Comfort.
- 3 What was the Monsanto Corporation's philosophy? _____
- A Disneyland is the future.
 B California means convenience.
 C Life is full of opportunities.
 D Future life should be comfortable.
- 4 What happened to Monsanto's ideas? _____
- A A few of them were accepted.
 B Their vision came true.
 C They turned into diner designs.
 D They never caught on.
- 5 What does the home of the future look like? _____
- A Like a modern laboratory.
 B Like an ordinary home.
 C Like a floating diner.
 D Like the next door.

Score: 5 points

Chapter 5

True/False tasks

This testing method is called *true/false*, or *yes/no* tasks because each test item can either be true or false according to the text that you hear. While listening, you have to decide whether the statements are true or false. You should write a letter T next to a true statement or a letter F next to a false statement in the space provided. The example sentence at the beginning helps you to become tuned in and see where and how to write your answers.

True/False items may test different listening skills, from listening for the main points of the text to listening for specific information. For example, the statement “*They are going to a Cuban concert tonight*” in Task 18 [*Peter’s day*] tests your ability to listen for a specific piece of information. You have to listen carefully to catch a particular part of the text, in this case, that they are going to see a Cuban film, and not a Cuban concert.

However, in Task 23 [*Jumble at the sale*], “*He wants to keep it forever*” is a statement that you are only able to judge if you understand the general message of a longer piece of text.

Before you start listening to the text, it is essential to read the statements carefully and thoroughly. With a little practice, you can develop the skill to guess which part of the statement is the one that may **NOT** be true. Quite often this is a name or a number:

“*She gives the interview at the **Johnson Space Center** in **Houston**.*” [Task 21]
“*Eileen’s daughter is **13** years old.*” [Task 21]

Next, it is important to check the statement for qualifying words, such as adjectives and adverbs which may entirely change the overall meaning of the statement. Qualifying words are often keys to choosing the correct answer:

“*She says that the majority of the population is **very highly** educated.*” [Task 20]
“*The European fishing industry receives **little** government aid.*” [Task 22]

The above expressions printed in bold are usually very important for the comprehension of the test item. It is, therefore, vital to remember that if just one element in a statement is incorrect, the whole statement is false. In other words, every element in the statement must be true for the whole statement to be true.

You will not normally find *negative* statements in True/False tasks. This is because test writers know very well that there would be a difficult logical

problem if you had to mark a negative statement wrong. To prevent confusion, they try to avoid using negative statements as much as possible.

A final piece of advice: guess if you do not know the answer. You have a 50% chance of getting the answer correct on true-false questions.

Now start practising true/false tasks, doing the Sample Task on the next page first.

Sample Task – Task 18 – Level B1

You are going to hear a man talking about himself and the people he is going to meet today. First you will have 30 seconds to study the statements below. Then you will hear the text twice. While listening, mark the statements (1-7) true (T) or false (F) in the space provided. There is one example (0) at the beginning. After the second listening, you will have 30 seconds to finalise your answers. Start studying the statements now.

PETER'S DAY

0	<i>Peter last saw Jane yesterday.</i>	<i>F</i>
1	He is still friends with his former girlfriend.	
2	Daniela is his daughter.	
3	They are going to a Cuban concert tonight.	
4	Peter likes Jane's cooking.	
5	Jane gives him a lot of freedom.	
6	Peter likes going out more than Jane.	
7	He would like to move to a new home.	

Score: 7 points

Answer Key:

- | | |
|------|------|
| 0. F | 4. T |
| 1. T | 5. F |
| 2. F | 6. F |
| 3. F | 7. T |

Item 1: Peter says about Angela that *“we’re just friends and there’s no ...sort of romance or anything”*. This, and the fact that they are meeting today should be enough for a confident choice of T.

Item 2: Angela’s daughter is Daniela, and we hear Peter saying *“I regard (her) as my step daughter”*. We also learn that there is probably a strong bond between them although Peter is not Daniela’s biological father.

Item 3: Although people tend to associate *“Cuba”* and *“club”* with the word *“music”* and *“concert”*, you hear *“we’re going to go and see Buena Vista Social Club which is a Cuban film or film about Cuban music”*. So they are not going to a concert.

Item 4: This should be an easy item for you hearing all the nice words about Jane, the *“latest girlfriend”*. Among them *“she cooks wonderfully”* is a really honest expression of appreciation.

Item 5: Did you hear the *“but”*? Peter remains polite, but he cannot hide what he would like to be different. *“Sometimes I need to escape from her”*. *“I really do like having my own place”* is another clear expression of Peter wanting some more freedom from Jane.

Item 6: Still tactfully, Peter continues saying *“she’s trying to encourage me to ... spend more time going to the cinema and everything ...”*. *“She seems to lead a life of leisure, and ...I’m sure she’d like me to sort of do the same”* is clearly an indicator that Peter has a different attitude.

Item 7: Although not using the words of the table, in the last part Peter makes it clear what he would really like to do: *“save some money up to get a bigger place to...live in”*.

Now continue with more true/false tasks in the rest of this chapter.

Task 19 – Level B1

You are going to hear an interview with the main actor in the movie *Harry Potter*. First you will have 30 seconds to study the statements below. Then you will hear the text twice. While listening, mark the statements (1-5) true (T) or false (F) in the space provided. There is one example (0) at the beginning. After the second listening, you will have 30 seconds to finalise your answers. Start studying the statements now.

HARRY POTTER AT HOME

0	<i>Playing Harry Potter has changed Daniel's life a lot.</i>	<i>F</i>
1	Daniel still plays Harry Potter computer games.	
2	His private teacher has stopped helping him with his studies.	
3	Daniel will take a school examination soon.	
4	In the film it was hard to fight against invisible creatures.	
5	Daniel believes children can learn a lot from Harry.	

Score: 5 points

Task 20 – Level B1

You are going to hear an American woman talking about her homeland and the people living there. First you will have 30 seconds to study the statements below. Then you will hear the text twice. While listening, mark the statements (1-9) true (T) or false (F) in the space provided. There is one example (0) at the beginning. After the second listening, you will have 30 seconds to finalise your answers. Start studying the statements now.

MIDWEST PEOPLE

0	<i>The woman is from Ohio, which is part of the region called the Midwest.</i>	<i>T</i>
1	She explains the geographical location of the Midwest.	
2	She believes that the people living there are very honest.	
3	She says that the majority of the population is very highly educated.	
4	It is usual for a person in this region to lead a rural way of life.	
5	Most people here find cities attractive.	
6	The woman says Midwesterners do not easily make friends.	
7	The people in this region usually welcome changes.	
8	Their favourite pastime is to work in their homes and around the house.	
9	In summer local people like to see exhibitions of agricultural produce.	



Score: 9 points

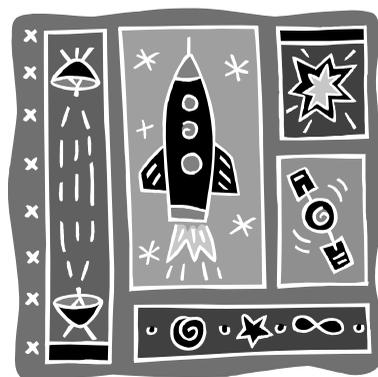
Task 21 – Level B2

You are going to hear an interview with Eileen Collins, a female astronaut. First you will have 30 seconds to study the sentences below. Then you will hear the text twice. While listening, mark the sentences (1-7) true (T) or false (F) in the space provided. There is one example (0) at the beginning. After the second listening, you will have 30 seconds to finalise your answers. Start studying the sentences now.

A FEMALE ASTRONAUT

0	<i>Eileen Collins is the first woman space shuttle engineer.</i>	F
1	She gives the interview at the Johnson Space Center in Houston.	
2	As a high school student Eileen hoped she could become a pilot.	
3	Eileen's parents wanted her to fly.	
4	At college she saved up for flying lessons.	
5	The most exciting moment was looking back at the Earth.	
6	For her age, Eileen's daughter knows a lot about her job.	
7	Eileen's daughter is 13 years old.	

Score: 7 points



Task 22 – Level B2

You are going to hear about a special object. First you will have 30 seconds to study the statements below. Then you will hear the text twice. While listening, mark the statements (1-7) true (T) or false (F) in the space provided. There is one example (0) at the beginning. After the second listening, you will have 30 seconds to finalise your answers. Start studying the statements now.

JUMBLE AT THE SALE



0	<i>Anthony found a Japanese tobacco box.</i>	<i>T</i>
1	He found the box in a pub.	
2	People around him were very excited.	
3	He fell on the floor because a woman hit him with her bag.	
4	Then the woman and a table fell upon him.	
5	The box was originally made for the Dutch king.	
6	Anthony knows how the box got to England.	
7	He wants to keep it forever.	

Score: 7 points

Task 23 – Level C1

You are going to hear a text about fishing. First you will have 30 seconds to study the statements below. Then you will hear the text twice. While listening, mark the statements (1-9) true (T) or false (F) in the space provided. There is one example (0) at the beginning. After the second listening, you will have 30 seconds to finalise your answers. Start studying the statements now.



EMPTY SEAS

0	<i>Overfishing is a regional problem.</i>	<i>F</i>
1	The European fishing industry receives little government aid.	
2	Overfishing threatens 60% of the world's fish species.	
3	In the Baltic Sea they only allow a fifth of earlier herring catches.	
4	Britain has drastically limited fishing quotas for cod.	
5	In Canada they disregarded the signs of overfishing.	
6	3,000 Canadian fishermen have become unemployed.	
7	They stopped building fish farms because of the pollution they cause.	
8	Europeans are looking for new fishing areas near West Africa.	
9	The Common Fisheries Policy will try to solve the conflict of interests.	

Score: 9 points

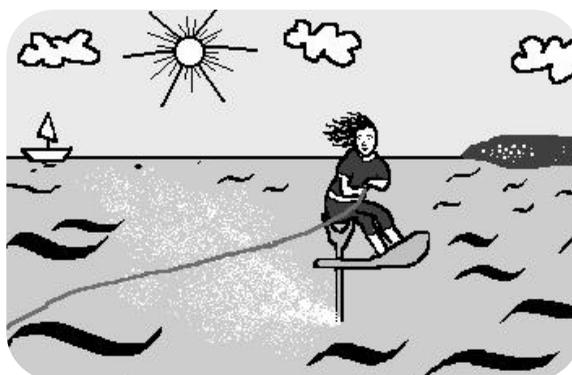
Task 24 – Level C1

You are going to hear a text about a new type of water ski. First you will have 30 seconds to study the statements below. Then you will hear the text twice. While listening, mark the statements (1-6) true (T) or false (F) in the space provided. There is one example (0) at the beginning. After the second listening, you will have 30 seconds to finalise your answers. Start studying the statements now.

AIR CHAIR

0	<i>It took twelve years to develop the air chair.</i>	<i>F</i>
1	You need to lean back for the take off.	
2	One of the stunts requires diving.	
3	Light watercraft can pull the air chair easily.	
4	People with physical disabilities can learn to use it.	
5	The foil is dangerous when you fall.	
6	The air chair can be taken apart.	

Score: 6 points



Chapter 6

Completion tasks

This test method is called completion or open gap-filling and has either a table, or a list of sentences, with a certain number of blanks to be completed. Tables may look a bit confusing at the beginning, especially if you are not used to doing such sorts of tasks. However, if you practise table completions before the exam, and if you follow the numbered gaps while listening to the text, you will improve and will no longer find the task format problematic.

Most of the items in this type of task will test how good you are at listening for specific information. For example, to complete the table in Task 25 [*Courmayeur*], you have to listen for an exact number: “*Altitude: from 1124 m to _____ m*”.

Note that the expressions you hear on the tape do not always literally fit in the gap, and you may have to modify them. For example, if the question is “*How many times a week did the speaker go to the market?*” and what the speaker says is “*...every Monday...*” the solution is “*Once*” and not “*Every Monday*”, the speaker’s exact words.

Sometimes you have to listen to a longer passage to be able to fill in the missing word/s. For instance, in the item “*the age she plans to _____ is 30 or more.*” the missing words are “*get married*”, but the speaker does not use the exact sentence structure, she may say something like “*... well, I don’t know when I’ll find the right man, but to live with somebody, one has to be older, 30 or even more. Marriage is a serious thing.*” So what you need to use is a paraphrase of what you hear in the recording.

When you do a sentence completion task, it is very important that you read the instructions and the incomplete sentences, trying to predict the missing words *before* the text begins. Sometimes the information you need for your answer is mentioned in two different ways in different parts of the recording, so you get a second chance to check your answer. For example, if you hear “*8 weeks*”, you may later hear the same information as “*2 months*”.

It is helpful to identify the type of word that you think should fit the gap, for example, whether it should be a verb, a noun, an adjective, an adverb, or a preposition, etc. In the following gap, for example, only a superlative adjective (*largest, smallest, prettiest*, etc) or a numeral (*first, second*, etc) is suitable: “*Arequipa is the _____ city in Peru.*”

Another piece of advice is that you should complete as many gaps as you can during the first listening. If you wait until the second listening, you may not remember what you thought earlier could be a possible answer. In the pause between the two recordings, see which blanks are still empty and which have vague answers. When you hear the recording for the second time, listen for the information you are either not sure of or you have not understood at all.

In table-completion tasks, write your answers in note form. The instruction always states the maximum number of words – usually four – that you can write. If you write more words than allowed you may be penalised even if the answer is otherwise correct. Do not worry about spelling as long as the examiners understand what you wanted to write.

In sentence and text completion tasks make sure at the end that the words or phrases make sense. It is very helpful if you read the whole item to check whether the text now sounds sensible with the gap completed with your solution.

Finally, do not get confused if some gaps are completed with one word only and others with three or four words, as long as they make sense and are true according to the ideas expressed by the speaker(s) on the recording.

Now start practising completion tasks, doing the Sample Task on the next page first.

Sample – Task 25 – Level A2

You are going to hear a text about a ski resort. First you will have 30 seconds to study the table below. Then you will hear the text twice. While listening, complete the spaces (1-7) in a maximum of FOUR words. There is one example (0) at the beginning. After the second listening, you will have 30 seconds to finalise your answers. Start studying the table now.

COURMAYEUR

LOCATION	_____ <i>Northwest</i> _____ (0) of Italy	
SKI AREA	Altitude	from 1224m to _____ m (1)
	Total length of ski runs	_____ km (2)
	Number of runs	Beginner: nine Intermediate: _____ (3) Advanced: one
LOCAL SPECIALITIES	cheese, _____ (4), and wines	
THE TOWN OF COURMAYEUR	Atmosphere	Italian
	Market – how often?	_____ (5)
	Shopping	varied
	Sports facilities	ice rink and _____ (6)
ACTIVITIES IN THE COUNTRYSIDE	walking, climbing, and _____ (7)	



Score: 7 points

Answer Key:

- 0 northwest
- 1 3470 m
- 2 100 km
- 3 13
- 4 beef steak
- 5 weekly / once a week
- 6 swimming (pool)
- 7 horse riding

It is good to familiarise yourself with the table before you start listening to the text. By then you will see that this is not a task where you need to complete sentences (as you need to do in several other tasks in this chapter). What you have to do is complete notes, using up to four words. This, of course, does not mean that you have to write four words; it means that you can if you need to. The table structures the notes around topics: the location of Courmayeur, the features of the ski area, the local specialities, the characteristics of the town, and activities in the countryside. Let the topics guide you through the text.

Item 1: The first incomplete note requires you to listen for an exact number. Even if you are not familiar with the term *altitude* – it is not mentioned anyway – the symbol m for metres will make the missing number easy to spot. The only difficulty may be that the whole text is relatively fast. But do not worry; you can listen to it twice.

Item 2: You need another number here. ‘...with 100 km of marked piste...’ looks different from what you read in the table, but the symbol for kilometre (km) will probably make this another easy item.

Item 3: Looking at the gap, you can see it is again a number that you need to listen for. This item is embedded in the description of the three types of ski runs, so you are unlikely to get lost and miss the required information.

Item 4: The text continues with some specialities of the local cuisine. Again, the notes are half-completed for you, there is a clue before the missing bit, and there is a clue right after it.

Item 5: The text continues with a description of the town of Courmayeur. You hear about its bars and pubs, its Italian atmosphere, the accommodation and shopping facilities as well as its nightlife. This list also includes ‘a bustling weekly market’, which helps you to spot the missing word.

Item 6: The next point is also relatively easy to score, because ‘...ice rink...’ is mentioned right before the words you need, turning your mind to the second sports facility.

Item 7: The last item should not pose a problem to an A2 student: all you need to do is to add the third activity that you hear to the activities that are already written down for you.

Now continue with more completion tasks in the rest of this chapter.

Task 26 – Level A2

You are going to hear part of a radio programme Moneybox. First you will have 30 seconds to study the task below. Then you will hear the text twice. While listening, complete the notes (1-6) by writing a maximum of FOUR words. There is one example (0) at the beginning. After the second listening, you will have 30 seconds to finalise your answers. Start studying the task now.

PENSION CALCULATOR

A new website answers the questions about your _____ *pension* _____ (0)

A pension calculator is launched today by the Association of _____
 _____ (1)

The sample data the woman uses to see how the calculator works are

– age: _____ (2)

– at the age of 65 she plans to _____ (3):

– monthly contribution: £ _____ (4)

The calculated pension will be £61 per _____ (5)

You can link to the calculator through this website: _____/moneybox (6)

Score: 6 points



Task 27 – Level B1

You are going to hear a text about the Hotel Sao Joao. First you will have 30 seconds to study the sentences below. Then you will hear the text twice. While listening, complete the sentences (1-7) in a maximum of FOUR words. There is one example (0) at the beginning. After the second listening, you will have 30 seconds to finalise your answers. Start studying the sentences now.

HOTEL SAO JOAO

- 0 In the lounge you can relax .
- 1 You can get _____ from the waiters during the whole day.
- 2 Besides swimming, in the pool area you can do exercises and _____ .
- 3 Maximum _____ people can sleep in a room.
- 4 Some rooms overlook _____ .
- 5 _____ can be buffet or served by waiters.
- 6 The lowest price for seven nights is £ _____ per person.
- 7 Insurance is _____ .

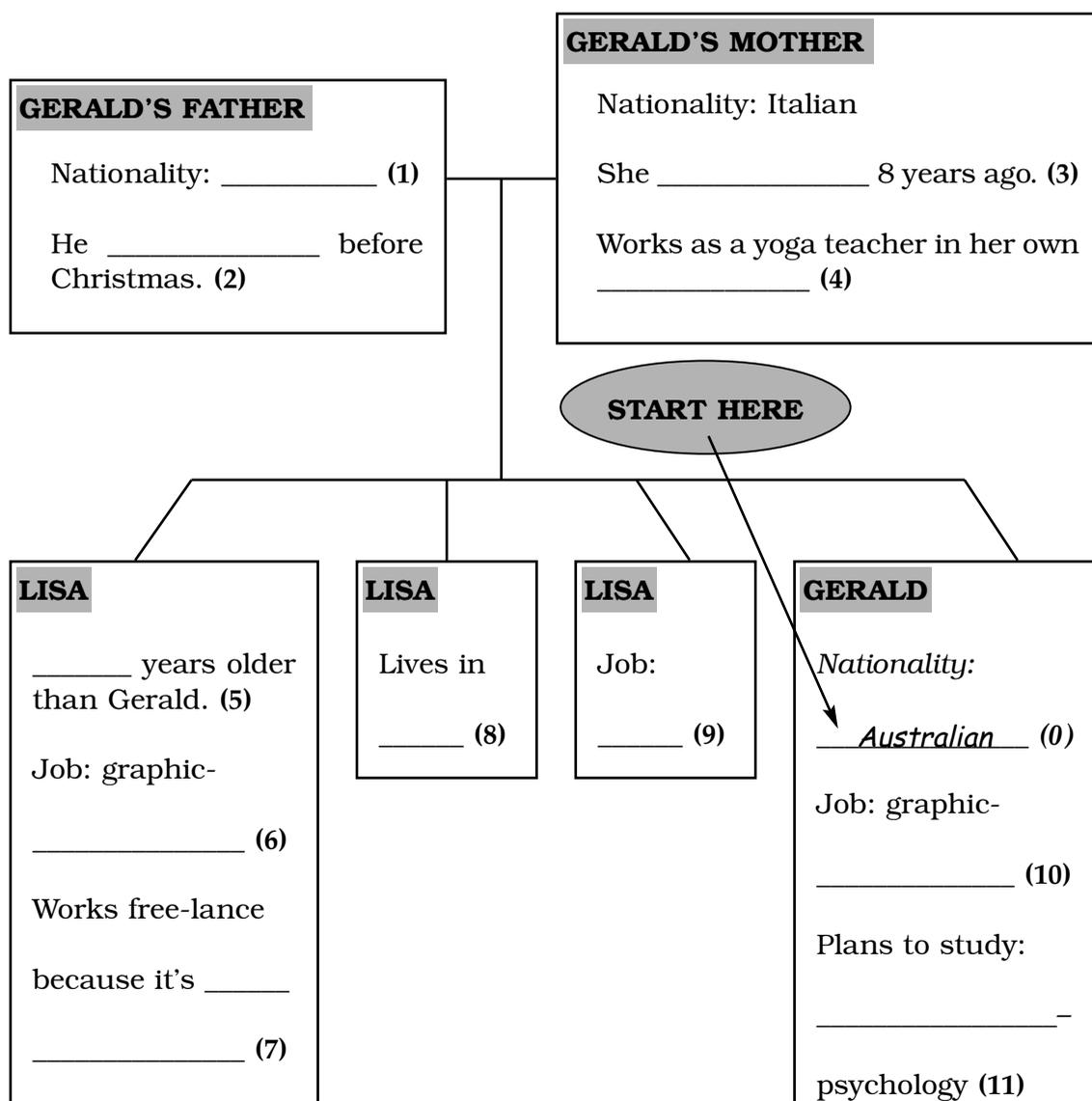
Score: 7 points



Task 28 – Level B1

You are going to hear Gerald talking about his family. First you will have 30 seconds to study the task below. Then you will hear the text twice. While listening, complete the notes (1-11) by writing a maximum of TWO words. There is one example (0) at the beginning. The answers are not in the order of the numbers; use the names to follow who Gerald is talking about. After the second listening, you will have 30 seconds to finalise your answers. Start studying the task now.

GERALD'S FAMILY



Score: 11 points

Task 29 – Level B1

You are going to hear part of an interview with Chris about his cycling career. First you will have 30 seconds to study the paragraph below. Then you will hear the text twice. While listening, complete the sentences (1-5) by writing a maximum of FOUR words. There is one example (0) at the beginning. After the second listening, you will have 30 seconds to finalise your answers. Start studying the task now.

CYCLING

Chris started cycling at the age of _____ *seventeen* _____ (0). Cycling on the road was hard: he was often _____ (1) and he had to get up early in the morning. Chris says cycling requires a lot of _____ (2).

The peak of his career was while he was at Manchester University. He won medals at the _____ (3) championships. However, because of cycling he had to give up his hobby of _____ (4).

Doing cycling defined his entire life, for example when he had to _____ (5), what he could eat, and so on. He found this too much, and eventually his cycling career stopped.

Score: 5 points



Task 30 – Level B1

You are going to hear a text about an earthquake. First you will have 30 seconds to study the sentences below. Then you will hear the text twice. While listening, complete each sentence (1-7) in a maximum of FOUR words. There is one example (0) at the beginning. After the second listening, you will have 30 seconds to finalise your answers. Start studying the sentences now.

EARTHQUAKE IN PERU

- 0 *Thousands of* _____ *people are homeless.*
- 1 The earthquake happened _____ yesterday.
- 2 The Geological Survey measured _____ on the Richter scale.
- 3 Arequipa is the _____ city in Peru.
- 4 The epicentre of the earthquake was 50 miles _____ .
- 5 The earthquake was also felt in Chile and _____ .
- 6 There is a town where _____ per cent of the buildings have been ruined.
- 7 The most seriously hit part of Arequipa is _____ .

Score: 7 points

Task 31 – Level B2

You are going to hear an interview with the writer Ken Follett. First you will have 30 seconds to study the sentences below. Then you will hear the text twice. While listening, complete each sentence (1-8) in a maximum of FOUR words. There is one example (0) at the beginning. After the second listening, you will have 30 seconds to finalise your answers. Start studying the sentences now.

KEN FOLLETT



- 0 Ken Follett writes _____ *thrillers* _____
- 1 Ken Follett studied philosophy at

- 2 Ken Follett is especially popular in

- 3 When Ken was at college he decided to become a

- 4 Ken changed his profession because he was never going to be

- 5 In the beginning, Ken wrote ten books and all of them

- 6 When writing his books Ken used four different

- 7 Ken thinks that some things in the *Eye of the Needle* could be

- 8 What Ken likes more and more about the *Eye of the Needle* is its

Score: 8 points

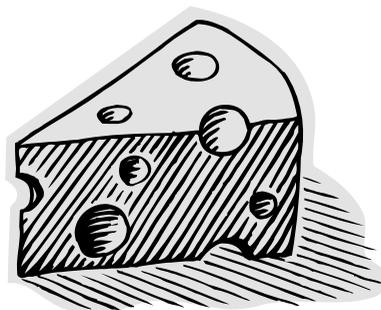
Task 32 – Level B2

You are going to hear a text about a cave. First you will have 30 seconds to study the sentences below. Then you will hear the text twice. While listening, complete the sentences (1-7) in a maximum of FOUR words. There is one example (0) at the beginning. After the second listening, you will have 30 seconds to finalise your answers. Start studying the sentences now.

CHEDDAR IN THE CAVE

- 0 The cave was created by an underground river .
- 1 The temperature in the cave is _____ .
- 2 The amount they want to store in the cave is _____ .
- 3 After the ripening time they will check _____ .
- 4 In the past the cave was used by _____ .
- 5 They used the cave for storing cheese and _____ .
- 6 The cave has been used by man for _____ .
- 7 Cheddar will be ready for consumption by _____ .

Score: 7 points



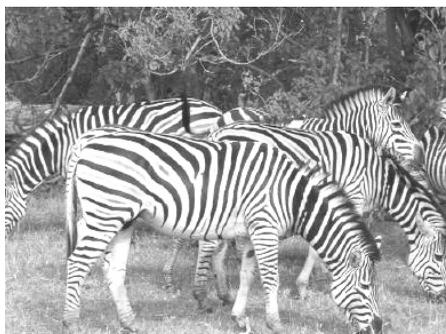
Task 33 – Level B2

You are going to hear an interview about the Nyasa Wildlife Reserve in Africa. First you will have 30 seconds to study the sentences below. Then you will hear the text twice. While listening, complete the sentences (1-7) in a maximum of FOUR words. There is one example (0) at the beginning. After the second listening, you will have 30 seconds to finalise your answers. Start studying the sentences now.

NYASA ANIMALS

- 0 The territory of Nyasa is littered with huge solitary mountains .
- 1 The only way to reach Nyasa is _____ .
- 2 Along the river it looks like a _____ .
- 3 At first they didn't see any animals but there were lots of
_____ on the river banks.
- 4 The _____ in the chopper was impossible.
- 5 They saw a couple of really big _____ .
- 6 There's an interesting zebra race in Nyasa: their whiteness is
_____ .
- 7 There are about _____ sable antelopes in Nyasa.

Score: 7 points



Task 34 – Level B2

You are going to hear an interview with a couple who think that their house is haunted by a ghost. First you will have 30 seconds to study the paragraph below. Then you will hear the text twice. While listening, complete the summary by filling in the gaps (1-9) in a maximum of FOUR words. There is one example (0) at the beginning. After the second listening, you will have 30 seconds to finalise your answers. Start studying the task now.

HAUNTING MONK

David and Rosemary bought a 17th century (0) farmhouse in the wilds. When Rosemary saw a monk in the garden she thought he was a _____ (1). Later the same figure appeared in the corner of _____ (2). Rosemary finds watching the wall carvings more interesting than _____ (3). Rosemary has already seen the monk _____ (4) times, but David, who is a scientist, has never met him. Their first thought was that _____ (5) had invented an invisible ink, which would turn brown from time to time. David doesn't want the ghost to _____ (6) because he enjoys the situation. If David or Rosemary found out that the other one does the carving, David would _____ (7) but Rosemary would _____ (8).



Score: 8 points

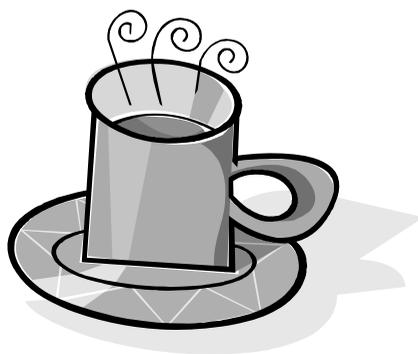
Task 35 – Level B2

You are going to hear an interview with an expert about different coffee types. First you will have 30 seconds to study the table below. Then you will hear the text twice. While listening, complete the notes (1-7) by writing a maximum of FOUR words. There is one example (0) at the beginning. After the second listening, you will have 30 seconds to finalise your answers. Start studying the task now.

COFFEE

Region	History	Special features of production	Characteristics
YEMEN	– <u>birthplace</u> (0) of coffee – Until the 18 th century: _____ (1)	– Techniques: medieval – Machinery: _____ (2)	_____ (3)
JAVA	The Dutch _____ (4) coffee seeds.	Soil: volcanic	full body, not earthy, smooth, chocolatey,
JAMAICA			_____ (5)
KENYA	Plantation started: _____ (6)		_____ (7)

Score: 7 points

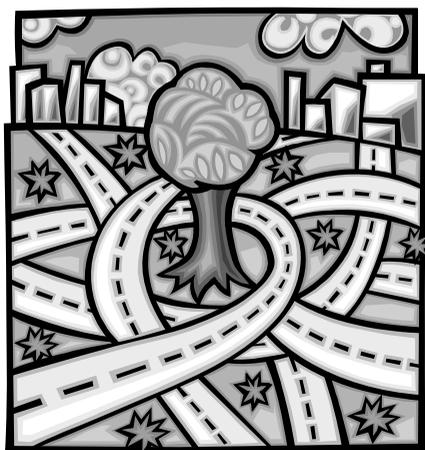


Task 36 – Level B2

You are going to hear an interview about the urban environment in Great Britain. First you will have 30 seconds to study the sentences below. Then you will hear the text twice. While listening, complete the sentences (1-5) in a maximum of FOUR words. There is one example (0) at the beginning. After the second listening, you will have 30 seconds to finalise your answers. Start studying the sentences now.

HEALTHY URBAN LIVING

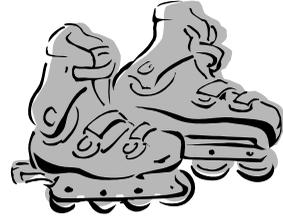
- 0 In our future urban environment we need green space
- 1 The interviewer had his first job in the _____
- 2 Decades of neglect have made many British parks _____
- 3 The Urban Green Spaces Task Force has been set up by _____
- 4 The number of officers English Nature employs is _____
- 5 According to Matthew Frith, urban nature conservation is _____



Score: 5 points

Task 37 – Level B2

You are going to hear a text about roller-skating in Paris. First you will have 30 seconds to study the sentences below. Then you will hear the text twice. While listening, fill in each gap (1-11) in a maximum of FOUR words. There is one example (0) at the beginning. After the second listening, you will have 30 seconds to finalise your answers. Start studying the sentences now.



PARIS SKATERS

Problem: Skaters are counted as pedestrians (0) but many of them use the roads.

Plan: to change the _____ (1)

Skating became popular after the _____ (2) in 1995.

The number of skaters on Sundays: _____ (3)

Why Paris is excellent for skaters: – _____ (4)

– they get on well with the police

Main reasons for fining skaters: – _____ (5)

– passing through red lights

Maximum speed skaters can reach: _____ (6)

Per cent of misbehaving skaters: _____ (7)

Skaters will be allowed to ride in the streets if they:

– have experience

– _____ (8)

Some complaints against skaters: – jumping _____ (9)

– taking _____ (10) the wrong way

Planned time for the change: _____ (11)

Score: 11 points

Task 38 – Level C1

You are going to hear a radio weather forecast. First you will have 30 seconds to study the table below. Then you will hear the text twice. While listening, complete the notes (1-7) by writing a maximum of FOUR words. There is one example (0) at the beginning. After the second listening, you will have 30 seconds to finalise your answers. Start studying the sentences now.

WEATHER FORECAST

REGION	WEATHER
SCOTLAND	Precipitation in the morning: _____ <i>snow</i> _____ (0)
	Eastern areas may receive some _____ (1)
	Melting snow may cause _____ (2)
NORTHERN IRELAND	Highest temperature in Belfast: _____ (3)
	Stormy winds expected in _____ (4)
ENGLAND & WALES	It will turn dry and sunny _____ (5)
	Speed of strongest wind: _____ (6)
	It will feel cold because _____ (7)

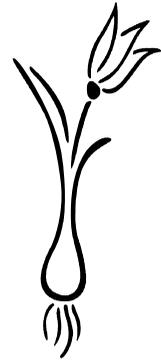
Score: 7 points



Task 39 – Level C1

You are going to hear a text about tulips. First you will have 30 seconds to study the questions below. Then you will hear the text twice. While listening, complete the answers (1-9) by writing a maximum of FOUR words. There is one example (0) at the beginning. After the second listening, you will have 30 seconds to finalise your answers. Start studying the questions now.

TULIPS



0 What is the tulip's current status?

It is _____ *celebrated* _____ worldwide.

1 What does the subtitle of the book say about tulips?

They _____.

2 How much did tulip bulbs cost in Holland in the early 17th century?

The same amount as _____.

3 How expensive was a prized bulb in France?

As expensive as _____.

4 When did the great tulip business end?

In _____.

5 Who was tulip art for?

For those who _____.

6 What was the function of the late 17th, early 18th century book?

It was a _____.

7 What does Anna Pavord think of tulips?

She considers them _____.

8 What does she think of other flowers?

They are less _____ than tulips.

9 What does the tulip's history explain?

The tulip's _____.

Score: 9 points

Chapter 7

Matching tasks

Different types of multiple-matching are commonly used in modern language examinations. This test method involves linking parts of a text, which is what you hear on the tape, to statements or pictures on the paper. For example, in Task 47 [*Listeners' Views*], you are asked to match the speakers' views to the list of statements. In Task 40 [*English Courses*], you have to match the number of the course with a short description of it.

Matching tasks draw upon your ability to make connections between ideas and they are used to assess your understanding of associations, relationships, definitions, and so on. They often test your ability to summarise longer listening passages, or to understand the main point(s). For example, in Task 45 [*Eileen's objects*], where a speaker talks about different objects, you need to listen to the whole passage in order to make the necessary connection between the item "champagne" and the statement "Eileen wants a large collection".

In order to complete the task successfully, you once again have to get ready for the particular topic and prepare yourself for expressions related to the theme. You will do this best if you read the task instructions carefully and if you study the individual statements or pictures very thoroughly.

In most of the matching tasks in this chapter, you will see that there is a list of numbers (from zero onwards) presented in a column, generally on the left side of the page. These numbers usually denote the speaker or the listening passage. They are presented in a logical way, usually in chronological order – in the order you hear them. A second column, generally on the right side of the page, contains choices, i.e. letters from A onwards with corresponding statements or illustrations. Note, however, that there are always more choices than matches: there are extra choices in the answer column to avoid selection by elimination. The number of extra choices is given in the instructions to the task. For example, in Task 40 [*English Courses*], the instructions say, "There is one description that you do not need to use", which means that one letter (from A to J) will not be used as an answer.

Remember that each of the choices – statements or pictures – may be used only once, which means that there is only one possible answer for each test item.

Finally, always remember to read the instructions carefully, because they will tell you a) what exactly you are required to do, b) the number of extra choices, and c) information about the topic of the text.

Now start practising matching tasks, doing the Sample Task on the next page first.

Sample Task – Task 40 – Level B1

You are going to hear a text about English courses. First you will have 30 seconds to study the table below. Then you will hear the text twice. While listening, match the course descriptions (A-G) to the courses (1-5). There is one example (0) at the beginning. There is one description that you do not need to use. After the second listening, you will have 30 seconds to finalise your answers. Start studying the task now.

ENGLISH COURSES



COURSE	THIS COURSE ...
0 _____ <i>E</i> _____	
1 _____	A ... has lessons only in the morning.
2 _____	B ... gives you practice in note taking.
3 _____	C ... teaches you to make telephone calls.
4 _____	D ... offers lessons all day.
5 _____	E ... <i>improves your conversation skills.</i>
	F ... helps you to study on your own.
	G ... focuses on writing and discussion.

Score: 5 points

Answer Key:

0	1	2	3	4	5
E	F	D	G	A	B

As the instruction suggests, it is important – as always – to study the task before you start listening. You need to tune into the topic and understand what exactly is required from you. As you read the descriptions or possible course themes, be aware that in this task type there is usually at least one extra option that you will not need to use. And it is always useful to mobilise your knowledge about the topic – in this case it is language learning and courses – and think of synonyms for the words in the descriptions (e.g. *speaking* and *conversation*) so that you are better prepared for the decision-making.

Item 1: We hear “*improve their existing knowledge*”, which only indicates that the course is not for beginners, but later we hear “*help learners to become more independent*” and “*continue when the course is over*”. These are the clues for matching Course 1 to “*helps you study on your own*” in E.

Item 2: The text says “*intensive*”, “*morning classes*”, and “*additional classes each afternoon*”, which should be sufficient for making a good choice: E and what it offers – “*lessons all day*”.

Item 3: To begin with, “*practice in all the language skills*” is not much help to you, but then you hear “*writing skills*”, “*class journal*” and “*discussion skills*”, which will guide you to G.

Item 4: “*weekday afternoons*” and “*four evenings per week*” could contradict what is stated in A, but if we listen carefully, it becomes clear that only the “*mornings are spent studying*”, while the “*social and cultural activities*” will follow later.

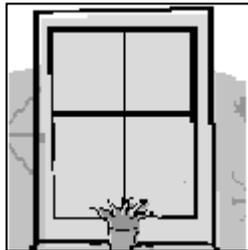
Item 5: Among the several skills we need to improve as a student abroad, “*takingnotes*” neatly fits with “*practice in note-taking*” in B.

Now continue with more matching tasks in the rest of this chapter.

Task 41 – Level A1

You are going to hear a text about Jane's room. First you will have 30 seconds to study the pictures below. Then you will hear the text twice. While listening, mark the objects (A-I) with a ✓ if they are mentioned in the text, and with an X if they are not. There is one example at the beginning. After the second listening, you will have 30 seconds to finalise your answers in the table. Start studying the pictures now.

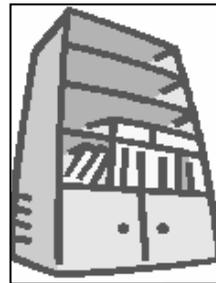
MY ROOM



A



B



C



D



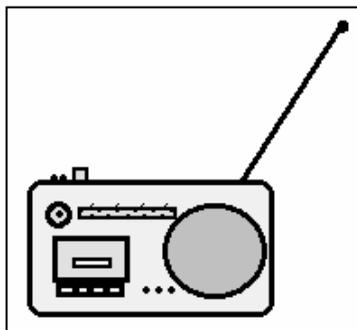
E



F



G



H



I

A	✓
B	
C	
D	
E	
F	
G	
H	
I	

Score: 8 points

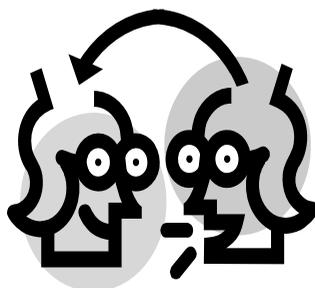
Task 42 – Level A1

You are going to hear six dialogues from different places. First you will have 30 seconds to study the table below. Then you will hear the text twice. While listening, choose the right place (A-H) for each dialogue (1-5). There is one example (0) at the beginning. There are two places that you do not need to use. After the second listening, you will have 30 seconds to finalise your answers. Start studying the task now.

DIALOGUES

DIALOGUE	PLACE
0 <u> <i>C</i> </u>	A at the library
1 _____	B at the railway station
2 _____	C <i>at the shop</i>
3 _____	D in the garden
4 _____	E at the doctor's
5 _____	F in the classroom
	G at the police station
	H in the street

Score: 5 points

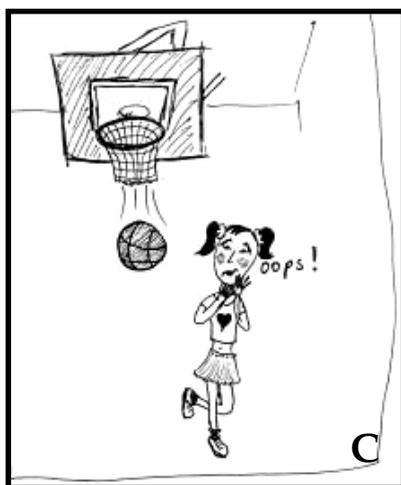
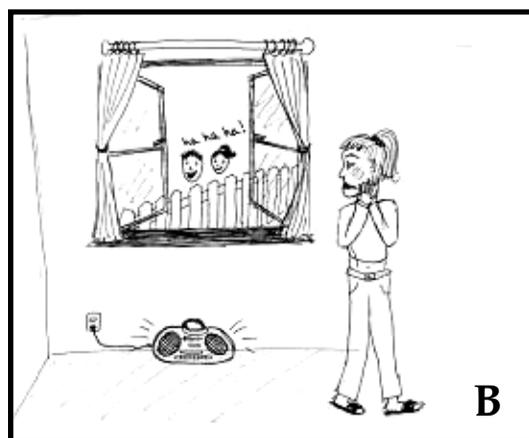


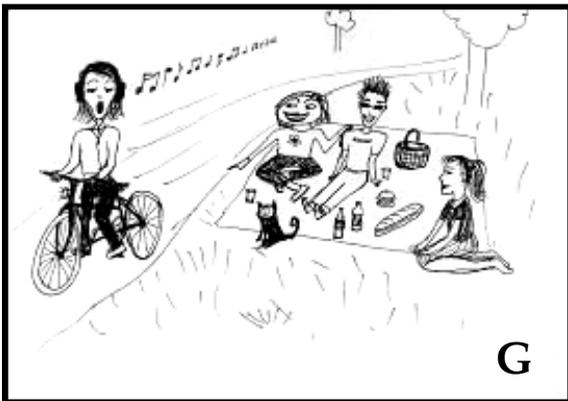
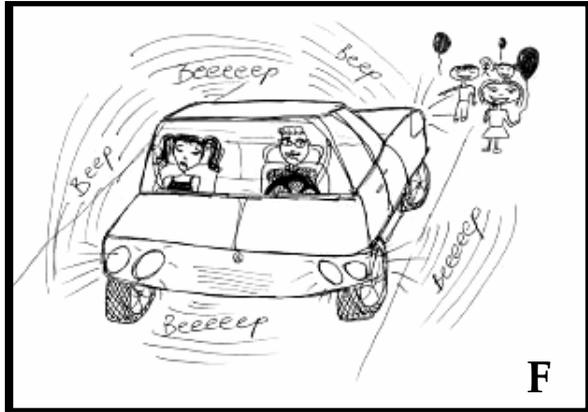
Task 43 – Level A2

You are going to hear a text about embarrassing situations. First you will have 30 seconds to study the pictures below. Then you will hear the text twice. While listening, choose a picture (A-J) for each situation (1-7) and mark your answer in the space provided. There is one example (0) at the beginning. There are two extra pictures that you do not need to use. After the second listening, you will have 30 seconds to finalise your answers. Start studying the task now.

SO EMBARRASSING!

0	1	2	3	4	5	6	7
<i>E</i>							





Score: 7 points

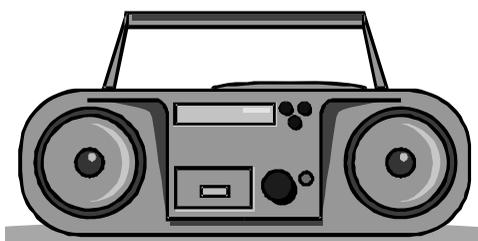
Task 44 – Level B1

You are going to hear parts of different radio programmes. First you will have 30 seconds to study the task below. Then you will hear the text twice. While listening, choose a topic (A-H) for each programme (1-5). Mark your answer in the space provided. There is one example (0) at the beginning. There are two topics that you do not need to use. After the second listening, you will have 30 seconds to finalise your answers. Start studying the table now.

RADIO

PROGRAMME	TOPIC
0	A Sport news
_____ <i>G</i> _____	B Listeners' choice
1 _____	C A new programme
2 _____	D Information technology
3 _____	E Business World
4 _____	F Nation's Health
5 _____	G <i>Weather forecast</i>
	H News briefing

Score: 5 points



Task 45 – Level B1

You are going to hear a woman talking about certain objects. First you will have 30 seconds to study the task below. Then you will hear the text twice. While listening, match the appropriate letters (A-J) to the objects (1-8) according to what she says about them. There is one example (0) at the beginning. There is one item that you do not need to use. After the second listening, you will have 30 seconds to finalise your answers. Start studying the task now.

EILEEN'S OBJECTS

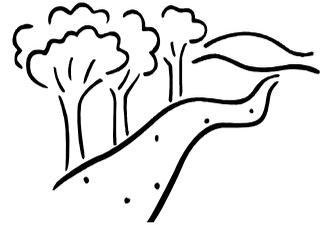
<i>Objects</i>		
0	champagne	<i>D</i>
1	special passport	
2	washing machine	
3	stereo	
4	book	
5	garlic press	
6	Game Boy	
7	dishwasher	
8	can-opener and knife	

<i>Eileen...</i>	
A	... cleans faster thanks to it
B	... likes every kind
C	... didn't pay much for it
D	... <i>wants a large collection</i>
E	... prefers the simple version
F	... gave it as a present
G	... wouldn't use it much
H	... plans to buy
I	... associates it with reading
J	... could use it forever

Score: 8 points

Task 46 – Level B2

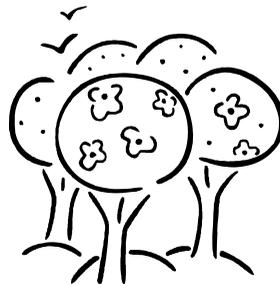
You are going to hear a discussion on the wildlife in British parks. First you will have 30 seconds to study the task below. Then you will hear the text twice. While listening, match the opinions (A-G) to the groups of people (1-5). There is one example (0) at the beginning. There is one opinion that you do not need to use. After the second listening, you will have 30 seconds to finalise your answers. Start studying the task now.



ATTITUDES TO PARKS

0	<i>Focus groups around Brighton</i>	<i>E</i>	A Parks maintenance should attract more wildlife.
1	Ethnic minority group		B Tidy parks are more refreshing than the countryside.
2	“Other people”		C Bird singing in the morning is loud but refreshing.
3	Unemployed and homeless people		D Parks shouldn't look like the countryside.
4	A “Friends Group” member		<i>E Mixed feelings about more wildlife in parks.</i>
5	The interviewer		F Long grass may hide frightening creatures.
			G People leave more rubbish in untidy parks.

Score: 5 points



Task 47 – C1

You are going to hear parts of a radio programme. Two listeners sent their letters to comment on previous programmes. First you will have 30 seconds to study the tables below. Then you will hear the text twice. While listening, match the people (1-6) to the ideas (A-I). There is one example (0) at the beginning. In each part, there is one extra idea that you do not need to use. After the second listening, you will have 30 seconds to finalise your answers. Start studying the task now.

LISTENERS' VIEWS

A) PYJAMA-WEARING HABITS

Africans think...	0 <u>C</u> 1 _____	A ...pyjamas are only for the home. B ...pyjamas should be worn in the summer only. C ...pyjamas can be worn in the street in any season.
Listener thinks...	2 _____ 3 _____	D ...wearing pyjamas in the street is improper. E ...pyjamas are not different from trousers and shirts.

B) YOUNG PEOPLE'S ATTITUDES

in South-East Asia...	4 _____	F ...your looks must be unusual. G ...there's no need to be different.
in the West...	5 _____ 6 _____	H ...traditional attitudes are not considered right. I ..."I am the most important person."

Score: 6 points

Task 48 – Level C1

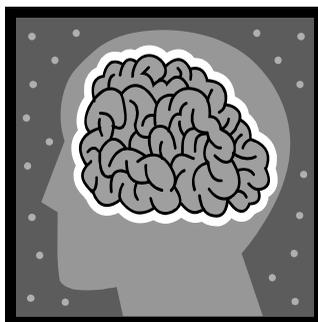
You are going to hear people explaining what they think about intuition and logic. First you will have 30 seconds to study the task below. Then you will hear the text twice. While listening, match the opinions (A–H) to the persons (1–6) by writing the most suitable letters in the boxes. There is one example (0) at the beginning. There is one extra opinion that you do not need to use. After the second listening, you will have 30 seconds to finalise your answers. Start studying the task now.

INTUITION AND LOGIC

People	Opinion
0	E
1	
2	
3	
4	
5	
6	

Intuition ...	
A is trusted mainly by women
B should be balanced by intellect
C can be dangerous
D can't be separated from feelings
E <i>can't replace logic</i>
F is faster than logic
G was trusted more in the past
H makes life more interesting

Score: 6 points



PART THREE

Answer Keys

SHORT-ANSWER QUESTIONS

Task 1 Sample Task – The National Palace Museum

See page 34

Task 2 Corfu

- 0 *125 miles*
- 1 clean
- 2 British
- 3 10°C
- 4 all ages / every age group
- 5 (up to) four
- 6 balcony / terrace
- 7 lunch

Task 3 Game Boy and music

- 0 *while travelling*
- 1 on a plane
- 2 logic / problem solving
- 3 German
- 4 knitting
- 5 within a few weeks
- 6 (all) the kids
- 7 cleaning
- 8 (a glass of) wine

Task 4 Celebrating the New Year

- 0 *her friends*
- 1 cross their arms / join their hands
- 2 a toast / champagne
- 3 not to eat chocolate / no more chocolate

- 4 picture
- 5 surf(-ing) OR/AND sunbathe(-ing)
- 6 on the coast

Task 5 A townie turned to farming

- 0 *big cities*
- 1 newsagent
- 2 she approved of it / she liked it / she agreed / good idea
- 3 fruit farming
- 4 90 acres
- 5 less hectic / more quiet / harder / seven days to work
- 6 to diversify / make their own juice / getting into juice(s)
- 7 to sell his juice / sell his products

Task 6 Albanian farming

- 0 *he lives alone*
- 1 Greece
- 2 illegally / without papers
- 3 40 billion euros
- 4 heavy equipment / heavy machinery.
- 5 going bankrupt / getting ruined by competition / the Greek competition / (he) cannot sell his product
- 6 (to) fight (against) illegal migration
- 7 tourism

Task 7 Scottish kilts

- 0 *day and night*
- 1 200 years ago
- 2 nothing
- 3 beginning of the century / 1900 / 1901
- 4 (in the) 19th century / 15 years ago
- 5 500-2,000 / 500 to 2,000
- 6 (master) tailor / (master) craftsman / tailor and master craftsman
- 7 they are cheaper / people can afford them
- 8 their kilt / their tartan

Task 8 Casey

- 0 *16 months*
- 1 driving lessons

- 2 7 years ago
- 3 three
- 4 it grew and grew / it was successful
- 5 Casey / the wife
- 6 Seven / 7
- 7 the husband
- 8 at 9 (p.m.)
- 9 the neighbour

Task 9 El Niño

- 0 *El Niño*
- 1 further from (the) shore / away from (the) shore
- 2 (they) won't disturb them / don't disturb them / not (to) disturb them
- 3 (some) 3,000
- 4 (they have) increased / expanded (by 20%)
- 5 with feeding programs

Task 10 Climbing

- 0 *exploring*
- 1 culture
- 2 (the) snow(cap) (has) melted
- 3 since the army
- 4 it was forbidden / it was not allowed / because of the military
- 5 (could have been) killed / (could have been) arrested / (could have been) shot (down)
- 6 made from the air / they are air surveys / not done from (the) ground

Task 11 Rainbow the billy goat

- 0 *very well*
- 1 (to) keep flies off
- 2 around the neck / on his neck
- 3 happy (with the healing) / optimistic
- 4 aggressive / badly treated
- 5 (his) owners were cruel / cruelty by owner(s)
- 6 10-15 / ten to fifteen
- 7 to milk them / to have goat's milk / allergic to dairy / milk products

MULTIPLE-CHOICE TASKS**Task 12 Sample Task – Shuttle launch**

See page 52.

Task 13 Sleepy Hollow

<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>A</i>	<i>D</i>	<i>C</i>	<i>B</i>	<i>D</i>	<i>B</i>

Task 14 Nicole Kidman

<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
<i>B</i>	<i>C</i>	<i>A</i>	<i>D</i>	<i>B</i>	<i>D</i>	<i>A</i>

Task 15 The jazz singer

<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
<i>D</i>	<i>C</i>	<i>B</i>	<i>D</i>	<i>C</i>	<i>A</i>	<i>B</i>

Task 16 Vision regained

<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
<i>C</i>	<i>C</i>	<i>B</i>	<i>A</i>	<i>B</i>	<i>A</i>	<i>C</i>

Task 17 Home of the future

<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>D</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>A</i>	<i>B</i>

TRUE/FALSE TASKS**Task 18 Sample Task – Peter’s day**

See page 64.

Task 19 Harry Potter

0	1	2	3	4	5
F	T	F	F	T	T

Task 20 Midwest people

0	1	2	3	4	5	6	7	8	9
T	T	T	F	T	F	T	F	T	T

Task 21 A female astronaut

0	1	2	3	4	5	6	7
F	T	F	T	T	F	T	F

Task 22 Jumble at the sale

0	1	2	3	4	5	6	7
T	F	T	T	F	F	F	T

Task 23 Empty seas

0	1	2	3	4	5	6	7	8	9
F	F	T	F	T	T	F	F	T	T

Task 24 Air chair

0	1	2	3	4	5	6
F	T	F	T	T	F	T

COMPLETION TASKS**Task 25 Sample Task – Courmayeur**

See page 74.

Task 26 Pension calculator

- 0 *pension*
- 1 British Insurers (ALSO ACCEPTABLE: British Insurance)
- 2 30
- 3 retire
- 4 80
- 5 week
- 6 www.bbc.co.uk

Task 27 Hotel Sao Joao

- 0 *relax*
- 1 snacks / sandwiches / service
- 2 (play) tennis / look at scenery / tennis sports / tennis courses
- 3 3 / 2 to 3 / 2-3
- 4 the sea
- 5 dinner
- 6 343
- 7 free / included

Task 28 Gerald's family

- 0 *Australian*
- 1 French
- 2 Retired
- 3 divorced
- 4 studio / home

- 5 9 / nine
- 6 designer / artist
- 7 better paid
- 8 Paris
- 9 journalist
- 10 (PE) teacher
- 11 sports

Task 29 Cycling

- 0 *seventeen*
- 1 cold / wet / cold and wet
- 2 dedication / camaraderie / sacrifice / determination
- 3 national student(s) / national / student(s)
- 4 playing music / playing the (electronic) (bass) guitar / playing instruments
- 5 go to bed

Task 30 Earthquake in Peru

- 0 *thousands of*
- 1 late afternoon / in Peru
- 2 7.9
- 3 second largest
- 4 off the coast
- 5 Bolivia / Lima
- 6 90
- 7 the cathedral / stone architecture / the historic district/part

Task 31 Ken Follett

- 0 *thrillers*
- 1 (London) University
- 2 the USA and Italy / the USA / Italy
- 3 (newspaper) reporter / journalist
- 4 a scoop journalist / a hot shot / good enough
- 5 were published
- 6 names / pennames
- 7 better / changed
- 8 (raw) energy

Task 32 Cheddar in the cave

- 0 *river*
- 1 12°C / (constant) cool
- 2 30 tons
- 3 quality / taste / taste and texture
- 4 the Romans
- 5 wine
- 6 50,000 years
- 7 November

Task 33 Nyasa animals

- 0 *mountains*
- 1 (by) helicopter / by air
- 2 rain forest
- 3 footprints
- 4 noise
- 5 crocs / crocodiles
- 6 very dark / almost black / not white
- 7 7-8,000

Task 34 Haunting monk

- 0 *17th century*
- 1 a (visiting) tourist
- 2 a bedroom / their bedroom
- 3 (watching) (the) television / TV
- 4 four / 4
- 5 their (elder) daughter
- 6 leave / go away / move
- 7 laugh
- 8 not / be upset / be angry / be cross

Task 35 Coffee

- 0 *birthplace*
- 1 monopoly / the only source
- 2 hand-driven / cranky
- 3 ANY OF wild / high / extraordinary / strange
- 4 exported / smuggled in
- 5 (heavy/pleasant) oiliness (in the aftertaste) / oily
- 6 (about) 100 years ago
- 7 ANY OF sublime / winey / acidic

Task 36 Healthy urban living

- 0 *green space*
- 1 (Local) Parks Department
- 2 unwelcoming / unattractive
- 3 the government
- 4 (over) 900
- 5 not taken seriously

Task 37 Paris skaters

- 0 *pedestrians*
- 1 highway code / rules
- 2 (transport) strike
- 3 25,000 / twenty-five thousand
- 4 outstanding pavements
- 5 speeding
- 6 30 miles per hour
- 7 5 / five
- 8 wear protective gear / wear helmet(s)
- 9 on the pavements
- 10 one-way streets
- 11 January

Task 38 Weather forecast

- 0 *snow*
- 1 sunshine / showers / rainfall
- 2 (localised) flooding
- 3 8 degree Celsius
- 4 the (far) north
- 5 later this afternoon / in the afternoon / in east England / in east Anglia
- 6 50-60 mph / 60 mph
- 7 of the wind / it's windy

Task 39 Tulips

- 0 *celebrated*
- 1 (have) made (the) men mad
- 2 15 years' wages
- 3 gold
- 4 (early) 1637
- 5 couldn't afford the flowers / couldn't buy the flowers

- 6 (trade) catalogue / (trade) catalog
- 7 worthy of (this/great) attention
- 8 varied / coloured / colourful / multi-shaped / interesting
- 9 (enduring) popularity

MATCHING TASKS

Task 40 Sample Task – English courses

See page 93.

Task 41 My room

A	B	C	D	E	F	G	H	I
✓	✓	✓	X	✓	X	✓	X	✓

Task 42 Dialogues

0	1	2	3	4	5
C	B	H	E	A	F

Task 43 So embarrassing!

0	1	2	3	4	5	6	7
E	J	A	D	F	I	B	C

Task 44 Radio

0	1	2	3	4	5
G	H	A	E	C	D

Task 45 Eileen's objects

<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>
<i>D</i>	<i>J</i>	<i>I</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>F</i>	<i>G</i>	<i>E</i>

Task 46 Attitudes to parks

<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>E</i>	<i>F</i>	<i>D</i>	<i>G</i>	<i>A</i>	<i>C</i>

Task 47 Listeners' views

<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
<i>C</i>	<i>E</i>	<i>A</i>	<i>D</i>	<i>G</i>	<i>I</i>	<i>F</i>

A and D are interchangeable, and so are I and F.

Task 48 Intuition and logic

<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
<i>E</i>	<i>B</i>	<i>D</i>	<i>F</i>	<i>A</i>	<i>H</i>	<i>C</i>

APPENDIX 1

Guidelines for Writers of Listening Tasks

1 Introduction

These Guidelines were originally written for secondary school and university teachers, who had been trained in language testing to write test items for the British Council School-leaving Examination Reform Project. We hope that they will be also useful for English teachers in general, and will help them write better classroom listening tests. And even if teachers do not have to or do not wish to write their own listening test tasks, understanding how listening tests are designed should help language teachers understand the ready-made tests and textbook exercises better. These teachers will also prepare their students for modern European English examinations in a more efficient way.

On the next pages, you will find both general and specific guidelines for the construction of Listening test items and tasks. Each set of guidelines includes the following subtopics: text selection, task selection, task design, and rubrics.

Guidelines like these should normally be attached to a set of test specifications. Each examination should have a set of specifications which describes what the test is aiming to test and how it does this. Specifications are normally produced in a handbook together with sample test papers so that those who are interested in the test can obtain a clear idea of what the test is like. For example, you should find the information about the test's purpose, who the test-takers are (or are likely to be), what is the difficulty level of the test (for example, in terms of the Common European Framework), which language skills and sub-skills are being tested, and how they are being tested, how many sections there are in one paper, how much time is given for doing a task and a test as a whole, which task types should be used, how many points are awarded for each item and each task, what is the length of a (listening) text, what is the language of the rubrics (the students' mother tongue or the target language), how rubrics should be worded, what criteria should be used for marking, and so on.

Test writers of international, national, or classroom tests have to be familiar with the test specifications they are writing items for. Even classroom teachers can write their own specifications which can be a simple and practical outline of the test. They may indicate how a 45-minute lesson (during which the test will be administered) will be divided up, what the aim of the test is, how much time will be given to each section of the test, what language skills will be tested, and what the items will look like, i.e. whether the students will have to write short answers or longer texts, circle the given choices or match the parts of the texts, etc.

Specifications for testing listening skills in the classroom setting may look something like this:

Listening test

Date: 20th April 2010

Aim or purpose of the test: diagnostic: to identify weaknesses in students' listening skills

Age group: 18/19

Sex: 20 male and 10 female;

Difficulty level: intermediate, approximately at the B1 level.

First/second foreign language: first foreign language (English)

Study programme: Grammar school (600 45-minute lessons of English of instruction so far)

Number of test sections/parts: 2

Skills tested: listening for specific information and listening for the main points

Target language situation: listening to the radio and understanding the main points and some specific details

Task type: integrative; both objectively and subjectively assessable

Test method: completion/short answer

Text type: radio news/radio interview with a writer

Text length: 3 minutes each (listened to twice)

Number of items: 10 per task

Rubrics: According to a standard template, in English. Students will have been familiarised with these in class. One example is given at the beginning;

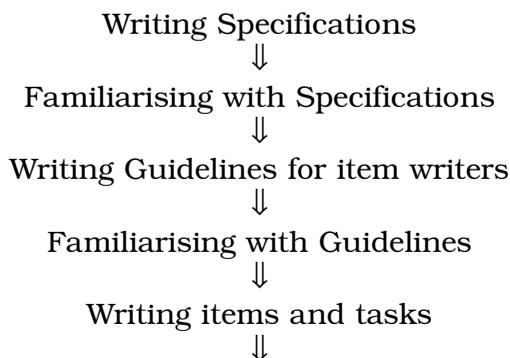
Time: Students have 30 seconds to read the task before they start listening and 30 seconds after the listening to finalise their answers. Total test time: 30 minutes

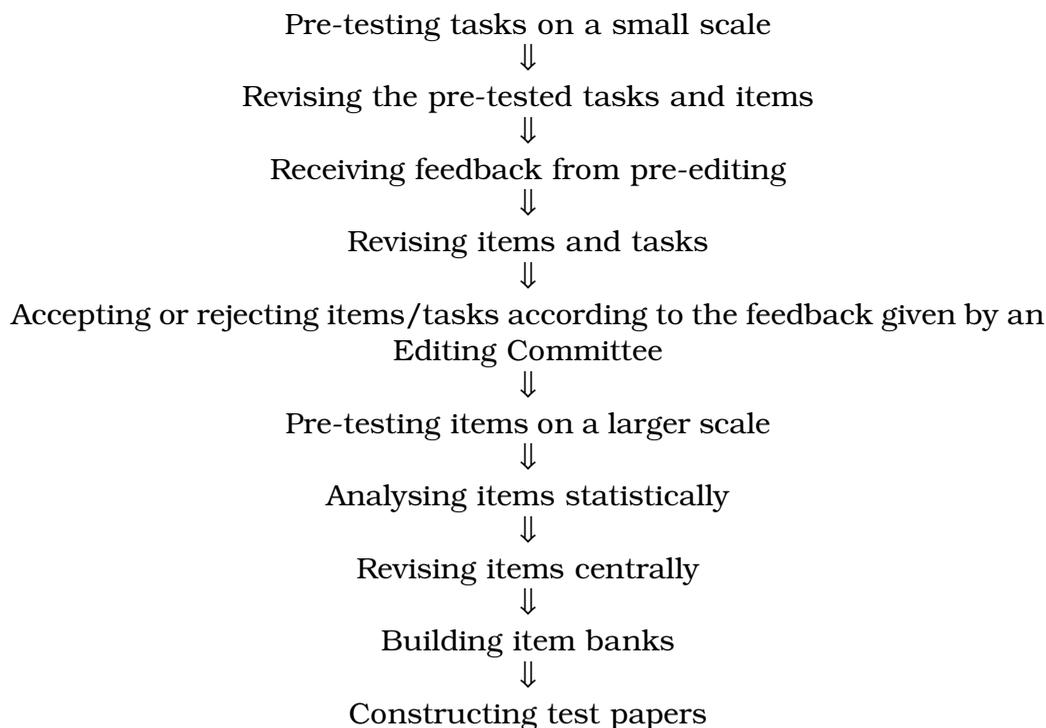
Criteria: Answer key (acceptable and unacceptable) is provided; meaning more important than spelling;

Length of answers: in the short-answer task, answers longer than 4 words will be penalised

It is clear, however, that for standardised, large-scale tests that are intended to be widely distributed and therefore widely generalised, test specifications must be much more formal and detailed. The test construction process, of which item writing is only a part, must follow internationally accepted procedures. These procedures were also respected in producing the tasks for this book.

There are several phases that test construction has to go through:





It is clearly very difficult for a classroom teacher to design tests according to the procedure mentioned above in all its stages. However, what all teachers should remember is that nobody can write good tasks on their own and nobody can write tests without mistakes. It is therefore essential to ask a few teacher colleagues to **do** the test tasks and give you their feedback on task suitability, item difficulty, instructions, etc. Any feedback a teacher receives on his or her test tasks is invaluable. If you want to get some more information on the items and tasks, then you should pre-test your own testing materials on students of similar abilities that the test is intended to assess. These you may find in your colleagues' classes or at a neighbouring school.

After marking the tests, it is a good idea to analyse the results, not only the task results but also item scores. In this way, you will be able to find out which items performed well and which not and why. Next time, you may avoid making the same mistake(s) again.

After compiling a number of suitable and well-written tests, you may start building your own bank of tasks. For example, a bank for testing listening skills may be organised according to topic, text type, text source, task type, listening skill, task difficulty, and so on. Such a collection of tasks will make assessment easier for you, and more reliable and fairer for the students.

2 General Guidelines

2.1 Text selection

- 2.1.1 All texts must be authentic.
- 2.1.2 Texts must not be taken from printed material in other examinations or English language teaching materials.
- 2.1.3 The topic of the texts must be accessible to the students' age group.
- 2.1.4 Texts must not be offensive, distressing or violent.
- 2.1.5 Texts must be of a suitable length.
- 2.1.6 Texts must be of a suitable level of difficulty.
- 2.1.7 A text must have a title unless it is used as part of the item.
- 2.1.8 The same text can be used with more than one task. For example, a listening text with different tasks could be used for intermediate and advanced levels.

2.2 Task selection

- 2.2.1 Have a clear idea what skill and sub-skill(s) you intend to test and select the task and texts/prompts accordingly.
- 2.2.2 The task type must be one which is familiar to the students who are tested.
- 2.2.3 Tasks must be accessible to the students' age group.
- 2.2.4 Tasks must not be offensive, distressing or violent.
- 2.2.5 The time allocated for each task must be sufficient for somebody who has the ability being tested to complete the task comfortably within the time limit.
- 2.2.6 Students must be able to see easily how the task relates to the text.
- 2.2.7 No more than one testing technique should be used in each task. Do not switch from multiple-choice to single-word answers in a single task, for example.

2.3 Task design

- 2.3.1 There should be a minimum of five items in a task.
- 2.3.2 Items must follow the text sequence.
- 2.3.3 Items must be spread evenly through the text.
- 2.3.4 It must not be possible to answer any item without reference to the text. This must be checked carefully.
- 2.3.5 In non-sequencing tasks, items must not be interdependent – students should not need one answer in order to find another.
- 2.3.6 Items must not overlap.
- 2.3.7 Two items must not have similar answers.

- 2.3.8 Items must have a complete answer key on a separate sheet. All possible good answers and predictable wrong answers should be provided.
- 2.3.9 The items in each task must be numbered sequentially.
- 2.3.10 One item in each task must have an answer provided as an example. The example item, written in italics, should be marked 0 (zero) and should precede the other items.
- 2.3.11 The example answer must be provided in the form in which candidates are expected to write their answers and, where appropriate, it must be hand-written.
- 2.3.12 “Find the wrong answer” type items are not acceptable in multiple-choice tasks.
- 2.3.13 Each item must score one point.

2.4 Rubrics

- 2.4.1 Rubrics should be in English. They must be clear, simple and brief. Redundancies must be deleted. Do not use exclamation marks and meta-language.
- 2.4.2 Conform to standard rubrics, for example, the ones in this textbook.
- 2.4.3 Indicate clearly what students have to do i.e. what they have to write and where.
- 2.4.4 The rubrics should be in bold.
- 2.4.5 Put the total number of points available for each task (in other words, the number of items) at the end of the task, in bold.

2.5 Checklist

Text

- 2.5.1 Is the text type worth testing?
- 2.5.2 Is the text user-friendly in style and acceptable in content?
- 2.5.3 Is the length of text appropriate for your students?
- 2.5.4 Is the level of difficulty appropriate? Do any alterations to the text conform to the Guidelines?

Task

- 2.5.5 Is the rubric clear, brief and in bold?
- 2.5.6 Has the example been provided for each task?
- 2.5.7 Is there a complete answer key for each task?
- 2.5.8 Is the task type familiar to students?
- 2.5.9 Is the task type accessible and acceptable?
- 2.5.10 Is the number of items acceptable?
- 2.5.11 Are the items spread evenly through the text?

- 2.5.12 Are all items properly labelled: questions with numbers, options with letters?
- 2.5.13 Can each question be answered independently?
- 2.5.14 Do items follow the text sequence?
- 2.5.15 Do answer keys reflect the form in which the answer is expected?
- 2.5.16 Does the answer key include alternative answers (if applicable)?

2.6. Acknowledgements

The following reference materials have been used in compiling these guidelines:

Alderson, J. C., Clapham, C., & Wall, D. (1995). *Language Test Construction and Evaluation*. Cambridge Language Teaching Library. Cambridge: Cambridge University Press.

Milanovic, M. (Ed.). (1996). *User's Guide for Examiners*. Council of Europe, CC-LANG, 10.

3 Listening Paper

3.1 Text selection

- 3.1.1 Use spoken texts that sound like spoken English. Where, for example, pauses or fillers would be normal in conversation, they should also be used in the recording. You may record the listening texts from radio stations off-air, or from audio files available on the Internet. You may also record your own texts, using a good microphone and a digital recorder.
- 3.1.2. Avoid using texts from television programmes. These texts have been recorded for TV viewers who listen and watch at the same time. Therefore, these texts consist of two sources of information, one is the picture and the other is the sound. If one is missing, comprehension becomes very difficult or even impossible.
- 3.1.3 Select texts whose topic is accessible to the students' age group.
- 3.1.4 Try to select texts that are likely to be interesting for students. Be aware that humorous texts, for example radio comedy shows, might be enjoyable and easy for you but very difficult for students.
- 3.1.4 Avoid offensive and distressing topics, such as war, fatal diseases, family tragedies, etc.
- 3.1.5 Avoid well-known audio recorded novels or any other well-known radio programmes as text sources.
- 3.1.6 Avoid listening materials that were recorded and published for teaching.
- 3.1.7 Select texts of suitable length. If the text is a part of a longer text, make sure it stands alone and does not contain references to previous or following parts of the original texts.
- 3.1.8 Do not use more illustrations than necessary. When illustrations are used, they should be clear and photocopiable.
- 3.1.9 Do not use texts with content covered in detail in any listening exercise included in a language textbook. You do not want to test knowledge of content, but ability to understand recorded texts.
- 3.1.10 Select texts that do not assume a high level of background knowledge (social, cultural, factual etc.).
- 3.1.11 If you decide to produce a text of your own, you must seek the advice of a fellow teacher and, if at all possible, of a native speaker as to the accuracy and the acceptability of the vocabulary and grammatical structures used in the spoken texts.
- 3.1.12 Ensure that in case of sequencing tasks the text lends itself to sequencing.
- 3.1.13 Do not use listening texts with many speakers participating in a conversation, especially if it is not absolutely clear who says what, or where the relationships are not explicitly stated.
- 3.1.14 Ideally each speaker's voice should be clearly distinguished from the others. For example, a male could be paired with a female, or a younger with an older person.

3.2 Task selection

- 3.2.1 Have a clear idea about the purpose of each listening task, which listening skill is to be tested in a particular task (e.g. listening for the main idea or listening for specific information), and why a particular task type is used.
- 3.2.2 The task should reflect the way in which people usually listen to the type of text used.
- 3.2.3 The students should be familiarised with the task type in advance.
- 3.2.4 Tasks should not test students' memory.
- 3.2.5 Consider applying more difficult texts with easier tasks and vice versa.

3.3 Task design

- 3.3.1 Produce tasks from tapes, not tape-scripts.
- 3.3.2 There should be a minimum of five items in a task.
- 3.3.3 The wording of the items should be such that it is easy to understand and does not require too much reading.
- 3.3.4 Make sure items cannot be answered correctly without listening to the text.
- 3.3.5 Use clear signposts to help students in tasks where texts consist of a number of segments.
- 3.3.6 Provide an example, written in italics and marked with (0), at the beginning of each task. Example answers should be given in a handwritten form where appropriate.
- 3.3.7 Allow enough time for students to familiarise themselves with items before listening to the text. Intermediate: 4 seconds per item; advanced: 3 seconds per item.
- 3.3.8 Allow enough time for students to finalise their answers after the text is finished: 3 seconds per item.
- 3.3.9 Make sure that each question can be answered independently; that is, the answer to one question does not depend on the answer to another question (except in sequencing tasks).
- 3.3.10 Select items in such a way that there is enough time for students to answer before having to concentrate on the text again for the next item.
- 3.3.11 Spread items evenly. Do not have long stretches of text where no item needs to be answered.
- 3.3.12 Sequence items following the sequence of ideas in the text.
- 3.3.13 Number items and use letters to mark options.
- 3.3.14 Make sure there is only one possible answer to each question. If more than one answer is required, this fact must be clearly indicated, and they must count as different items.
- 3.3.15 Do not focus only on one type of factual information (numerals, countries, nationalities etc.).
- 3.3.16 Do not base items on proper names and avoid items the answer to which depends on understanding proper names (e.g. people's names, geographical names, etc.).

- 3.3.17 Provide four options for multiple choice items but make sure they do not require too much reading.
- 3.3.18 Provide more options than pairs in matching tasks.
- 3.3.19 Make sure you base completion items on factual information, and not on subjective judgment. The missing words should be concrete nouns and verbs rather than adjectives because adjectives usually have synonyms and many other plausible replacements.
- 3.3.20 In sentence completion tasks the sentences candidates hear should not be the same as the sentences they have to complete.
- 3.3.21 In productive tasks (i.e. in completion tasks and short-answer question tasks) avoid items whose answer is very difficult to spell.
- 3.3.22 Design one task to fit on one page or two facing pages.
- 3.3.23 Design tasks with clear and consistent layout.
- 3.3.24 Provide answer keys reflecting the form in which answers are expected. Give all possible or acceptable answers. Unacceptable answers that are likely to occur should also be indicated. In tasks where the correct answer may be phrased in various ways, the answer key should provide content-related instructions concerning acceptable answers.
- 3.3.25 Weigh items equally (1 item = 1 point).

3.4 Rubrics

- 3.4.1 Use simple, standardised rubrics.
- 3.4.2 Word all instructions in English.
- 3.4.3 Present all instructions, identical with the taped rubrics, on the test sheet.
- 3.4.4 Inform candidates what they are going to hear: the text type and/or source.
- 3.4.5 Inform candidates in the rubrics when they are expected to answer, and how many times the text will be played.
- 3.4.6 Indicate clearly what candidates are expected to do i.e. what they have to write and where.
- 3.4.7 Give guidance on the length of appropriate answers.
- 3.4.8 Rubrics must be written in bold.
- 3.4.9 Indicate the total number of points available for each task at the end of the task in bold.

List of reference books

- Alderson, J. C., Clapham, C., & Wall, D. (1995). *Language Test Construction and Evaluation*. Cambridge University Press.
- Anderson, A. & Lynch T. (1988). *Listening*. Oxford University Press.
- Bachman, L. F. (1990). *Fundamental Considerations in Language Testing*. Oxford University Press.
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- Ur, P. (1992). *Teaching Listening Comprehension*. Cambridge University Press.
- Weir, C. (1993a). *Communicative Language Testing*. Prentice Hall.
- Weir, C. (1993b). *Understanding and Developing Language Tests*. Prentice Hall.
- Practice test booklets and practice books for the Cambridge FCE and CAE examinations.

APPENDIX 2

Contents of the CDs

CD1

Task no.	Title	Level	Task Type	Page	Items	Length
1	The National Palace Museum – Sample	B2	Short answer	33	8	2:51
2	Corfu	A2	Short answer	36	7	2:48
3	Game Boy and music	B1	Short answer	37	8	2:12
4	Celebrating the New York	B1	Short answer	38	6	2:11
5	A townie turned to farming	B2	Short answer	39	7	3:29
6	Albanian farming	B2	Short answer	40	7	3:30
7	Scottish kilts	B2	Short answer	41	8	2:35
8	Casey	B2	Short answer	42	9	2:57
9	El Niño	C1	Short answer	43	5	1:52
10	Climbing	C1	Short answer	44	6	3:31
11	Rainbow, the billy goat	C1	Short answer	45	7	2:14
12	Shuttle launch – Sample	C1	Multiple choice	50	7	3:51
13	Sleepy Hollow	A2	Multiple choice	54	5	1:54
14	Nicole Kidman	A2	Multiple choice	56	6	3:05
15	The jazz singer	B2	Multiple choice	57	6	2:29
16	Vision reined	B2	Multiple choice	58	6	4:07
17	Home of the future	C2	Multiple choice	59	5	2:02
18	Peter’s day – Sample	B1	True/False	63	7	2:48
19	Harry Potter	B1	True/False	65	5	2:04
20	Midwest people	B1	True/False	66	9	4:06
21	A female astronaut	B2	True/False	67	7	3:14
22	Jumble at the sale	B2	True/False	68	7	1:45
23	Empty seas	C1	True/False	69	9	2:27
24	Air chair	C1	True/False	70	6	2:33

CD2

Task no.	Title	Level	Task Type	Page	Items	Length
25	Courmayeur – Sample	A2	Completion	73	7	2:09
26	Pension calculator	A2	Completion	76	6	1:50
27	Hotel Sao Joao	B1	Completion	77	7	2:07
28	Gerald's family	B1	Completion	78	11	2:59
29	Cycling	B1	Completion	79	5	2:34
30	Earthquake	B1	Completion	80	7	2:13
31	Ken Follet	B2	Completion	81	8	3:31
32	Cheddar in the cave	B2	Completion	82	7	1:52
33	Nyasa animals	B2	Completion	83	7	2:07
34	Haunting monk	B2	Completion	84	8	3:28
35	Coffee	B2	Completion	85	7	2:47
36	Healthy urban living	B2	Completion	86	5	1:50
37	Paris skaters	B2	Completion	87	11	3:33
38	Weather forecast	C1	Completion	88	7	2:35
39	Tulips	C1	Completion	89	9	3:07
40	English courses – Sample	B1	Matching	92	5	2:57
41	My room	A1	Matching	94	7	1:15
42	Dialogues	A1	Matching	95	5	2:35
43	So embarrassing!	A2	Matching	96	7	3:01
44	Radio	B1	Matching	98	5	3:15
45	Eileen's objects	B1	Matching	99	8	3:29
46	Attitudes to parks	B2	Matching	100	5	2:20
47	Listeners' views	C1	Matching	101	6	2:47
48	Intuition and logic	C1	Matching	102	6	2:32