

KEY (KET): LISTENING

Students find the listening part of the exam much more challenging than the reading as they cannot control the speed. Always encourage the students to look through the listening tasks before they listen and predict **WHERE, WHO** and **WHAT** the listening extract is going to be about.

Remind students that for all non-gap-filling tasks (where they are supposed to write a word or phrase exactly as they hear it in the recording) they should always be listening for ideas rather than specific words and phrases.

Task: Play a recording of a sentence and get the students to count the words they hear (abbreviations such as *I'll* count as two words). Alternatively, get them to write down what they have heard as a sentence dictation.

Task: Read out a sentence and get the students to write down what they hear, but put a gap in the sentence by giving a clap or a whistle and get the students to fill the gap with what they believe would be an appropriate word. For fun, you can also get students to give the dictation sentence themselves.

Task: Return periodically to a listening piece after a gap of a few weeks or months. Let the students look at the answers in their book and the key words that gave them the answer. Then give them the listening activity again and challenge them to obtain full marks.

Always make sure that students understand how they should record their answers and when they should copy their answers onto the answer sheets. It should be emphasised that they should write clear notes in their question booklet as it will perhaps be 20 minutes before they come back to what they have written. What a disaster if they cannot remember or read what they have written down.