

Teaching Tips for the London Test of English – Listening

This is the second of three issues of Teaching Tips to be devoted to the listening section of the LTE examinations.

Activity *To teach students to focus their listening on the information they need to answer the questions.*

1) Compile or invent a list of (non-multiple-choice) questions from the listening section. Also write down the kind of information each question is asking for – but listed in a different order. Here is an easy example:

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| 1. Where is the clock? | b. a price |
| 2. How much did Costas pay for his haircut? | c. something that makes a sound |
| 3. What should you do if you go to Edinburgh? | d. a place |
| 4. What did Ana hear when she arrived? | e. an action (maybe 'visit' or 'see' something) |

2) Give the lists to pairs of students, and get them to discuss and match the questions with the information they are looking for. Repeat the activity, but using only a list of questions: the students must decide for themselves what information they need.

Alternatively, you can compile or invent a list of incomplete sentences from the listening section (remembering to omit a maximum of three words from each sentence), and get your students to decide on the parts of speech (noun, verb, adjective ...) and other grammatical features (singular/plural, tense ...) of the missing words.

Activity *To train students to anticipate and listen out for relevant language*

1) Compile or invent a list of multiple-choice questions from the listening section. For example:

- Ivan is happy because his mother**
- (b) has stopped smoking.**
 - (c) has bought him some cigarettes.**
 - (d) is not ill any more.**
 - (e) has bought a new car.**

2) Point out to your students that in the exam they should not expect the audio material to use the same words as the ones that appear in the questions. Instead the students need to listen out for synonyms or paraphrases (E.g. They should not expect to hear Ivan saying 'I'm happy because my mother has stopped smoking'. He is more likely to say 'My mum's finally given up cigarettes. It's great!').

3) Give the students your list of multiple-choice questions, and get them to

- underline key words
- discuss and write down possible synonyms and paraphrases to listen out for.

At lower levels, multiple-choice sections often present sets of pictures to choose from. For these levels, compile or invent pictorial multiple-choice questions, and get your students to

- discuss what the pictures represent, and how they differ
- discuss and write down possible words and expressions they should listen out for.

None of these activities requires audio material. However, if you do use a past test paper or [sample papers](#) from the website and have the accompanying audio material (there is an audio link to the listening section of the sample paper) it is nice to play it to the students at the end, and then to discuss in detail how the activities helped your students to prepare for the test.