

# Lesson

# 3

## Overview of Part 3: Integrated Listening

### LEARNING OUTCOMES

By the end of class, students will be able to:

- Describe the overall format and scoring of the Listening component of CAEL;
- Recognize the question types in the Listening component;
- Use listening strategies;
- Describe the three kinds of listening skills targeted in the Listening component;
- Describe how the Speaking task is related to the Long Listening; and
- Identify specific features that contribute to a high scoring Speaking response in Part 3 of CAEL.

**TIME:** 2 hours

TOPIC	SUGGESTED TIME
1. Overview of Listening	5 minutes
2. Listening Strategies	20 minutes
3. Listening Skills	20 minutes
4. Overview of Part 3	10 minutes
5. Part 3: Short and Long Listening – Practice	40 minutes
6. Part 3: Speaking on the Long Listening – Practice	15 minutes
7. Deriving Meaning from Context – Exercise	10 minutes
8. Sample Responses (Optional)	N/A
9. Homework	30 minutes

### Before Class:

- Prepare classroom resources for the projector.
- Print sufficient copies of the Speaking Checklist.
- If using the paper option, print sufficient copies of Listening and Speaking test content.
- Note that the audio for this lesson is accessible at: [www.cael.ca/cael-ce-prep/audio-files](http://www.cael.ca/cael-ce-prep/audio-files).

## 1. Overview of Listening (5 minutes)

Introduce lesson by discussing the Listening component of CAEL. Project **Resource 3A** and explain that Ss will see Listening sections in Parts 3, 4, and 5 of the test. This lesson will focus on Part 3: Integrated Listening, but the skills and strategies covered here can be applied to other parts as well.

Project **Resource 3B** and discuss features of a Listening screen.

- Similar to Reading in that the Listening questions always appear on the right panel.
  - Remind Ss about the numbered tabs—these tabs appear when not all the questions can fit on the same screen. Users can alternate between them as frequently as they like.
- Point out the preview timer on the left panel. Explain that in each Listening section, test takers will have a Preview Time and a Review Time.
  - The Preview Time occurs **before** the audio begins to play. Test takers can use this time to preview the questions.
  - Once the Preview Time finishes, the audio will play.
  - The Review Time occurs **after** the audio finishes. Test takers can use this time to answer any questions they have not yet completed during the audio itself.
  - These times will vary between parts.
- Remind Ss about the **Next** button. If Ss finish all the questions before the time is up, they should use the remaining time to double-check their answers instead of clicking **Next**.
  - Once they click **Next**, they **cannot go back**, and **no extra time** will be added to the next part of the test.
- Total time remaining appears in the top right part of screen.
- Explain that the question types that Ss will see in the Listening sections are the same as those used in Reading. Project **Resource 3C** and briefly review.

## 2. Listening Strategies (20 minutes)

Project **Resource 3D**. Explain that you will now be discussing some listening strategies: previewing, identifying key words, reviewing, note-taking, and deriving meaning from context.

### Previewing

- Explain that test takers should use the time prior to the start of the audio to read over the questions and familiarize themselves with the question types in that section.

### Identifying Key Words

- Explain that in both Reading and Listening, it is useful to identify key words in the question that will help locate the answer in the passage.
- However, this is more important in Listening activities as test takers will only be exposed to the audio passage once and will not be able to skim or scan for the answer as they would in a Reading passage.

- Key words are words in the question that can help locate information in the audio passage.
  - In some cases, these key words will be an exact match of words in the passage, as in the case of a name of a person or a number—but not always.
  - There will be instances in which none of the words in the question will help locate the specific location of the answer. For example, a question like, “What is the main purpose of this lecture?” does not provide any key words that the test taker can listen for.
- Distribute and project **Resource 3E**, which shows Question 4 from Part 3: Long Listening of the CAEL Sample Test.
- Ask Ss: What key words in the question might they listen for in the audio passage?
  - Answer: **grouping economic models**.
- Explain that you are going to read the sentence in the audio passage that contains these key words.
- Read aloud: “Depending on the perspective you take, economic models can be grouped in various ways.”
  - Point out that in this case, the key word “grouping” corresponds to the word “grouped.”
  - Once Ss hear these words, they should listen carefully for information that will help them answer this question. The answer to the question is in the next sentence. Explain that you will not read that part; instead, Ss will listen for the answer during their practice later in this class.
  - In this case, a word that closely resembles the key word appears only once in the passage. However, test takers may also be faced with key words that appear several times throughout the passage.
- Distribute and project **Resource 3F**, which shows Question 10 of Part 3: Long Listening of the CAEL Sample Test.
- Ask Ss what the key words are in this question.
  - Answer: **economic model, simpler, real life**.
  - Explain that all these words occur numerous times throughout the audio passage.
  - In this case, simply hearing the words in the audio passage will not be enough to alert test takers to where the answer can be found. When practicing this part of the test, students will have to listen very carefully each time they hear these words in order to answer the question.

### Reviewing

- Project **Resource 3D** again.
- Explain that after the audio passage has come to an end, test takers will have additional time to answer the questions.
- This is an opportunity for test takers to check their answers and ensure they have not left any questions unanswered.

### Note-Taking

- Explain that test takers are provided notepaper when taking the official test. It can be helpful to take notes on main ideas and key details in the lecture. However, it would be a mistake to try to write out entire sentences as this may result in them falling behind during the audio passage.
- Some test takers may prefer to focus on the questions, many of which will follow the order in which information is presented in the audio passage—thus they may not wish to take any notes. In addition, some brief lecture notes of the Long Listening will be provided during the Speaking task for this part.
- Emphasize that Ss should only attempt to take notes if they feel comfortable doing so under the time constraints of the test.

### Deriving Meaning from Context

- Explain to Ss that although they may not understand all the words in a Listening passage, this doesn't mean they will not be able to achieve the score they need.
- It is not necessary to understand each word to answer the questions correctly, and it is better for test takers not to focus their attention too long on words they don't know.
- However, as mentioned in Lesson 2, it is possible sometimes to identify the meaning of a word based on the words around it. This is more easily done in a Reading passage, but the same principle can be applied to a Listening passage.
- Later in this lesson, Ss will complete an exercise to reinforce their understanding of this concept, after they have heard the Long Listening passage and practiced this test part.

## 3. Listening Skills (20 minutes)

- Explain that there are three skills that will be assessed in the Listening component of CAEL. These are quite similar to those in the Reading component.
- Before projecting **Resource 3G**, ask Ss if they remember what these three skills are. Can they name them? If so, can they explain the difference between general meaning questions and specific information questions? Can any of the Ss explain what inference means?
- Project **Resource 3G** and review the content as it applies to Listening.
- Explain that you will now show example questions for these three Listening skills. Emphasize that these examples will not be in the order in which the skills were just mentioned. Instead, the Ss will have to identify which example corresponds to which skill.

**Note:** Relevant portions of the transcripts have been provided for the following exercises. To focus on the listening aspects of this activity, it is recommended that you do not display this to the class. However, you may reference the transcripts for any sections that Ss find challenging.

## Inference

- Project and distribute **Resource 3H**, showing Question 9 from Part 3: Long Listening in the CAEL Sample Test.
- Play **Listening Skill I**.
- Ask Ss to answer the question and identify the Listening skill being assessed by this question.
  - **Transcript:** "Economic experiments are often critiqued due to concerns of their internal and external validity; particularly, they may not be applicable to true economic behaviour. This 'all-other-things-unchanged' assumption, or *ceteris paribus* if we use a fancy Latin phrase here, does not hold true at all in real life. So it's not surprising that Dani Rodrik, a Harvard professor of economics, said that 'models are never true; but there is truth in models' as they reflect a simplified view of the world."
  - **Answer:** Economic models always fall short in explaining an economy.
  - **Explanation:** From the excerpt, we can see that economic models may have their uses, but they ultimately fail in the real world. Therefore, we can draw the logical conclusion that Rodrik agrees that economic models fall short in explaining real economies.

## Specific Information

- Project and distribute **Resource 3I**, showing Question 4 from Part 5: Long Listening in the CAEL Sample Test.
- Play **Listening Skill II**.
- Ask Ss to answer the question and identify the Listening skill being assessed by this question.
  - **Transcript:** "Now, what about Mars, the planet named after the Roman god of war? It has been intriguing artists and scientists for thousands of years. Since 1960, over 70 astronomical missions have attempted to reach Mars. Approximately one-third of these attempts succeeded, which means twice as many failed."
  - **Answer:** 2/3
  - **Explanation:** 1/3 success = 2/3 failure

## General Meaning

- Project and distribute **Resource 3J**, showing Question 10 from Part 4: Long Listening in the CAEL Sample Test.
- Play **Listening Skill III**.
- Ask Ss to answer the question and identify the Listening skill being assessed by this question.
  - **Transcript:** "Now, how did animals become domesticated? Multiple theories explaining domestication existed throughout the 19th and 20th centuries. Some theories are usually not based on evidence or any empirical data. It was once believed that there was some genius out there who decided to domesticate the first animal. For some time, scientists believed that scarce resources would force animals and humans to live closer together, which would in turn foster domestication."
  - **Answer:** to explain research on domesticating animals

- **Explanation:** Typical of general meaning questions, the answer can be drawn from a variety of places in the audio passage. For the sake of brevity, only a short excerpt is used here, but it should be sufficient to answer the question. Throughout the lecture, the professor discusses a variety of theoretical perspectives related to domestication. The focus here is not only on “the process of animal domestication” as mentioned in the last option, but also on the various types of research that have been done on this topic throughout history.
  - The argument could also be made that since the passage mentions more than one proposed process, the last option would be incorrect.

## 4. Overview of Part 3 (10 minutes)

Project **Resource 3A** again. Explain that there are three sections in Part 3: Short Listening, Long Listening, and Speaking on the Long Listening.

Project **Resource 3K** and explain the following about the Short Listening.

- The content of the Short Listening passage will be about some aspect of university life (e.g., review of a syllabus, presentation instructions, lab orientation...).
- Preview Time: 30 seconds
- Review Time: 60 seconds
- 3 questions

Project **Resource 3B** and explain the following about the Long Listening.

- The content of the Long Listening passage will be an academic topic, presented in the form of a lecture.
- Point out the numbered tabs at the top.
- Preview Time: 2 minutes 30 seconds
- Review Time: 3 minutes
- 11 questions

Project **Resource 3S** and explain the following about Speaking on the Long Listening.

- This task requires the test taker to answer a question based on the Long Listening they just completed.
- Note that, according to the instructions, test takers will be rated on the content of their response, the accuracy of their language, and their use of the source material (i.e., information from the lecture).
- Point out that on the left panel of the screen, test takers can view some brief notes from the Long Listening by selecting the “Lecture Notes” tab.
- Emphasize that these notes do not necessarily contain all the information the test taker will need to answer the Speaking question, but they may help jog their memory. Test takers can view these notes during both the Preparation Time and the Speaking Time.
  - Preparation Time: 1 minute

- Speaking Time: 2 minutes
- Ss should already be familiar with the lecture, since it appeared in Long Listening; during the Preparation Time, they might find it useful to either review the lecture notes for pointers, or they could take some notes to help plan their response.
- Ss should attempt to use ideas from the Listening passage to back up points in their response. Ss should not copy information directly, but rather, paraphrase ideas (put them in their own words). Paraphrasing will also allow Ss to demonstrate their range of vocabulary.

## 5. Part 3: Short and Long Listening – Practice (40 minutes)

Inform Ss that they will now have a chance to practice the Short and Long Listening sections of Part 3. It can be beneficial to practice using computers because this best simulates the test day experience. If this is not possible, a paper-based alternative that does not require the use of computers has been provided.

You may wish to have Ss complete both the Short and Long Listening sections before debriefing as a class, or you may prefer to stop for discussion after each section. You may also wish to use the answer key analysis to support class discussion (**Resource 3R**).

**Note:** If using the computer option, note that the answer key for Part 3 on the CAEL Sample Test contains answers for **both** the Short Listening and the Long Listening on the same page. Please ensure that Ss do not check answers for the Long Listening before they complete the practice for that part.

### Computer Option

- Have Ss access [www.cael.ca/cael-ce-sample-test/](http://www.cael.ca/cael-ce-sample-test/).
- Have Ss complete the Short Listening and the Long Listening in Part 3, starting at **Part 3: Short Listening – Instructions**.
- Debrief immediately after the Short Listening, or direct Ss to complete both the Short and Long Listening sections first.
- You may wish to give Ss extra time (about 10 mins) to complete the questions in the Long Listening, or even let them listen to the audio again. Emphasize that this is only for practice; Ss will **not** hear the audio twice on the official test. Ss may use this time to check the answer key. This is also an opportunity to provide Ss with some individual attention.
- Debrief. What did Ss find was the most challenging aspect? What was the easiest? Did they answer questions during the audio, or did they save everything until the audio finished? Which did they find most useful: the Preview or the Review Time? You may wish to brainstorm on the board.

**Note:** A **Transcript** button appears on each Listening section of the CAEL Sample Test. Explain to Ss that this is only for practice purposes—Ss will **not** be able to see the transcript on the official test. Ss are advised against accessing the transcript here, at the instructor’s discretion.

### Paper Option

- Distribute the questions for Part 3: Short Listening (**Resource 3L**).
  - Emphasize that these questions have been formatted to be done on paper. For an authentic test experience, encourage Ss to do this part of the sample test at home by accessing [www.cael.ca/cael-ce-sample-test/](http://www.cael.ca/cael-ce-sample-test/).
- Use a class timer for this part (e.g., your phone or classroom clock).
- Write Short Listening times on the board and begin:
  - Preview Time: 30 seconds
  - (Play **Short Listening Practice**)
  - Review Time: 60 seconds
- Debrief immediately after the Short Listening, or direct Ss to complete both the Short and Long Listening sections first.
- You may wish to give Ss extra time to complete the Long Listening, or even let them listen to the audio again. Emphasize that this is only for practice; Ss will not hear the audio twice on the official test.
  - It is suggested that Ss are given an additional 10 minutes to continue working on these questions; alternatively, they may use this time to check the answer key. This is also an opportunity to provide Ss with some individual attention.
- Provide Ss with answer keys (Short Listening: **Resource 3N**, Long Listening: **Resource 3Q**).
- Debrief. What did Ss find was the most challenging aspect? What was the easiest? Did they answer questions during the audio, or did they save everything until the audio finished? Which did they find most useful: the Preview or the Review Time? You may wish to brainstorm on the board.

**Note:** Paper transcripts have been provided (Short Listening: **Resource 3M**, Long Listening: **Resource 3P**). Ss should try to complete this Listening part without the transcripts; however, they may be distributed for instructional purposes or if Ss are having difficulty with the audio—at the instructor’s discretion.

## 6. Part 3: Speaking on the Long Listening – Practice (15 minutes)

Inform Ss that they will now have a chance to practice Part 3: Speaking on the Long Listening. As with Lessons 1 and 2, if school facilities and scheduling allow, it can be beneficial to practice this Speaking task using computers with a headset because this best simulates the test day experience. If this is not possible, a paper-based alternative that does not require the use of computers has been provided.

### Computer Option

- Have Ss access [www.cael.ca/cael-ce-sample-test/](http://www.cael.ca/cael-ce-sample-test/).
- Start the test and navigate to **Part 3: Speaking on the Long Listening – Instructions**.
  - Once all Ss are here, tell them to click **Next**.
  - Timer for Speaking task will start; have all Ss complete task simultaneously, speaking into their headset. (They will not be recorded, but this is good practice for test day itself.)
  - Briefly discuss Ss' experience and answer questions.
- Now arrange Ss in pairs or sets of three.
  - Have Ss take turns practicing this question once again, using the prompt onscreen.
  - Distribute Speaking Checklist (**Resource 3T**).
  - While one S speaks, the other(s) should fill out the Speaking Checklist.
  - After each S finishes, their partner(s) should provide feedback using the checklist.
  - The instructor should monitor Ss while they are speaking and provide feedback to the class about areas of weakness.
  - Debrief as a class. What did Ss find were their biggest strengths? Biggest weaknesses? What was the most challenging aspect? What was the easiest? You may wish to brainstorm on the board.

### Paper Option

- Arrange Ss into pairs or sets of three.
- Distribute Speaking prompt (**Resource 3S**) as well as the Speaking Checklist (**Resource 3T**).
- Make sure that each set of Ss has some sort of timer. Explain that they will take turns speaking, just as they did for Lesson 1. Meanwhile, partners will fill in the Speaking Checklist.
- After each S finishes speaking, their partner(s) should provide feedback using the checklist.
- The instructor should monitor Ss while they are speaking and provide feedback to the class about areas of weakness.
- Debrief as a class. What did Ss find were their biggest strengths? Biggest weaknesses? What was the most challenging aspect? What was the easiest? You may wish to brainstorm on the board.

**Note:** Encourage Ss to record themselves with their phone or another recording device. Playing back their responses later may help them recognize their strengths and weaknesses for each task. Remind them that they may also access the CAEL Sample Test at home ([www.cael.ca/cael-ce-sample-test/](http://www.cael.ca/cael-ce-sample-test/)), if they wish to repeat the task.

## 7. Deriving Meaning from Context – Exercise (10 minutes)

The following activity will help Ss practice their ability to derive meaning from context, using challenging vocabulary from Part 3: Long Listening. If there is insufficient time to complete this in class, you may consider assigning it for homework.

- Project and distribute **Resource 3U**.
- Explain that these words can be found in the Long Listening passage.
- Encourage Ss to work in pairs to complete the worksheet.
- If Ss are unsure of the meaning of some of the words, they can listen to the lecture again as an aid to understanding. This will help them practice listening for specific details.
  - **Note:** If Ss are listening on their own computers, discourage them from simply reading the transcript.
- Answer key for **Resource 3U**:
  - 1. b
  - 2. c
  - 3. a (Although d is also a synonym, “variable” is used as a noun in the lecture.)
  - 4. c
  - 5. b
  - 6. c

## 8. Sample Responses (Optional)

- If time, explain that Ss will now listen to some sample responses for the Speaking prompt they just practiced with.
  - If no time left, sample responses may be assigned for homework.
- Arrange Ss into groups, and go through **Response 1 – Speaking on the Long Listening** and **Response 2 – Speaking on the Long Listening**, using sample response procedure detailed in Lesson 1.

Response 1 (overall Speaking component: band 90)	
Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Speaker uses own examples to support her explanations of concepts from the passage, demonstrating thorough comprehension of material</li> <li>• Strong closing remark (“I believe the best way to end this would be to show . . .”)</li> <li>• Speaker talks for full time, with plenty of detail</li> <li>• Wide range of vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Speaker talks so quickly that it may be difficult for some listeners to understand</li> <li>• Speaker sometimes recites straight from source (perhaps from notes she’d made during lecture)—she should have paraphrased to better demonstrate her grasp of academic vocabulary and language structures</li> <li>• Some phrases are a bit vague (“ . . . and mathematically is when you show it optimizationally . . .”)</li> <li>• Speaker doesn’t really explain how economic models help us understand the economy</li> </ul>

Response 2 (overall Speaking component: band 80)	
Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Speaker fully answers both parts of task</li> <li>• Wide range of vocabulary</li> <li>• Speaker talks at steady pace</li> <li>• Good sentence structure and organization</li> </ul>	<ul style="list-style-type: none"> <li>• Speaker sometimes recites straight from source (perhaps from notes she'd made during lecture)—she should have paraphrased to better demonstrate her grasp of academic vocabulary and language structures</li> <li>• Some pauses in response, suggesting speaker was struggling for something to say (“the principle of scarce resources . . .”)</li> <li>• “helped solved optimization problems” is straight from lecture—without elaboration, there’s little indication whether speaker understands this concept</li> <li>• Some repetition of interjections (“um, so”)</li> </ul>

## 9. Homework (30 minutes)

- I. If there was not enough time in class to analyze the sample responses, Ss may complete this for homework. Have them listen to **Response 1 – Speaking on the Long Listening** and **Response 2 – Speaking on the Long Listening** and assess them using the Speaking Checklist. Ss may access these audio files at: [www.cael.ca/cael-ce-prep/audio-files](http://www.cael.ca/cael-ce-prep/audio-files).
  - Debrief next class.
- II. Distribute copies of **Resource 3V**. This is a new Short Listening that Ss can do as homework. (Alternatively, the instructor may want to do this extra listening practice in class in lieu of other activities.)
  - Ss can access the corresponding audio by visiting: [www.cael.ca/cael-ce-prep/audio-files](http://www.cael.ca/cael-ce-prep/audio-files)
  - Instructor may choose to hand out transcripts if they wish. If they do so, emphasize to Ss that they should not review the transcript until after they have attempted to complete this practice.
  - For reference, the answers to this exercise are:
    - i. Question 1: **emotions**
    - ii. Question 2: **completing their registration for the course**
    - iii. Question 3: **conduct a basic overview**
- III. Remind Ss that they can practice Part 3 again at home by accessing the CAEL Sample Test ([www.cael.ca/cael-ce-sample-test/](http://www.cael.ca/cael-ce-sample-test/)), or by using the handouts you may have used in class.
  - Remind them they can record their Speaking responses and play them back, using the Speaking Checklist to help identify areas where they may need to improve. They could also transcribe their response as they did in Lesson 1.
- IV. Remind Ss to try to write new words in their vocabulary journals (as introduced in Lesson 1) on a regular basis. Provide more blank sheets if needed.