

## Materialien für eine Vorbereitung auf das Prüfungsformat Hörverstehen

### Listening exam: tasks and strategies

The following tasks and strategies will help you to solve the listening tasks in your exam.

**The heading and the introduction of a task** contain information which helps you to understand the recording better - even before listening to it!

#### 1. Title and introductory text

Have a look at the following task:



#### A day in Canadian History – Roch Carrier

In his weekly radio program “A day in Canadian History”, Marc Gaboe from CBC radio talks to people who have shaped Canada in their own very special way. Today’s guest is the famous Canadian writer Roch Carrier.

There is a lot of information contained here. *Let’s start with the heading.*



#### A day in Canadian History – Roch Carrier

Information contained:

- a) it is about an **event in the past**
- b) it has to do with **Canada**
- c) the place or person has the **name** „Roch Carrier“

Now let's look at the introduction:



In his weekly radio program “A day in Canadian History”, Marc Gaboe from CBC radio talks to people who have shaped Canada in their own very special way. Today’s guest is the famous Canadian writer Roch Carrier.

Information contained:

- a) the text will be an extract from a **radio show** → **studio setting**
- b) the show focusses on **Canadian history** → **general topic**
- c) The host talks to people who are famous or popular → **people involved**

Setting ( <b>kind of recording</b> ):	studio, radio interview, two speakers
place ( <b>where ?</b> ):	Canada
topic ( <b>what is it about?</b> ):	historical event
people: ( <b>who is involved?</b> ):	Marc Gaboe (host), Roch Carrier (writer)

All this information helps you to find your way into the recording.

**Your turn!**

Practise by having a go at the following headings and introductions.



Read the following heading and introduction. What information can you detect?

**a) Volunteering with LEO Africa**

Information: \_\_\_\_\_

*You are going to hear an episode from a podcast on volunteering jobs. Giulia talks about her volunteering experience with LEO Africa in South Africa.*



Setting (**kind of recording**): \_\_\_\_\_

place (**where?**): \_\_\_\_\_

topic (**what is it about?**): \_\_\_\_\_

people (**who is involved?**): \_\_\_\_\_

**b) Simple Plan**

Information: \_\_\_\_\_

*You are going to hear an extract from a radio report. Presenter **Jane Cork** and her two guests **Pierre Bouvier** and **Chuck Comeau** are talking about one of Canada's greatest rock bands.*



Setting (**kind of recording**): \_\_\_\_\_

place (**where?**): \_\_\_\_\_

topic (**what is it about?**): \_\_\_\_\_

people (**who is involved?**): \_\_\_\_\_

**c) Bad luck in English** by Jon Hassler

Information: \_\_\_\_\_



*You are going to listen to the first chapter of a novel by Jon Hassler. In this chapter Thomas comes to see his teacher Mr. Singleton on the last day before the summer holidays.*

Setting (**kind of recording**): \_\_\_\_\_

place (**where?**): \_\_\_\_\_

topic (**what is it about?**): \_\_\_\_\_

people (**who is involved?**): \_\_\_\_\_

**d) Born a crime**

Information: \_\_\_\_\_



*With “Line-up”, SABC radio runs a popular programme with Emma Brown who talks to people from the South African culture scene. Today’s guest is a famous South African celebrity who talks about his latest work and life.*

Setting (**kind of recording**): \_\_\_\_\_

place (**where?**): \_\_\_\_\_

topic (**what is it about?**): \_\_\_\_\_

people (**who is involved?**): \_\_\_\_\_

## 2. Paraphrasing

You will never find exactly the same words from the audio text in the tasks. The tasks always use **synonyms** or **definitions** to represent the meaning of the audio text's content.

Have a look at the following example:

<p><b>Audio text</b>  <b>When Mandela arrived on Robben Island</b> in 1963, he was met by a group of white guards shouting "This is the island. <i>Here you will die.</i>"</p>	<p><b>Task</b>  <b>3. When Mandela went to prison</b> he was ...</p> <p>a) <input type="checkbox"/> 27 years old.          b) <input type="checkbox"/> little known by people.          c) <input type="checkbox"/> <i>told he would never leave again.</i></p>
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"... he was told he would never leave again" stands for "Here you will die" from the audio text.

<p><b>Audio text</b>          For thousands of days, <b>Mandela's daily routine</b> was hours of <i>back-breaking labor with picks and shovels in a digging area, hammering stones and blinding bright light.</i></p>	<p><b>Task</b>  <b>5. Every day</b> in prison, <b>Mandela ...</b></p> <p>a) <input type="checkbox"/> <i>had to do hard physical work.</i>          b) <input type="checkbox"/> wrote down his story for a book.          c) <input type="checkbox"/> suffered from terrible back pains.</p>
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"... had to do hard physical work" stands for "hours of back-breaking labor with picks and shovels in a digging area, hammering stones and blinding bright light" from the audio text.

<p><b>Audio text</b>  <b>Pressure from the international community</b> as well as the rising level of violence forced the government to change. And in 1989, when F.W. de Klerk became the new president of the country, he officially announced discriminatory laws illegal and began releasing political prisoners.</p>	<p><b>Task</b>  <b>7. Worldwide criticism</b> led to ...</p> <p>a) <input type="checkbox"/> <i>the end of racist politics.</i>          b) <input type="checkbox"/> fair trials for people in jail.          c) <input type="checkbox"/> successful peaceful protests.</p>
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"... the end of racist politics" is a definition for "forced the government to change" **and** "F. W. de Klerk officially announced discriminatory laws illegal and began releasing political prisoners" from the audio text.

**Sometimes you find the information needed in a whole passage and not just in one sentence.**

**Your turn!**

Practise for yourself. Read the audio text and the task. Then mark the word or passage in the text which provides the information for the correct solution.



	<p><b>a) Audio text</b></p> <p>... parts of the game have been played for centuries in all northern countries, not just here in Canada. Not regular hockey with rules or anything, it was just unorganized fun. The idea was always similar: people getting out on the ice with their skates on, trying to push a ball or a piece of wood around with a stick.</p>	<p><b>Task</b></p> <p>Early ice-hockey ...</p> <p>a) <input type="checkbox"/> had no fixed rules.</p> <p>b) <input type="checkbox"/> was invented in Canada.</p> <p>c) <input type="checkbox"/> meant scoring a goal with a ball.</p>
	<p><b>b) Audio text</b></p> <p>Trevor Noah: Let's see... When Apartheid was ended by the government, I was eight or nine. When it ended-ended I was about 13 or 12. It was abolished by the government, but that didn't end it overnight. It was sort of like slavery in the US; there was an announcement made, "Look, no more slavery," but it didn't mean the next day slaves were free. There was still a bit of a transition period.</p>	<p><b>Task</b></p> <p>Trevor experienced Apartheid as something ...</p> <p>a) <input type="checkbox"/> never-ending.</p> <p>b) <input type="checkbox"/> unparalleled in history.</p> <p>c) <input type="checkbox"/> that stopped gradually.</p>
	<p><b>c) Audio text</b></p> <p>R. Carrier: Oh yes. I was supposed to write a story for CBC Radio. For several weeks I tried to write it but nothing came. The deadline was near and I only had a few days left. So I just decided to write a story about something I felt was important to me when I was young: hockey. And this became the story of the <i>The Hockey Sweater</i>.</p>	<p><b>Task</b></p> <p>2. Roch Carrier wrote "The Hockey Sweater" because ...</p> <p>a) <input type="checkbox"/> he had to write a radio report about hockey.</p> <p>b) <input type="checkbox"/> he wanted to write about his present situation.</p> <p>c) <input type="checkbox"/> he wondered what was relevant to him.</p>

### 3. Gap-filling exercises / constructed response exercises

In every listening task you are asked to either tick the right box in multiple choice task or to fill in the information needed in gaps, so called **gap-filling exercises**.

① *Have a look at the following tasks:*



*Early ice-hockey equipment was very different from today's. Give **one** example.*

\_\_\_\_\_

The task already tells you that **several pieces of equipment** are going to be presented in the listening text. From this number of examples you are asked to write down only **one example**.

**Possible solutions:** skate separate / no helmets / no shoulder protection / aluminum or fiberglass sticks

② *Canadians like ice-hockey very much. Why?*



a) \_\_\_\_\_

b) \_\_\_\_\_

This task poses a question, which is likely to be presented in a paraphrased way in the listening text. So **listen for similar wording**. The structure of the task shows you that you have to write down two reasons. It is very likely that you have to **listen for key phrases** in a lengthier explanation.

**Possible solutions:** a) (proud) they invented the game / gave it to the world  
b) it's a tough sport

③ *Specifics of Buirski's first shirt for Mandela:*



a) *background colour:* \_\_\_\_\_

b) *pattern:* \_\_\_\_\_

Just from looking at this task you can tell that you have to focus on **details** (background colour and pattern of Buirski's first shirt for Mandela). You have to listen closely here, there is only **one possible** solution.

**Possible solution:** a) gold  
b) fish

**Your turn!**

Practise by having a close look at the following gap-filling exercises.



① Fill in Trevor's profile card.

First name:	Trevor
Last name:	Noah
Year of birth:	1984
Father's nationality:	Swiss
Mother's nationality:	South African

**What kind of information** do you have to write down? \_\_\_\_\_

**How many pieces of information** are missing? \_\_\_\_\_



② Trevor's mother would not leave South Africa. Give two reasons.

a) her country / wouldn't give them the pleasure to leave

b) annoy authorities / be a thorn in the sight of authorities / to give authorities pressure

**What kind of information** are you going to hear? \_\_\_\_\_

**How many reasons** do you have to write down? \_\_\_\_\_



③ Most African people feel united. Give one reason.

shared experience / colonisation / common threads

**What kind of information** are you going to hear? \_\_\_\_\_

**How many reasons** do you have to write down? \_\_\_\_\_

## Solutions

### 1. Title and introductory text

#### a) Volunteering with LEO Africa

Information: volunteer work, Africa, LEO (organisation?)

*You are going to hear an episode from a podcast on volunteering jobs. Giulia talks about her volunteering experience with LEO Africa in South Africa.*

Setting (**kind of recording**): podcast, one speaker

place (**where?**): South Africa

topic (**what is it about?**): volunteering experience, LEO

people (**who is involved?**): Giulia

#### b) Simple Plan

Information: plan

*You are going to hear an extract from a radio report. Presenter **Jane Cork** and her two guests **Pierre Bouvier** and **Chuck Comeau** are talking about one of Canada's greatest rock bands.*

Setting (**kind of recording**): radio report, three speakers

place (**where?**): Canada

topic (**what is it about?**): music

people (**who is involved?**): presenter (Jane Cork), guests (Pierre Bouvier, Chuck Comeau)

#### c) Bad luck in English by Jon Hassler

Information: language, fictional text

*You are going to listen to the first chapter of a novel by Jon Hassler. In this chapter Thomas comes to see his teacher Mr. Singleton on the last day before the summer holidays.*

Setting (**kind of recording**): extract from book, radio play / narrated reading

place (**where?**): school (?)

topic (**what is it about?**): meeting before holidays

people (**who is involved?**): Thomas (pupil), Mr. Singleton (teacher)

#### d) Born a crime

Information: illegal

*With "Line-up" SABC radio runs a popular programme with Emma Brown who talks to people from the South African culture scene. Today's guest is a famous South African celebrity who talks about his latest work and life.*

Setting (**kind of recording**): radio, studio, interview, two speakers

place (**where?**): South Africa

topic (**what is it about?**): work and life of (cultural) celebrity

people (**who is involved?**): Emma brown (host), celebrity

2. Paraphrasing

<p>a) <b>Audio text</b></p> <p>... parts of the game have been played for centuries in all northern countries, not just here in Canada. <b>Not regular hockey with rules or anything, it was just unorganized fun.</b> The idea was always similar: people getting out on the ice with their skates on, trying to push a ball or a piece of wood around with a stick.</p>	<p><b>Item</b></p> <p>Early ice-hockey ...</p> <p>a) <input type="checkbox"/> <b>had no fixed rules.</b></p> <p>b) <input type="checkbox"/> was invented in Canada.</p> <p>c) <input type="checkbox"/> meant scoring a goal with a ball.</p>	<p><b>Reference</b></p> <p>It was just unorganized fun</p> <p>not just here in Canada</p> <p>trying to push a ball or a piece of wood around with a stick.</p>
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<p>b) <b>Audio text</b></p> <p>Trevor Noah: Let's see... When Apartheid was ended by the government, I was eight or nine. When it ended-ended I was about 13 or 12. It was abolished by the government, but <b>that didn't end it overnight.</b> It was sort of like slavery in the US; there was an announcement made, "Look, no more slavery," but it didn't mean the next day slaves were free. <b>There was still a bit of a transition period.</b></p>	<p><b>Item</b></p> <p>Trevor experienced Apartheid as something ...</p> <p>a) <input type="checkbox"/> never-ending.</p> <p>b) <input type="checkbox"/> unparalleled in history.</p> <p>c) <input type="checkbox"/> <b>that stopped gradually.</b></p>	<p><b>Reference</b></p> <p>It was abolished by the government</p> <p>It was sort of like slavery in the US; that didn't end it overnight/ There was still a bit of a transition period.</p>
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<p>c) <b>Audio text</b></p> <p>R. Carrier: Oh yes. I was supposed to write a story for CBC Radio. For several weeks I tried to write it but nothing came. The deadline was near and I only had a few days left. So I just decided to write a story about <b>something I felt was important to me</b> when I was young: hockey. And this became the story of the <i>The Hockey Sweater</i>.</p>	<p><b>Item</b></p> <p>2. Roch Carrier wrote "The Hockey Sweater" because ...</p> <p>a) <input type="checkbox"/> he had to write a radio report about hockey.</p> <p>b) <input type="checkbox"/> he wanted to write about his present situation.</p> <p>c) <input type="checkbox"/> <b>he wondered what was relevant to him.</b></p>	<p><b>Reference</b></p> <p>story</p> <p>when I was young</p> <p>something I felt was important to me</p>
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### 3. Gap-filling items / constructed response items

- ① **What kind of information** do you have to write down?

*details about Trevor Noah*

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**How many pieces of information** are missing?

*two pieces of information*

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- ② **What kind of information** are you going to hear?

*A lengthier explanation why Trevor's mother would not leave South Africa*

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**How many reasons** do you have to write down?

*two reasons*

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- ③ **What kind of information** are you going to hear?

*A number of reasons why most African people feel united*

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**How many reasons** do you have to write down?

*one reason*

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