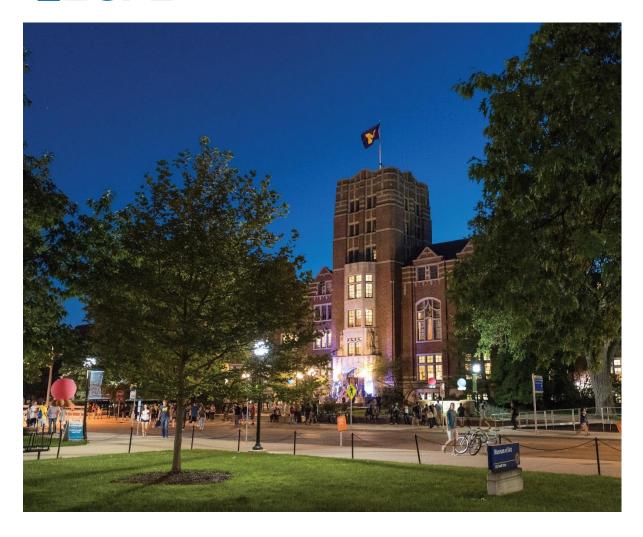


IECPE



ECPE Listening: How can I deal with the section requirements more efficiently and score high?

A webinar for students



Hellenic American Union

























Listening









Listening

Updated Listening Format: the basics

- Number of items: 50
- Duration: approx. 50 min.
- > Format: Multiple Choice Questions
- ➤ Recordings: parts 1&2 heard ONCE

part 3 heard TWICE







ECPE Listening

Part 1: 20 short conversations question given 4 options (a-b-c-d)

Part 2: 3 short talks followed by 6 qs 4 options (a-b-c-d) preparation time: 30 sec.

Part 3: 2 segments from radio program (interview) followed by 6 qs each 3 options given (a-b-c) heard twice! preparation time: 30 sec.

Duration: 50 min.









Part 1







IECPE

Listening

Part 1 Format

- ➤ Short unrelated **conversations** (speakers: 1 male & 1 female) with a question spoken by a narrator at the end of each
- > Number of items: 20
- Number of options: 4 (a, b, c, d)
- ➤ Duration of each conversation: approx. 30-35 sec.
- Duration of part 1: approx. 12-14 min.
- ➤ 12-second pause between questions







Listening

Information asked in part 1

- ✓ **Specific information** (What ingredient does the woman need?/How does the woman help the man?)
- ✓ **Inference** (What is probably true about....? / What will happen next? / What does the man imply about...?)
- ✓ Main idea (What are the speakers discussing?)







ECPE Listening Part 1

- 1. What ingredient does the woman need?
 - A. butter
 - B. vegetable oil
 - C. flour
 - D. eggs







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Transcript

W1: I'd like to try this new cake recipe tonight, but I don't think I have all the ingredients ...

M1: Are we out of **flour** again? I should have checked before I went grocery shopping.

W1: No ... but I do need **butter**. Oh, hold on [pauses to read] ... It says here that I can use **vegetable oil** instead, which we do have. [Frustrated] Ah, I DO need **eggs** though.

M1: Ok! I'll pick up some on the way home.

N: What ingredient does the woman need?





ECPE Listening Part 1 1. What ingredient does the woman need? A. butter B. vegetable oil C. flour D. eggs HELLENIC AMERICAN UNION CENTER FOR EXAMINATIONS & CERTIFICATIONS



How can you prepare for part 1?

Look at the question and answer choices

- 10. What does the woman think of the building?
 - A. It has too many windows.
 - B. It has a confusing design.
 - C. It was probably expensive to build.
 - D. It isn't very attractive.





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How can you prepare for part 1?

What information is asked through the question? General? Specific?

- 10. What does the woman think of the building?
 - A. It has too many windows.
 - B. It has a confusing design.
 - C. It was probably expensive to build.
 - D. It isn't very attractive.





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How can you prepare for part 1?

You should ask yourself: Why am I listening to the conversation?

- 10. What does the woman think of the building?
 - A. It has too many windows.
 - B. It has a confusing design.
 - C. It was probably expensive to build.
 - D. It isn't very attractive.







How can you prepare for part 1?

How much do I know about the conversation?

- 10. What does the woman think of the building?
 - A. It has too many windows.
 - B. It has a confusing design.
 - C. It was probably expensive to build.
 - D. It isn't very attractive.

Facts	Possible reasons she doesn't like it?
A building will be mentioned	Windows?
The woman does not like the building	Design?
	Expensive to build?
	Not attractive?





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How can I prepare for part 1?

Use the transcript after listening to the conversations (part 1)

N: Number 10

W2: So, I had an appointment in that new city building today.

M1: Oh yeah? What'd you think? That big wall of windows. That entrance, kind of discreet over on the side, right?

W2: Uh, that entrance was a little TOO discreet, if you ask me. I walked around the building twice before I figured out where the door was!

N: What does the woman think of the building?

10. What does the woman think of the building?

A. It has too many windows.

B. It has a confusing design.

C. It was probably expensive to build.

D. It isn't very attractive.





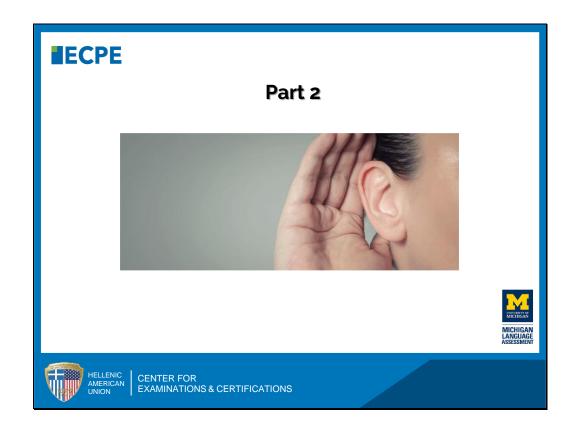


What should you do after you've selected an answer?

- > Look at the next question to prepare it:
- Predict content
- o Understand listening purpose







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Listening

Part 2 Format

- > Unrelated talks
- > Number of talks: 3
- > Number of questions per talk: 6
- > Total number of items: 18
- Number of options per item: 4 (a, b, c, d)
- > Duration of each talk: approx. 1.5 min.
- > Duration of **preview time**: 30 sec. per talk
- > Duration of part 2: approx. 14 min.
- > Orientation statement
- ➤ 12-second pause between questions







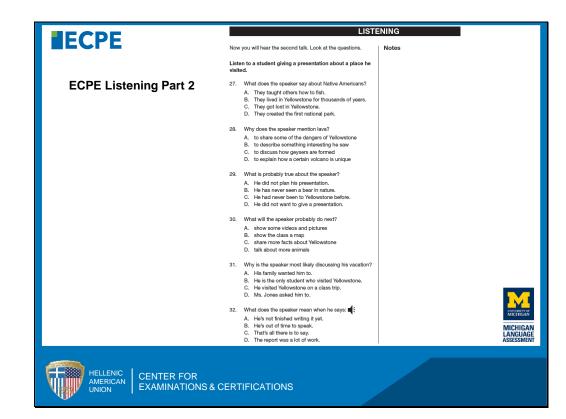
Listening

Information asked in part 2

- ✓ Specific
- ✓ Inference
- ✓ Main idea
- ✓ Vocabulary in context







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How can you prepare for part 2?

Are you aware of the question types encountered in the test?







How can you prepare for part 2?

What information is asked through each question?

- 27. What does the speaker say about Native Americans?

 - A. They taught others how to fish.
 B. They lived in Yellowstone for thousands of years.
 C. They got lost in Yellowstone.
 D. They created the first national park.
- - to share some of the dangers of Yellowstone
 to describe something interesting he saw
 to discuss how geysers are formed
 to explain how a certain volcano is unique
- 29. What is probably true about the speaker?
- - A. He did not plan his presentation.
 B. He has never seen a bear in nature.
 C. He had never been to Yellowstone before.
 D. He did not want to give a presentation.

- 30. What will the speaker probably do next?

 - A. show some videos and pictures
 B. show the class a map
 C. share more facts about Yellowstone
 D. talk about more animals
- - A. His family wanted him to.
 B. He is the only student who visited Yellowstone.
 C. He visited Yellowstone on a class trip.
 D. Ms. Jones asked him to.
- 32. What does the speaker mean when he says:
 - A. He's not finished writing it yet.
 B. He's out of time to speak.

 - C. That's all there is to say.
 D. The report was a lot of work.







How can you prepare for part 2?

What is the listening purpose in each question?

- 27. What does the speaker say about Native Americans?

 - A. They taught others how to fish.
 B. They lived in Yellowstone for thousands of years.
 C. They got lost in Yellowstone.
 D. They created the first national park.
- - to share some of the dangers of Yellowstone
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- A. He did not plan his presentation.
 B. He has never seen a bear in nature.
 C. He had never been to Yellowstone before.
 D. He did not want to give a presentation.

- 30. What will the speaker probably do next?

 - A. show some videos and pictures
 B. show the class a map
 c. share more facts about Yellowstone
 D. talk about more animals
- 31. Why is the speaker most likely discussing his vacation?

 - A. His family wanted him to.
 B. He is the only student who visited Yellowstone.
 C. He visited Yellowstone on a class trip.
 D. Ms. Jones asked him to.

 - 32. What does the speaker mean when he says:
 - A. He's not finished writing it yet.
 B. He's out of time to speak.

 - C. That's all there is to say.
 D. The report was a lot of work.







How can you prepare for part 2?

Which strategy do you need to employ?

Listening for specific info?
Listening for detail?
Listening for the main idea?
Listening for the speaker's opinion?
Listening for the meaning of words/a phrase?







Listening part 2 - Things to remember

Information asked through the questions follows the same order as information heard in the talk When: specific information







Transcript



Listen to a student giving a presentation about a place he visited.

M3: Hi everybody. Like Ms. Jones said, I went to Yellowstone National Park while I was on vacation. My family stayed in the park for three days. It was a blast! The best way to give you a sense of how big and beautiful it is, is to show you some videos I took. I'll play those in a little bit.

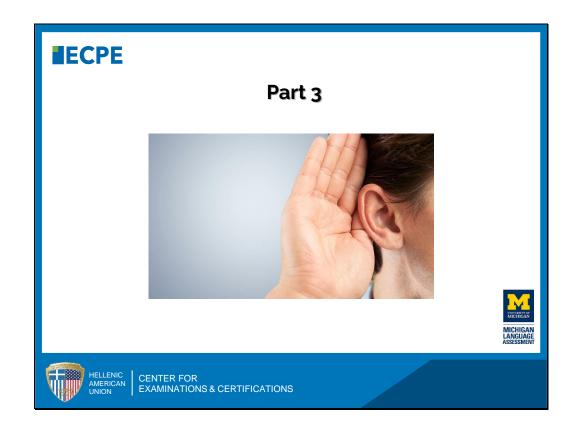
First, I have a few details about the park to tell you about. Yellowstone was declared the first national park in the United States in [trails off, searching] ... hold on a sec, I lost my place. Aha! It was in 1872. I also learned that Native Americans lived in Yellowstone for around 11,000 years. They were the first people to hunt, fish, and gather plants there.

Yellowstone is a gigantic park and has lots of natural wonders in it. I learned about the Yellowstone Caldera, which is a huge volcano. It's considered an active volcano even though you can't see lava or anything. Um ... and ... half the world's geysers are inside Yellowstone. A geyser is a hot spring that shoots water up into the air. It's pretty cool to see: I definitely got video of that.

I also found out that there are a TON of animals at Yellowstone. You're not supposed to get close to the animals but it can be hard NOT to. We were hiking one day and we saw some black bears close by. They ran away when they saw us, but I managed to get a few pictures. It was scary since I had never seen a bear in real life before.

OK, that about sums up my report. Now I'll turn the projector on and show you the fun stuff.







Listening

Part 3 Format - Extended text

- > Number of segments: 2
- > Number of questions per segment: 6
- > Part 3 duration: approx. 23 min.
- > Duration per segment: approx. 3 min.
- > Duration of preview time: 30 sec. per segment
- > 12-second pause between questions
- 2 or 3 speakers but one main guest taking a long turn – it's not a conversation
- > All segments are heard twice!







Look at the questions. Then listen to the first segment.

- 39. What recent event involving a rare manuscript does the first speaker refer to?

 A. a surprising discovery
 B. a record-breaking sale
 C. a gift to a university
- 40. According to Dr. Laramie, what made the illustrators different from other highly skilled artists? **ECPE Listening Part 3**

 - A. their religious faith
 B. the way they made their paints
 C. the lack of recognition for their work
 - 41. What key feature is shared by both the Book of Hours and earlier illuminated manuscripts?

 A. their beautifully decorated pages

 B. their use by individual citizens

 C. their substantial size and weight
 - 42. What does Dr. Laramie say about the value of the Book of Hours?

 - A. Its value cannot be determined.
 B. It should be heavily insured.
 Recent news stories have increased its value.
 - 43. What does the reporter imply about similar illuminated manuscripts?

 A. They should be stored carefully.

 B. Few are displayed for the public to see.

 C. More may be discovered in the future.
 - 44. What is the main purpose of this report?
 - A. to educate listeners about an art form
 B. to announce the discovery of an ancient book
 C. to explain a set of religious beliefs







Transcript



N: Look at the questions. Then listen to the first segment.

Now you will hear the first segment.

- M1A: By now, you've probably heard that an extremely rare illuminated manuscript from the 1300s, known as a Book of Hours, was found in a home in Chicago. While the find is exciting, the origins and historical significance of an illuminated manuscript are less clear to the public. Kelly Waters visited the Berrian University Special Collections Library to learn more about these works of art. Kelly?
- W1: Illuminated—the word comes from Latin. In most contexts, it means "lit up," and it's an apt description of these beautiful works of art. The name refers not only to the reflection of light off the sheets of gold used to decorate the manuscripts but also to the enlightenment to be gained from the text, which would contain prayers, songs, and other religious content. The artistic techniques used in such works have captured the attention of art history devotees for hundreds of years. Dr. Richard Laramie, a historian here at Berrian University, is joining me today to shed some light on how these beautiful creations came to be. Dr. Laramie, what can you tell us about how these masterpieces were made?
- M1B: Well, to begin, it was a very complicated process. Illustrators—usually monks—had to make all their paints, or pigments, by hand, often using colorful substances that modern science now tells us were not very safe, like mercury and lead. And illustrators worked with gold leaf or ground gold, which was really the centerpiece of an illumination and very difficult to work with successfully. These illustrators were serious artists. But unlike painters and sculptors, they didn't receive any fame or glory for their work, despite the fact that they were amazingly skilled. We can use various clues to identify the monasteries where manuscripts were created, but it's hard to know anything about the specific artist himself.





Transcript

- W1: The Book of Hours that was found recently has been traced back to a French monastery in the late 1300s. What about this period, and this kind of book, is unique?
- M1B: A Book of Hours was a religious text containing calendars with information about the Catholic saints to which each day of the year was dedicated. But despite that focus, they were the first kind of illuminated manuscript made for private citizens, instead of for church or monastery collections. The Book of Hours that was found is small, but that's typical—people carried these volumes around with them. Despite its size, it's VERY heavily decorated. It features ornamental initials—where the first letter of each page is painted much larger and more decoratively than the rest of the text. This feature came into fashion in the 7th century. The pages are made of paper, not parchment; using paper was starting to become more common at the time. And it has the characteristic gold leaf as well, of course. This was an expensive book back in the late 1300s. Today, of course, it's priceless.
- W1:Obviously, we can never know exactly how many illuminated manuscripts were made—so we'll never know how many others are still out there, packed in boxes or hidden in away in attics.







Listening

How can you prepare for part 3?

You should listen for:

- > Specific information (e.g. dates, facts, events, actions, etc.)
- > Opinion(s) (the speaker's/speakers' opinion/s)
- > Main point (main idea of the segment)
- > Inference (understand what is implied/draw a conclusion)







How can you prepare for part 3?

- ✓ Look at the questions
 - 39. What recent event involving a rare manuscript does the first speaker refer to?
 - A. a surprising discovery
 - B. a record-breaking sale
 - C. a gift to a university







How can you prepare for part 3?

- ✓ Underline key words
 - 42. What does Dr. Laramie say about the value of the Book of Hours?
 - A. Its value cannot be determined.
 - B. It should be heavily insured.
 - C. Recent news stories have increased its value.







How can you prepare for part 3?

- ✓ Look at the three answer choices to predict the content (topic of the radio report)
 - 39. What recent event involving a rare manuscript does the first speaker refer to?

 A. a surprising discovery
 B. a record-breaking sale
 C. a gift to a university
 - 40. According to Dr. Laramie, what made the illustrators different from other highly skilled artists?

 - A. their religious faith
 B. the way they made their paints
 C. the lack of recognition for their work
 - What key feature is shared by both the Book of Hours and earlier illuminated manuscripts?
 A. their beautifully decorated pages B. their use by individual citizens
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- What does Dr. Laramie say about the value of the Book of Hours?

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- 44. What is the main purpose of this report?

 - A. to educate listeners about an art form
 B. to announce the discovery of an ancient book
 C. to explain a set of religious beliefs







How can you prepare for part 3?

- ✓ Look at the questions and see what kind of information is asked through them
- ✓ Make sure you understand which listening strategy to use – the listening strategy depends on the type of question!







What should you do in part 3?

- ✓ Mark a tentative answer to all questions during the 1st listening
- ✓ Finalize your answers during the 2nd listening time!





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Extra listening material for C2 level students

Authentic Listening material to help you with your ECPE preparation: https://www.wnyc.org/

http://www.elllo.org/english/levels/level7-advanced.htm

 $\underline{\text{https://realenglishconversations.com/real-english-audio/english-conversations/}}$

https://learningenglish.voanews.com/a/1979542.html

https://learningenglish.voanews.com/p/5611.html?withmediaplayer=1

https://www.npr.org/programs/









Thank you!

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