# 6 Strategies for Developing Listening Skills for MET Go!

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## I. Presentation Outline

### Overview of the MET Go!

- Multilevel secure exam
- Beginner—intermediate (CEFR Levels A1-B1)
- 4-skills or 3-skills exam (Optional speaking section)
- Topics geared toward young teens
- Engaging full-color format

### MET Go! Listening Test Format & Content

- **30 items; 30 minutes**
- **5 parts:**
  - Part 1: Identify people in a picture based on short descriptions
  - Part 2: Choose the correct dialogue response or answer to a question
  - Part 3: Answer questions about a short conversation using illustrations
  - Part 4: Longer 2-person conversations with 3-4 questions
  - Part 5: Short announcement with 3-4 questions

### MET Go! Listening Skills

- **Global:** understanding of conversation or talk as a whole
- **Local:** understanding supporting detail or vocabulary

### Description of Strategies: A Framework for Focused Listening Practice

- Multiple task types & variations per strategy
- Adaptable for learners at all levels
- Authentic contexts
- Opportunities for peer listening
### Strategy 1: Listen & Answer Questions

<table>
<thead>
<tr>
<th>Global or local skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most similar to MET Go! tasks 4 &amp; 5</td>
</tr>
<tr>
<td>Practice regularly</td>
</tr>
<tr>
<td>Include student-generated questions</td>
</tr>
</tbody>
</table>

#### Question types:
- True/False
- Yes/No
- Either/Or
- Wh-questions: open-ended / multiple choice

- The boy is going with her.
- Does the boy like fireworks?
- Where is the girl going this evening?

#### Content focus for questions:
- Specific factual details
- Main ideas
- Purpose/reason
- Vocabulary

- What will the girl and her friends do before the fireworks show?
- Why won't the man go to the fireworks show?

### Strategy 2: Listen & Reply/Respond/Select

<table>
<thead>
<tr>
<th>Mainly global skills</th>
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<tbody>
<tr>
<td>Shorter conversations or passages</td>
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</table>

#### Strategy 2 Examples

- Listen to multiple short dialogues, descriptions, or sentences, and identify a matching or corresponding picture

- Look at a set of 3-5 pictures and listen to short sentences or conversations; select the matching picture
  - places in a city
  - various outdoor settings
  - sports equipment
  - foods
  - etc.

- Look at a picture with many people or things going on, and letter labels next to highlighted people/items.

- Listen to brief descriptions of details in the picture, and identify the detail or person who is referred to for each phrase, sentence, or description.

- Unfinished dialogue

- Listen to a short statement and respond in 1 sentence or phrase
- Listen to a question and respond or choose a response

- Matching: two-column details

- Vocabulary + definitions
- Details + description
- Events + feelings
- Causes + effects
- Items + prices/quantities
### Strategy 3: Listen & Fill-in

**Strategy 3 Examples**

- Chart with 2 or 3 columns/categories (e.g., who said what, for a dialogue; likes/dislikes; time schedule; sequence/order of events; characteristics or features, etc.)

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**Preparation & planning tips**

- Listen ahead of time before selecting words
- Omit words based on: part of speech, content vocabulary learned, main ideas/important details of the passage, random selection
- Emphasize content/lexical words
- Pause audio if needed
- Repeat audio (except for advanced learners)
- Provide word bank (if needed)

**Strategy 4: Listen & Write**

**Strategy 4 Examples**

- Choose a title for a monologue
- Vocab: List all the action verbs/adjectives/nouns, etc. heard
- List items, features, colors, etc
- Write a text or email to convey main idea or details of a conversation or announcement

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**Strategy 5: Listen & Retell**

**Strategy 5 Examples**

- Re-tell to a partner who didn’t hear the passage (or to entire class); emphasize either main ideas, or specific details (for more advanced students)
- Listen to the announcement about a field trip.
- Imagine you are a student in the class.
- Your speaking partner is a classmate who was absent.
- Tell them what they need to know about the field trip.

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**Strategy 6: Listen & Re-enact/Expand**

**Strategy 6 Examples**

- Think about the “tennis practice” dialogue (on video). Create a similar/alternate dialogue by changing: details of the sport/activity participants/speakers type of injury/reason for absence

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## II. Overview of the Strategies with Skills and Levels

<table>
<thead>
<tr>
<th>Strategy and Activities</th>
<th>Corresponding Test Sub-skills</th>
<th>Integrated Language Skills</th>
<th>Learner Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Listen and answer questions</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>T/F, Yes/No WH-</td>
<td>Global, Local</td>
<td>Reading</td>
<td>Low/Intermediate</td>
</tr>
<tr>
<td><strong>2. Listen and reply/respond/select</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Unfinished dialogue Matching: two-column details Identify context, speaker relationships, etc. Listen and sort (e.g., general to specific; steps in sequence or time)</td>
<td>Global</td>
<td>Speaking</td>
<td>Low/Intermediate</td>
</tr>
<tr>
<td></td>
<td>Local</td>
<td>Reading</td>
<td>Low/Intermediate</td>
</tr>
<tr>
<td></td>
<td>Global</td>
<td>Reading</td>
<td>Low/Intermediate</td>
</tr>
<tr>
<td></td>
<td>Global, Local</td>
<td>Reading</td>
<td>All/varies</td>
</tr>
<tr>
<td><strong>3. Listen and fill-in</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><em>CLOZE (blanks in transcript)</em> Details in a chart/graphic organizer Partial outline with missing details Partial outline with missing main ideas</td>
<td>Local</td>
<td>Reading, Writing</td>
<td>All/varies</td>
</tr>
<tr>
<td></td>
<td>Local</td>
<td>Reading, Writing</td>
<td>All/varies</td>
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<td>All/varies</td>
</tr>
<tr>
<td></td>
<td>Global</td>
<td>Reading, Writing</td>
<td>All/varies</td>
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<tr>
<td><strong>4. Listen and write</strong></td>
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<tr>
<td>Write a text or email message Write a title Write a single-sentence summary Write an outline, take notes</td>
<td>Global</td>
<td>Writing</td>
<td>All/varies</td>
</tr>
<tr>
<td></td>
<td>Global</td>
<td>Writing</td>
<td>Low/Intermediate</td>
</tr>
<tr>
<td></td>
<td>Global</td>
<td>Writing</td>
<td>Intermediate/Adv</td>
</tr>
<tr>
<td></td>
<td>Local</td>
<td>Writing</td>
<td>Intermediate/Adv</td>
</tr>
<tr>
<td><strong>5. Listen and re-tell (describe)</strong></td>
<td></td>
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<tr>
<td>Report back, in brief Report details</td>
<td>Global</td>
<td>Speaking</td>
<td>Intermediate/Adv</td>
</tr>
<tr>
<td></td>
<td>Local</td>
<td>Speaking</td>
<td>Intermediate/Adv</td>
</tr>
<tr>
<td><strong>6. Listen and re-enact/expand (role play)</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Role play the same dialogue Re-create an alternate dialogue</td>
<td>Global, Local</td>
<td>Writing, Speaking</td>
<td>All/varies</td>
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<tr>
<td></td>
<td>Local, Global</td>
<td>Writing, speaking</td>
<td>Intermediate/Adv</td>
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</tbody>
</table>

## III. Suggested Resources for Listening Source Material: A Brief List

The following podcasts or websites provide various free language learning materials—including listening exercises—that may be of interest to young teens and feature American English voices.

- Culip’s ESL Podcast: [http://esl.culips.com/](http://esl.culips.com/)
- English Listening Lesson Library Online: [http://www.elllo.org/english/1351.htm](http://www.elllo.org/english/1351.htm)
- English Class 101 [https://www.englishclass101.com/](https://www.englishclass101.com/)
- VOA Learning English [https://learningenglish.voanews.com/](https://learningenglish.voanews.com/)
- Randall’s Cyber Listening Lab: [http://www.esl-lab.com/](http://www.esl-lab.com/)

- Use a podcast aggregator like Stitcher ([https://www.stitcher.com/](https://www.stitcher.com/)) that can be downloaded or used online to easily search for ESL podcasts relevant to young teens.