

Scheme of Work – Paper 2 Listening

Cambridge IGCSE™ Swahili 0262

For examination in June 2021



Kiswahili

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Contents

Contents	3
Introduction	4
Exercise 1 – Short answer questions	6
Exercise 2 – Gap-fill sentences	8
Exercise 3 – Multiple matching	11
Exercise 4 – Multiple-choice questions	13

Introduction

This scheme of work has been designed to support you in your teaching and lesson planning. Making full use of this scheme of work will help you to improve both your teaching and your learners' potential. It is important to have a scheme of work in place in order for you to guarantee that the syllabus is covered fully. You can choose what approach to take and you know the nature of your institution and the levels of ability of your learners. What follows is just one possible approach you could take and you should always check the syllabus for the content of your course.

There is the potential for differentiation by resource, grouping, expected level of outcome, and degree of support by teacher. Timings for activities and feedback are left to the judgment of the teacher, according to the level of the learners and size of the class. Length of time allocated to a task is another possible area for differentiation.

Expose learners to as much of the target language as possible: You should try to limit using learners' native language and focus on the target language in your interactions with your learners, and encourage them to use it as much as they can. Immersing your learners in the target language helps them use it more independently, and this can lead to increased confidence and better vocabulary. Learners enjoy listening to 'real people' speaking the target language, so look out for authentic resources. Encourage learners to use the language, even if they make mistakes, and emphasise that communication is the key.

Assessment objectives – AO3 Listening

L1 identify and select relevant information

L2 understand ideas, opinions and attitudes

L3 show understanding of the connections between ideas, opinions and attitudes

L4 understand what is implied but not directly stated, e.g. gist, speaker's purpose, intention and feelings

Resource list

The suggested resources list for this syllabus, including textbooks and online resources is available on the School Support Hub www.cambridgeinternational.org/support

School Support Hub

The School Support Hub www.cambridgeinternational.org/support is a secure online resource bank and community forum for Cambridge teachers, where you can download specimen and past question papers, mark schemes and other resources. This scheme of work is available as PDF and an editable version in Microsoft Word format; both are available on the School Support Hub at www.cambridgeinternational.org/support. If you are unable to use Microsoft Word you can download Open Office free of charge from www.openoffice.org

How to get the most out of this scheme of work – integrating syllabus content, skills and teaching strategies

We have written this scheme of work for the Cambridge IGCSE syllabus and it provides some ideas and suggestions of how to cover the content of the syllabus. We have designed the following features to help guide you through your course.

Paper 2 Exercise 3 helps your learners by making it clear the type of question they will expect to hear and the number of marks the question is awarded.

Suggested teaching activities give you lots of ideas about how you can present learners with new information without teacher talk or videos. Try more active methods which get your learners motivated and practising new skills.

Paper 2 Exercise 3

Suggested teaching activities

Exercise 3 – Multiple Matching: Candidates hear six short extracts and match each speaker to appropriate content.

Assessment objectives: L3, L4

Total mark: 6

A variety of strategies and common formats for comprehension exercises based activities on different listening material may include:

Modelling of listening activities:

- "thinking aloud" your thoughts as you read aloud to learners
- asking yourself questions that show how you monitor your own comprehension
- making explicit the thinking processes that result in drawing an inference.

Word level work:

- developing fluent basic listening skills (e.g. practice in decoding transcript)
- vocabulary building: aurally
- lexical training, e.g. in local cohesive devices (such as pronouns and connectives).

Specimen papers

0262/02 Specimen paper 2021

0262/02 Specimen mark scheme 2021

0262/02 Specimen audio 2021

0262/02 Specimen transcript 2021

Past papers, specimen papers, mark schemes and transcripts

Using these resources with your learners allows you to check

Specimen papers, mark schemes and transcripts

are available for you to download at

www.cambridgeinternational.org/support

Using these resources with your learners allows you to check their progress and give them confidence and understanding.

www.cambridgeinternational.org

Exercise 1 – Short answer questions

Paper 2 Exercise 1	Suggested teaching activities
<p>Exercise 1 – Eight comprehension items based on a series of short spoken texts (e.g. travel announcement, answerphone message, and brief message), requiring short answers.</p> <p>Assessment objectives: L1, L2</p> <p>Total mark: 8</p>	<p>The task requires learners to be able to understand the question as well as the audio text. They must also be able to extract the required information and present it in written form. Therefore, learners must be taught and tested on all these areas. At this initial stage, you can help learners by giving some vocabulary practice before the listening task. This may be a few words or phrases which are important to know in order to comprehend the listening exercise. Being familiar with the pronunciation of these key words or phrases can help learners recognise them when they hear them later. Some pronunciation work and spoken practice should be carried on throughout in order to help their understanding of the spoken text.</p> <p>Whilst learning a second language, learners are not always able to develop oral comprehension skills on their own without additional support. Different activities can be designed to provide learners with practice opportunities such as:</p> <ol style="list-style-type: none"> 1. Role play Learners are given different roles ranging from everyday life to fictional characters from popular books, plays, movies, etc., to act out before the class. While one person, pair or group performs, the rest of the class listens and then answers questions based on the performance. With regard to the learners performing, you should make sure the language and pronunciation is correct. A similar activity can be to assigning different situations to individuals or groups to act out in front of the class and the rest of the class answering questions about it. Different situations suitable for brief conversation may be selected for this purpose, e.g. meeting an old friend at a shopping mall / train station, etc., dialogue between a customer and shopkeeper, ordering food at a restaurant, missed a flight and enquiring about what to do, reporting a lost item, leaving messages on the phone, etc. 2. Following instructions Tasks like drawing shapes/pictures, solving puzzles, locating places on a map or acting something out by following instructions delivered by you or heard through a recording might be very helpful to keep the learners attentive through the whole listening task. 3. Guessing games Games or riddles based on hints spoken in the target language either by you or learners in turns and answered by the rest of the class can be a fun activity that may engage the interest of learners of all ability levels. For example, one learner at the front of the class picks a card with the name of a famous person. The class can ask questions to work out who the person is, or guess the name, but the learner can only answer yes or no. 4. Sharing experiences

Paper 2 Exercise 1

Suggested teaching activities

Working in pairs using the target language, learners are given a speaking/listening task to share their personal experiences or views regarding a selected topic. Equal time should be given to both partners for speaking and listening and you should tell learners when to switch roles. You should emphasise the importance of listening attentively without interrupting the other learner.

5. Listening to recorded text

A useful activity could be to listen to brief extracts from a TV commercial, news/documentary/film/drama clips, travel announcements, answerphone messages etc. and answer simple questions based on them.

Here are some further activities you can employ to facilitate the development of listening skills.

- Promote active listening: giving the learners something to listen for ensures that they are involved in the task. Exercise sheets are another tool that promotes active listening.
- Identify listening strategies: give learners tools to guide their listening, such as looking for specific information, identifying predictable words or phrases, or discussing what they expect in certain forms of speech, i.e. news reports or advertisements.
- Selecting the most appropriate strategy for presenting the lesson, for example, using a top down (general meaning, summarising) or bottom up (cognates, specific words, word order patterns) approach.
- Allow learners to hear as much of the target language as possible while using a variety of teaching methods. For example, sometimes using visual cues, at other times not.
- Use authentic materials. For example, a lecture or a radio announcement in the target language to help learners become accustomed to different accents and to a realistic pace of speech.
- Ensure learners know the goals of the listening task. Is the goal to understand what is being said, to decide whether to keep listening or to obtain specific information?
- Provide opportunities for reflection and discussion so learners can share what was heard, what was learned and methods they employed to better understand what was said.
- Organise activities for before the listening, such as providing learners with relevant vocabulary, reading a related text, looking at a related image or clarifying necessary cultural information, etc.
- Be sure to check level of the listening exercise beforehand to ensure it is an appropriate level for the learners.

Exercise 2 – Gap-fill sentences

Paper 2 Exercise 2	Suggested teaching activities
<p>Exercise 2 – Comprehension exercise based on a longer spoken text (e.g. conversation, interview, monologue or talk): candidates will be required to complete gaps in notes/sentences printed in the question paper.</p> <p>Assessment objectives: L1, L2</p> <p>Total mark: 8</p>	<p>Exercise 2 requires learners to understand and remember details heard in a longer spoken text. Randomly selected text based on conversations, interviews, news items, short stories, etc. may be selected for this purpose and learners should be guided to apply suitable listening strategies, such as those described below, to answer questions.</p> <p>Listening tasks that include specific details related to a topic can be selected for the purpose of practice, e.g.</p> <ul style="list-style-type: none"> • locating places on a map • directions for assembling something • cooking recipes • operating instructions for gadgets • commercial announcements • news items • interviews • news reports <p>Teaching learners to develop listening strategies for this part of the exam paper is extremely important, as the transcript is long and requires key vocabulary to be identified and understood in a timely fashion. The techniques or activities should contribute directly to the comprehension and recall of the listening.</p> <p>There are certain goals that should be achieved before learners attempt to listen to a longer text. These are:</p> <ul style="list-style-type: none"> • motivation • contextualisation, and • preparation. <p>It is very important that before listening, learners are motivated to listen, so you should try to select a text that you find interesting and then design tasks that will be of interest to learners. You need to design tasks that will help learners to contextualise the listening and access their existing knowledge and expectations to help them understand the text. It is vital that you cover specific vocabulary or expressions that learners will need before they start the listening task as the challenge of the lesson is an act of listening not of understanding or guessing what they have to do.</p>

Paper 2 Exercise 2

Suggested teaching activities

Here is an example of how teachers could use this framework to use a song as a listening activity:

Before listening:	Learners brainstorm kinds of songs. They describe one of their favourite songs and what they like about it. They predict some word or expressions that might be in, for example, a love song.
While listening:	Learners listen and decide if the song is happy or sad. They listen to it again and order the lines or verses of the song. They listen again to check their answers or read a summary of the song with errors in and correct them.
After listening:	Discuss what they liked / didn't like about the song. Decide whether they would buy it / who they would buy it for. Write a review of the song for a newspaper or website. Write another verse for the song. Learners look at the lyrics from the song and identify the verb forms. Learners find new words in the song and find out what they mean. Learners make notes of common phrases within the song.

Here are some more listening activities to use with learners, they range from semi-guided tasks to unstructured tasks:

Semi-guided tasks (you may prompt with questions)

- listen to a paragraph as it is read aloud and summarise it in your own words
- listen to a favourite song and summarise its contents
- listen to a dialogue, cartoon, or sketch and edit where necessary
- listen to a joke or riddle which reveals something about the culture being studied
- listen to a story or rhyme, a fable or proverb.

Unstructured tasks

Describe one of the following and record it (i.e. as an audio file). Learners may be permitted to make some brief notes to prepare.

- a process such as cooking something or riding a bike
- a familiar person
- a local landmark.

Paper 2 Exercise 2

Suggested teaching activities

There are several advantages to this activity. The recordings allow learners to hear themselves speak in the target language, which can be very helpful for shy learners. Learners view this as an easier form of homework than a written assignment which will motivate the learner to complete the task.

Before-listening and while-listening activities

It is often stated that spoken and written language are different. Some reasons for this include:

- spoken language is often used for social interaction rather than simply presenting information
- spoken language takes place in a context which provides visual and oral cues which help with comprehension
- often we listen with a particular purpose in mind, listening for what we want to know and ignoring information which isn't needed.

Furthermore, native speakers have unstated preconceived ideas as to how a conversation should proceed, and interpret the conversation on the basis of their contextual knowledge about the speaker and the situation. All of these factors demand well-developed listening skills. You can assist your learners to improve their listening skills through pre-listening and while-listening activities.

Example activity: ask the class questions about a topic, but do not record their responses. Then read a passage which relates to the same topic. Ask them the same questions again. Afterward, discuss the effectiveness of the pre-listening questions: did they help them focus more quickly? Why or why not?

Selective listening

Selective listening skills can be developed by giving learners things to listen for. The objective would be to increase learners' awareness of what they hear. A relevant exercise would be to have learners listen to any number of the following oral activities, and respond to a series of prepared questions. Learners might need to do some of these listening activities before class.

- engage in conversation with someone
- listen to an advertisement on TV or radio
- listen to folktales
- listen to directions
- understand radio news
- teach and encourage prediction.

Exercise 3 – Multiple matching

Paper 2 Exercise 3	Suggested teaching activities
<p>Exercise 3 – Multiple Matching: Candidates hear six short extracts and match each speaker to appropriate content.</p> <p>Assessment objectives: L3, L4</p> <p>Total mark: 6</p>	<p>A variety of strategies and common formats for comprehension based activities on different listening material may include:</p> <p>Modelling of listening activities:</p> <ul style="list-style-type: none"> • "thinking aloud" your thoughts as you read aloud to learners • asking yourself questions that show how you monitor your own comprehension • making explicit the thinking processes that result in drawing an inference. <p>Word level work:</p> <ul style="list-style-type: none"> • developing fluent basic listening skills (e.g. practice in decoding transcript) • vocabulary building: aurally • lexical training, e.g. pronouns and connectives. <p>Text level work:</p> <ul style="list-style-type: none"> • making explicit the structure of stories • discussing the role and usefulness of a title • emphasising that fiction allows multiple interpretations and inference making. <p>Questioning (by the teacher):</p> <ul style="list-style-type: none"> • asking 'How do you know?' whenever an inference is generated in discussion of a transcript • asking questions about relationships between characters, goals and motivations • asking questions that check understanding, such as 'Is there information that doesn't agree with what I already know?' • ensuring that learners are not interrupted in their listening by asking questions during listening time, or launching into questioning too soon afterwards. <p>Questioning (by the learners):</p> <ul style="list-style-type: none"> • training learners to ask themselves Why-questions while listening • teaching the meaning of the question words 'who', 'when', 'why', etc. • asking learners to generate their own questions from a listening script using these question words. <p>Prediction and contextualisation:</p> <ul style="list-style-type: none"> • working on predictive and contextualising skills for example via cloze and similar exercises

Paper 2 Exercise 3	Suggested teaching activities
	<ul style="list-style-type: none"> • listening to stories and story tapes • listening comprehension activities • practising inferential questions (ones where the text does not actually tell us the answer, but we can work out the answer using hints and clues in the text) on listening texts. <p>Choosing the right texts:</p> <ul style="list-style-type: none"> • taking care not to choose texts that are too easy for classwork: very explicit texts provide few opportunities for inferences to be made. <p>The following practice tasks may also be introduced to test the understanding and analytic ability of the learners.</p> <ul style="list-style-type: none"> • True/ False exercises • Gap filling by writing grammatically correct forms of words • Sentence completion • Correcting wrong information • Putting events in order • Matching tasks, e.g. drawing lines between the views expressed and the people who said those things • Separating facts and opinions • Note taking, e.g. making lists • Labelling pictures or diagrams • Multiple-choice questions.

Exercise 4 – Multiple-choice questions

Paper 2 Exercise 4	Suggested teaching activities
<p>Exercise 4 – Multiple-choice questions; comprehension exercise based on a longer spoken text (e.g. conversation, interview, monologue, talk): candidates hear a discussion between two speakers and answer multiple-choice comprehension questions.</p> <p>Assessment objectives: L1, L2, L3, L4</p> <p>Total mark: 8</p>	<p>There are different types of listening objectives that the learners should be aware of. Exercise 4 requires them to answer questions catering to a variety of objectives. While designing questions for detailed comprehension practice, these areas should be focused on gradually in order to properly monitor and improve learners' ability, e.g.</p> <ol style="list-style-type: none"> 1. Gist questions: questions about the main idea of the text. These questions are answered in several parts of the text and they need the listener to be attentive for the whole text. 2. Questions asking specific information: questions focusing on specific details, for example key words or facts. 3. Questions requiring detailed understanding: questions requiring complete comprehension of all the information the text provides plus the ability to combine and compare information to phrase the answer properly. <p>Selecting the text</p> <p>When practising for examination, you can use listening texts that range from easy to challenging. The criteria for text selection should focus on text usefulness for teaching a particular strategy or set of strategies, learner interests, etc.</p> <p>Define the activity's instructional goal and type of response.</p> <p>Each activity should have as its goal the improvement of one or more specific listening skills. A listening activity may have more than one goal or outcome, but be careful not to overburden the attention of listeners.</p> <p>Recognising the goal(s) of listening comprehension in each listening situation will help learners select appropriate listening strategies, such as:</p> <ul style="list-style-type: none"> • Identification: recognising or discriminating specific aspects of the message, such as sounds, categories of words, morphological distinctions • Orientation: determining the major facts about a message, such as topic, text type, setting • Main idea comprehension: identifying the higher-order ideas • Detail comprehension: identifying supporting details • Replication: reproducing the message orally or in writing. <p>Check the level of difficulty of the listening text</p> <p>The factors listed below can help you judge the relative ease or difficulty of a listening text for a particular purpose and a particular group of learners.</p> <ul style="list-style-type: none"> • How is the information organised? Does the story line, narrative, or instruction conform to familiar expectations? Texts in which the events are presented in natural chronological order, which have an informative title, and which present the information following an obvious organisation (main ideas first, details and examples second) are easier to follow.

Paper 2 Exercise 4

Suggested teaching activities

- **How familiar are the learners with the topic?** Remember that misapplication of background knowledge due to cultural differences can create major comprehension difficulties.
- **Does the text contain redundancy?** At the lower levels of proficiency, listeners may find short, simple messages easier to process, but learners with higher proficiency benefit from the natural redundancy of the language.
- **Does the text involve multiple individuals and objects? Are they clearly differentiated?** It is easier to understand a text with a doctor and a patient than one with two doctors, and it is even easier if they are of the opposite gender. In other words, the more marked the differences, the easier the comprehension.
- **Does the text offer visual support to aid in the interpretation of what the listeners hear?** Visual aids such as maps, diagrams, pictures, or the images in a video help contextualise the listening input and provide clues to meaning.

Using the listening text:

Another approach to selecting and using the listening text in the classroom is to consider the following stages:

1. Lead in
2. Pre-teach
3. Gist question(s)
4. First listening
5. Check answers to the gist question(s)
6. Look at the detailed comprehension questions
7. Listening for detailed comprehension
8. Check answers to the detailed comprehension questions
9. Language analysis and/or discussion questions

Teaching detailed listening comprehension

In order to improve their listening skills, learners may need to apply certain listening strategies that support the listening process. To teach how to do this, the following tips may be discussed and practised in the class.

Before listening:

- Think about the topic of the text you are going to listen to.
- What do you already know about it?
- What could possibly be the content of the text?
- Which words come to mind that you already know?
- Which words would you want to look up?
- If you have to do a task on the listening text, check whether you have understood the task correctly.
- Think about what type of text you are going to listen to.
- What do you know about this type of text?

Paper 2 Exercise 4	Suggested teaching activities	
	<div data-bbox="719 236 967 671">While listening:</div> <div data-bbox="719 671 967 978">After listening:</div>	<ul style="list-style-type: none"> • Relax and make yourself ready to pay attention to the listening text. • It is not necessary to understand every single word. Try to ignore those words that you think are less important anyway. • If there are words or issues that you don't understand, use your general knowledge as well as the context to find out the meaning. • Focus on key words and facts. Take notes to support your memory. • Intonation, stress and tone of voice of the speakers can help you to understand what you hear. • Try to think ahead. What might happen next? What might the speakers say, which words might they use? • Think about the text again. Have you understood the main points? • Remember the speculations you made before you listened. Did they come true? • Review your notes. • Check whether you have completed your task correctly. • Have you had any problems while listening? Do you have any problems now to complete your task? Identify your problems and ask the teacher for help.
Specimen papers		
<p>0262/02 Specimen paper 2021 0262/02 Specimen mark scheme 2021 0262/02 Specimen audio 2021 0262/02 Specimen transcript 2021</p> <p>Past papers, specimen papers, mark schemes and transcripts are available for you to download at: www.cambridgeinternational.org Using these resources with your learners allows you to check their progress and give them confidence and understanding.</p>		

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