

Exercise walk-through

2

Receptive skills · English listening and reading inference

International Baccalaureate · IB Diploma · Language B · SL

2 Supported focus – English

listening and reading inference

Name: _____ Class: _____ Date: _____ **Total: 10 marks**

- KEY WORDS** teacher-read rehearsal • contrast marker • inference
- rehearsal • evidence • detail

Objective

- Identify stated details, speaker purpose and supported inference
- Use context to resolve unfamiliar vocabulary and distinguish fact from opinion

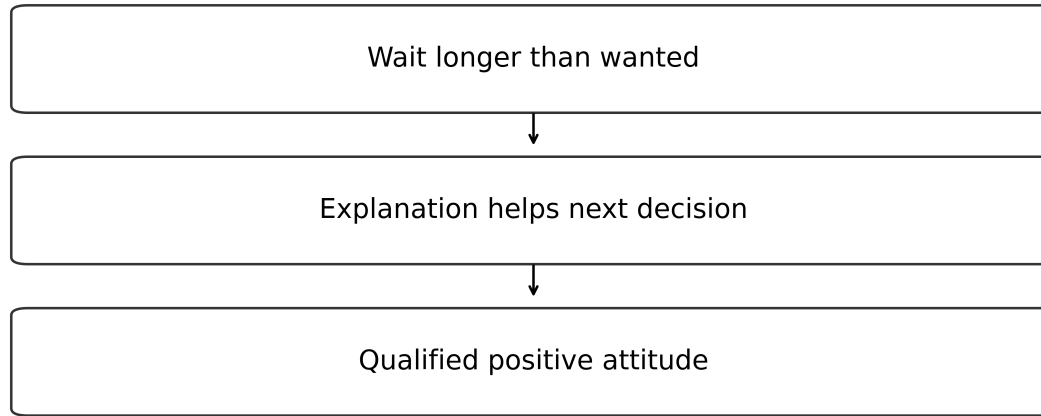
Original public practice; marks below are classroom self-check points, not official criteria.

1 Key knowledge and worked examples

Read or listen for the whole message before isolating a word. Contrast markers such as but can change the interpretation of a sentence.

An inference must be supported by the text; plausible outside knowledge is not enough.

Read for the whole message before selecting a detail . A contrast marker can qualify a positive evaluation. Teacher-read rehearsal : close the script while a teacher reads it twice. Then answer from listening before inspecting the transcript. This provides a complete script, but no verified recording or listening-delivery claim.



Original diagram of the worked relationship; read the full wording and qualifications.

Worked example from the native lesson: Longer than expected signals an inconvenience. Made it worthwhile then gives a positive overall evaluation of the view. A suitable answer preserves both parts rather than selecting only the negative clause.

■ Complete original case context

Original teacher-read script – Sana’s library visit: “I expected the new repair session to be noisy, but the meeting room was calmer than I imagined. I took a battery-powered clock, not my old electric kettle, because the notice excluded mains-powered items. A volunteer checked the clock while I stayed at the table. She found a loose part, but could not promise that replacing it would solve every problem. I thought her explanation was reassuring: it helped me understand what to do next. I waited twenty minutes, which was longer than I wanted. Even so, I would attend again because I learned how to describe the fault clearly. Next month I plan to book an earlier arrival window.”

Exercises 2.1-3.1

2.1 What is the speaker's overall attitude in the original sentence? Explain using the worked method. [1]

3 Exam-style questions

Use the complete original case context in section 1.

3.1 What did Sana bring, why did she not bring the kettle, and how long did she wait?[3]

Exercises 2.1-3.1

2.1 What is the speaker's overall attitude in the original sentence? Explain using the worked method. [1]

3 Exam-style questions

Use the complete original case context in section 1.

2.1 The journey was inconvenient but the view justified it. Longer than expected signals an inconvenience. Made it worthwhile then gives a positive overall evaluation of the view. A suitable answer preserves both parts rather than selecting only the negative clause.

Correct response linked to the given case.

3.1 What did Sana bring, why did she not bring the kettle, and how long did she wait?[3]

3.1 A battery-powered clock; the notice excluded mains-powered items such as the kettle; twenty minutes. The script does not say the kettle was repaired or that the wait was short.

Sound conclusion or proposed method. Relevant supporting steps or textual evidence. Accurate conditions, checks or qualification.

Exercises 3.2-3.3

3.2 Explain reassuring in context and distinguish two stated observations from Sana's opinions. [3]

3.3 State Sana's overall attitude, preserving both positive and negative evidence .
What can typed answers certify about listening or pronunciation? [3]

Exercises 3.2·3.3

3.2 Explain reassuring in context and distinguish two stated observations from Sana's opinions. [3]

3.2 Reassuring means reducing concern by clarifying the next step; the following explanation supplies the clue. Bringing the clock and waiting twenty minutes are reported events. Calling the explanation reassuring and wanting a shorter wait are personal evaluations. The calmer room is Sana's comparison with her expectation, not a measured noise study.

Sound conclusion or proposed method. Relevant supporting steps or textual evidence. Accurate conditions, checks or qualification.

3.3 State Sana's overall attitude, preserving both positive and negative evidence . What can typed answers certify about listening or pronunciation? [3]

3.3 Qualified positive: the wait was unwelcome, but the explanation and learning make another visit worthwhile. She plans to book earlier. Typed answers can show textual understanding; they do not certify that the learner heard the audio unaided or performed pronunciation. Recording and delivery remain pending.

Sound conclusion or proposed method. Relevant supporting steps or textual evidence. Accurate conditions, checks or qualification.