

## A2 Key for Schools Listening Part 4

### Description

This lesson plan has been created to help develop learners' familiarity with A2 Key for Schools Listening Part 4 texts and tasks. This lesson plan can be delivered face to face or online. The 'online options' column gives teachers ideas about how the stages could be adapted for teaching online.

Learners practise listening for gist by matching dialogues to images and talking about their general features before writing and performing their own dialogues.

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**Time required:** 60 minutes (can be extended or shortened as required)

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- Materials required:**
- 4 x images featuring speakers/situations within A2 Key for Schools Listening Part 4 audio recording
  - A2 Key for Schools Listening Part 4 **Audio recording**
  - Handout 1: What are you talking about?
  - Handout 2: Tape script
  - Handout 3: Question sheet.
  - **Dice for each pair/group**
  - Optional: recording device (smartphone app)

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- Aims:**
- To practise listening for gist (identifying the speakers, situations and topics within a series of dialogues.
  - To write and perform short dialogues.
  - To increase familiarity with A2 Key for Schools Listening Part 4 texts and tasks.
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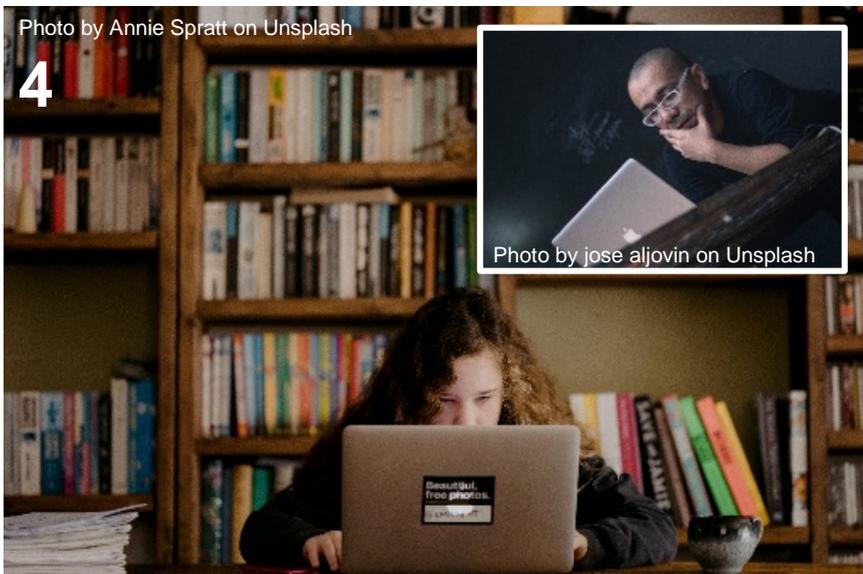
### Procedure

Lesson Stages	Online options
Welcome students	Ask learners to say hello to confirm they can see and hear you.
<b>Lead in</b> Ask students to note: <ul style="list-style-type: none"> <li>• who they have spoken to today</li> <li>• what they spoke about</li> <li>• the situation (where/how they communicated, e.g. on the phone, in person, etc.)</li> </ul>	Create shared documents (googledocs) for groups to collaboratively list ideas.  Nominate a learner from each group to feedback to the group using their microphone or in the chat.

<p>Put learners in pairs, then small groups to compare ideas.</p> <p>Ask groups to list all their ideas (as many as possible – make it a competition).</p> <p>Ask groups to share most common and interesting answers with the class.</p>	
<p><b>Preparing to listen: predicting</b></p> <p>Display images (see <b>Materials</b> below) around the class. Ask students to look at them with their group and guess who the people are, what they're talking about, and why. Encourage them to be creative.</p> <p>Ask a few groups to share their ideas about each picture. Encourage them to tell the class what the people could be saying and why they think that. Write main ideas on the board.</p>	<p>Create a shared collaborative document (for example, a Padlet or Googledoc), with images on separate tiles or pages.</p> <p>Ask learners to add ideas under each image.</p>
<p>Tell learners they will listen to five dialogues. They must listen and match the dialogues to the images (one dialogue doesn't have an image). Play <a href="#">A2 Key for Schools Listening Part 4 Audio recording</a> 14:57 – 21:30 (skipping or lowering the volume during the introduction to each dialogue).</p> <p>Ask learners to share their ideas in pairs or small groups after each dialogue. At the end, check answers with the whole class.</p> <p>Ask learners to draw the missing image, including as much information from the recording as possible.</p>	<p>After each dialogue ask learners to say in the chat which image best describes it.</p> <p>Either give learners a little time to individually draw their image before uploading to a shared document (Padlet or googledoc) or skip this stage if short of time.</p>
<p>Give pairs <a href="#">Handout 1: What are you talking about?</a> Ask learners to identify the speakers, topics and situations within each dialogue.</p> <p>Give learners <a href="#">Handout 2: Tape script</a>. Ask them to share and explain their ideas in pairs or small groups, highlighting important phrases (for example, 'I'm afraid...' = giving bad news).</p> <p>Check answers with the whole class.</p>	<p>Display <a href="#">Handout 1: What are you talking about?</a> on the whiteboard.</p> <p>After listening to each dialogue again, ask learners to use the chat to say which people, topics and situations they heard.</p> <p>Share <a href="#">Handout 2: Tape script</a> with learners before the lesson. Ask learners to look at it individually and suggest useful phrases in the chat.</p>
<p><b>You do it</b></p> <p>Tell learners you'd like them to use their creativity to create their own dialogues.</p> <p>Give each pair a dice. Tell pairs to choose the people, topics and reason for their dialogue by rolling the dice three times and referring to Handout 1: What are you talking about? For example:</p> <p>Roll 1 = Who? E.g. the speakers will be friends</p> <p>Roll 2 = Why? E.g. giving advice</p> <p>Roll 3 = About? E.g. about shopping</p>	<p>If you are able to safely facilitate breakout rooms, then consider doing so.</p> <p>Otherwise make this an individual activity. Learners can roll dice with <a href="https://www.random.org/dice/">https://www.random.org/dice/</a> before planning and rehearsing their dialogue offline (doing different voices for the characters</p>

<p>Ask pairs to script their dialogue – using phrases from the recording where appropriate.</p> <p>Allow pairs to practise their dialogue (recording and listening back to it if they have a recording device).</p> <p>Ask pairs to perform their short dialogues for other learners. Listeners should try to note who the characters are, the topic and reason for the dialogue.</p>	<p>– or involving other members of their family).</p> <p>Audio recordings can be added to a secure shared space like Padlet.</p> <p>When complete, learners listen to each other’s dialogues and try to identify the characters, topics and situations.</p>
<p><b>Optional stage (exam practice)</b></p> <p>Give out <u>Handout 3: Question sheet</u>.</p> <p>Ask learners to paraphrase the questions/options (the task requires learners to listen for ideas, attitudes and opinions expressed in different ways).</p> <p>Play <u>A2 Key for Schools Listening Part 4 audio recording</u>. 14:28 – 21:30</p> <p>Ask learners to select the best description of each dialogue, then compare and explain their answers in pairs. Play recording again if necessary.</p> <p>Give learners <u>Handout 2: Tapescript</u> and ask them to check their answers.</p> <p>Check answers with the whole class.</p>	<p>Share materials with learners and ask them to complete this exam task as homework.</p> <p>As an extension activity, ask learners to write and share a similar task to accompany their dialogue.</p>

## Images | What are they talking about?



**Handout 1 | What are you talking about?****Who?**

<b>1</b>	friends	<b>4</b>	teenager and someone working
<b>2</b>	parent and child	<b>5</b>	brother(s) / sister(s)
<b>3</b>	teacher and student(s)	<b>6</b>	someone else

**Why?**

<b>1</b>	giving bad news	<b>4</b>	making predictions
<b>2</b>	explaining a decision	<b>5</b>	giving advice
<b>3</b>	making plans	<b>6</b>	something else

**About?**

<b>1</b>	school work	<b>4</b>	behaviour
<b>2</b>	hobbies, activities or sport	<b>5</b>	weather
<b>3</b>	shopping	<b>6</b>	something else

## Handout 2 | Tape script

### Recording 1

**A:** I'm very pleased with your work. You're getting good marks and working together well. But you really must remember that other classes in rooms near us can't do their work if you shout at one another. Let's all show a bit more respect for other people – OK? Now – everyone has something to finish. Don't hurry, you have lots of time.

### Recording 2

**A:** That was great, wasn't it?

**B:** Yes – everyone did really well today but I'm exhausted now and my legs really hurt! I'm going to go straight home and ask mum if I can have a pizza for dinner.

**A:** I'm going to lie on my bed and listen to music all evening.

**B:** Good idea! We've done so much exercise today!

### Recording 3

**A:** I'm afraid you need to do this maths homework again, Sarah.

**B:** Oh no! Didn't I finish it, Mr Hall? I'm sure I did! So – are some of my answers incorrect?

**A:** Not at all. You understood my lesson perfectly – but I told you to do exercise two on page six, not page sixteen!

**B:** Oh dear – I must be much more careful!

### Recording 4

**A:** Let's see your new bag, Lara. Oh, why did you get that one? You wanted a pale colour.

**B:** I know! But this was the only one in the shop that was big enough for all my school stuff!

**A:** Right. Well, it looks good. Did it cost a lot?

**B:** Yeah, much too much. Mum had to lend me some money.

### **Recording 5**

**A:** Have you looked out of the window this morning, Kate?

**B:** Why, Dad? What do you mean?

**A:** You won't need your warm coat today. The weather forecast says the temperature's definitely going to be higher than yesterday.

**B:** Great. I'm going to the city centre with Diana this morning.

**A:** But take an umbrella because it's just starting to rain.

**B:** All right, no problem.

## Handout 3 | Question sheet

### Questions 16 – 20

For each question, choose the correct answer.

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- 16** You will hear a teacher talking to her class.  
What does the teacher want her class to do?
- A** work more quickly
  - B** make less noise
  - C** help each other more
- 17** You will hear two friends talking about their day.  
What have they just done?
- A** They've been to a concert.
  - B** They've had a meal.
  - C** They've played a sport.
- 18** You will hear a teacher talking to one of his students called Sarah.  
Why must Sarah do her homework again?
- A** She made too many mistakes.
  - B** She did the wrong work.
  - C** She forgot to do some of it.
- 19** You will hear a girl, Lara, talking about shopping.  
Why did Lara buy the bag?
- A** The size was right.
  - B** The price was right.
  - C** The colour was right.
- 20** You will hear a man talking to his daughter before she goes out.  
What's the weather like today?
- A** It's cold.
  - B** It's wet.
  - C** It's sunny.