

### Lesson plan: Introduction to the B2 First for Schools Listening paper

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**Time required:** 90 minutes. This plan can be done over two lessons, or in one lesson by taking out some of the activities.

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- Materials:**
- Link to **audio file** (00:00 to 01:46)
  - **Student worksheets 1 to 4**
  - **Vocabulary cards**
  - **Learner Dictionaries** (online if possible)
  - **Answer key**
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- Aims:**
- To help learners get to know the four parts of the Listening paper
  - To encourage learners to reflect on their strengths and areas to work on in relation to the Listening paper
  - To highlight useful study tools, resources and strategies to help them prepare for the Listening paper
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#### Useful Links

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**Cambridge English website** – the starting point for access to sample papers, learner and teacher resources including self-study plans and lesson plans.

**Developing listening skills for B2 First for Schools: A guide for teachers** – provides teachers with detailed guidance on helping learners to improve their listening skills for the exam.

**Cambridge Dictionary** online

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#### Procedure

##### Lesson stages

**Warm-up:** to get learners thinking about what they listen to in English and what they need to work on to improve their listening skills.

You will need a copy of **Student Worksheet 1** for each learner.

Step 1: Ask the learners to tick the boxes in the survey in **Exercise 1.a.** individually.

Step 2: Put learners into groups of 4 to 6 to compare their answers and complete the sentences in **Exercise 1.b.** together to make a summary of their group's results.

Step 3: Learners choose a spokesperson to share their sentences with the class.

Feedback: Nominate each group to share their summaries. Let them know that in the Listening paper they will hear a range of recordings such as conversations, short talks, interviews, presentations and so on, so they should aim to listen to a wide range of listening material and practise regularly.

**Online option:** Turn the survey from **Exercise 1.a.** into a class poll. Your online teaching platform may have this function or, if not, try a free online poll creation tool like **Mentimeter**. You can display the survey results on screen and ask learners to think about what they need to listen to more often to help them prepare for their exam.

**Overview of the Listening paper:** to familiarise learners with the format of the Listening paper.

You will need copies of **Student worksheet 2: Student A** and **Student worksheet 2: Student B**.

Tell learners they are going to read and learn more about the format of the Listening paper. They don't have all the information they need about the exam on their worksheet, but the other group does. Each group has to plan questions to ask the other group to help them complete the gaps.

Divide the class into Student A group and Student B group and hand out the worksheets.

They now follow these steps:

1. Read the text and think about the information that might be missing.
2. Work with a partner from the same group to plan and write the questions they need to ask to find the missing information from the other group.

As the learners write their questions, monitor to check their work and offer support.

If you have a small class, you could correct on the spot while you monitor. With a larger class, you may prefer to make copies of the **Answer key** for the task, so the learners can check their answers against it.

Now, pair each Student A with a Student B.

3. They should take turns to ask and answer the questions to fill in the gaps.
4. When they have finished, they can compare their completed texts to check their answers.

**Online option:** If it's safe to do so, put your students into breakout rooms to plan their questions and then regroup A students and B students to interview their partners and complete the missing information.

**Before listening:** to introduce learners to some useful strategies they can use to help them improve their listening skills when practising at home, in class and in the exam itself.

You will need a copy of **Student worksheet 3**.

Tell learners that they are going to try a mini Listening Part 3 question and as they do, they will learn about useful listening practice strategies they can use in class and when they study at home. Give them time to read **Study tip 1** and **Exercise 2.a**.

Put learners into pairs to discuss the questions in **Exercise 2.a**.

**Feedback:** Nominate some students to share what they found out from their partner. Make a list on the board of any hobbies or skills they mention. Take advantage of any opportunities this task generates to introduce or review the meaning, form or pronunciation of new vocabulary related to the topic.

Ask learners to read the question in **Exercise 2.b**.

Depending on their level and abilities, before learners underline the key words, you may want to:

- allow them to use dictionaries to look up unknown words in the questions or pre-teach any words you think they might not know
- do another example together

**Feedback:** Let learners check their answers to the key words in pairs before checking as a class (see **Answer key**).

**Online option:** Work through each question one at a time and ask learners to type the words they think should be underlined in the chat box.

**While listening:** to give learners the chance to try out a listening task with support.

**Listening 1:** Click [here](#) to play the audio up to 01:46 mins. Focus learners on **Exercise 3** on **Student Worksheet 3**. Tell them they will be trying part of the task by listening to the first three speakers (in the exam they listen to five speakers). They will hear the recording twice so if they don't catch all the answers the first time they listen, they have the chance to listen again.

After Listening 1, ask learners to look at the questions and discuss with their partner which new skills they think each speaker mentioned.

Take whole class feedback but at this stage don't reveal the answers.

**Listening 2:** Play the audio again. Learners listen and check their ideas. They can then decide on their final answers with their partner.

Take whole class feedback (see **Answer key**) and ask learners to explain what information and key words they heard in the audio that helped them to choose their answers.

**Online option:** Ask learners to share their ideas in the chat box after the first listening but don't correct at this stage. After the second listening, ask the learners to look back at their answers in the chat box and ask if anyone would change their answer now and why.

**After listening:** to give learners some useful strategies they can use in their future listening practice.

**Exercise 4.a.** Give learners the audioscript on **Student worksheet 4** and ask them to underline the sentence in each paragraph where they find the answers. Draw their attention to how the answer is given using slightly different words to the recording.

**Exercise 4.b.** Now learners listen to the audio again and read the audioscript on **Student worksheet 4** at the same time. Tell them to circle or underline new vocabulary or phrases they didn't understand as they listen and read.

**Exercise 4.c.** Learners look up the words they circled and underlined in a dictionary and note down their meaning, form and pronunciation as well as an example sentence on vocabulary cards (see **Materials**).

Online dictionaries such as the **Cambridge Learner's Dictionary** work well for this because learners can hear and copy the pronunciation. This task also works well as homework (see **Homework options**).

It's a good idea to do a worked example with the class first, like the one below, with the definition taken from the Cambridge Learner's Dictionary.

- Copy the table below on the board (leave it blank at first).
- Ask learners to find the word 'drive' in the audio script (note: it's in the last line). Ask them what they think it means in this context and if they think it is a verb or a noun here.
- Give them the chance to look it up in the dictionary and complete the rest of the vocabulary card together.

<b>Word or phrase: drive</b>	
<b>Meaning</b>	Definition: energy and determination to achieve something
<b>Form</b>	Part of speech: noun - uncountable Pronunciation: /draɪv/
<b>Use</b>	Example sentence: She has so much <b>drive</b> and ambition, she is sure to succeed!

This is a good opportunity to remind students that lots of words have more than one meaning. Sometimes they will need to check carefully to find the definition that makes the most sense in the context.

Monitor as they do this task and encourage learners to notice collocations like 'take the blame', 'to hit home' and 'an easy option' as well as single words.

**Optional extra activity:** to review and consolidate new vocabulary.

You can use the **Vocabulary cards** your learners make to play regular review games. This is a game that works well at the start or end of a lesson.

### Vocabulary game

Put learners into small groups and give them a set of completed vocabulary cards.

Learners take turns to choose a card at random and give three clues about the word on their card to their group.

If someone guesses on the first clue, they get five points, on the second clue, three points and on the final clue, one point.

It's a good idea to model this yourself with the class first and give them some useful phrases or ideas for making clues:

- It's a noun/verb/adjective etc.
- It means...
- It begins with the letter...
- They could also give their example sentence with the word or phrase replaced by the word *banana* e.g. She has so much BANANA and ambition, she is sure to succeed!

At the end of the game, ask learners to share a new word they have learned. Invite groups to report back to the class who the winner is in their group and give them a round of applause.

### Homework options

**Option 1:** Send learners a digital copy of **Student worksheet 4** so they can access the links in Study tip 2.

Ask them to click on the **Activities for Learners** link and follow these steps:

- Select Skills: Listening
- Select Level: Independent
- Find the following listening activities for this level and choose the **one** that interests them most:
  - How do you feel?
  - Tastes
  - Theatre review
- Try the study strategies they looked at in the lesson. For example:
  - discuss the topic with a friend or family member first or brainstorm related vocabulary
  - underline key words in the questions before you listen
  - listen again with the audioscript after you do the listening task and make some more vocabulary cards
  - be ready to share any new vocabulary you learned with the class in the next lesson.

**Option 2:** Learners try the B2 First for Schools **Listening Self-Study lesson** on the **Cambridge English website**.

## Materials



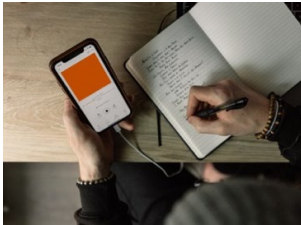
<b>Word or phrase:</b>		<b>Word or phrase:</b>	
<b>Meaning</b>		<b>Meaning</b>	
<b>Form</b>	Part of speech: Pronunciation:	<b>Form</b>	Part of speech: Pronunciation:
<b>Use</b>	Example sentence:	<b>Use</b>	Example sentence:
<b>Word or phrase:</b>		<b>Word or phrase:</b>	
<b>Meaning</b>		<b>Meaning</b>	
<b>Form</b>	Part of speech: Pronunciation:	<b>Form</b>	Part of speech: Pronunciation:
<b>Use</b>	Example sentence:	<b>Use</b>	Example sentence:
<b>Word or phrase:</b>		<b>Word or phrase:</b>	
<b>Meaning</b>		<b>Meaning</b>	
<b>Form</b>	Part of speech: Pronunciation:	<b>Form</b>	Part of speech: Pronunciation:
<b>Use</b>	Example sentence:	<b>Use</b>	Example sentence:
<b>Word or phrase:</b>		<b>Word or phrase:</b>	
<b>Meaning</b>		<b>Meaning</b>	
<b>Form</b>	Part of speech: Pronunciation:	<b>Form</b>	Part of speech: Pronunciation:
<b>Use</b>	Example sentence:	<b>Use</b>	Example sentence:

## Student worksheet 1

### Exercise 1

a) Complete the survey for yourself then compare your answers with your group.

#### Group survey: Your listening skills



Tick everything you listen to in English and add your own ideas.

- conversations with friends or family
- celebrity interviews
- radio shows or podcasts
- audiobooks
- talks or presentations
- listening activities for English language learners in class or online
- anything else?

What are the biggest challenges about listening in English? Tick up to three answers that are true for you.

- too many new words
- not understanding the grammar
- different accents
- not knowing much about the topic
- difficult to stay focused
- people speaking too fast
- not feeling confident or calm
- anything else?

b) Complete the sentences to make a summary of your group's results.

Examples:

Most of us *listen to podcasts in English.*

None of us *find different accents challenging.*

All of us... \_\_\_\_\_

Most of us... \_\_\_\_\_

Some of us... \_\_\_\_\_

None of us... \_\_\_\_\_

Nominate a spokesperson to give feedback to the class and report on the results from your group.

## Student worksheet 2: Student A

You are going to read and learn more about the format of the Listening paper. You don't have all the information, but the other group does. Plan and ask them questions to help you complete the gaps. Follow these steps:

- a) Read the text carefully
- b) Check the gaps and think about the missing information

Overview of the Listening paper		
About <b>1) _____</b> minutes * 4 parts * Each recording is played twice	<b>Part 1</b>	Listen to eight short recordings about <b>3) _____</b> . For each recording, answer a multiple-choice question. Each recording is about 30 seconds long and there could be one or more people speaking.
	<b>Part 2</b>	Listen to one person speaking for <b>5) _____</b> and complete ten sentences with the information that you hear.
	<b>Part 3</b>	Listen to five short recordings about <b>7) _____</b> . For each recording, choose the right answer from a list of eight options. Each recording is about 30 seconds long and has only one person speaking.
	<b>Part 4</b>	Listen to <b>9) _____</b> people speaking together for 3–4 minutes and answer seven multiple-choice questions.

- c) Work with a partner from the same group (Student A) to complete the questions.

1. **How long** *is the Listening paper?*
3. **What**.....?
5. **How long**.....?
7. **What**.....?
9. **How many**.....?

- d) Now work with Student B. Ask each other your questions to find the missing information. Do not show your worksheet to your partner!



## Student worksheet 2: Student B

You are going to read and learn more about the format of the Listening paper. You don't have all the information, but the other group does. Plan and ask them questions to help you complete the gaps. Follow these steps:

- a) Read the text carefully
- b) Check the gaps and think about the missing information

Overview of the Listening paper		
About 40 minutes * 4 parts * Each recording is played 2) _____	<b>Part 1</b>	Listen to eight short recordings about different topics. For each recording, answer a <b>4)</b> _____ question. Each recording is about 30 seconds long and there could be one or more people speaking.
	<b>Part 2</b>	Listen to one person speaking for 3–4 minutes and complete <b>6)</b> _____ with the information that you hear.
	<b>Part 3</b>	Listen to five short recordings about the same topic. For each recording, choose the right answer from <b>8)</b> _____. Each recording is about 30 seconds long and has only one person speaking.
	<b>Part 4</b>	Listen to two people speaking together for 3–4 minutes and answer <b>10)</b> _____ multiple-choice questions.

c) Work with a partner from the same group (Student B) to complete the questions.

2. **How many times** *is each recording played?*
4. **What kind**.....?
6. **What**.....?
8. **What**.....?
10. **How many**.....?

d) Now work with Student A. Ask each other your questions to find the missing information. Do not show your worksheet to your partner!

## Student worksheet 3

**Study tip 1:** It's often easier to understand something when you have thought about the topic first. When you practise, try discussing the topic with a study buddy or brainstorming vocabulary before you listen.

In the exam, you will have time to read the question before you listen. Use this time to read it carefully, underline key words and predict what you might hear in the recording.

### Exercise 2: Before listening

a) The topic of the listening task below is *learning new skills*. Discuss the following questions about your skills and hobbies with a partner.

- Do you have any skills or hobbies?
- When did you start doing your skill or hobby?
- What do you enjoy most about it?

b) Read the Listening Part 3 question below carefully. Underline the key words in sentences B–E. Sentence A has been done for you.

### Listening Part 3

You will hear three short extracts in which teenagers are talking about learning new skills.

For questions 1–3, choose from the list (A–H) what each speaker says. Use the letters only once. There are two extra letters which you do not need to use.

A. It's been more fun than I was expecting.

Speaker 1

	1
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B. I haven't always received enough help from others.

C. It hasn't had a big effect on my life.

Speaker 2

	2
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D. I've gained a real feeling of achievement from doing it.

E. I've been frustrated by my lack of progress.

Speaker 3

	3
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### Exercise 3: While listening

Now listen and answer questions 1–3 above. You will hear the recording twice.

## Student worksheet 4

**Study tip 2:** To help you identify new words and pronunciation, listen to the recording again after you have checked your answers. This time read the audioscript too. You can try this strategy in the next exercise and practise at home using these links to free online listening activities:

**Free Listening Practice**

**Virtually Anywhere**

**Activities for Learners**

**British Council Learn English Teens**

## Exercise 4: After listening

- a) Read the audioscript and underline the sentences that give you the answers to Exercise 3.
- b) Listen again and read the audioscript at the same time. As you do this:
  - circle any words or phrases you don't understand or would like to remember.
  - underline any words or phrases that you didn't understand when you listened, but you do now that you see them written down.
- c) Use a dictionary to help you find out more information about the words you circled and underlined. Your teacher will give you some vocabulary cards to help you record the information.

## Audioscript

**Speaker 1** (*male*)

Recently I read someone's blog about typing and the message really hit home. I realised my slow typing speed was making writing essays for school harder than it needed to be. There's a lot of stuff available to help learn typing skills and I've been pretty disciplined, practising every day. I was so annoyed with myself when I checked how I was doing and found I was still really slow, but my parents have encouraged me to keep trying. Luckily, I'm into gaming so both my hands are quite strong unlike some beginners at typing. My hands aren't flying over the keyboard yet, but I'm working on it!

**Speaker 2** (*female*)

I've been playing for a girls' football team for a while, and I've switched to playing in goal. It's harder than it looks, you know. People kind of suggest it's an easy option 'cos you spend a lot of time just standing about rather than running up and down the pitch, but there are a lot of skills you have to learn. There's also a lot of pressure. You can end up taking the blame when you let a goal in, which can be unfair if my team's not been giving me the support I need. Still, I feel as if changing position was the right decision for me.

**Speaker 3** (*male*)

I started writing poetry and joined a poetry website as a way to improve – I wanted feedback, even if it's negative. That's how I learn, by finding out where I'm going wrong. I've got faith in my own abilities so maybe that helps me take the criticism. So many people write poems about things that make them sad as a way of dealing with their personal emotions or something, but I just want to express what I think of as the truth. It's no big deal. It hasn't changed anything, you know, in real terms. It just satisfies some weird drive I have to put things into words.

## Answer key

### Student worksheet 2: Overview of the Listening paper

Student A: Possible questions	Student B: Possible questions
1. How long <i>is the Listening paper</i> ?	2. How many times <i>is each recording played</i> ?
3. What are the eight short recordings about in Part 1?	4. What kind of questions do I answer in Part 1?
5. How long does the person speak for in Part 2?	6. What do I complete in Part 2?
7. What are the five short recordings about in Part 3?	8. What do I choose the right answer from in Part 3?
9. How many people are speaking in Part 4?	10. How many multiple-choice questions are there in Part 4?

Overview of the Listening paper		
About 1) <b>40</b> minutes * 4 parts * Each recording is played 2) <b>twice</b>	<b>Part 1</b>	Listen to eight short recordings about 3) <b>different topics</b> . For each recording, answer a 4) <b>multiple-choice</b> question. Each recording is about 30 seconds long and there could be one or more people speaking.
	<b>Part 2</b>	Listen to one person speaking for 5) <b>3–4 minutes</b> and complete 6) <b>10 sentences</b> with the information that you hear.
	<b>Part 3</b>	Listen to five short recordings about 7) <b>the same topic</b> . For each recording, choose the right answer from 8) <b>a list of eight options</b> . Each recording is about 30 seconds long and has only one person speaking.
	<b>Part 4</b>	Listen to 9) <b>two</b> people speaking together for 3–4 minutes and answer 10) <b>seven</b> multiple-choice questions.

### Student worksheet 3 – Exercise 2.b and 3

A. It's been <u>more fun</u> than I was <u>expecting</u> .	Speaker 1	E	1
B. I <u>haven't always received</u> enough <u>help</u> from others.			
C. It <u>hasn't had</u> a <u>big effect</u> on <u>my life</u> .	Speaker 2	B	2
D. I've <u>gained</u> a real <u>feeling of achievement</u> from doing it.			
E. I've been <u>frustrated</u> by my <u>lack of progress</u> .	Speaker 3	C	3

### Student worksheet 4 – Exercise 4

#### Audioscript with answers underlined

##### Speaker 1 (*male*)

Recently I read someone's blog about typing and the message really hit home. I realised my slow typing speed was making writing essays for school harder than it needed to be. There's a lot of stuff available to help learn typing skills and I've been pretty disciplined, practising every day. I was so annoyed with myself when I checked how I was doing and found I was still really slow, but my parents have encouraged me to keep trying. Luckily, I'm into gaming so both my hands are quite strong unlike some beginners at typing. My hands aren't flying over the keyboard yet, but I'm working on it!

##### Speaker 2 (*female*)

I've been playing for a girls' football team for a while, and I've switched to playing in goal. It's harder than it looks, you know. People kind of suggest it's an easy option 'cos you spend a lot of time just standing about rather than running up and down the pitch, but there are a lot of skills you have to learn. There's also a lot of pressure. You can end up taking the blame when you let a goal in, which can be unfair if my team's not been giving me the support I need. Still, I feel as if changing position was the right decision for me.

##### Speaker 3 (*male*)

I started writing poetry and joined a poetry website as a way to improve – I wanted feedback, even if it's negative. That's how I learn, by finding out where I'm going wrong. I've got faith in my own abilities so maybe that helps me take the criticism. So many people write poems about things that make them sad as a way of dealing with their personal emotions or something, but I just want to express what I think of as the truth. It's no big deal. It hasn't changed anything, you know, in real terms. It just satisfies some weird drive I have to put things into words.

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#### References

##### Images in Exercise 1 from Unsplash by:

Dillon Shook (listening and taking notes), Chris Montgomery (online class), Miguel Henriques (lecture)  
Bewakoof.com Official (conversation with friends)