



## A2 Flyers Listening Part 3

### Description

This lesson plan has been designed to help students prepare for A2 Flyers Listening Part 3. This lesson plan can be delivered face to face or online. The 'online options' column suggests how the stages could be adapted for teaching online.

In this lesson students listen to an A2 Flyers Listening Part 3 recording about a Space Club, before reflecting on useful listening strategies. The recording also provides a model for students' own speaking at the end of the lesson.

#### Time required:

#### Materials required:

- **Pictures** 1-14 cut up
- Blu Tac
- **Handout 1** Things and places
- **Audio recording** – A2 Flyers Listening Part 3

#### Aims:

- To practise listening for gist and specific details

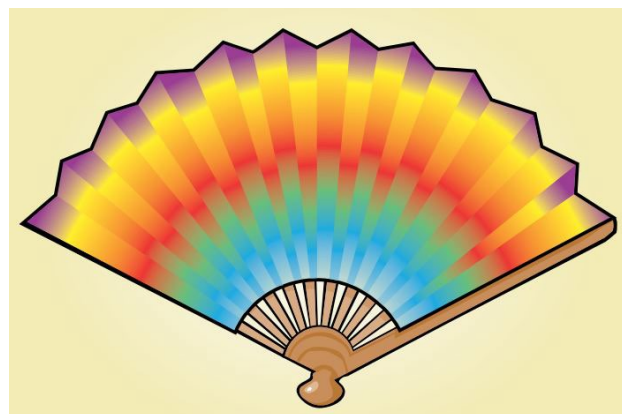
### Procedure

Lesson stages	Online options
<p><b>Welcome and vocabulary challenge</b></p> <p>Greet students. Put them into mixed-ability groups.</p> <p>Hold up a <b>picture</b> and cover it with a piece of paper. Move the paper a little, so students can see some of the picture (a very small area to start with). Ask students to guess what it is. Slowly reveal more of the picture until someone guesses what it is.</p> <p>Repeat with other images from <b>Pictures</b>. Each time, give the picture to the first group to correctly identify the image.</p> <p>Congratulate the group with the most pictures at the end.</p> <p>Write the names of the images (<i>castle, painting</i> etc) on the board, asking the class to help you with spellings as you go.</p> <p>Ask students to stick their pictures by the words.</p>	<p>Use a slow-reveal online tool to present images of objects, for example:  <a href="https://www.classtools.net/reveal/">https://www.classtools.net/reveal/</a></p> <p>Otherwise print the <b>pictures</b> and reveal them using your webcam.</p> <p>Challenge individuals or groups to be the first to identify the image using their microphones or in the chat.</p> <p>Share a link to the <b>places matching game</b>. Give students five minutes to complete it in as few goes as possible.</p>

<p><b>Recording vocabulary</b></p> <p>Give students <b>Handout 1</b>. Ask them to label the pictures.</p> <p>Compare answers in pairs, before checking as a whole class.</p>	<p>Share <b>Handout 1</b> with students' parents before the lesson, so they can print the worksheets.</p> <p>If students are unable to print, display the handout on your screen and ask them to note their answers with paper and pen.</p>
<p><b>Describing things and places</b></p> <p>Students should be able to see all the <b>Pictures</b> (stuck up in stage 1).</p> <p>Ask one student from each group (with similar ability levels) to come to the front of the class.</p> <p>Say the name of one of the pictures. Prompt the students to touch the relevant picture. Award points to the student(s) who are the first to do so.</p> <p>Repeat a few times, regularly changing students. Vary the level of challenge by either</p> <ul style="list-style-type: none"> <li>• naming pictures; “castle” or “drum” etc</li> <li>• describing pictures; “a very old building where Kings and Queens lived”, or “a noisy musical instrument”.</li> </ul> <p>Count up points and congratulate groups.</p>	<p>Display the flashcard images on a collaborative whiteboard. Put students into teams, giving each a different colour.</p> <p>Students race to circle the picture you describe, winning a point for their team. Repeat with other pictures.</p>
<p><b>Listening for gist</b></p> <p>Ask students to suggest situations when people talk about buying things. For example, “parent and child in a shop”.</p> <p>Write some suggestions on the board, categorising them under the titles ‘people’ and ‘places’. Ensure ‘family’ and ‘home’ are included.</p> <p>Tell students they will listen to some people talking about buying things. Who are the people, and where are they?</p> <p>Play the <b>Audio recording</b> (08:49-9:15).</p> <p>Tell students to compare answers, then check. <i>Family (nephew and uncle) talking at home (at the uncle’s house)</i>. It doesn’t say where they are but they can guess “you’ve got some lovely things in this room, Uncle Robert.”</p>	<p>Play the recording or share the link so students can play it directly from their own devices.</p> <p>Ask students to complete this stage individually, sharing their answers, when prompted, using the platform’s group chat function.</p> <p>If you are able to safely manage breakout rooms, then use them so students can compare answers with others using their microphones.</p>
<p><b>Listening for detail 1</b></p> <p>Tell students they will listen to more of the conversation between a boy and his uncle. Tell them to note the order in which they hear the objects (not places) mentioned. They should write 1-6 in the corner of the pictures on <b>Handout 1</b>.</p> <p>Play <b>Audio recording</b> (08:49-11:15), pausing it between each section.</p>	<p>Choose students from a different group to turn on their microphones</p>

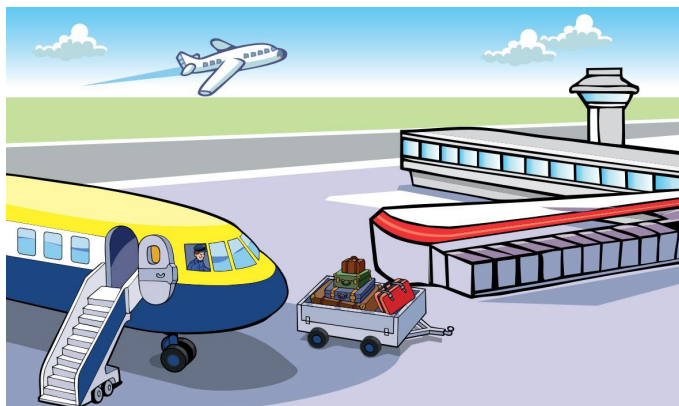
Tell students to compare answers, then check together.	and share their answers to each of the listening tasks.
<p><b>Listening for detail 2</b></p> <p>Ask students if they heard some of the places mentioned in the recording. Can they remember the order?</p> <p>Tell students they will listen to the recording again. This time they must note all the places connected with each object – writing them under the pictures on page 1 of <b>Handout 1</b>.</p> <p>At this point they are note saying where Uncle Robert bough the items. Clarify that sometimes (but not always) more than one place will be mentioned in relation to an object.</p> <p>Play <b>Audio recording</b> (08:49-11:15), pausing it between each section.</p> <p>Tell students to compare answers in pairs:</p> <p><i>Painting – market; drums – theatre, airport shop; swan – forest, store; fan – castle; chocolates – café, hotel; gloves – factory</i></p>	
<p><b>Listening for detail 3</b></p> <p>Tell students they will listen to the recording again. This time they must decide where the uncle bought each object (sometimes this means listening carefully and choosing between two options).</p> <p>Students should write the letter for each location in the boxes on <b>Handout 1</b>. Clarify that they should choose one place for each object.</p> <p>Play <b>Audio recording</b> (08:49-11:15), pausing it between each section.</p> <p>Tell students to compare <b>answers</b>, then check together.</p>	
<p><b>Personalising language</b></p> <p>Tell students how a few of the pictures make you think of things and times from your life. For example:</p> <p>“I visited a castle on my holiday in Germany last year. I got some chocolates for my birthday.”</p> <p>2. Tell students to tell a partner about a connection they have with any of the pictures.</p> <p>3. Afterwards tell students to raise their hand if they heard something interesting. Ask a few students to tell the class.</p>	<p>If you are able to safely, use breakout rooms so students can chat in pairs/small groups.</p> <p>Otherwise do this as a whole class activity by asking students a series of yes/no questions. For example:</p> <p>“Have you ever visited a castle”  “Can you play the drums?”  “Have you eaten chocolate today?”</p> <p>Students ‘reply’ with actions:</p> <p>Yes – stand  No – sit with hands on head</p> <p>Choose individual students to turn on their microphones and explain their answers more fully.</p>

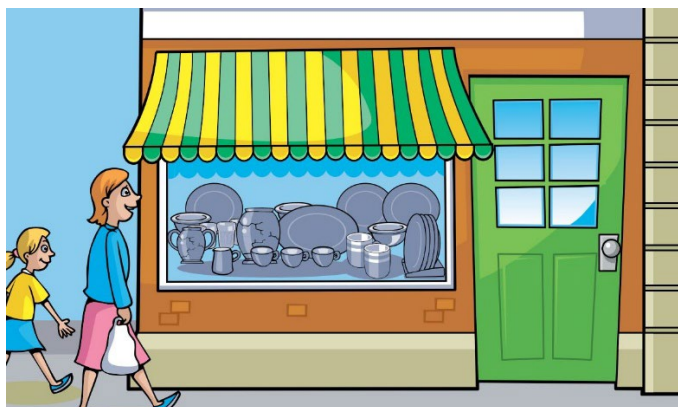
## Pictures 1-6 (objects) | A2 Flyers Listening Part 3





## Pictures 7-14 (places) | A2 Flyers Listening Part 3





## Handout 1 | Things



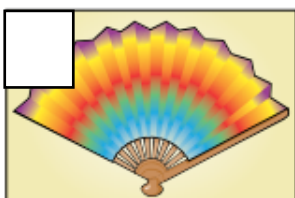
Painting



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## Handout 1 | Places

a café



**A**



**B**



**C**



**D**



**E**



**F**



**G**



**H**



## Answers: Handout 1 | Things



Painting

**E** (market)



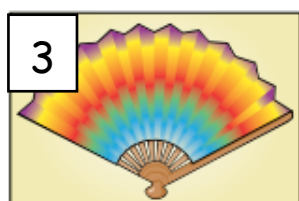
Drums

**B** (airport)



Swan

**G** (shop/store)



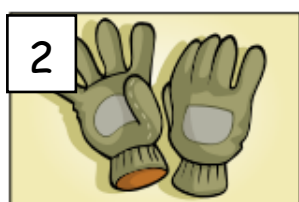
Fan

**H** (castle)



Chocolates

**F** (hotel)



Gloves

**D** (factory)

## Answers: Handout 1 | Places

a café



**A**

an airport



**B**

a theatre



**C**

a factory



**D**

a market



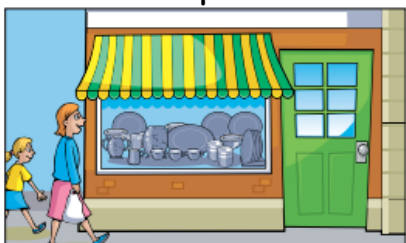
**E**

a hotel



**F**

a shop / a store



**G**

a castle



**H**

