

B1 Preliminary for Schools Listening Part 4

Description

This lesson plan has been created to help develop learners' familiarity with B1 Preliminary for Schools Listening Part 4 texts and tasks: typically listening for details within an interview. 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 make predictions and practise listening for general themes and text organisation before focusing on specific details within a collaborative, reflective activity. Finally, learners showcase their creativity and develop active listening skills as they are interviewed about their successful musical careers.

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

Materials required:

- Handout 1: Image of Mandy and Simon
- Handout 2: Mandy's career; past, present, and future
- Handout 3: True or false?
- Handout 4: Audio transcript
- Handout 5: You do it!
- Prepared presentation/PowerPoint slides
- **Audio recording**

Aims:

- To discuss music
- To develop learners' ability to listen for gist in a longer text
- To develop learners' ability to listen for detail in a longer text
- To develop strategies for B1 Preliminary for Schools Listening Part 4
- To develop learners' active listening skills

Procedure

Lesson Stages	Online options
Welcome students	Ask learners to say hello to confirm they can see and hear you.
Lead in Give learners time to individually think about the following questions, then put them in pairs or small groups to discuss: • <i>How and when do you usually listen to music?</i> • <i>What do you listen to?</i> • <i>How important is music to you? Why?</i> • <i>If you could be any musician in the world, who would you be and why?</i>	Learners in smaller classes may share ideas using their microphone and benefit from the speaking practice. Allowing learners in larger classes to share ideas through the platform's chat function

	enables everyone to participate.
Preparing to listen Use images (handout 1) to introduce Mandy and Simon. Tell learners they will listen to Mandy and Simon talk about music. Give learners time to individually think about the following question, then put them in pairs or small groups to discuss: What other general information may help you understand Simon and Mandy's conversation? Ask learners to share their ideas. Write them on the board. Suggested answers: • <i>Who is Mandy?</i> • <i>Who is Simon?</i> • <i>Why are they speaking?</i> • <i>Where are they?</i> Tell students they will listen to the beginning of a recording. They should try to identify the useful information listed on the board. Play Audio recording 26:02 – 26:31. Give learners time to note answers individually before comparing them in pairs or small groups. Elicit/clarify answers: <i>Mandy is a musician (a DJ who started as a singer), who is being interviewed. Simon is a journalist or TV/radio presenter on the radio. They might be in a studio and live on air.</i>	Display images using your on-screen whiteboard. Elicit replies using the group chat function. Look out for interesting replies and ask individuals to explain their answers more fully. Choose different learners in different lesson stages to ensure everyone gets a chance to fully explain their ideas at some point.
Listening for themes and organisation Tell students that Simon asks Mandy 6 questions. Ask learners to guess what he asks about. Give learners time to think individually before putting them in pairs or small groups to discuss. Ask learners to share their ideas. Write some suggestions on the board. Play 26:31 – 28:26 of recording. Learners listen and check predictions. Give learners time to note answers individually before comparing them in pairs or small groups: • <i>How she got started in music.</i> • <i>How she became a singer.</i> • <i>Her first album.</i> • <i>What she's working on now.</i> • <i>The kind of music she likes.</i> • <i>Her plans.</i> Elicit/check answers.	If you are able to safely facilitate breakout rooms, then consider doing so for this stage. Otherwise elicit replies using the group chat function. Record ideas on the platform's whiteboard (to be referred back to), or on a collaborative shared doc (for example a Padlet or googledoc).

Listening for detail: ordering events Give out <u>handout 2</u>. Tell students to think about the main events in Mandy's life, and her plans. Ask learners to complete the handout with a partner. Play 26:31 – 28:26 of recording. Give learners time to note answers individually before comparing them in pairs or small groups. Play again if necessary. Elicit/check answers.	Display the worksheet on your platform's whiteboard. Ask learners to note the order of events as they listen. For feedback, ask learners to write in the chat which event occurred first, second, etc. Give thinking time and wait for everyone to contribute before clarifying the answer. Alternatively share this document with learners before to the lesson before managing feedback as described.
Listening for detail: Exam task Give out <u>handout 3</u>. Tell students to: - carefully read statements - underline words that express the statements' main ideas (often nouns, verbs and adjectives) - think how they could paraphrase the statements. Give learners time to individually make notes before comparing them in pairs or small groups. Tell learners they must listen and identify whether the statements are true or false. Play 26:02 – 26:31 of <u>recording</u>. Give learners time to individually note answers for question 1 before comparing and justifying them in pairs or small groups. Play again if necessary. Repeat with remaining questions. Playing 26:31 – 28:26 of <u>recording</u>, pausing at each question to allow learners to compare notes. Give out <u>handout 4</u> (transcript). Ask learners to check their own answers with it, recording reasons for any errors. Monitor carefully, noting common reasons for errors (focus on these in later lessons). Elicit/clarify answers, prompting learners to justify their answers with reference to the transcript. Replay 26:02 - 28:26 of <u>recording</u> if required.	Share handouts 3 and 4 with learners before the lesson. Copy and paste the statements into a shared googledoc and nominate specific students to highlight the keywords within specific questions/statements. Discuss selections as a whole class in the chat – focusing learners on the types of words generally highlighted. After listening and checking their own answers, check true/false answers by creating a quiz or poll (for example, Mentimetre or Kahoot) with the statements.
Reflection (optional) Explain that the recording and true/false statements are taken from B1 Preliminary for Schools Listening Part 4. Elicit some of the stages learners went through (<i>predicting what Mandy may talk about, thinking about the topic, understanding how information in the text is organised, paraphrasing statements and identifying keywords</i>).	If you can safely facilitate breakout rooms, consider using them to discuss handout 3 part 2. Otherwise ask reflection questions one at a time, giving

Refer learners to <u>handout 3</u>: part 2. Ask learners to complete it individually before comparing answers in pairs/small groups. Elicit/clarify answers to handout 3: part 2.	learners time to think individually before sharing their ideas in the group chat.
You do it. Ask learners to each choose a musician they would like to be. This could be the artist discussed during the lead in, themselves, or an imaginary character. Give out <u>handout 5</u>, tell students to make notes (not full sentences) about their new persona. Tell learners to take turns interviewing their partner, using the questions asked by Simon. They can refer to their notes and sentence stems on handout 5, but not read out scripted sentences. Ask a few confident learners questions in front of the whole class – demonstrate active listening strategies (nodding, eye contact, facing the speaker). Ask learners: • <i>How did I show I was listening and interested in the interview?</i> Elicit ideas and write them on the board. Ask learners to change and interview their new partners. • Speakers should try to refer to their paper as little as possible • Listeners should try to express interest. After each interview, learners give each other feedback. Repeat with different partners.	Share handout 5 with learners before the class and ask them to prepare individually. You could dictate the prompts instead so learners can make notes in their notebooks. If it fits with your institution's safeguarding policy then create a collaborative space that allows audio files to be uploaded (for example, Flipgrid, Padlet, Edmodo). Upload recordings of yourself asking the interview questions and ask learners to record and upload their replies before the next lesson. Establish clear criteria for the recordings, for example: • Answering the question • Being funny • Being clear and easy to understand • Not sounding like it is being read. Ask learners to evaluate their classmates' efforts (praising examples where the criteria have been met).

Handout 1 | Mandy and Simon



Photo by Kristis Luhaers on Unsplash

Photo by Muhmed El-Bank on Unsplash



Images from unsplash.com

Handout 2 | Mandy's career: Past present and future

Order the following plans, ideas and events from Mandy's life:

opening a night club

being a DJ

joining 'Dish'

making an album called 'up and down'

making an album that's a mixture of styles

studying nursing

playing the guitar

becoming a singer

performing on television

Past

Present

Future

Handout 3 | True or false?

Section 1

Statement	True or false?	Reason for error
1. Mandy started working as a DJ...		
a) <i>once she could afford the equipment.</i>		
b) <i>after she lost her job as a nurse.</i>		
c) <i>when she first left school.</i>		
2. Mandy says her singing career...		
a) <i>started by chance.</i>		
b) <i>followed years of practice.</i>		
c) <i>began with a song that she wrote.</i>		
3. Mandy's new song is about		
a) <i>making new friends</i>		
b) <i>changing your mind</i>		
c) <i>finding life difficult</i>		
4. How does Mandy feel about her new CD?		
a) <i>sure that people will like it</i>		
b) <i>pleased with what she's achieved</i>		
c) <i>sorry that it wasn't ready on time</i>		
5. Mandy's favourite songs are those which		
a) <i>are easy to dance to.</i>		
b) <i>other women have written.</i>		
c) <i>have interesting words.</i>		
6. In the future, Mandy plans to		
a) <i>learn another instrument.</i>		
b) <i>run her own business.</i>		
c) <i>work in television.</i>		

1. Underline words that express the statements' main ideas and paraphrase the statements/questions.
2. Listen to the recording. Decide whether the statements are true or false. Explain your answers to your partner.
3. Check your answers with the transcript (handout 4). Record the reason for any errors. For example:
 - I didn't know the word.
 - I misheard the word.
 - I missed the word entirely.
 - I got lost.
 - I misunderstood the question.

Section 2

1. This task was too easy / quite easy / OK / challenging / too difficult.
2. I could improve by:
3. During exams I should... (complete the sentences)
 - think about the topic and situation because...
 - read the task instructions and introduction carefully because...
 - Identify keywords and paraphrase the questions/statements because...
 - remember the statements appear in the same order as they are found in the recording. This is helpful because...

Handout 4 | Transcript

Simon: Hi Mandy. You started off as a successful disc jockey and now you're a singer in a great new band! When did you get your first job as a DJ?

Mandy: Well, when I finished school, I trained as a nurse for a year, but I wasn't very good at that. I'd always loved music, and I wanted to save money to buy equipment, so I started looking after elderly people. As soon as I had enough, I bought what I needed. I got my first job as a disc jockey almost immediately.

Simon: But then you started singing instead. How did that happen?

Mandy: Well, I'd been a disc jockey for about four years, then last year, I read about a DJ competition in Ireland and I entered. I did some live singing on stage that night and one of the judges asked me if I'd be interested in singing professionally. I was very lucky, really.

Simon: So now you're in a band called 'Dish'. Tell us about your new record, the one that's in the shops now...

Mandy: Yes. It's called 'Up and Down'. It's about a girl who is never really happy with her life. She's always up and down, wanting too much and never being satisfied. I'm not that kind of person fortunately, nor are my friends! It does have a nice ending.

Simon: And you're working on a new CD?

Mandy: Yes, but we haven't finished recording that yet. There are still two more songs to do but I'm very proud of it. It's traditional rock but we've included some electronic music too to make it really unusual. I just hope the public will buy it! We think it's great!

Simon: And what kind of music do you listen to at home?

Mandy: That's difficult. The music I like best has words that mean something to me, I suppose. I love dance music too, but you can't listen to it all the time and I generally prefer female artists to male, I think too. But that depends on the singer.

Simon: And your future plans?

Mandy: Oh! I've got so much work to do at the moment – television performances and concerts, it's hard to plan. But I'd really like to own a night club one day... somewhere great to dance, so that's my next project. One day, perhaps I'll try to learn to play the guitar – that would be nice – but I'm too busy to think about it at the moment. I can write and sing, that's what I do best. Int: Well, lots of luck with your new CD and thanks for coming.

Mandy: You're welcome!

Handout 5 | You do it!

1. Now prepare to be a famous musician! Choose a 'real' musician, a famous 'you', or a totally imaginary character.
2. Make notes about your career and plans.

Your name

How you got started

Describing your music (previous albums and what you're working on now)

Your musical tastes

Your plans

Handout 5 | Useful language**Getting started**

When I finished school, I _____.

I'd always loved _____

I wanted to _____, so I started _____.

As soon as I _____, I _____.

I got my first job as a disc jockey almost immediately.

Describing your music

It's _____ (style)

It's called _____.

It's about _____.

We think it's _____.

Tell us about the music you're working on now.

It's _____ (style)

It's called _____.

It's about _____.

We think it's _____.

What kind of music do you like?

That's _____.

The music I like best has _____.

I love _____ too.

I generally prefer _____ to _____, I think too. But that depends on the _____.

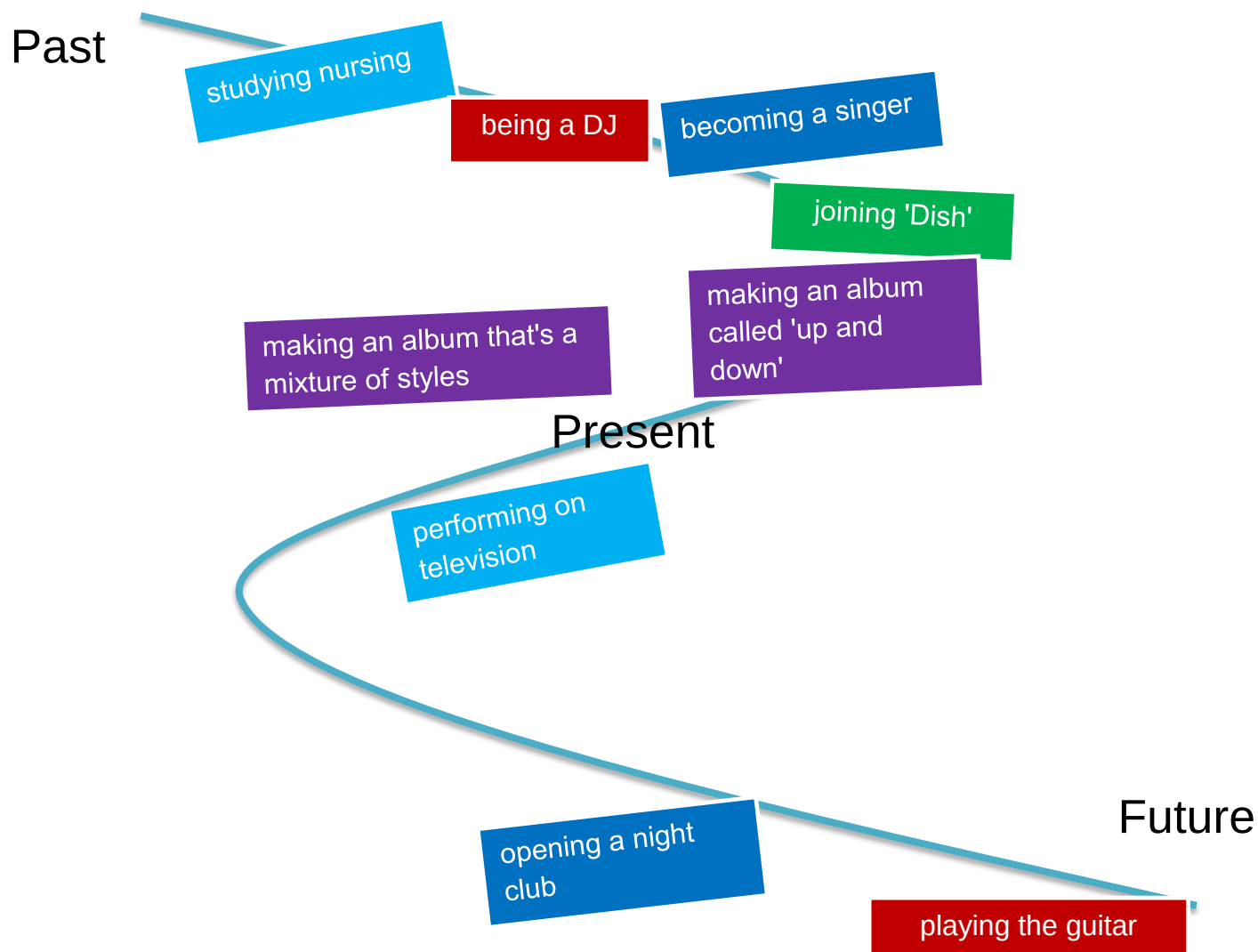
What are your plans?

I'd really like to _____ one day.

One day, perhaps I'll try _____, that would be _____.

Answers

Handout 2 | Mandy's career: Past present and future



Handout 3 | True or false?

Section 1

Statement	True or false?	Reason for error
1. Mandy <u>started working</u> as a DJ...	True	
a) <u>once she could afford the equipment.</u>	False	
b) <u>after she lost her job</u> as a <u>nurse</u> .	False	
c) <u>when she first left school.</u>		
2. Mandy says her <u>singing career</u> ...	True	
a) <u>started by chance.</u>	False	
b) <u>followed years of practice.</u>	False	
c) <u>began with a song that she wrote.</u>		
3. Mandy's new song is <u>about</u>	False	
a) <u>making new friends</u>	False	
b) <u>changing your mind</u>	True	
c) <u>finding life difficult</u>		
4. How does Mandy <u>feel about</u> her <u>new CD</u> ?	False	
a) <u>sure that people will like it</u>	True	
b) <u>pleased with what she's achieved</u>	False	
c) <u>sorry that it wasn't ready on time</u>		
5. Mandy's favourite songs are those which	False	
a) are <u>easy to dance to.</u>	False	
b) <u>other women have written.</u>	True	
c) <u>have interesting words.</u>		
6. In the <u>future</u> , Mandy <u>plans</u> to	False	
a) <u>learn another instrument.</u>	True	
b) <u>run her own business.</u>	False	
c) <u>work in television.</u>		

3. During exams I should... (complete the sentences)

- think about the topic and situation because... *it helps you predict what you may hear. It can also help you remember what you already know about the topic, including lots of useful words.*
- read the task instructions and introduction carefully because... *it contains useful information about the speakers, who they are, where, why and what they are speaking about.*
- Identify keywords and paraphrase the questions/statements because... *ideas are usually expressed with different words in the recording.*
- remember the statements appear in the same order as they are found in the recording. This is helpful because... *it helps me find my place if I get lost while listening.*