

A2 Key for Schools Listening Part 2

Description

This lesson plan has been created to help students prepare for A2 Key for Schools Listening Part 2. This lesson plan can be delivered face to face or online. The 'online options' column gives teachers ideas how the stages could be adapted for teaching online.

In this lesson students listen to an A2 Key for Schools Listening Part 2 sample task about a school camping trip. They practise making predictions and listening for specific information. Then they practise spelling dictation to prepare them for these types of questions, common to the listening exam. Finally, they review key points about how to approach a listening task like this.

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

Materials required:

- Photo of a camping trip (see below)
- A2 Key for Schools sample task (see below)
- **Audio recording** for sample task for Listening Part 2 (5:57-9:49)
- Listening Part 2 Information (see below)
- Prepared presentation/PowerPoint slides

Aims:

- To practise listening for specific information
- To complete a sample A2 Key for Schools Listening Part 2 task
- To practise spelling
- To identify key information about A2 Key for Schools Listening Part 2

Procedure

Lesson Stages	Online options
Greet the students as they arrive.	Check they know how to switch their audio and video on.
Warmer Display the photo of a tent in the countryside (see Materials). Elicit and check the word 'camping'. Divide students into pairs. Ask them to list 5 things they would take with them on a school camping trip. Ask each pair for their ideas. Ask them why they chose these things. Ask them if they would like to go on a school camping trip. Why/Why not?	Share your screen or send the picture to students. If you can monitor students safely , put them into breakout rooms. Alternatively get them to type their ideas into the chat.
Listening – prediction (Optional stage - omit this for a shorter lesson) Tell students they are going to listen to a teacher telling students about a	

<p>school camping trip that is being planned.</p> <p>Ask them what important information they think the teacher will talk about (e.g. <i>where they are going, when, what to take</i>). Elicit ideas and write them on the board. Make sure you write at least one piece of information that is mentioned in the listening.</p> <p>Play the Audio recording (6.33-8.07) (from “<i>You will hear a teacher...</i>” Stop after “<i>Is that clear to everyone?</i>”)</p> <p>Elicit which information the teacher mentioned. Do not go into details.</p>	<p>Students can write their predictions and tick the ones they hear as they listen. Or they could use Annotate to tick the ideas on the screen if they hear them.</p> <p>Share your computer sound and play the audio. If your platform does not allow this, send the audio to students for them to play themselves. If they are playing the audio, write the instructions of when to start and stop the audio in the chat or share the instructions on your screen.</p>
<p>Listening - sample task</p> <p><u>1st listening</u></p> <p>Tell students that they will hear the same listening that they have just heard but they will hear some instructions too. They should follow the instructions and then do the listening task. Tell them they will hear it twice, but you are going to pause and give them some extra instructions.</p> <p>Give them the sample listening task (see Materials).</p> <p>Play the audio of the instructions and listening task (5:57-6.33) (from “<i>Now look at Part 2</i>” to the pause for them to read the questions).</p> <p>Pause the audio. Ask students to look at the first gap (Q6):</p> <p>Give money to: (6) Mrs _____</p> <p>Ask <i>What kind of information goes in here?</i> (a name). Elicit the type of information that they need to listen for in order to fill the other gaps:</p> <p>7. a day, 8. a time, 9. type of transport, 10. something needed for camping</p> <p>Tell them to listen and fill each gap with one word or number. Play the audio of the 1st listening task (6:33-8:07) (from “<i>You will hear a teacher...</i>” Stop after “<i>Is that clear to everyone?</i>”)</p> <p>Ask students to compare their answers with a partner. Do not check answers yet.</p> <p><u>2nd listening</u></p> <p>Play the audio for the 2nd listening (8:10-9:49) (from “<i>Now listen again</i>”. Stop after “<i>That is the end of Part 2</i>”)</p>	<p>Send the task to students.</p> <p>Play the audio following one of the options described in the section above.</p> <p>You could write the type of information on the question sheet using Annotate or share your screen.</p> <p>Use breakout rooms for the pair check. Alternatively, you could enable private chat if appropriate for your students – they message their partner what they heard.</p>

Ask students to check again with their partner.

If necessary, play the audio (or part of it) again. Elicit answers.

Part 2	
6	fairford
7	friday
8	7.30
9	train
10	boots

Clarify that they will hear the listening twice in the exam. If this is the first time your students have done part of a sample test, ask them how it felt.

Share your screen to show the answers or write them over the question sheet using Annotate. You could nominate students to use Annotate to write the answers.

Spelling dictation

Tell students that sometimes they need to listen and write the spellings of names or places in the listening exam, just like they did for question 6. Ask students to write one or two English names. They could be famous people, people they know, or just names that sound English. They can spell them however they like.

Divide students into groups of 3 or 4. Tell them to take it in turns to read out the English name they wrote and spell it out orally (e.g. *John J-O-H-N*). The rest of their group should listen and write the spelling. They should then check that they wrote the spelling correctly.

If students have any difficulties, model and drill the letter sounds.

Optional extension

Repeat this task with phone numbers and dates of birth to practise listening for other information commonly heard in this part of the Listening exam.

You could put students into breakout rooms for this task. Alternatively, do it as a whole class activity: students take it in turns to say their English name and spell it for the rest of the class. Students can give the 'correct' spelling by typing it in the chat.

Listening part 2 information

Display the audio script text (see **Materials**) and ask students to work together to underline the correct option in each sentence.

1. You will listen to **one person / lots of people** speaking.
2. There are notes with **4 / 5** gaps.
3. You need to listen and write a **word / sentence**, a number, a date or a time in each gap.
4. Read the notes carefully **before / after** you listen.
5. You will hear the listening **once / twice**.

Ask questions to check students understand what is expected from them in this part of the Listening examination.

Share your screen or send a copy of the statements to students to complete individually. You could put them into breakout rooms to check their answers in pairs.

You or your students could use the Annotate function to underline the correct options as you elicit answers. Alternatively, share your screen to display the answers.

Optional extension – role play

Ask students for examples of what could go wrong on a camping trip (for example, bad weather, wild animals, students get lost).

Divide students into pairs. Tell them one of them is the teacher, calling a parent to tell them about something that went wrong on the camping trip. Give them a few minutes to prepare and practise before asking for volunteers to perform their role play for the rest of the class.

Set a listening task for the other students:

What went wrong?

How does the parent feel? Why?

Elicit answers to these questions after each role play.

Students can prepare and practise in breakout rooms, and then perform. Alternatively, give them time to prepare individually and then ask pairs in turn to perform for the class.

Homework

You could set homework from the **Exam Booster for A2 Key** p.64, 65 or 66. This includes listening practice for Part 2, and practice of ordinal numbers.

Alternatively, you could ask students to create their own listening test. Give these instructions:

1. Write 5 sentences about what you do each day and at what time e.g. *I wake up at half past six. I leave the house at half past seven.*
2. Record yourself reading your sentences.
3. Write *What time* questions about their sentences e.g. *What time do I wake up? What time do I leave the house?*

You could share the questions by email, or on your shared website.

Students could use a mobile phone or a recording website like **Vocaroo**.

Students could send their test (audio/audio link and questions) to you to forward to another student, or they could upload to a shared website.

Students could complete another student's test before the next class, or you could play them in the next class for everyone.

Materials



Photo by [Kevin Ianeselli](#) on [Unsplash](#)

Part 2**Questions 6 – 10**

For each question, write the correct answer in the gap. Write **one word** or **a number** or **a date** or **a time**.

You will hear a teacher telling students about a school camping trip.

School Camping Trip

Cost of trip:	<i>£39.00</i>
Give money to:	(6) Mrs
Day of return:	(7)
Time to arrive at school:	(8) a.m.
Travel by:	(9)
Bring:	(10)

Audio script

Now look at Part Two.

Pause 05"

For each question, write the correct answer in the gap. Write one word or a number or a date or a time. Look at questions 6 – 10 now. You have 10 seconds.

Pause 10"

You will hear a teacher telling students about a school camping trip.

Ping

M2: Morning everyone. I hope you're all looking forward to our camping trip next week. Please remember that now we are staying an extra day the trip costs thirty nine pounds, not thirty four. You need to give your money to our new school secretary by the end of the week. Her name is Mrs Fairford. That's F A I R F O R D. Please go to see her soon.

As you know, we are leaving on Tuesday but we're returning on Friday instead of Thursday. Now - you must get to school for half past seven on Tuesday because we'll leave at a quarter to eight and we can't wait for anyone.

We usually go by coach on school trips but because the campsite is near a station, we're going to go by train for a change. You don't need to bring tents or anything like that, but you will need boots. We will do lots of walking by rivers so don't bring trainers because your feet will get wet. Is that clear to everyone?

Pause 05"

Now listen again.

Repeat

Pause 05"

Listening Part 2 Information

Underline the correct word to make true sentences about this part of the listening exam.

1. You will listen to **one person / lots of people** speaking.
2. There are notes with **4 / 5** gaps.
3. You need to listen and write a **word / sentence**, a number, a date or a time in each gap.
4. Read the notes carefully **before / after** you listen.
5. You will hear the listening **once / twice**.