

B1 Preliminary for Schools Listening Part 2

Description

This lesson plan has been created to help students prepare for B1 Preliminary 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 review common verb-noun collocations related to leisure activities. They complete a B1 Preliminary for Schools Listening Part 2 sample task on this topic. Finally, they discuss the most popular leisure activities in their country.

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

- Materials required:**
- Pictures of leisure activities relevant to your context, including some from the listening (e.g. camping, concert, rock-climbing)
 - B1 Preliminary for Schools sample task (see below) and **audio**
 - 'Leisure activities – game' and 'Leisure activities – grouping' worksheets (see below)
 - Prepared presentation/PowerPoint slides
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- Aims:**
- To review verb-noun collocations (leisure activities)
 - To complete a B1 Preliminary for Schools Listening Part 2 sample task
 - To discuss the most popular leisure activities in their country
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Procedure

Lesson Stages	Online options
Greet the students as they arrive.	Check they know how to switch their audio and video on.
<p>Warmer</p> <p>Display pictures of leisure activities (as outlined in 'Materials required' above). Ask students what they are.</p> <p>Divide students into small groups of 3 or 4. Ask them to discuss which leisure activities they prefer and why.</p> <p>Ask each group for their ideas.</p>	<p>Share your screen, or send the picture to students.</p> <p>If you can monitor students safely, put them into breakout rooms. Alternatively, do this as a whole class exercise, nominating students to answer.</p>
<p>Vocabulary - verb-noun collocations</p> <p><u>Leisure activities - game</u></p> <p>Demonstrate the activity by miming a leisure activity for students to guess.</p>	Send different cards to different students.

Divide students into groups of 4. Give each student in each group a different card (see 'Leisure activities – game' in **Materials**): A, B, C or D. They take it in turns to mime an activity from their card. The student who guesses correctly first gets a point.

Alternative: students draw the activity for others to guess.

Leisure activities - grouping

Display the 'Leisure activities – grouping' sheet (see **Materials**). Working in the same groups as before, tell students to remember as many leisure activities as they can from the game and write them next to the correct verb. Sometimes more than one verb is possible. Tell them to add other leisure activities too. They can write leisure activities which use other verbs at the bottom of the sheet.

Elicit answers, checking understanding and pronunciation. Add students' other ideas to the mind maps.

Answers

You can *do* or *play* sport.

You can *do* or *go* shopping. However, *do the shopping* refers to the regular activity of buying food and other necessities from a supermarket or shop. *Go shopping* is more appropriate for talking about leisure activities.

You can say *go for a run/jog/hike/swim* or *go running/jogging/hiking/swimming*

Put students into breakout rooms. Alternatively, do it as a whole class activity. Send a leisure activity from the cards as a private message to one student for them to mime. The student who guesses correctly is the next one to mime.

For the drawing, students can draw on paper and hold their paper up to the screen for others to guess, or draw on the shared whiteboard.

You could share your screen or send the sheet to students as a document they can edit.

Put students into breakout rooms, or do this as an individual activity.

During feedback, you could write students' ideas in the appropriate part of the worksheet (typing in a shared document or using Annotate).

Listening

Preparation

Show students the exam task. Ask students to read through the questions and check they understand the wording. Check the meaning of the following words from the questions:

concentration (noun) = the ability to think only about something you are doing

grateful (adjective) = wanting to say 'thank you' to someone who has

<p>done something good for you</p> <p>satisfied (adjective) = pleased because you have got what you wanted</p> <p>a variety of styles = in a lot of different ways. In this context, it means musical styles like rock, pop, blues.</p> <p>realistic (adjective) = showing things and people as they really are, or making them seem to be real</p> <p>a performance (noun) = acting, singing, dancing, or playing music for other people to enjoy</p>	<p>You could share your screen and use Annotate to highlight key words, or use a shared document.</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 themselves, write the instructions of when to start and stop the audio in the chat or share the instructions on your screen.</p> <p>You could 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>
<p>Ask students to read the questions again and underline key information in the questions. For example:</p> <p>8 You will hear two friends talking about a campsite they have been to. What did the <u>boy like best</u> about it?</p> <p>Tell students this is important because they may hear the information but from a different speaker.</p> <p>Tell students they will listen to the audio for each question twice.</p> <p>Play the audio (10.52-19.52) (Start at “Now turn to part 2”. Stop after “That is the end of Part 2”)</p> <p>You may decide to stop the audio after each question. Alternatively, if you want to provide more of a practice test, play the audio all the way through to the end of Part 2.</p> <p>When you stop the audio, ask students to check their answers in pairs.</p> <p>If students have difficulty with any question, play part of the audio again. If necessary, show them the relevant part of the audio script.</p> <p>Answers</p> <p>8 B, 9 A, 10 C, 11 C, 12 B, 13 C</p> <p>Discuss what was difficult and why. Tell them that they need to read the questions and listen very carefully e.g. in Question 12 the <i>boy</i> thought the ending of the book was unexpected, but the <i>girl</i> didn't, so they <i>didn't</i> agree.</p>	<p>You could use breakout rooms. Alternatively, ask students to think about the task individually, then conduct a whole class</p>
<p>Speaking</p> <p>Divide students into groups of 3 or 4 (different groups from the warmer).</p> <p>Ask students to discuss which leisure activities are most popular in their country.</p> <p>As they speak, note down good language use and common errors. Pay</p>	<p>You could use breakout rooms. Alternatively, ask students to think about the task individually, then conduct a whole class</p>

<p>particular attention to verb/noun collocations.</p> <p>In feedback, ask students to justify their answers. Ask if they agree with each other.</p> <p>Give some feedback on good language use. Write some common grammar/vocabulary/pronunciation errors that they made on the board for them to correct.</p> <p>Optional extension: ask groups to decide on the top 5 leisure activities for teenagers in their country. Alternatively, give different groups different profiles: (for example, women aged 25-35, men aged 25-35, teenage boys, teenage girls, retired people). Groups report back to the rest of the class.</p>	<p>discussion.</p> <p>You could use the shared whiteboard or a shared document. You (or the students) could write corrections using Annotate.</p>
<p>Homework</p> <p>You could set homework from the Exam Booster for B1 Preliminary p.68. This includes a vocabulary exercise on leisure activities and a Listening Part 2 exam task on the same topic.</p> <p>There is also a short activity on collocations with ‘do’ and ‘make’ that they could do online.</p>	

Materials

Part 2

Questions 8 – 13

For each question, choose the correct answer.

- 8** You will hear two friends talking about a campsite they have been to. What did the boy like best about it?
- A** It was very close to the beach.
 - B** There were lots of people his age.
 - C** The activities were free.
- 9** You will hear two friends talking about homework. The girl thinks that doing homework with friends
- A** is fun.
 - B** helps concentration.
 - C** takes longer than doing it alone.
- 10** You will hear a boy telling his friend about a rock-climbing trip. How did he feel about it?
- A** grateful for the help he got
 - B** satisfied with his climbing
 - C** hopeful of going again
- 11** You will hear two friends talking about learning to play the guitar. The girl advises the boy to
- A** practise more often.
 - B** play in a variety of styles.
 - C** listen to the best guitarists.

- 12** You will hear two friends talking about a book they've read.
They agree that it has
- A** lots of action.
 - B** realistic characters.
 - C** an unexpected ending.
- 13** You will hear two friends talking about a concert they have been to.
They agree that
- A** the organisation was poor.
 - B** the performance was good.
 - C** the tickets were expensive.

Audio script

Rubric: 8 – You will hear two friends talking about a campsite they have been to.

PAUSE 00'08"

M: So, how did you like the campsite?

F: Brilliant! Thanks for telling my dad about it! It's got everything – shops, swimming pool, games room. And a beautiful beach five minutes away.

M: I knew you'd love that. The pool's good enough for me. I had the best time ever – so much to do!

F: When we first got there, I felt a bit lost. But then I started hanging out with loads of other teenagers.

M: That's why I'd go back any day – in other camps you don't get that sort of crowd. I remember one where it was mostly families with little kids.

F: I know what you mean.

PAUSE 00'05"

Rubric: Now listen again.

REPEAT

PAUSE 00'05"

Rubric: 9 – You will hear two friends talking about homework.

PAUSE 00'08"

M: I've got a friend who wants us to do homework together. I'm not sure it's a good idea.

F: Well, I've tried it and it works for me, depending on the subject. But if it's something you really need to concentrate on, then you're better off on your own.

M: I suppose it would make it less boring, having a few laughs and some jokes here and there ...

F: That's exactly it, and you can do it in half the time it takes you on your own, because you're helping each other.

PAUSE 00'05"

Rubric: Now listen again.

REPEAT

PAUSE 00'05"

Rubric: 10 – You will hear a boy telling his friend about a rock-climbing trip.

PAUSE 00'08"

F: So, how did your rock-climbing trip go?

M: It was harder than I expected. It's all very well climbing on an indoor climbing wall. I've always been pretty pleased with the way I've climbed there. But out on real rocks in the hills, it's a lot scarier. You need to have someone with you who's got a lot of experience, who can tell you what to do or give advice.

F: I can imagine.

M: I'm looking forward to having another try, though. But next time I'll tell whoever I'm with that I need support.

PAUSE 00'05"

Rubric: Now listen again.

REPEAT

PAUSE 00'05"

Rubric: 11 – You will hear two friends talking about learning to play the guitar.

PAUSE 00'08"

M: Wow, it's so hard to get any better at the guitar. It feels like I'm not making any progress.

F: Well, you seem to spend a lot of time practising. I don't see how you could do much more. Don't you think it's better to focus on one type of music rather than on lots of different types?

M: I don't know. Maybe it's good to go for lots of different ones.

F: Well, anyway, you ought to pay attention to the really top players. They've been along the same path that you're on. Just notice how they do things.

M: I think I do that already really.

PAUSE 00'05"

Rubric: Now listen again.

REPEAT

PAUSE 00'05"

Rubric: 12 – You will hear two friends talking about a book they've read.

PAUSE 00'08"

M: I've just finished reading that book. It's brilliant – so much happens. It's exciting all the way through.

F: Yeah, though it does get slower in the middle, when the hero Alan is trying to decide whether to tell his mum about the baby lion he found. Alan's personality seems really true to life, and so does his mum's – like the way she reacts when he tells her all about it.

M: I know what you mean – it reminds me of my mum and me. I never thought she'd let him keep the lion though. That was a nice surprise.

F: I kind of thought that might happen actually.

PAUSE 00'05"

Rubric: Now listen again.

REPEAT

PAUSE 00'05"

Rubric: 13 – You will hear two friends talking about a concert they've been to.

PAUSE 00'08"

F: What a great concert. I listen to that band a lot, but I'd never seen them live before.

M: Me neither. But why didn't they play their greatest hits, especially if you think what we paid to get in.

F: I liked what they did, though. As for the price, it was definitely more than I'd normally be willing to pay.

M: And the organisers didn't do a very good job. It was awful waiting so long for the main act to start.

F: Don't blame the organisers. It's simply that the band hadn't arrived. There was nothing they could do about that.

English Qualifications

PAUSE 00'05"

Rubric: Now listen again.

REPEAT

PAUSE 00'05"

Rubric: That is the end of part 2.

Answers

Part 2	KEY
8	B
9	A
10	C
11	C
12	B
13	C

Leisure activities – game**Game cards**

Student A	Student B
Play the guitar Watch TV Go camping Play football	Play computer games Go shopping Do exercise Watch videos on the internet
Student C	Student D
Go rock climbing Make cakes Go to the mall/shopping centre Do sport	Go to the cinema Go jogging Do crafts Go on social media

Leisure activities – grouping

Write leisure activities from the game next to the correct verb. Add more ideas.

to the cinema

go

watch

do

play

make