

## B1 Preliminary for Schools Listening Part 1

### Teaching Online Lesson Notes

In Part 1 of the Listening test, students identify key information in seven short monologues or dialogues and choose the correct visual.

#### Description of the lesson

In this activity students look at a set of three pictures from Part 1, describing the details, differences and situation before listening to the text. They then write a short dialogue in pairs for another set of pictures and role-play the dialogue for another pair. After completing a Part 1 task, they use the audio script to focus on key information and distractors.

<b>Time required:</b>	40 minutes online
<b>Materials required:</b>	<ul style="list-style-type: none"><li>• Teacher materials for screen-sharing or copying to whiteboard, including:<ul style="list-style-type: none"><li>- texts and activities</li><li>- sample task (below)</li><li>- audio script (below)</li><li>- audio recording</li></ul></li><li>• Handout for students</li></ul>
<b>Aims</b>	<ul style="list-style-type: none"><li>• to familiarise students with the content and format of B1 Preliminary for Schools Listening Part 1</li><li>• to raise awareness of distractors in this type of question and to familiarise students with the types of dialogues used</li><li>• to practise B1 Preliminary for Schools Listening Part 1</li></ul>

#### Lesson handout

Either before, or at the beginning of the lesson, share the lesson handout with your students.



Send the handout document as an attachment via email.



Or, if you can share documents in the chat on your platform, share the document and ask students to download a copy.



Or, if you have a files area on your platform, tell students where to find the document and ask them to download a copy.

## Welcome

Welcome students and introduce what they are going to do in the lesson.

If you're using audio or video in your class, make sure that all learners have their microphones on mute, and that they only turn them on when asked to speak.



Check that you can see all of the students and that they can see you.



Check that you can hear all of the students and that they can hear you.

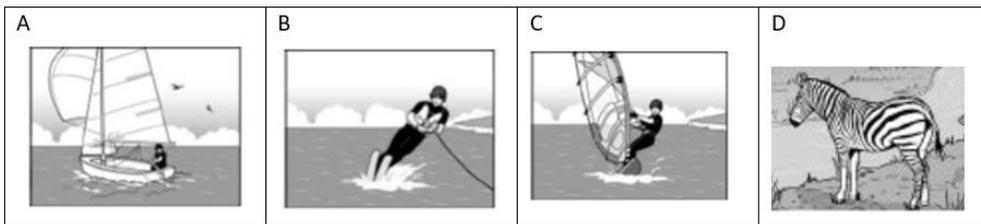


Ask everyone to say hello so you can check that the chatbox is working and that students can use it.

## Part 1, Vocab warmer – Check students are familiar with vocabulary used in the lesson

Ask students to match the words to the examples:

1. dialogue 2. zebra 3. sailing 4. monologue 5. barbeque 6. windsurfing 7. water-skiing 8. zoo



E. a place where wild animals are kept so that people can go and look at them.

F. a party which takes place outside where food is cooked and shared outside

**M:** Did you have a good weekend?

**F:** Yes, I went out with a couple of friends yesterday.

**M:** Where did you go?

G.

And finally we have a story about a zebra, which escaped from the local zoo this morning. Surprised motorists saw the animal walking down the side of the road during rush hour and reported it to the police, who followed it as it walked right through a shopping centre and on down to the river. They succeeded in catching it when it stopped to eat some grass. The zebra is now back in the zoo, and doesn't seem at all worried by its trip into town and the busy traffic it saw.

H.



Share your screen and show the questions and text in Part 1 of the handout.



Or ask students to look at Part 1 of the handout you sent them.



If you are using a platform which has breakout rooms, you can put students into pairs or groups of three to complete the task. They can add their answers to the chat while they are in breakout rooms.

## Part 1 – Check understanding and introduce the Listening exam

Get students' attention and elicit the answers:

1 – F, 2 – D, 3 – A, 4 – H, 5 – F, 6 – C, 7 – B, 8 – E

Explain to students that they will be doing Part 1 of the B1 Preliminary for Schools Listening exam. Explain that there are seven short listening texts, with one question and three images for each listening text. Tell students they may hear monologues or dialogues and explain that the situations are all about daily life.



Ask students to use the raise hand icon to show they are ready to answer.



Choose students to answer orally. Explore further if necessary and explain Part 1 of the Listening exam.



Or ask students to type their answers in the chat and then give an audio summary, clarifying any points. Explain about Part 1 of the Listening exam.

## Part 2 – Introduce the topic of the first recording

Ask students to list food items that they would have at a barbeque (you could show a picture of a barbeque to help them to think).



Share your screen and show the questions and text in Part 2 of the handout.



Or ask students to look at Part 2 of the handout you sent them.



You can ask students to type their answers in the chat.

## Part 2 – Check understanding

Elicit learners' list of food items they would have at a barbeque.



Ask students to use the raise hand icon to show they are ready to answer.



Choose students to answer orally. Explore further if necessary.



Or ask students to type their answers in the chat. You can then give an audio summary, clarifying any points.



Or use the whiteboard – you and/or the students write their list on the board.

### Part 3 – Familiarise students with the content and format of the test; students listen for gist

Ask students to listen to the recording and answer these questions:

1. Who is speaking?
2. What is the situation?
3. How many different types of food were mentioned?

Play the recording for the first question of the sample task.



Share your screen and show the questions and text in Part 3 of the handout. Share your audio and ask students to listen and answer the questions.



Or ask students to look at Part 3 of the handout you sent them and either share the video or ask students to use the link to listen and answer the questions.



You can ask students to type their answers in the chat

### Part 3 – Check understanding

Ask students to answer the questions.

1. Who is speaking? Elicit - friends: a boy and a girl
2. What is the situation? Elicit - They are talking about food for a barbeque.
3. How many different types of food were mentioned? Elicit – 3



Ask students to use the raise hand icon to show they are ready to answer.



Choose students to answer. Explore further if necessary.



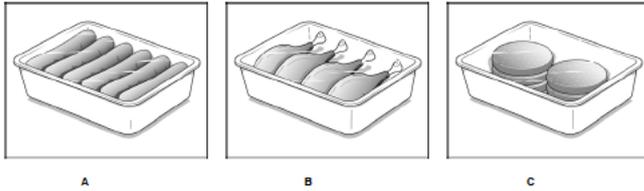
Or, if students gave their answers in the chat, talk about what they put, ask follow-up questions and clarify any points.

## Part 4 – Familiarise students with the content and format of the test; students listen for specific information

Listen to the recording again and answer this question:

1. What will the boy bring for the barbecue?
2. Why did you choose this answer?

1 What will the boy bring for the barbecue?



Share your screen and show the questions and text in Part 4 of the handout. Share your audio and have students listen and answer the questions.



Or ask students to look at Part 4 of the handout you sent them and either share the link to the audio or ask students to use the link to listen and answer the questions.



If you are using a platform which has breakout rooms, you can put students into pairs or groups of three to complete the task. They can add their answers to the chat while they are in breakout rooms.

## Part 4 – Check understanding

Elicit answers

1. What will the boy bring for the barbecue? Elicit - A – sausages
2. Why did you choose this answer? Elicit – the answer is A because of ‘How about some sausages?’ It’s not B – chicken – because of ‘we’ve got loads thanks’. It’s not C – burgers – because of ‘Well, Anna’s made about twenty’.



Ask students to use the raise hand icon to show they are ready to answer.



Choose students to answer. Explain that the skill being tested is listening for specific information. As the listening text can include key words about all three of the pictures it is important not just to listen out for these key words (like chicken or burgers), but to listen for detail and understand what is being said about them. In Part 1 you have to listen carefully until the very end of the audio to be able to choose the right answer.



Or ask students to type their answers in the chat and then explain that the skill being tested is listening for specific information. As the listening text can include key words about all three of the pictures it is important not just to listen out for these key words (like chicken or burgers), but to listen for detail and understand what is being said about them. In Part 1 you have to listen carefully until the very end of the audio to be able to choose the right answer.

## Part 5 – Practise B1 Preliminary for Schools Listening Part 1

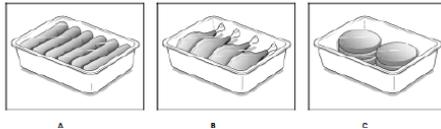
Explain that the students are now going to answer Part 1. Tell them to indicate the correct answer by circling the letter beneath the image on the question paper while they listen. Explain the procedure to follow: the first time they listen, they should get an idea of the answer; the second time they listen, they should check their answer is correct, and also try to see why the other two pictures are not correct.

Play the recording.

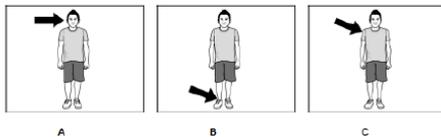
Questions 1 – 7

For each question, choose the correct answer.

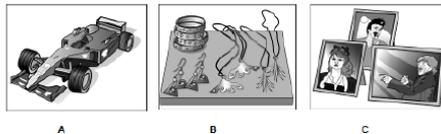
1 What will the boy bring for the barbecue?



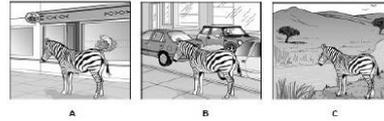
2 Which part of the boy's body hurts now?



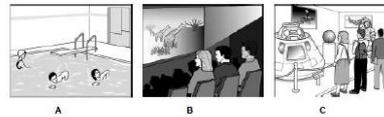
3 What will the visitors see last?



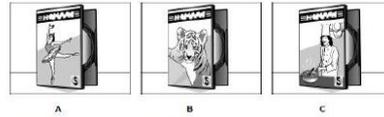
4 Where did the police catch the zebra?



5 What did the girl do yesterday?



6 Which computer game does the girl like most?



7 Which sport did the boy do for the first time on holiday?



Share your screen and show the questions and text in Part 5 of the handout. Share your audio and have students listen and answer the questions.



Or ask students to look at Part 5 of the handout you sent them and either share the link to the audio or ask students to use the link to listen and answer the questions.



If you are using a platform which has breakout rooms, you can put students into pairs or groups of three to complete the task. They can add their answers to the chat while they are in breakout rooms.

## Part 5 – Check understanding

Elicit answers 1 – A, 2 – B, 3 – C, 4 – C, 5 – C, 6 – A, 7 – C



Ask students to use the raise hand icon to show they are ready to answer.



Choose students to answer. Explore further if necessary.



Or, if students gave their answers in the chat, talk about what they put, ask follow-up questions and clarify any points.

## Part 6 – Raise awareness of distractors in this type of question and to familiarise students with the types of dialogues used

Share the audio script. Ask students to read through the audio script and underline the answers in it in one colour and the parts about the other images (the distractors) in another colour.



Share your screen and show the questions and text in Part 6 of the handout.



Or ask students to look at Part 6 of the handout you sent them.



If you are using a platform which has breakout rooms, you can put students into pairs or groups of three to complete the task.

## Part 7 – Raise awareness of distractors in this type of question and to familiarise students with the types of dialogues used

Ask students to answer the questions in Part 7 they have just underlined on the audio script to help them.



Share your screen and show the questions and text in Part 7 of the handout.



Or ask students to look at Part 7 of the handout you sent them.



If you are using a platform which has breakout rooms, you can put students into pairs or groups of three to complete the task.

## Part 7 – Check understanding

Elicit the answers to Part 7:

1. Underline the key sentence containing the answer: 'How about some sausages?'

What is said about the other options to show they are wrong?

- Chicken – 'we've got loads thanks'
- Burgers – 'Well, Anna's made about twenty.'

2. Underline the key sentence containing the answer: 'I'm going to get my ankle checked at the doctor's because the pain still hasn't gone.'

What is said about the other options to show they are wrong?

- Head – 'I wasn't really concentrating because I had a terrible headache.'
- Shoulder – 'my shoulder really hurt but that pain soon wore off.'

3. What are the key words for the answer 'paintings of rock stars by the artist Ben Soper. We'll visit that at the end of the tour'?

What is said about the other options to show they are wrong?

- Jewellery – 'this room is where the ancient jewellery's displayed'
- Racing car – 'But before that, I'll take you into the garden where you can have a look at the old racing car'

4. What are the key words for the answer 'in catching it when it stopped to eat some grass'?

What is said about the other options to show they are wrong?

- Road – 'saw the animal walking down the side of the road'
- Shopping centre – 'walked right through a shopping centre'

5. What are the key words for the answer 'I said I'd rather go to the science museum ... I got what I wanted in the end'?

What is said about the other options to show they are wrong?

- Swimming pool: 'we tried to get into the pool, but there was a big swimming competition going on'
- Cinema: 'the film had already started'

6. What are the key words for the answer 'Dance Moves ... The only problem is knowing when to quit'?

What is said about the other options to show they are wrong?

- Pet Project: 'you'll quickly feel as though you've seen it all before'
- Cooking Star: 'but imaginary food has a limited attraction'

7. What are the key words for the answer 'I was able to try windsurfing too'?

What is said about the other options to show they are wrong?

- Sailing: 'I did a course last year'
- Water skiing: 'My little brother was old enough to do it too this time'



Ask students to use the raise hand icon to show they are ready to answer.



Choose students to answer. Explore further if necessary.



Or ask students to type their answers in the chat. You can then give an audio summary, clarifying any points.