

B2 First for Schools Listening Part 1

Aims of the lesson	<ul style="list-style-type: none"> ▪ to familiarise students with Part 1 of the Listening test ▪ to develop strategies to deal with multiple-choice questions
Time needed	50 minutes
Materials required	<ul style="list-style-type: none"> ▪ Student's worksheets 1–4 (one copy for every group of three to four students)

Procedure

Before the class, copy Student's worksheets 1–4 so that there is one copy for every group of three to four students. Cut all the cards up, so that each group has a set of cards 1–8, a set of cards a–h, and a set of cards S–Z. Remove the letters from the cards, but leave the numbers on that set as this will make feedback easier.

1. Explain that in this session, they will find out about what they need to do in Part 1 of the B2 First for Schools Listening paper. Write the following question on the board:
How long are the listening extracts?
A. 30 seconds
B. 45 seconds
C. 1 minute
2. Now read the following text to the students, and tell them they will have to choose the correct answer to the question from the options A, B or C.
In Part 1 of the Listening paper, you will hear eight short extracts in which one person will be speaking on their own or two people will be talking to each other. Each extract lasts for about half a minute and you will hear each recording twice. For each extract you will have to choose the correct answer to a question from three options, A, B or C.
3. Tell them that in the exam they will always hear everything twice, and then read the text again.
4. Ask students to check their answer in pairs. Then feed back with the whole class (A).
5. Explain that you are now going to give them the texts of eight extracts, along with the questions. Give the three sets of cards to each group. Explain that they have the questions (1–8), the options (a–h) and the audio scripts (S–Z) for a Part 1 task. Ask them to match the questions, options and scripts. Allow about 5 minutes for this (see **Answer key**). As they don't have the letters, they will have to give their answers by reading the opening few words, but this should be quite quick.
6. Now ask them to agree in their groups on the correct option for each extract. Allow up to 15 minutes for this.
7. Elicit whole class feedback (see **Answer key**).
8. Ask the students to look at script S (Question 1) in pairs and to underline the part of the script with the correct answer (see **Answer key**). Using a different colour, they must then underline the distractors, which are the parts of the script which may tempt them to choose an incorrect answer.

9. Elicit feedback from the whole class (see **Answer key**). Explain why the distractors are wrong and explain that in the B2 First for Schools Listening Paper Part 1 the answer will never be one obvious word.
10. Now ask them, in pairs, to go through the other extracts underlining the keys in one colour and the distractors in another. Feed back with the whole class (see **Answer key**).
11. Remind students that in the Listening paper, they will hear each extract twice, and that the extracts are all unrelated. They will be able to write answers on their question paper, and will then be able to transfer their answers to the answer sheet – an extra 5 minutes is given for this at the end of the test.

Additional information

Candidates may be tested on a number of skills needed to identify the general idea or the main points of each extract. They may also need to identify the following aspects of the text expressed in the extract:

- function/purpose
- location/situation
- relationships
- topic
- attitude/opinion
- genre
- agreement.

Suggested follow-up activities

In a future class, do a Part 1 Listening task from a coursebook or a past B2 First for Schools paper using an audio recording.

You could also download the script for this activity from the handbook, and use it as a listening activity with the students looking at the questions and the options (this is still useful listening practice, even though students have already seen the scripts).

Answer key

Procedure step 6

Question	Options	Script
1	a	S
2	b	T
3	c	U
4	d	V
5	e	W
6	f	X
7	g	Y
8	h	Z

Procedure step 8

1	2	3	4	5	6	7	8
A	C	C	B	B	A	C	C

Procedure step 10

Key underlined and in bold; distractor(s) underlined.

S	<p>Now, what you'll have to do is find a partner to work with. It doesn't matter whether you've worked with them before, in fact it might be better if you haven't! I'll give you the outline of the project in a minute, but just to say that <u>you'll need to spend some time on planning – like how you'll divide up the work between you and so on. You'll certainly need the internet, and other sources like books and you may even want to take yourselves down to the museum.</u> But don't forget – <u>the deadline for the completed project is the end of the month</u>, so there's no time to waste.</p>
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Procedure step 11

Key underlined and in bold; distractor(s) underlined.

T	<p>M: Awesome film! <u>I've never seen effects like those ... ever!</u></p> <p>F: <u>Well, they were OK</u> – but I wouldn't go that far! And there wasn't much of a story, was there? It was just bang crash all the way. I found it a bit samey in places, to be honest.</p> <p>M: <u>But the car chases were spectacular – and scary – it was worth seeing just for them.</u></p> <p>F: <u>I was on the edge of my seat sometimes, no doubt about that.</u> But <u>after all that hype beforehand – and even a couple of awards</u> – weren't you a bit disappointed with the film as a whole?</p> <p>M: No way! I could sit through it again anytime, no problem.</p>
U	<p>I hadn't been that keen to go on the trip – it was part of our Geography course and there was a report to do afterwards – it sounded pretty dull to me and <u>I wasn't wrong</u>. It also meant missing my drama class – which was a real shame. The tour of the museum kicked off with <u>a film about the place, which wasn't too bad actually, but after that it was downhill all the way.</u> <u>Although one or two of the interactive displays were fun, the talks we had to sit through couldn't have been less interesting.</u> I've finally done the report, but it's not very good. I wish I'd gone to drama instead!</p>
V	<p>Hi – it's me. Sorry I missed you after school – hope you caught the bus OK! I've asked about next Wednesday and <u>the match starts at six, not seven – so we can meet an hour earlier if you like</u> – we must've read the time wrong on the poster. Anyway, I'll be coming with my sister if that's OK – she really wants to see it – so <u>if your brother wants to come along as well then that'd be cool.</u> <u>My Dad's agreed to pick us up in the car afterwards – that'll save us having to wait for the bus.</u> Call me if there's a problem – I'll see you at school tomorrow anyway. Byeeee!</p>
W	<p>M: So it's coming up to eleven o'clock and time to go over to Heidi at the weather centre. Good morning Heidi.</p> <p>F: Hi Tom.</p> <p>M: Now, lots of local kids are going to the barbecue in the park later today. Is the weather going to be kind to them?</p> <p>F: Well Tom, after last night's storms we've certainly lost that humidity everyone was complaining about, and <u>temperatures have fallen overnight.</u> <u>These will pick up again as the day progresses, however,</u> and we should be in for a nice evening. Although we will see a build-up of cloud later this afternoon, we're unlikely to see a repeat of last night's heavy rain.</p>

X	<p>Interviewer: The single's gone straight to the top of the charts, you must be pleased – even if it was a while coming.</p> <p>F: Well, I really didn't want to rush the decision on a single. In the end, <u>I went for a song where I could really give my heart and soul</u> and <u>the producers were willing to go along with that</u> – but it took a bit of finding actually. <u>A lot of people thought I'd come out with a ballad like the one I sang at the final of the TV talent show, but to be honest it's a relief to have struck out in a nother direction</u> – one people wouldn't have associated me with maybe.</p>
Y	<p>F: Guess what my Gran's bought me now – funky dividers!</p> <p>M: What are dividers?</p> <p>F: You know, things you put in your schoolwork files – <u>they help you sort out all those handouts you make notes on</u> then stuff in any old how.</p> <p>M: Oh right. I could do with some of those.</p> <p>F: Well, it's hardly rocket science, they've been around for years. Now <u>the thing about these funky ones is they're like made from totally recycled material – I'm afraid my Gran's into all that and usually gets me stuff that's seriously uncool</u> – but <u>these are actually colour co-ordinated with the files and stuff I've already got</u>. So I can save the planet for her without everybody knowing!</p> <p>M: Really?</p>
Z	<p>This is Ben here. Listen, you know that website you told me about – the one with the stuff you said would be useful for our history homework – well I wrote down the address somewhere at school, but <u>managed to lose it</u>. <u>Was it something like pastlink?</u> Anyway, I did a search using words like that and <u>came up with some really great stuff that I thought you might find useful too even if it's not the same one – so I've sent you an email from that site and you'll see the links to some others</u>. Anyway, the homework's all done now at least – hope you're getting on OK. Bye.</p>

Student's worksheet 1

1	You hear a teacher talking to her class about some project work. Why is she talking to them?	5	You hear the weather forecast on a local radio station. What will the weather be like this afternoon?
2	You hear two friends talking about a film they have just seen. What do they agree about?	6	You hear part of an interview with a young pop singer. What does she say about her single?
3	You hear a boy talking about a school trip he's just been on. What did he think of it?	7	You overhear two friends talking about school equipment. What does the girl like most about her new 'funky dividers'?
4	You overhear a girl leaving a voicemail message. What is she doing?	8	You overhear a boy talking on his mobile phone. What is he doing?

Student's worksheet 2

a)	<p>A to suggest ways of approaching the project</p> <p>B to explain what their project should be about</p> <p>C to warn of the consequences of late project work</p>
b)	<p>A how good the special effects were</p> <p>B how misleading the publicity was</p> <p>C how exciting some scenes were</p>
c)	<p>A It failed to live up to his expectations.</p> <p>B He found it surprisingly interesting.</p> <p>C Only parts of it were enjoyable.</p>
d)	<p>A asking for a lift after an activity</p> <p>B telling someone about some arrangements</p> <p>C accepting an invitation to a sports event</p>
e)	<p>A less cloudy than this morning</p> <p>B warmer than this morning</p> <p>C much the same as this morning</p>
f)	<p>A The song allowed her to express her feelings.</p> <p>B She had to do a song which was chosen for her.</p> <p>C It is quite similar to a song she sang on television.</p>
g)	<p>A They are a great new idea.</p> <p>B They are not very attractive.</p> <p>C They are environmentally friendly.</p>
h)	<p>A asking for help with something</p> <p>B saying why he hasn't done something</p> <p>C passing on some information about something</p>

Student's worksheet 3

S	<p>Now, what you'll have to do is find a partner to work with. It doesn't matter whether you've worked with them before, in fact it might be better if you haven't! I'll give you the outline of the project in a minute, but just to say that you'll need to spend some time on planning – like how you'll divide up the work between you and so on. You'll certainly need the internet, and other sources like books and you may even want to take yourselves down to the museum. But don't forget – the deadline for the completed project is the end of the month, so there's no time to waste.</p>
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Student's worksheet 4

W	<p>M: So it's coming up to eleven o'clock and time to go over to Heidi at the weather centre. Good morning Heidi.</p> <p>F: Hi Tom.</p> <p>M: Now, lots of local kids are going to the barbecue in the park later today. Is the weather going to be kind to them?</p> <p>F: Well Tom, after last night's storms we've certainly lost that humidity everyone was complaining about, and temperatures have fallen overnight. These will pick up again as the day progresses, however, and we should be in for a nice evening. Although we will see a build-up of cloud later this afternoon, we're unlikely to see a repeat of last night's heavy rain.</p>
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