

B2 First for Schools Listening Part 3

Aims of the lesson	▪ to familiarise students with Part 3 of the Listening paper ▪ to give students practice in identifying paraphrasing
Time needed	40 minutes
Materials required	▪ Student's worksheets 1–5 (one copy for each student in each of groups 1–5, distributed evenly) ▪ Student's worksheet 6 (one copy for each student) ▪ Sample task (one copy for each student) ▪ B2 First for Schools Listening Part 3 recording

Procedure

1. Brainstorm with the whole class all the sports they do or have done in the past. You could also ask them to tell you sports they'd like to try in the future. Discuss, either with the whole class or by dividing the students into small groups:
 - What do/did you like most about the sports you do/used to do?
 - What don't/didn't you like about sports you do/used to do?
 - What sports would you like to try, and why?
 - Which sport makes no sense?
 - Which popular sport don't you like?
 - Are you competitive when it comes to sports?
 - Have you ever been in a sports team?
2. Divide the class into five groups. Give each student in Group 1 a copy of **Student's worksheet 1**, each student in Group 2 a copy of **Student's worksheet 2**, each student in Group 3 a copy of **Student's worksheet 3**, each student in Group 4 a copy of **Student's worksheet 4** and each student in Group 5 a copy of **Student's worksheet 5**.
3. Ask the students to read the audio script of the recording and answer the two questions. They must try to agree on the answer as a group, and underline the part of the script which answers the second question (*What does the speaker like most about their sport?*).

4. Now give out the **Sample task** to each student. In their groups, students must decide if any of the six sentences is a paraphrase of what they underlined in Step 3. Monitor the groups, guiding them towards the correct answer if necessary (see **Answer key**).
5. Now each group should have one correct answer. Play the recording of Part 3 and let the students try to find the four other correct answers. The students will hear each speaker twice.
6. Give the students time to compare their answers in pairs or in their groups, before taking whole class feedback, eliciting correct answers from the students and encouraging them to explain to one another why incorrect answers are wrong (see **Answer key**).
7. Give out **Student's worksheet 6** so the students have the whole script to take away.

Additional information

In this part, candidates listen to five short texts with different speakers, which are related in some way. For example, they may all be speaking about aspects of the same subject, such as travel, or about similar experiences or objects, such as journeys or vehicles.

Alternatively, the link may be a type of language function, such as a series of different speakers asking for information, or apologising.

Suggested follow-up activity

The students could choose a sport and write their own script and question in pairs or individually for homework, using the type of paraphrase looked at in this activity.

Answer key

Student's worksheet 1

1. Sport: tennis
2. If I had to say why I go for tennis rather than any other sport, I guess it'd be because you get a good all-round workout – which keeps you in good shape

Student's worksheet 2

1. Sport: football
2. football's the big one for me, and I think it's because I've got a sort of gift when it comes to ball control. So when mates in the team pass the ball to me, I reckon it's because they know what I can do with it.

Student's worksheet 3

1. Sport: volleyball
2. we've got quite a heavy workload at school and I really need to let off steam occasionally. Volleyball does that for me.

Student's worksheet 4

1. Sport: basketball
2. I get a lot of support from the guys on the team – and they're what really makes it special for me

Student's worksheet 5

1. Sport: swimming
2. And when we did actually win a race, I mean, that was like totally awesome.

Sample task

19 C

20 G

21 E

22 B

23 H

Student's worksheet 1

Read what this person says about the sport they do.

Speaker 1: I've been in the tennis team for a couple of years now, and represented the school in a couple of tournaments. I didn't actually win most of my matches, because there were some amazingly skilful players there from other schools – but it was a great experience just getting to play against them. If I had to say why I go for tennis rather than any other sport, I guess it'd be because you get a good all-round workout – which keeps you in good shape – but you can do a lot of the training in your own time. I've never really been keen on group training sessions; you know, like friends who do hockey or whatever they have to do.

Now answer these questions:

1. What is the sport?
2. Underline the section of the script which tells you what the speaker likes most about their sport.

Student's worksheet 2

Read what this person says about the sport they do.

Speaker 2: People always think that football's a very competitive sport – that it's all about beating other schools – but that isn't why I play really. I'm really into fitness and I do lots of different sports – but football's the big one for me, and I think it's because I've got a sort of gift when it comes to ball control. So when mates in the team pass the ball to me, I reckon it's because they know what I can do with it. My brother's doing sports science at college. That must be awesome – combining schoolwork and sport – that's what I want to do someday too.

Now answer these questions:

1. What is the sport?
2. Underline the section of the script which tells you what the speaker likes most about their sport.

Student's worksheet 3

Read what this person says about the sport they do.

Speaker 3: Volleyball's, like, the only sport where boys and girls really get to play together – I hate the idea of the girl's football team, for example, as if we're kind of not up to the real thing. I wanted to do a sport this year because we've got quite a heavy workload at school and I really need to let off steam occasionally. Volleyball does that for me. Don't tell our coach, but I don't actually care whether our team wins or not when we play other schools – I play for the fun of it – and I'm getting a bit better at some of the key skills, like serving, too – which is kind of satisfying.

Now answer these questions:

1. What is the sport?
2. Underline the section of the script which tells you what the speaker likes most about their sport.

Student's worksheet 4

Read what this person says about the sport they do.

Speaker 4: Basketball's kind of fast and exciting and you really get a chance to build up both your skills and your fitness if you play it often enough. I'm not that brilliant actually, but I get a lot of support from the guys on the team – and they're what really makes it special for me. Some of them are really incredible at passing and I pick up a lot of tips from them. It'd be great if our school could win more matches because our record's not been that great this season – but I think we've just been unlucky. We could've beaten some of those other schools easily – but things just didn't go our way.

Now answer these questions:

1. What is the sport?
2. Underline the section of the script which tells you what the speaker likes most about their sport.

Student's worksheet 5

Read what this person says about the sport they do.

Speaker 5: I'm not such a brilliant swimmer, so it was a shock when I was chosen for the school team and I've really had to work hard on my technique to keep my place. But I'm not a very competitive person, so at first I was all, like, you know, 'it doesn't matter if we win or not – it's just a sport' But then, when we swam against other schools, all that changed. And when we did actually win a race, I mean, that was like totally awesome. All my friends were really proud of us! My teachers even reckon my schoolwork's improved thanks to the swimming – would you believe it?

Now answer these questions:

1. What is the sport?
2. Underline the section of the script which tells you what the speaker likes most about their sport.

Sample task

Questions 19–23

You will hear five people talking about the sporting activities they do. For questions **19–23**, choose from the list (**A–H**) what each speaker likes most about their sport. Use each letter only once. There are three extra letters which you do not need to use.

A It's a way of making new friends.

B It's great to feel part of a team.

Speaker 1

19

C It's a good way of keeping fit.

Speaker 2

20

D It's easy to train for.

Speaker 3

21

E It's a break from schoolwork.

Speaker 4

22

F It's always challenging.

Speaker 5

23

G It's a chance to show off my skills.

H It's nice to beat kids from other schools.

Student's worksheet 6

- Speaker 1: I've been in the tennis team for a couple of years now, and represented the school in a couple of tournaments. I didn't actually win most of my matches, because there were some amazingly skilful players there from other schools – but it was a great experience just getting to play against them. If I had to say why I go for tennis rather than any other sport, I guess it'd be because you get a good all-round workout – which keeps you in good shape – but you can do a lot of the training in your own time. I've never really been keen on group training sessions; you know, like friends who do hockey or whatever they have to do.
- Speaker 2: People always think that football's a very competitive sport – that it's all about beating other schools – but that isn't why I play really. I'm really into fitness and I do lots of different sports – but football's the big one for me, and I think it's because I've got a sort of gift when it comes to ball control. So when mates in the team pass the ball to me, I reckon it's because they know what I can do with it. My brother's doing sports science at college. That must be awesome – combining schoolwork and sport – that's what I want to do someday too.
- Speaker 3: Volleyball's, like, the only sport where boys and girls really get to play together – I hate the idea of the girl's football team, for example, as if we're kind of not up to the real thing. I wanted to do a sport this year because we've got quite a heavy workload at school and I really need to let off steam occasionally. Volleyball does that for me. Don't tell our coach, but I don't actually care whether our team wins or not when we play other schools – I play for the fun of it – and I'm getting a bit better at some of the key skills, like serving, too – which is kind of satisfying.
- Speaker 4: Basketball's kind of fast and exciting and you really get a chance to build up both your skills and your fitness if you play it often enough. I'm not that brilliant actually, but I get a lot of support from the guys on the team – and they're what really makes it special for me. Some of them are really incredible at passing and I pick up a lot of tips from them. It'd be great if our school could win more matches because our record's not been that great this season – but I think we've just been unlucky. We could've beaten some of those other schools easily – but things just didn't go our way.

Speaker 5: I'm not such a brilliant swimmer, so it was a shock when I was chosen for the school team and I've really had to work hard on my technique to keep my place. But I'm not a very competitive person, so at first I was all, like, you know, 'it doesn't matter if we win or not – it's just a sport' But then, when we swam against other schools, all that changed. And when we did actually win a race, I mean, that was like totally awesome. All my friends were really proud of us! My teachers even reckon my schoolwork's improved thanks to the swimming – would you believe it?