

A2 Key for Schools Listening Part 3

Description

This lesson plan has been created to help students prepare for A2 Key for Schools Listening Part 3. This lesson plan can be delivered face to face or online. The 'online options' column gives teachers ideas on how the stages could be adapted for teaching online.

In this lesson students complete a practice Part 3 task Listening on the topic of films. They review and practise vocabulary for telling the time in order to prepare them to correctly identify times that they hear.

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

Materials required:

- A2 Key for Schools sample task (see below)
- Prepared presentation/PowerPoint slides
- Telling the time (see below)
- 'Now showing' information for a local cinema (leaflet or online)
- A2 Key for Schools Listening Part 3 **Audio recording**

Aims:

- to review vocabulary for telling the time
- to identify key words and synonyms in listening exam questions
- to complete a practice A2 Key for Schools Listening Part 3 task.

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>Show some pictures of films that you know your students know and like. Ask a couple of questions to the whole group: <i>What can you see? Which films have you seen? Did you like them? Why/why not?</i></p> <p>Dictate these questions and ask students to write them word for word. Repeat them if necessary.</p> <ol style="list-style-type: none"> 1. What kind of films do you like? 2. Do you prefer going to the cinema or watching films at home? Why? 3. What was the last film you saw? Did you like it? 4. What's your favourite film? What's it about? 	<p>Share your screen.</p> <p>Students can write on paper or type into a document.</p>

<p>Display the questions for students to check/correct what they wrote.</p> <p>Divide students into pairs. Ask them to discuss the questions.</p> <p>After the discussion, elicit some ideas from different pairs.</p>	<p>Share your screen, or copy the questions into the chat.</p> <p>If you can monitor students safely, put them into breakout rooms. Alternatively do this as a whole class speaking activity – nominate different students to ask and answer questions so everyone is involved.</p>
<p>Listening</p> <p><u>Preparation</u></p> <p>Display the question worksheet (see Materials).</p> <p>Ask students to read the questions and underline key words – the most important information in the question and the answers. For example:</p> <p>14 Annie's <u>favourite film</u></p> <p>A makes her <u>laugh</u>.</p> <p>B is a <u>true story</u>.</p> <p>C is very <u>exciting</u>.</p> <p>Tell them to be careful because they might hear more than one of the key words. They need to listen closely in order to choose the correct answer.</p> <p>Tell them they might not hear the key words in the answers at all! To prepare them for this, they should think about other ways to say the answers. Ask for some examples, such as:</p> <p style="padding-left: 40px;">makes her laugh = it's funny</p> <p style="padding-left: 40px;">a true story = it really happened</p> <p>Put students into groups of 3 or 4 to think of other ways to say the answers in each question. Alternatively, do this as a whole class activity by eliciting ideas from different students.</p> <p><u>Listening 1</u></p> <p>Tell students to listen and circle the correct answer for each question.</p> <p>Play the audio (10:35-12.25) (from “<i>You will hear Annie...</i>” Stop after “<i>Me too</i>”).</p> <p>Ask students to compare their answers with a partner. Do not check answers yet.</p>	<p>Share your screen or send it to students.</p> <p>You could use Annotate to underline key words, or ask the students to do this.</p> <p>Use breakout rooms.</p> <p>Use breakout rooms for the pair check. Alternatively, you could enable private chat if appropriate</p>

Listening 2

Tell students they will hear the listening again. Play the audio (12.25-14.20) (from “*Now listen again*”. Stop after “*That is the end of Part 3*”)

Ask students to check again with their partner.

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

Part 3	
11	B
12	A
13	C
14	B
15	A

If students had difficulty with any of the answers, show them part of the audio script. Reassure them that you will do lots of practice before they do the real exam.

for your students – they message their partner what they heard.

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.

Telling the time

Matching

Give students the worksheet (see Materials). Ask them to match the clocks with the times in the second and third columns.

Ask them to check their answers with a partner.

Answers: See **Materials**

Clarify that the times 8.15 and 8.45 can also be pronounced “eight fifteen” “eight forty-five”.

[Optional extension: You may wish to go further and review all the times (five/ten/twenty/twenty-five past/to) and the 24 hour clock.]

Correct any pronunciation errors by modelling and drilling. You may need to highlight the weak form of ‘to’:

Quarter to twelve
/tə/

Practice

Write ten times on the board. Use numbers (e.g. 1.15, 11.00, 4.45).

Divide students into two teams. Give each team a board pen. Choose a time at random and read it out. Teams have to race to be the first to circle the corresponding time in numbers on the board. They pass the pen to the next team member each time.

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

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

Share your whiteboard/a document with the times. Students could use Annotate to circle the times as you say them. Alternatively, they type the times they hear as numbers in the chat.

Students can share their screen and or hold up their papers to show the times. They take it in turns to say one of their times.

<p>Optional extension</p> <p>Ask students to write down ten times, in numbers. They work in small groups and take it in turns to show their paper with times. They read out the times. The other group members race to circle the time they heard.</p>	<p>The rest of the class listen and type the times in the chat as they hear them.</p>
<p>Optional extension - speaking</p> <p>Display the 'Now showing' information (leaflet or website) for a cinema near where your students live. Ask: <i>What's this? What information does it have?</i> (film titles, times, length etc.)</p> <p>Divide students into pairs and ask them to decide which film they would like to see tonight, at what time, and why.</p> <p>In feedback, ask questions like <i>What time does it start? How long is it? Why did you choose this film?</i></p> <p>Alternatively, do this as a whole class. Give learners time to read the information and decide individually which film they want to see and at what time. Elicit ideas and reasons from each student and keep a record of who wants to see which film. Ask them to decide which one of the most popular films they would like to see.</p>	<p>Share your screen with the website information</p> <p>Use breakout rooms, or do the alternative whole class activity.</p>
<p>Homework</p> <p>If your students have supervised access to the internet at home, you could set this listening activity from the Cambridge English website.</p> <p>You could ask learners to complete activities from p. 66-67 of the Exam Booster for A2 Key. This includes listening practice for Part 3, and vocabulary for talking about leisure activities.</p> <p>Alternatively, ask them to write a review of their favourite film.</p>	

Materials

Questions 11 – 15

For each question, choose the correct answer.

You will hear Annie talking to her friend Tony about a film she saw.

- 11 Annie saw a film at
- A two o'clock.
 - B quarter past three.
 - C half past five.
- 12 The film was about
- A a sports star.
 - B some animals.
 - C history.
- 13 Annie thought the film
- A was too long.
 - B wasn't very interesting.
 - C needed better actors.
- 14 Annie's favourite film
- A makes her laugh.
 - B is a true story.
 - C is very exciting.
- 15 Annie prefers to watch films
- A at a cinema.
 - B on her laptop.
 - C on TV.

Audio script

Now look at Part Three.

Pause 05"

For each question, choose the correct answer. Look at questions 11 – 15 now.
You have 20 seconds.

Pause 20"

You will hear Annie talking to her friend Tony about a film she saw.

Ping

- M: Annie! I tried to phone you on Saturday afternoon, but your phone was off.
F: Sorry, Tony! I was at home all morning and in the evening.
M: Oh, so what did you do on Saturday?
F: I went to see a film actually. But before that I was at the shops for about two hours. Then I went to the cinema for the 3.15 show and I didn't come out until half past five.
M: What was the film?
F: An old one from many years ago called 'The Black Lions'. It's the story of a top basketball player.
M: Did you enjoy it?
F: Actually, it's an interesting story, but it's a shame there are no really good actors in it. Anyway, it's not too long!
M: Don't you prefer funny films?
F: Well, my favourite film ever is 'Bird Boy', which actually isn't funny and has nothing amazing in it. But the reason I love it is because it all really happened.
M: Oh. I haven't seen it.
F: I've only seen it on TV. I think it's best to see films on a big cinema screen, but I usually just watch them on my laptop at home.
M: Me too.

Pause 05"

Now listen again.

Repeat






Pause 05"

Answer Key

Part 3	
11	B
12	A
13	C
14	B
15	A

Telling the time

Match the times.

<p>A</p>  <p><i>Photo by Joshua Hoehne on Unsplash</i></p>	3.10	Nine o'clock
<p>B</p>  <p><i>Photo by Denisse Leon on Unsplash</i></p>	3.30	Quarter to twelve
<p>C</p>  <p><i>Photo by Pawel Czerwiński on Unsplash</i></p>	11.45	Quarter past eight
<p>D</p>  <p><i>Photo by Frederick Tubiermont on Unsplash</i></p>	8.15	Ten past three
<p>E</p>  <p><i>Photo by Random Sky on Unsplash</i></p>	9.00	Half past three

Telling the time – Answers

A	11.45	Quarter to twelve
B	3.30	Half past three
C	3.10	Ten past three
D	9.00	Nine o'clock
E	8.15	Quarter past eight