LANGUAGECERT
Academic

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Listening Part 3

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Foreword

LANGUAGECERT Academic

Lesson Plan for Teachers

Listening Part 3

This lesson plan has been produced by teachers for teachers preparing students for the LANGUAGECERT Academic test. It should help students relate their knowledge of previous lessons with task types to be expected on their test day.

The suggested lesson plan revolves around the Listening part of the LANGUAGECERT Academic test and presents tasks set at C2 level (CEFR). Depending on the level of the students, tasks may need to be adapted accordingly.

All LANGUAGECERT Academic lesson plans reflect a step-by-step approach and clearly indicate the lesson aim(s) and sub-aims, approximate duration, target language, material(s) used, assumptions, anticipated problems, suggested solutions and more.

We naturally encourage you to create similar tasks and the support material for both teachers and candidates available on our website (www.languagecert.org) can certainly assist in this direction.

We hope our lesson plans will prove useful and we wish your students good luck on their LANGUAGECERT Academic test - when the time comes!

Acronyms:
Ss: students
IW: individual work
PW: pair work
Q: question

LESSON PLAN		
Skill focus: Listening	**Level: C2**	**Length of lesson: c. 45 minutes**

Lesson aim(s)	Practice in a part of the LANGUAGECERT Academic Listening test
Sub-aim(s)	Consolidating language related to 'Cultural heritage'
	Practising and reminding students of effective listening strategies
Target language	Vocabulary related to 'archaeology' (e.g. excavations, findings, artifacts)

Materials
- LANGUAGECERT Academic - Practice Paper #3 (Listening Part 3)

Assumptions

- Language set at C2 level (knowledge and skills)
- Awareness of language related to our cultural heritage/past
- Awareness of test taking strategies (listening)

Anticipated problems	**Solutions to these problems**
- Some students not at C2 level but aiming at C2 level certification - Some students finding the recorded text challenging due to the density of information - Students not aware of this section of the test (e.g. format, content)	- Spotting Ss' strengths/weaknesses early enough and guiding them as to how they can fill their gaps prior to their test - Reminding Ss that the text may be dense with information and that they will need to disregard some of it; reminding Ss that they will be given thirty seconds to look at the questions before the listening begins and that they should skim read the gapped text beforehand, so they know what to listen out for - After the listening task, asking some Ss to summarise/share with the class the main features of this part of the Listening test (e.g. format, content) and

		strategies that can prove useful to locating the correct answer
Exam preparation aims • Helping students become acquainted with Part 3 of the Listening test • Sharing with students listening strategies applicable on their test day • Helping students feel safe, comfortable and confident by creating a supportive atmosphere leading to more active class participation		**Reflection & analysis of the lesson** • Which stage of the lesson seems to have challenged Ss more? Why? • Did the tasks help Ss become even more aware of their upcoming test? To what extent? How can you tell? • Did Ss effectively "wrap up" the lesson when asked what they might need to remember for their test day? Any evidence?

TIME (mins)	STAGE/ AIM/ INTER- ACTION	MATERIALS USED & PROCEDURE
10	**Pre-listening** **Warm-up** **IW**	• Present Ss with a few pictures of ancient ruins (e.g. sites close to your area or for example the Acropolis in Athens, the Colosseum in Rome, Stonehenge in England, Pompeii in Italy, or excavations in an archaeological site you are familiar with) and ask them the following questions: - Where do you think these pictures were taken? - For what purpose were they taken? - What is the importance of such sites for modern societies?

		• Inform Ss that the listening task will refer to an archaeological excavation at an ancient Roman villa. Ask them to predict some of the vocabulary the speaker will use.
		Sample answers:
		ancient, site, dig, excavate, discover, buried, remains, ruins, lost, uncover, destroyed, repairs, preserved, intact, structures, decay, deteriorate.
		• After eliciting Ss' predictions, if necessary, provide any clarifications about the exact meaning of certain words, without disclosing information about the recording.
20	**While-listening** **Listening, answering questions, feedback** **PW**	• Ask Ss to form pairs for this stage of the lesson. • Ask them to individually skim read the page of the notepad in the 30 seconds of preparation time they are given (so that they know what to listen out for). • Inform Ss that the text will be dense with information, so they will need to disregard some. Also remind them to be ready to justify their responses. • Inform Ss that they will hear the recording twice: • Play the recording – which you can access in the from the official support materials in Practice Paper 3 - and ask Ss to complete the note-pad • Task 1: After the first listening ask Ss to compare their responses with their partner. • Task 2: After the second listening, ask Ss to compare their responses with their partner once again before sharing with the whole class. • After eliciting Ss' answers, provide feedback. • You can refer to the related transcript and discuss the words/phrase used by the speaker and any distractors (The highlighted words in the transcript indicate the answers to the questions).

Listening Part 3

You will hear a student giving a presentation about an archaeological excavation at an Ancient Roman villa. Complete the information on the notepad. Write short answers of **one to three words**. You will hear the presentation twice. You have 30 seconds to look at the notepad.

Archaeology research project at an Ancient Roman villa

- The villa was first discovered in the 1920s and was turned into a tourist attraction.

- In 1957, the site was reburied, but now an archaeological trust is re-examining it.

- As a result of ongoing **(18)**............................. , the villa is at risk of destruction.

- The number of rooms in the villa devoted to **(19)**............................... was exceptionally high.

- In 1924, a **(20)**........................... was built over the mosaic to protect it.

- The part of the mosaic that is in better condition than expected is the **(21)**............................... .

- Finding **(22)**............................... at the villa confirmed that the occupant was an important member of society.

- Plans are in place to allow **(23)**.............................. to view the mosaic before it is reburied.

- Excavators in the 1920s failed to identify the existence of buildings constructed of **(24)**............................... .

10	**Post-listening**
	
	Further exploitation of topic
	
	IW
		Whole class discussion:
		
		• Ask Ss the following questions:
		
		- Based on the audio you've just heard, which was the most surprising piece of news?
		
		    (Ss' likely answers:
		
		- That the villa had to be re-buried and then re-excavated
		- That the villa had more than 50 rooms
		- That its mosaic will be soon re-buried)
		
		- Do you think re-burying and re-excavating the villa was a wise decision? Why (not)?
		
		   (Ss' answers)
		
		Wrapping up:
		
		Upon completion of the above task, ask the class what they might need to remember about this part of the Listening section (e.g. task type and question type, useful strategies for such tasks).

5	**Homework**	**Writing task:** • Set the following writing task for homework: *Write an article for your college magazine entitled: "Should governments be spending money on archaeological excavations rather than space research? Write about 250 words.* • Answer any questions Ss may have about this task. You may wish to also brainstorm the main points of the article they will need to produce. • Suggest that Ss complete the task in c. 30 minutes.

M: In my presentation today I'm going to talk about an excavation project at the site of a large Ancient Roman villa built during the second century CE. Together with a number of other archaeology students, I was lucky enough to be involved in this dig last September. This villa, which is near Folkestone on the south coast of England, was first excavated back in the nineteen twenties, and at that time had been turned into a tourist attraction. However, by 1957 the site had deteriorated and so the villa was re-buried by the local town council who lacked the money to maintain it. Since t2010, the Canterbury Archaeological Trust has been re-excavating the site and recording what remains.

The villa was built on the top of a cliff overlooking the sea, the English Channel to be precise, so the original Roman owners would've enjoyed fine views from their home. However, the clay cliffs are not stable and continuing coastal erosion means that this important site is in danger of slowly falling into the sea over the course of the next one-hundred years. Human intervention is unlikely to be able to prevent this from happening and, in fact, several rooms have already been lost since they were first excavated.

The villa complex as a whole had more than fifty rooms including areas for food preparation, bedrooms and servants' quarters. And, unusually even for a villa of these proportions, not one but two entire bathing suites, each consisting of several rooms. However, our aim in September was to focus on re-exposing a mosaic floor in the villa's dining area.

This floor, made from tiny cubes of cut tile and coloured stones set into a mortar bedding, was first uncovered in 1924. Such mosaics readily degrade when left outdoors, exposed to the elements, so at that time the Council erected a shelter over it to keep it safe it from the weather. A visitor centre was also built nearby. Unfortunately, both were destroyed in the Second World War, and by 1957, when the mosaic was re-buried, it was in a rather sorry state. But our excavations showed that a significant amount of the mosaic still remains. It would seem that at some point, post-war repairs were carried out and these helped stabilise what was left of the Roman design.

The southern half of the mosaic is the best preserved overall, which we knew before beginning work. But what was wonderful to see was that far more of the central design is left intact than we had dared hope.

For most of us archaeology students there, this was the first time that we'd been on a dig- and it was very exciting. Between us, we unearthed numerous finds including animal bone, shells, roof tiles and painted walls. This latter find was important, as it helped confirm that the owner of the house was a high-status individual.

The mosaic will be reburied again at the end of the year, pending discussions on whether it should be lifted and moved to a museum for permanent preservation and display to the general public. In the meantime, organised visits will be arranged to give local school groups a chance to see the remains before the site is backfilled.

Work will continue elsewhere on the site. Underneath the Roman villa, traces of earlier buildings relating to the late Iron Age have been discovered. In many ways, these pre-Roman remains are of even more importance than the villa – but these early structures are much harder to identify, and LANGUAGECERT Academic Test 3 Ls6 were missed by the excavators of the nineteen-twenties. Having mostly been of made of timber rather than the more durable stone, plaster and brick of later years, most have long since decayed.

Note: The highlighted words indicate the answer to the question set.

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