

# › Lesson Plan

A2 Listening





**Skill focus:**  
Listening



**Level:**  
A2



**Length of lesson:**  
45 minutes (approx)



### Lesson aim

Practise Part 4 of the LanguageCert ESOL for Schools A2 Listening test



### Sub-aims

- › Review language related to the topic of 'Celebrations'
- › Familiarise learners with the structure, layout and format of the Listening Part 4 task



### Target language

Vocabulary related to the topic of 'Planning a party'



### Materials

LANGUAGECERT ESOL for Schools A2 Practice Paper 1 – Listening Part 4



### Assumptions about learners

- › They are approximately 13–16 years old.
- › Their language knowledge and skills are at approximately A2 level.
- › They have some awareness of language related to the topic of 'Celebrations and parties'.
- › They are familiar with the structure, layout and format of the Listening Part 4 task.



### Potential problems

- › Some learners might find the audio too fast or too challenging.
- › Some learners may lack confidence and are not actively participating in class.



### Recommended solutions

- › Complete the task over two lessons.
- › Pre-teach a few key words.
- › Play the audio a third time.
- › Instead of playing the audio, read the listening script aloud more slowly.

Create a friendly and supportive atmosphere in class by:

- › stressing that mistakes can help you learn.
- › clearly explaining task instructions.
- › asking learners to work in pairs or groups to support each other.
- › providing model answers.
- › initially giving learners more time to complete the task until they start to improve and gain more confidence.



### Test preparation aims

- › To familiarise learners with Part 4 of the Listening test  
(e.g. *task type, number of questions, required length of response*)



### Reflection and analysis of the lesson

- › Which part of the lesson seems to have challenged learners more? Why?
- › Did the post-listening activity encourage teamwork and creativity?  
How can you tell?
- › Should extra listening tasks be set for homework and then discussed in class? Why? / Why not?

### Time (mins)

10

### Stage

Pre-listening

### Aim

Warm-up / prediction work

### Interaction

Individual work



### Step 1: Warm-up

To engage learners with the topic, ask a few related questions, e.g.

- › *When was the last time you went to a party?*
- › *Who organised it: a friend or a relative?*
- › *Was it a birthday party?*
- › *Did you enjoy yourself? (Why? / Why not?)*

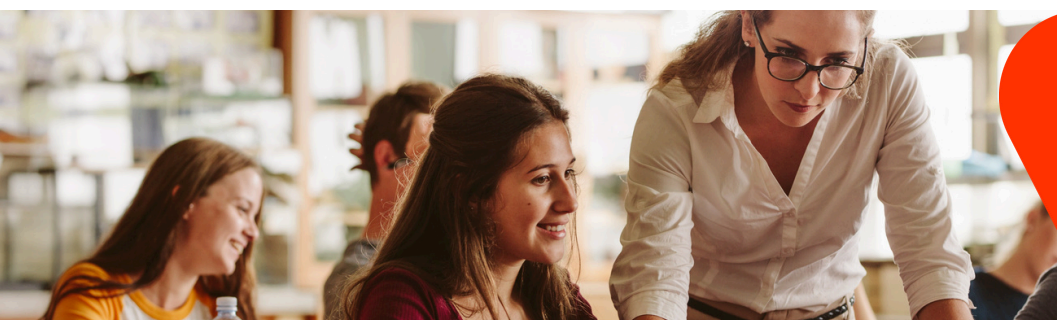


### Step 2: Prediction work

Tell learners they are going to hear someone talking about a party they are organising. Before playing the audio, ask learners to predict the answers to the following questions:

- › *Where do you think he's going to have the party?*  
(example answers: at home, in the garden, in a park)
- › *What kind of food might there be?*  
(example answers: homemade food, sandwiches, cake)
- › *What drinks might there be?*  
(example answers: juice, cola, lemonade)
- › *What games will guests play?*  
(example answers: video games, musical chairs, a treasure hunt)
- › *When will the party be?*  
(example answers: in the morning / at midday / in the afternoon / in the evening)

Encourage whole-class participation and accept all relevant answers.



**Time (mins)**

15

**Stage**

While-listening

**Aim**Listening / answers  
and feedback**Interaction**Individual work /  
pair work**Step 3: The Part 4 Listening task**

Give learners a copy of the task (see sample task on page 6). Ask them to carefully skim-read the headings on the message pad. Then play the audio. Learners listen once and complete the missing information.

Put learners in pairs and have them compare their answers with their partner.

Play the audio a second time and have pairs check their answers again. Pairs then share their answers with the rest of the class, giving reasons for their responses.

**Step 4: Answers and feedback**

After eliciting answers from the class, provide feedback, using the speaker's actual words if you choose. (See the sample listening script on page 7.)

**Answers:** 1 Saturday's party, 2 (the) park, 3 football, 4 sandwiches, 5 juice, 6 two / 2 (pm).

When learners have finished the Listening task, you could ask them a few questions to help them prepare for this part of the test. For example:

- › *What will you be given in this part of the test? (answer: a message pad)*
- › *How many gaps will you have to complete? (answer: six)*
- › *How long should your answers be? (answer: up to three words each)*
- › *How many times will you hear the audio? (answer: two times)*



**Time (mins)**

20

**Stage**

Post-listening

**Aim**Further exploitation  
of the topic**Interaction**

Group work

**Step 5: Group discussion**

Tell the class to imagine they have been asked to organise an end-of-year party for the whole school.

Put learners in groups of three and ask them to decide on the following:

- › *Where will the party take place? (example answers: in the school gym, on the sports playing field, in the school hall)*
- › *Who will be invited? (example answer: all students in the school and some teachers)*
- › *What food will there be? (example answers: snacks, burgers, pizzas)*
- › *What drinks will there be? (example answers: cola, lemonade, juice)*
- › *Will there be music? (What kind?)*
- › *Will there be an 'entrance ticket'? (If so, how much will it cost?)*

**Note:** You could write these questions on the board.

When they have finished their discussions, ask groups to share their ideas with the rest of the class, encouraging them to provide reasons for their answers. If time allows, you could ask the class to vote for the group with the best suggestions.

**Homework****Writing practice linked to the lesson topic**

At the end of the lesson, set the following task for homework.

Write an email to your English teacher inviting him/her to an end-of-year party that your class is organising.

In your email:

- › tell your teacher that the party will be on the last day of school
- › say that there will be great food and lots of surprises
- › ask their teacher if he/she would also like to play games with the class on that day.

Tell learners to write 30–50 words.

# Listening Part 4 sample task

## Listening Part 4

You will hear someone talking. You will hear the person twice. Complete the information. Write short answers of one to three words.

**Message**

1. Details of:  
.....

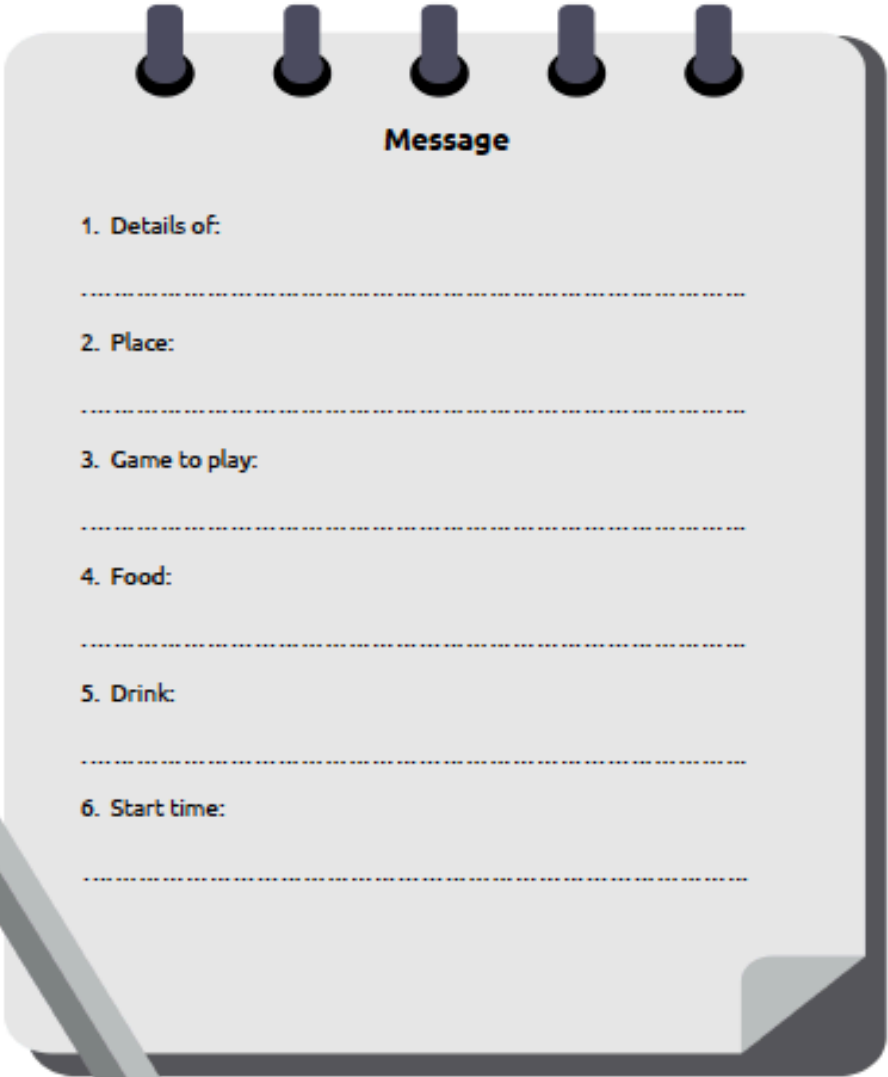
2. Place:  
.....

3. Game to play:  
.....

4. Food:  
.....

5. Drink:  
.....

6. Start time:  
.....



Sample taken from A2 Listening Part 4 Practice Paper 1

## Listening Part 4 sample listening script

### Listening part four.

You will hear someone talking. You will hear the person twice. Complete the information. Write short answers of one to three words. (20 seconds.)

Hi Jo. Tom here.

I now have all the details of Saturday's party, so write them down. You don't want to miss it. It's going to be fantastic!

Well, Sue wanted it at her house but her garden's too small so we decided the park's best. We're going to play football before tea, so it's ideal. Tea – yes, that's important. Sam suggested a barbecue but that's difficult, so we're all going to bring sandwiches, so don't forget yours! I think we're going to be thirsty after the football, so bring some juice too.

Umm – anything else? Oh yes, of course, the time. We all need to be home by eight, so we decided to start at two. See you then. Bye.

*Sample taken from A2 Listening Part 4 Practice Paper 2*



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