

# > Lesson Plan

**B2 Listening**





**Skill focus:**  
Listening



**Level:**  
B2



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



### Lesson aim

Practise Part 3 of the LANGUAGECERT ESOL for Schools B2 Listening test



### Sub-aims

- › Review language related to the topic of 'Leisure, play and recreation'
- › Familiarise learners with the structure, layout and format of the Listening Part 3 task



### Target language

Vocabulary related to the topic of 'Summer camps'



### Materials

LANGUAGECERT ESOL for Schools B2 Practice Paper 1 – Listening Part 3



### Assumptions about learners

- › Their language knowledge and skills are at approximately B2 level.
- › They have some awareness of language related to the topic of 'Leisure, play and recreation'.
- › They have some awareness of the structure, layout and format of the Listening Part 3 task.



### Potential problems

- › Some learners can't remember enough language related to the topic.
- › Some learners find the audio too fast or too challenging.



### Recommended Solutions

- › Provide extra activities (e.g. for homework) to recycle the taught language.
- › Complete the task over two lessons.
- › Pre-teach a few key words from the listening script.
- › Play the audio a third time.
- › Instead of playing the audio, read the listening script aloud more slowly.



### Test preparation aims

To familiarise learners with Part 3 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 did learners find most challenging? Why?
- › How useful was it for learners to predict the type of missing words in Step 2? Did it help them with the task?
- › Did learners seem more confident about their upcoming Listening test by the end of the lesson? And if so, what were the signs?

**Time (mins)**  
10

**Stage**  
Pre-listening

**Aim**  
Warm-up

**Interaction**  
Individual work



### Step 1: Warm-up

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

- › Have you ever been to a summer camp? If yes, what was it like?
- › Would you like to go to a summer camp? (Why? / Why not?)
- › What kind of activities do summer camps offer?
- › Would you recommend going to a summer camp to a friend? (Why? / Why not?)



### Step 2: Prediction work

Tell learners they are going to hear someone talking about a summer camp. Before playing the audio, give them a copy of the task (see sample task on page 6) and ask them to predict what type of word (e.g. noun, adjective, number) goes in each gap on the message pad.

Encourage whole-class participation and ask learners to give reasons for their choices.

### Answers

*Gap 1: nouns (the question asks for the name of two activities)*

*Gap 2: numbers (the question asks for an age range)*

*Gap 3: a noun or noun phrase (the question asks for a type of accommodation, which may include an adjective, e.g. 'a single room')*

*Gap 4: a noun (the question asks for the name of something students make)*

*Gap 5: a positive adjective to describe the weekly activity (e.g. 'amazing', 'exciting') or a noun, i.e. the name of the activity.*

*Gap 6: a noun, e.g. a place, landmark or attraction (the question asks for the name of a place students can visit)*

*Gap 7: a clause or phrase giving a reason why students enjoy the camp, e.g. 'they make new friends' or 'the activities are exciting'.*

### Time (mins)

15

### Stage

While-listening

### Aim

Listening / answers and feedback

### Interaction

Individual work  
Pair work



### Step 3: The Part 3 Listening task

Ask learners to carefully skim-read the notes 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. Pairs then share their ideas with the rest of the class, giving reasons for their responses.

**Note:** Tell learners to focus on gist during the first listening and details during the second listening. Alternatively, they could try to answer as many questions as possible during the first listening and then answer the remaining questions during the second listening.

### 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 pages 7 & 8)

**Answers:** 1 sailing and hockey, 2 seven and fourteen / 7 and 14, 3 a double room, 4 a school magazine, 5 a disco, 6 Exmoor/the National Park, 7 most of them / the majority return

### Time (mins)

20

### Stage

Post-listening

### Aim

Further exploitation of the topic

### Interaction

Group work



### Step 5: Group discussion

Put learners in groups of three and give each group a copy of the text about the benefits of summer camps for teenagers (see text on page 9). Ask groups to decide on the three most important benefits. Have groups share their ideas with the rest of the class, giving reasons for their choices. Provide brief feedback.

**Note:** If time allows, you could do a class survey to find out which benefit learners consider the most important.

## Stage Homework



### Writing practice linked to the lesson topic

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

Your school is organising a summer camp. Write an article for the school magazine explaining three benefits for students attending the camp.

Tell learners to write 100–150 words.



# Listening Part 3 sample task

## Listening Part 3

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

**Academy Summer Camp**

1. The two new activities are:  
.....
2. The courses are for students aged between:  
.....
3. Linda believes the best type of accommodation is:  
.....
4. As a group project, most students prefer to make:  
.....
5. The weekly social activity is:  
.....
6. Students going to Exmoor can visit:  
.....
7. Linda believes the students enjoy the camp because:  
.....

*Sample taken from B2 Listening Part 3 Practice Paper 1*

# Listening Part 3 sample listening script

LanguageCert Communicator B2

## Listening part three.

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

- M: Next in our series of summer camps' presentations is Academy School in Devon. Today we have with us Linda Larson, Course Director at Academy School. Hello, Linda, and thank you for coming to the show!
- F: Hello, John, thanks for inviting me!
- M: So, Linda, tell us a bit about the courses.
- F: Well, John, I'm proud to say that Academy School runs ten-plus different camps over the summer, with activities ranging from dance to debating. This year we're adding sailing and hockey, while rugby will be offered in more camps than last year. All courses combine an academic programme with social activities, plus recreational excursions.
- M: Sounds like you keep your students busy! How old are they?
- F: The courses are aimed at children between seven and fourteen, but surprisingly this year we've had enquiries from students up to eighteen. The programme has expanded from its beginnings fifteen years ago and now caters for around seven to eight hundred children.
- M: Wow, that's an impressive number of students! Where do they all sleep?
- F: We have a range of different sizes of rooms, but we don't generally suggest single rooms. It's nice to have some privacy, but we highly recommend sharing a double room as students can practice speaking English with their new friends! We also offer dormitories for up to five sharing.
- M: And what about the lessons?
- F: In our English classes, students develop their language skills while discussing topics that interest them. They take part in class discussions and other activities that make learning enjoyable and fun. We also have project classes, where students use English to work on a project together with their classmates. The most popular project is creating a school magazine, but students can also choose to make a local guidebook for future students or to prepare a presentation on their hometown, and many more.
- M: Apart from the lessons, what can the students do at the camp?
- F: We've organised a very lively social programme. There's a different activity every night, such as quiz night or fashion show. Every week there's a disco night, and there's a party at the end of the course. Making friends and having fun is very much part of the experience.
- M: You mentioned excursions, too...?
- F: Yes, the school's location means many beautiful areas are within easy reach. For example, on the trip to Exmoor students can explore Exmoor National Park, and it only takes twenty minutes to get there. There's also a trip to London, where the students visit museums, go sightseeing, and of course, they can go shopping.
- M: I must admit it all sounds really exciting! Do your students feel the same?

(continued)

LS6

# Listening Part 3 sample listening script

LanguageCert Communicator B2

F: *(laughs)* We surely hope so! Well, some may feel homesick in the beginning. But by the end of the course, they all make friends and don't want to leave! The majority return the following summer, so that's proof that they had a great time!

M: I'm sure about that! And now, a message from our sponsor... *(fade)*

*(Wait 5 seconds before repeating.)*

*(10 seconds)*

You now have thirty seconds to read through and check your answers.  
*(30 seconds)*

That is the end of Part Three.

Ls7

*Sample taken from B2 Listening Part 3 Practice Paper 1*

## Text for Step 5 group discussion

### **YES to summer camps! But why?**

**Summer camps offer lots of benefits – especially for teenagers!**

- *Make new friends*
- *Explore new interests*
- *Develop new skills*
- *Enjoy physical activity*
- *Connect with nature*
- *Develop independence and resilience*
- *Become more confident*
- *Create lasting memories!*



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