Rants and Raves

**Topic**
Queuing

**Aims**
- To practise listening skills
- To improve students’ vocabulary – synonyms and antonyms of adjectives

**Age / level**
Adults  CEF level A2-B1

**Time**
30 minutes

**Materials**
1. Queuing worksheet
2. Audio script

**Introduction**
This activity provides short listening practice based around a monologue regarding queuing etiquette in the UK. The monologue provides observations of queuing.
### Procedure

| 1. Warmer                                                                 | • Elicit how people in the country of learning queue in different places.  
|                                                                           | • Ask students to discuss situations where they have queued for a long time.  
|                                                                           | • Focus on feelings. How does queuing make you feel? How do you feel if someone pushes in?  |
| 2. Presentation of language                                               | • Complete adjective matching activity on worksheet.  
|                                                                           | • Try to get students to use synonyms and antonyms in a sentence to check understanding.  
|                                                                           | • Monitor and board any good examples that students provide.  
|                                                                           | • Be careful that they are using the right meanings as illustrated.  |
| 3. Listening 1                                                           | • Provide a general question. ('Listen and write down any adjectives you hear.')  
|                                                                           | • Listen and elicit the answer.  |
| 4. Listening 2                                                           | • Direct students’ attention to the questions on the worksheet.  
|                                                                           | • Ask them to try to answer the questions before listening again.  
|                                                                           | • Play the recording and answer the questions.  
|                                                                           | • Provide typescripts if this is too challenging.  
|                                                                           | • Feed back answers.  |
| 5. Follow-up                                                            | • Complete extension activities as required.  |

**Contributed by**

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