



## Lesson plans



### A2 Flyers Listening Part 4 – Teacher's Notes

#### Description

This activity gives students practice in listening carefully in order to choose the picture which best describes what they have heard and to give practice in identifying distractors.

**Time required:** ⌚ 40 minutes.

#### Materials required:

- coloured pencils for each student 
- transcript of Part 4 (one copy for each student)
- A2 Flyers Sample Papers can be downloaded from the website   
<http://www.cambridgeenglish.org/exams/young-learners-english/flyers/preparation/2018-update/>
- A2 Flyers Listening Part 4 recording

#### Aims:

- to introduce students to Part 4 of the A2 Flyers Listening paper
- to give students practice in choosing the best picture to describe what they hear
- to give students practice in recognising distractors.

#### Procedure

##### 1. Game

- For a fun warmer, get all the students to stand in a line in the middle of the classroom.
- To their left write *TRUE* on the board and to their right write *FALSE*.
- Explain that you will say a sentence and if they think it's **true** they must take **one step to the left** and if **false**, **one step to the right**. Once you have checked the answer, they should jump back to the middle into their line again.
- Call out the following sentences. Call them out in different ways, e.g. *shouting, whispering, quickly* or *slowly*, to make sure the students are listening and energised:
  - *The sky is always blue. (false)*
  - *Baby dogs are puppies. (true)*
  - *All boys are tall. (false)*
  - *If you have a toothache, go the dentist. (true)*
  - *There are dinosaurs in the school playground. (false)*

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- *Pandas live in China. (true)*
  - *Kangaroos eat cheese sandwiches. (false)*
  - *Dolphins have four legs. (false)*
  - *A snowman is very hot. (false)*
  - *Not everybody in the class has brown eyes. (depends on your class)*
- You can add as many sentences as you wish.

**Use more complex ones, like the final one, to get students really listening and thinking.**

## 2. Introduce the activity

- Once everyone is sitting down again, explain that in Part 4 of the A2 Flyers Listening test, they will have to **identify the correct picture out of a group of 3**.
- On the board, draw the three clocks that are in the Part 4 example.
- Ask the students to look at the clocks and tell you what time it is in each clock, as well as any alternative ways of saying the time.

For example:

- **A** could be *seven o'clock* or *seven a.m./p.m.*
  - **B** could be *seven forty-five* or *quarter to eight*
  - **C** could be *eight thirty* or *half past eight*.
- Above the clocks, write the question: *What time did David leave home?*
- Don't read it aloud: ask the students to read it silently to themselves.**
- It's important to give children practice in reading the questions in the test.**
- Now play the example text to the students (or read it aloud) and allow them to check in pairs which is the correct answer. If necessary, play the extract again.
  - Now write the following questions on the board:
    - *What time is it now? (C)*
    - *What time does David get up? (A)*
  - Ask students what the answer is to these two questions, playing the extract again if necessary.
  - Point out that although these times are mentioned in the text, they are not the time David **left home** so don't answer the question.

**These two wrong answers are called *distractors*, because they are mentioned in the text but are not the correct answer.**

### 3. Sample Task – introduce the task

- Hand out a copy of the **Sample Task** to each student.
- Ask students to read question 1 to themselves and to look at the pictures.
- Elicit what they can see in each of the pictures:
  - **A:** a pharmacist/a chemist
  - **B:** a receptionist/an office worker/a secretary
  - **C:** a nurse
- Explain that when they listen:
  - they may often hear things which are in the pictures but this doesn't mean they are the correct answer to the question on the page
  - they must first read the question above the pictures **very carefully** to make sure they know what they are listening for
  - then they must **listen carefully to the whole conversation** to be sure which picture shows the correct answer and which are wrong (the distractors).
- Now ask students to read each of the questions carefully to themselves. If necessary, check that they have understood.
- In pairs, students now describe each picture in the sets of three carefully, noticing particularly the differences.
- Feedback on any that cause any problems. (**See the Answer Key on page 5.**)

### 4. Sample task – complete the task

- Play the recording for each question and ask them to choose the correct answer.
- Repeat, encouraging students to check their answers the second time they listen.
- Check answers together.

### 5. Transcript

- Hand out copies of the **transcript** to each student, and ask students to read it through.
- You may want to play the recording at the same time, or ask different pairs of students to read the text for each question.
- In pairs, children then underline the part of the text which gives the correct answer in one colour.

- When they have done this, using a different colour they should underline the part of the text which could make them choose the wrong answer (the distraction).
- Monitor to make sure they are all underlining roughly the same parts of the text. (**See the Answer Key on pages 5–7.**)
- When everyone has finished, ask them all to hold up their colourful texts!
- They should look very similar.

Remind them that this means that they should always **listen carefully right to the end** to check that they have got the right answer.

### **Suggested follow-up activities**

Help students build up to choosing from three options by:

- giving them just two options to start with when they listen. This means that they have less to think about at any one time.
- giving them just the two wrong options, making sure they know they are wrong. Students then have to listen to identify what the correct answer is only.

This helps them to focus on the whole of the text and interpret the language correctly.

## A2 Flyers Listening Part 4 – Answer Keys

### Key to Procedure steps

#### Step 3

Question	A	B	C
1.	Empty hospital room, hospital bed, view of a museum through the window	Two students walking and talking, outside a building (school), museum in the background	A park with a museum in the background
2.	Jack holding a pink/purple vase	Jack reading information on a wall and a purple vase	Jack sitting at a desk drawing a picture of a vase
3.	A dinosaur skeleton	A pirate ship, possibly a model	A gold bowl and gold lizard, a silver plate, spoon, bracelet and box, a comb
4.	A grandmother pointing to a dinosaur skeleton and talking to four children	A grandmother behind a counter in a shop	A grandmother making sandwiches
5.	A taxi	A bus	A train

#### Step 5

**underline = correct answer**

***italics = distraction***

R: Part 4. Listen and look. There is one example. What was Grandma's favourite job?

Mch: You've had many different jobs, haven't you, Grandma?

F: Yes, Jack. ***I was a secretary for many years but I didn't like it much.***

Mch: ***Weren't you a nurse too?***

F: That was only for a short time when I was very young.

Mch: Did you like doing that?

F: Yes, but I think **I enjoyed working in the chemist's in my village most of all.**

R: Can you see the tick? Now you listen and tick the box.  
One. Which museum is Jack's grandma going to work in?

F: I've got a new job now, Jack. In a museum. I'm going to start today!

Mch: So where is this museum? ***Is it the one next to my school?***

F: No, not that one.

Mch: I know! ***Is it that big one opposite the hospital?***

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- F: No, **it's the one in the park.**
- Mch: Wow! My class is going to visit that museum next month!
- R: Two. What does Jack enjoy doing most in museums?
- Mch: I enjoy visiting museums.
- F: That's good. ***Do you like drawing the things*** that you can see there?
- Mch: Yes, but **I like finding out about different things most of all.** There's always something interesting to read.
- F: I agree.
- Mch: ***I'd like to pick things up and hold them too,*** but you can't do that in every museum, can you?
- F: No, that's right, Jack.
- R: Three. What is the most interesting thing in the museum?
- F: It's a very exciting museum. You can learn a lot about history there.
- Mch: ***Are there any dinosaurs?***
- F: No. **The most interesting thing in the museum is a boat** that sailed all round the world 400 years ago.
- Mch: Wow! What else?
- F: Well, ***there are a lot of old gold and silver things.*** Some of them are 1,000 years old!
- R: Four. What is Jack's grandma going to do in the museum?
- Mch: But what are you going to do there? ***Are you going to work in the shop*** there?
- F: No. ***I wanted to sell food to people who are visiting.***
- Mch: That's a nice job.
- F: Yes, but they asked me to do something different ... **I'm going to show children who visit the museum interesting things and explain the history to them.**
- Mch: That's excellent. You're very clever, Grandma!
- R: Five. How will Jack's grandma get to work?
- Mch: ***Are you going to take the bus*** to the museum every day?
- F: No, it's sometimes too slow.
- Mch: ***What about a taxi?*** That's very quick.

- F: Yes, but it's too expensive.
- Mch: So what will you do?
- F: **I'll take the train.** That's the best way to get there.
- R: Now listen to Part 4 again.

### Key to Sample Task

1. C
2. B
3. B
4. A
5. C

## Transcript for Step 5:

**Original can be found in the A2 Flyers Listening Sample Paper, which can be downloaded from:**

<http://www.cambridgeenglish.org/images/flyers-sample-papers-2018-vol1.pdf>

R: Part 4. Listen and look. There is one example. What was Grandma's favourite job?

Mch: You've had many different jobs, haven't you, Grandma?

F: Yes, Jack. I was a secretary for many years but I didn't like it much.

Mch: Weren't you a nurse too?

F: That was only for a short time when I was very young.

Mch: Did you like doing that?

F: Yes, but I think I enjoyed working in the chemist's in my village most of all.

R: Can you see the tick? Now you listen and tick the box.

R: One. Which museum is Jack's grandma going to work in?

F: I've got a new job now, Jack. In a museum. I'm going to start today!

Mch: So where is this museum? Is it the one next to my school?

F: No, not that one.

Mch: I know! Is it that big one opposite the hospital?

F: No, it's the one in the park.

Mch: Wow! My class is going to visit that museum next month!

R: Two. What does Jack enjoy doing most in museums?

Mch: I enjoy visiting museums.

F: That's good. Do you like drawing the things that you can see there?

Mch: Yes, but I like finding out about different things most of all. There's always something interesting to read.

F: I agree.

Mch: I'd like to pick things up and hold them too, but you can't do that in every museum, can you?

F: No, that's right, Jack.

R: Three. What is the most interesting thing in the museum?

F: It's a very exciting museum. You can learn a lot about history there.

Mch: Are there any dinosaurs?

F: No. The most interesting thing in the museum is a boat that sailed all round the world 400 years ago.

Mch: Wow! What else?

F: Well, there are a lot of old gold and silver things. Some of them are 1,000 years old!

R: Four. What is Jack's grandma going to do in the museum?

Mch: But what are you going to do there? Are you going to work in the shop there?

F: No. I wanted to sell food to people who are visiting.

Mch: That's a nice job.

F: Yes, but they asked me to do something different ... I'm going to show children who visit the museum interesting things and explain the history to them.

Mch: That's excellent. You're very clever, Grandma!

R: Five. How will Jack's grandma get to work?

Mch: Are you going to take the bus to the museum every day?

F: No, it's sometimes too slow.

Mch: What about a taxi? That's very quick.

F: Yes, but it's too expensive.

Mch: So what will you do?

F: I'll take the train. That's the best way to get there.

R: Now listen to Part 4 again.



**Part 4**  
– 5 questions –

Listen and tick (✓) the box. There is one example.

What was Grandma's favourite job?



A



B



C

1 Which museum is Jack's grandma going to work in?



A



B



C

2 What does Jack enjoy doing most in museums?



A



B



C

3 What is the most interesting thing in the museum?



A



B



C

4 What is Jack's grandma going to do in the museum?



A



B



C

5 How will Jack's grandma get to work?



A



B



C