

## A2 Key for Schools Listening Part 1 – identifying key information in five short dialogues and choose the correct visual.

### Description

This lesson plan has been designed to help students prepare for A2 Key for Schools Listening part 1. This lesson plan can be delivered face to face or online. The 'online options' column gives teachers ideas how the stages could be adapted for teaching online.

Students first do a quiz to see how much they know about A2 Key for Schools Listening Part 1. They then analyse the questions and work on strategies to help them predict what they will hear. Students then some independent practice and create their own exam question tasks.

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**Time required:** 60 minutes (can be extended or shortened as required)

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**Materials required:**

- A2 Key for Schools Listening part 1 sample task - identify key information in five short dialogues and choose the correct visual
- Prepared presentation/PowerPoint slides

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**Aims:**

- to analyse sample questions
- to introduce skill of prediction to better answer questions
- to focus students on reading the question carefully

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### Procedure

Lesson Stages	Online options
<p>Welcome students – ask them to say hello to confirm they can see and/or hear you.</p> <p>Find out how they are and tell them something about what you have been doing (this will help tune them into listening to English and re-establish your personal relationship).</p>	<p>If your platform allows you to see your students, ask them to also wave and check everything is working as it should be.</p>
<p>Lead-in Quiz</p> <p>Tell students you are going to do a quiz.</p> <p>Read statements about the listening test one at a time and students indicate yes or no / true or false.</p> <p>After students respond to each statement, show them the statement and if it is true or false.</p> <p>In the listening paper students:</p>	<p>Responses can be typed or if your platform has a polling option, students can use this.</p> <p>On the presentation slide as well</p>

<p>1. hear more information than is shown in the picture. (<i>true</i>)</p> <p>2. you could hear things about all the pictures in the dialogue. (<i>yes, this can be confusing</i>)</p> <p>3. will hear distractions / things to confuse them e.g. He <u>doesn't</u> like cheese. (<i>yes, so they must listen very carefully</i>)</p> <p>Remind them that being prepared and knowing what to expect is an important part of exam preparation.</p> <p>Today's lesson will help them practise skills to deal with these aspects of the task.</p>	<p>as teacher speaking</p>
<p>Brainstorming / predicting vocabulary</p> <p>Show students the first question on screen and ask students where Julia is in each picture. (<i>at home in bed, at a party, at home/in a library</i>)</p> <p>Ask them to read the question and decide how they will know which answer is correct. (<i>They will hear words connected to each place</i>)</p> <p>Ask them to look at picture A.</p> <p>Ask them to suggest words they might hear. (<i>bed, home, sick, sleep, tired, sad, medicine</i>)</p> <p>Ask students to work in pairs, if possible and tell them to look at the next 2 pictures and write down at least six words they might hear if the dialogue was about each picture.</p> <p>Students share their words.</p> <p>Tell students to listen and check which of their words they hear for Question 1. Play the audio. Students tick off the words as they hear them. When the audio has finished, ask students how many words they guessed correctly.</p>	<p>On the presentation slide</p> <p>Responses can be typed or spoken. You could send a Google doc for all students to contribute to. If you are using a whiteboard that allows annotation, students can write directly on it.</p> <p>Students can type or speak.</p> <p>Play audio in main room.</p>
<p>Focussing on the question</p> <p>Ask students to read the question and tell you what they need to know to get the answer. Is it asking what she's eating? Is it asking where she is? Is it asking how she's feeling? (<i>no</i>)</p> <p>Display the question with key words underlined: What's Julia <u>going to do</u> tonight? Tell students that they can underline the key words in the exam.</p> <p>Elicit that it's important to listen out for <u>what she is going to do</u>.</p> <p>Play the audio again. Students listen and try to hear the answer.</p> <p>Is she going to the party? Yes or no? (<i>no</i>)          How do you know? (<i>She didn't go to school because she was ill.</i>)          So, is she going to bed early because she is ill? (<i>No, she is better now but she has work to finish.</i>)</p>	<p>On the presentation slide</p> <p>You can ask students these questions for all to answer together. Give students some</p>

<p>Is she going to do homework? (yes)</p> <p>(If you think your students might need more support, you can show students the transcript before you elicit the answers so they can check their guesses. You can also let them listen a third time.)</p>	<p>time to think.</p>
<p>Show students question 2. Ask students to say what time is shown in each picture. (2.30, 3 o'clock, 3.30)</p> <p>Respond to suggestions and say which were correct. *If students found telling the time difficult, add in a stage here to practise reading and telling the time.</p> <p>Now ask students to look at the question and suggest which TWO words are most important in the question. (<i>lesson begin</i>)</p> <p>Ask:</p> <ol style="list-style-type: none"> <li>1. Is the question about when the lesson finishes? (no)</li> <li>2. Is the question about when the lesson starts? (yes)</li> <li>3. Which word in the question means 'starts'? (<i>begin</i>)</li> </ol> <p>Now ask students to listen to the dialogue and choose the best answer. Tell students to share their answers with their friends.</p> <p>Show students the dialogue and ask them to underline the correct answer.</p> <p><b>What time does the art lesson start?</b></p> <p>M1: What time is it, Maria? F1: <u>It's half past two.</u> Why?</p> <p>M: I want to go to that extra art lesson this afternoon. It starts at three, doesn't it?</p> <p>F: It's <u>starting now</u> and you're late! Be quick because it finishes at half past three.</p> <p>Ask them to check if they still think their answer was correct. Play the audio again and ask students to follow the dialogue as they hear it. Get feedback from students about how easy/difficult they found it.</p>	<p>On the presentation slide</p> <p>You can find different clocks very quickly on the internet or ask students to draw a clock with a time on to test their classmates.</p> <p>Responses can be typed or spoken.</p> <p>Email students the transcript or share a Google doc with them.</p> <p>You could just put it on your presentation and ask students to write down the key words in their notebooks instead of underlining them.</p>
<p>Tell students to recap on the process of answering the questions:</p> <ol style="list-style-type: none"> <li>1. Look at the pictures and think of vocabulary relating to them.</li> <li>2. Look at the question and underline the key words.</li> <li>3. Think about what they are listening for before they hear the audio.</li> </ol>	<p>They can note the steps down or say them out loud.</p>
<p>Give students some time to do the above steps for questions 3-5.</p> <p>Bring students back together and get their ideas before playing the audio.</p> <p>Play the audio once and ask students to compare their ideas with a</p>	<p>Display questions onscreen or email them to students.</p> <p>Responses can be typed or</p>

<p>partner. Play the audio a second time for students to check their answers.</p>	<p>spoken.</p>
<p>Ask students to share how they felt about doing the last 3 questions. More confident? Are they finding anything difficult? What? (You can address problems in further lessons).</p>	<p>Responses can be typed or spoken.</p>
<p><b>Optional Extension activity:</b> In pairs, students could use the pictures in each question and write a new dialogue so that a different answer is correct. Each pair could then read out their dialogues for the other students to listen to and answer.</p>	<p>Students would need time to prepare for this and work together. They could do it using a shared document. If your platform uses breakout rooms and you have measures in place to monitor these safely, students could go into breakout rooms to discuss their ideas.</p>

### Materials

#### Questions 1 – 5

For each question, choose the correct picture.

1 What's Julia going to do tonight?



A

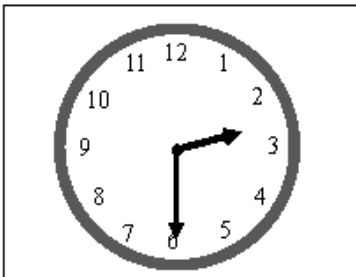


B

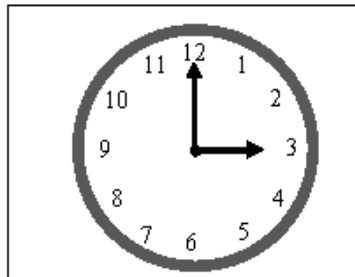


C

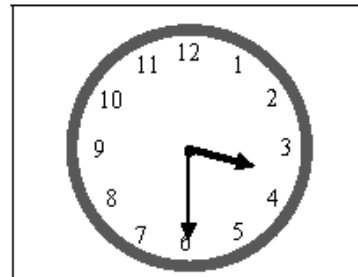
2 What time does the art lesson start?



A



B



C

3 What will Chloe do on Saturday?



A



B



C

4 How much will the girl pay for her cinema ticket?

**£4.30**

A

**£5.80**

B

**£7.60**

C

5 Who will meet Peter at the airport?



A



B



C

## Transcript

### 1 What's Julia going to do tonight?

M1: Are you going to go to the party tonight, Julia?

F1: I'd love to, but I can't. I couldn't go to school when I was ill last week, so I have a lot of homework to do.

M: But you are feeling better?

F: Much better, but I still feel tired.

*48 words*

*Pause 05"*

**Now listen again.**

*Repeat*

*Pause 05"*

### 2 What time does the art lesson start?

M1: What time is it, Maria?

F1: It's half past two. Why?

M: I want to go to that extra art lesson this afternoon. It starts at three, doesn't it?

F: It's starting now and you're late! Be quick because it finishes at half past three.

*42 words*

### 3 What will Chloe do on Saturday?

- F: I've just been to the new skate park. It's great!  
M: Really, Chloe. I'm going there on Saturday. I'm going to go by bike. Do you want to come too?  
F: I'd really like to but I'm playing in the school basketball team on that day. Why don't you ask Pete, he's got a new skateboard.  
M: Okay, I will.

*Pause 05"*

**Now listen again.**

*Repeat*

*Pause 05"*

### 4 How much will the girl pay for her cinema ticket?

- M: Would you like to see a film this evening?  
F: How much are the tickets? I haven't got much money this week.  
M: All tickets tonight are four pounds thirty for students like us. Usually they're five pounds eighty.  
F: Let's go then. I've got seven pounds sixty to spend. We can have a coffee afterwards.

*57 words*

*Pause 05"*

**Now listen again.**

*Repeat*

*Pause 05"*

### 5 Who will meet Peter at the airport?

- F2: Will someone meet you when you arrive at the airport, Peter?  
M1: Yes. My parents will be at work, but my older sister will. She's just passed her driving test!  
F: That's good news.  
M: And my grandfather lives near the airport so we're going to visit him on the way home.  
F: That's nice.

*51 words*

*Pause 05"*

**Now listen again.**

*Repeat*

*Pause 05"*