



# MICHIGAN LANGUAGE ASSESSMENT

# MYLE

## Bronze

Listening Lesson Plans  
July 2019





# MYLE

## Bronze

## Lesson plans

### Pre A1 Bronze Listening Part 1- A Teaching and Learning Activity

This teaching and learning activity is based on the student competencies needed for Pre A1 Bronze Listening Part 1 and includes a sample test task.

**Pre A1 Bronze Listening Part 1** requires test takers to do the following:

- look at a colorful picture of people doing different things;
- read the names printed above and below the picture;
- listen to a conversation between an adult and a child about the people in the picture;
- identify a person and read the person's name; and
- draw a line from a name to the correct person in the picture.

### A Teaching and Learning Activity for Pre A1

**Time required:** 25-45 minutes (approx.)

#### Activity Aims:

The aims of this teaching and learning activity are:

- To introduce and practice the competencies students will require for the Pre A1 Bronze Listening Part 1 test task in a supportive classroom setting;
- To familiarize students with the Pre A1 Bronze lexical set of twenty given names in both aural and written form; and
- To complete a sample Pre A1 Bronze Listening Part 1 in a supportive classroom setting with teacher feedback.

#### Preparation required:

- Print Teacher's Resource Sheet 1 (1 copy, cut on the dotted lines)
- Print Activity Sheet 1 (1 for each student)
- Print Activity Sheet 2 (1 for each student, in color; if printed in black and white, instruct your students to color the children's T-shirts before listening to the recording, as follows: girl on

seat – pink; boy on bike – green; boy in tree – yellow; girl behind tree – orange; boy with kite – red; boy with cat – blue; girl feeding ducks - purple)

- Download the sample audio recording and the optional Bronze Word List Picture Book here:

[MYLE Bronze Sample Test](#)

### Materials required:

- Pencils
- Blu-tack
- Device to play audio recording

### Stage 1: Activity Introduction (5-10 minutes)

**The Name Game** [Choose either Version 1 or Version 2, or play both]

#### Version 1:

Sit with your students in a circle. Begin by modelling the activity:

Teacher: My name is -----

[Turns to student on right]

‘What’s your name?’

[Student replies, e.g. ‘My name is -----’]

Teacher (to class): Her/his name is -----

Continue around the circle until each student has had a turn.

#### Version 2:

Demonstrate the activity:

Explain that you are late for a new class. Go outside. Knock on the classroom door. Enter the room.

Say: ‘Hello! I’m -----’.

The other students say: ‘Hello -----’.

The teacher says: ‘Hello -----’. Please sit down’.

Each student, one by one or in pairs, has a turn.

### Stage 2: Activity Development (10-15 minutes)

**You will need Teacher’s Resource Sheet 1**

## Part 1

Tell your students that they will learn some more names. They should listen to the names. They should also read the names. Explain that some names are for boys, some for girls and some names are for boys and girls.

Show each name strip, one by one, to the class.

Say the name and ask your students to repeat it.

[Optional: Ask 'Is this name for a boy or a girl, or for boys and girls?']

Give the name strip to a student and ask, 'What's your name?'

[Student reads the name strip and replies, 'My name is -----'.]

Continue until all name strips have been distributed amongst the class.

**Note:** There are twenty names. If you have fewer than twenty students give some students more than one name strip. More able students will enjoy listening for more than one name. If you have more than twenty students print two copies of Teacher's Resource Sheet 1 and give the same name to more than one student. It can be useful to duplicate names you consider more difficult to hear/read.

## Part 2

The students keep their name strips. Tell your students that they will listen to a short story called **A friend's birthday**. When they hear the name on their strip they should stand up and say 'That's me!'

Now read the story, pausing after each name and repeating it if necessary:

### A friend's birthday

Lots of children go to their friend's house. **Grace** says "There's **Bill** and **Sue**. Hello **Kim**! Here's **Dan** and, look, **Alice** is with him". She says "Our friend's name is **Nick** and it's his birthday today. Can you see the big cake on the table?" "I like cake" says **May**. "So do I" says **Alex**. "Me too!" says **Pat**. There's lots of food on the table. "My favorite food is ice cream" says **Ben**. "My favorite drink is orange juice" says **Jill**. "Let's play a game" say **Point** and **Sam**. "What shall we play?" asks **Anna**. "Let's play with this robot" says **Hugo**. "This is fun!" says **Lucy**. "Let's take a photo" says **Eva**. "Happy birthday" say **Matt** and **Tom**. The children are having a wonderful time!

[Optional: use Pre A1 Bronze Word List Picture Book, pp.10-11, to illustrate this story]

### Part 3 (Optional)

Draw a chart on the whiteboard:

Girls	Boys	Girls or boys

Ask each student in turn to place her/his name strip in the correct column, using Blu-tack.

#### Activity Key:

Girls	Boys	Girls or boys
Alice, Anna, Eva, Grace, Jill, Lucy, May, Sue	Ben, Bill, Dan, Hugo, Point, Matt, Nick, Tom	Alex, Kim, Pat, Sam

### Stage 3: Introduction to Pre A1 **Bronze** Listening Part 1 (5-10 minutes)

#### You will need Activity Sheet 1

Give one activity sheet to each student. Explain that they will find out what some children like to eat or drink. Ask your students to point to the names on the sheet. Now point to the pictures. The students should listen and then draw lines. Explain that you will do the first one together. This is called an example. Now read the **script**.

#### Script

Look at the pictures.

What do the children like to eat and drink?

Listen and look.

There is one example.

Let's start with Grace. Grace likes to eat some bread for breakfast.

Can you see the line? This is an example.

Now you listen and draw lines.

Alex enjoys breakfast. Alex likes to eat a banana for breakfast.

May loves lunch. May likes to drink lemonade for lunch.

And now Matt. Matt likes ice cream for lunch.

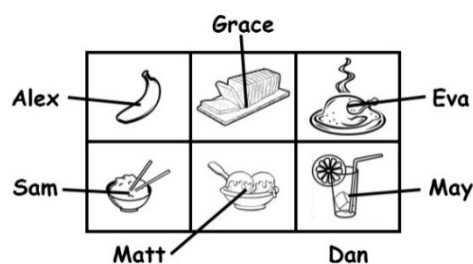
What does Eva like for dinner? Eva likes chicken.

What does our friend Sam like for dinner? Sam loves rice.

Now listen again [Repeat]

**NB** Before you repeat the script tell your students that while they are listening again (and this applies to all parts of the Listening test) they should check the answers they have completed and listen carefully for any answers they missed.

### Activity Sheet 1 Key



**NB** Before progressing to Stage 4 you might feel that your students would benefit from completing another version of this activity. Produce a grid containing six images which use different Pre A1 Bronze lexical sets (e.g. clothes, colors, prepositions), use seven different names around the grid and devise six questions. You will see that each name is mentioned twice.

### Stage 4: Pre A1 Bronze Listening Part 1 Sample Task (5-10 minutes)

## You will need Activity Sheet 2

Give one activity sheet to each student. Explain that they should listen to the recording (or your reading) and follow the instructions.

Play the recording (or read the transcript, preferably with another reader).

### Transcript

**R** Hello. This is the Cambridge Bronze Listening Sample Test. [MUSIC]

Look at Part One.

Look at the picture.

Listen and look.

There is one example.

PAUSE 00'03"

**Mch** Here's a photo of me and my friends in the park, Miss Box.

**F** Oh yes! Who's that? The boy with the cats?

**Mch** His name's Pat. He's holding one cat in his arms! Pat loves animals.

**F** That's good.

PAUSE 00'03"

**R** Can you see the line? This is an example.

Now you listen and draw lines.

PAUSE 00'03"

[REPEAT FROM HERE]

**R** One

**F** There's a girl here, too. She's behind the pear tree!

**Mch** Yes. She's funny. Her name's Lucy.

**F** And what's Lucy doing behind that tree?

**Mch** Sorry! I don't know. Playing a game?

PAUSE 00'05"

**R** Two

**Mch** And there's Jill. She's got some bread in her hand.

**F** Is she giving it to the ducks?

**Mch** Yes! Jill loves ducks.

**F** Me too!

PAUSE 00'05"

**R** Three

**F** That's a great kite!

**Mch** Yes, that's Dan's kite.

**F** Is Dan the boy in the red T-shirt?

**Mch** Yes, that's right.

PAUSE 00'05"

**R** Four

**F** One person is reading. What's her name?

**Mch** The girl with the book?

**F** Yes.

**Mch** That's my friend Anna. Reading is Anna's favorite hobby.

PAUSE 00'05"

**R** Five

**F** And what's that boy's name? The boy on the bike.

**Mch** That's Nick. Nick's in my class at school.

**F** Oh! He's got a nice bike!

**Mch** I know! It's new. He loves it.  
**PAUSE** 00' 05"  
**R** Now listen to Part One again.

### Pre A1 Bronze Listening Part 1 Sample Task Key



### Optional Extension Activity (5-10 minutes)

#### Who is this?

Explain that you are going to write some names on the whiteboard but the letters are mixed up. Who can guess the name? Tell the students that a name always starts with a capital letter. Do as many, or few, of the following as you think appropriate. Adapt the activity as pairwork, group work or a competitive team game, to suit your students.






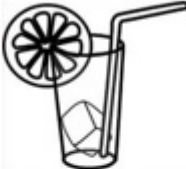
<b>xeAl</b> [Alex]	<b>mKi</b> [Kim]
<b>cileA</b> [Alice]	<b>Lycu</b> [Lucy]
<b>naAn</b> [Anna]	<b>kaMr</b> [Point]
<b>eBn</b> [Ben]	<b>attM</b> [Matt]
<b>IBli</b> [Bill]	<b>aMy</b> [May]
<b>naD</b> [Dan]	<b>kiNc</b> [Nick]
<b>avE</b> [Eva]	<b>taP</b> [Pat]
<b>raGce</b> [Grace]	<b>maS</b> [Sam]
<b>guHo</b> [Hugo]	<b>eSu</b> [Sue]
<b>liJ</b> [Jill]	<b>moT</b> [Tom]

Teacher's Resource Sheet 1 Print and cut on the dotted lines (enlarge to A3 if possible)






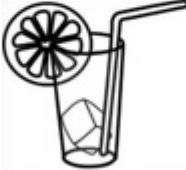
Alex	Kim
Alice	Lucy
Anna	Point
Ben	Matt
Bill	May
Dan	Nick
Eva	Pat
Grace	Sam
Hugo	Sue
Jill	Tom

Activity Sheet 1 Print one for each student

Grace

Alex				Eva
Sam				May
	Matt		Dan	

Grace

Alex				Eva
Sam				May
	Matt		Dan	

# Part 1

– 5 questions –

**Listen and draw lines. There is one example.**

Sue

Anna

Lucy

Nick



Pat

Jill

Dan



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## Lesson plans


### Pre A1 Bronze Listening Part 2 – Teacher's Notes

#### Description

This activity gives students practice in demonstrating their understanding when they hear the letters of the alphabet.

**Time required:** ⌚ 10–15 minutes.

**Materials required:**

- the 26 letters of the alphabet written clearly on small cards –one letter for each pupil in the class (if you have more than 26 students, repeat some of the letters)
- Pre A1 Bronze Sample Test downloaded from the website  [MYLE Bronze Sample Test](https://michiganassessment.org/teachers/myle/)
  - Pre A1 Bronze Listening Part 2 recording

**Aims:**

- to introduce students to Part 2 of the Pre A1 Bronze Listening Test and the task type
- to enable students to practice spelling simple words and to encourage them to listen carefully to the spelling of words.

#### Procedure

##### 1. Before the lesson

- Before the lesson, prepare the alphabet cards and choose eight to ten simple nouns (including names).
  - Check that the words are on the **Pre A1 Bronze vocabulary list**. (See the Pre A1 Bronze, A1 Silver, A2 Gold 2018 Handbook for Teachers here: <https://michiganassessment.org/teachers/myle/>)
- Make sure you can spell each one using the alphabet cards you have prepared.

##### 2. Alphabet practice

- Hand out the alphabet cards at random, one to each pupil in the class.

- If you have **fewer** than 26 students, give some students more than one card.
- If you have **more** than 26 students, repeat some of the letters.
- As you give each student their card, say the letter of the alphabet for them to repeat.
- Practice the alphabet with the whole class.

Do it in chorus: *a, b, c, d*, etc.

When students hear their letter, they hold up their card.

### 3. Activity

- Spell out one of the words you selected in **Step 1**, e.g. *c-a-t*.
- As you say each letter, the student(s) with the letter hold up their card. They continue to hold up their cards until you have finished spelling the word.
- Then, ask students what the word is.
- Repeat **the above** for the other words you have chosen.
- Collect the cards.
- Spell out the same words again. However, this time the students write them in their notebooks.
- They check in pairs before you check with the class.
- Ask the students to tell you each word and its spelling and then write it on the board.

### 4. Sample Task – introducing the task

- Hand out the **Sample Task**. Tell students to look carefully at the questions before they listen and write.
- Tell students that they are going to hear two people talking to each other and that they have to listen to find the answer to the questions.
- Tell them that some answers are **names** and some are **numbers**.
- Ask students:
  - *Which answers will be names? (1, 2 & 4)*
  - *Which answers will be numbers? (3 & 5)*
- Ask children to look at the examples.
- The **second** example is a **number**. Point out that it's written as a numeral, not in letters.

**Children do not have to write numbers out in full, and they should be encouraged to write in numerals to avoid worries about spelling.**

**Remind students that they will always hear each part twice.**

### 5. Sample Task – complete the task

- Tell students to take out a pencil.

- Play the recording or read the transcript aloud to the class. If you read it aloud, read it twice.
- Ask students to check their answers in pairs.
- Check answers with the class.

## Suggested follow-up activities

### Activity 1

- Put students into groups of three or four.
- They take turns to spell out their names.
- The other students in the group write down the name as it is dictated.
- This activity gives practice with spelling and with use of capital letters at the beginning of proper nouns.

**For more information on *proper nouns*, please see the Teacher Support Page at the end of this document.**

### Activity 2

- Play **Bingo** with letters of the alphabet and with numbers 1–20 (which they may hear in the Pre A1 Bronze Listening test). This game is fun and will give students practice in hearing letters and numbers and associating them with the written form of that letter/number, quickly.

# Pre A1 Bronze Listening Part 2 – Answer Key

## Key to Sample Task

### Part 2 5 points

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- 1 W-A-L-L
- 2 S-U-N
- 3 15/fifteen
- 4 T-I-G-E-R
- 5 7/seven

## Transcript for Step 5:

***Original can be found in the MYLE Bronze Listening Sample Test, which can be downloaded from:***

**[MYLE Bronze Sample Test Package](#)**

### Part 2

Look at the picture.

Listen and write a name or a number.

There are two examples.

**Fch** Hello. I'm new in class.

**M** What's your name, please?

**Fch** Kim.

**M** Is that K-I-M?

**Fch** Yes. Kim.

**M** How old are you, Kim?

**Fch** I'm 8 today.

**M** 8 today? Happy birthday!

**Fch** Thank you.

**R** Can you see the answers? Now you listen and write a name or a number.

**R** One

**M** What's your last name, please?

**Fch** It's Wall. W-A-L-L.

**M** Wall? (ha, ha) That's my name, too.

**Fch** Is it?

**M** Yes.

**R** Two

**M** Where do you live, Kim?

**Fch** In Sun Street.

**M** Sun Street?

**Fch** Yes. S-U-N. It's behind the zoo.

**M** Oh yes.

**R** Three

**M** What number's your house?

Fch It's 15.

M 15. Oh, is it that house with the big garden?

Fch Yes, it is. And it's got a pink door!

R Four

M What do you have in your bag?

Fch Apples for my horse. I go to see him with my friend.

M What's your horse's name?

Fch Tiger. That's T-I-G-E-R.

M Tiger?!

Fch Yes, it's a funny name for a horse but I like it.

R Five

M How old is your horse?

Fch He's seven.

M Seven?

Fch Yes. And he can run and jump.

M Great!

R Now listen to Part 2 again.

That is the end of Part 2.

## YLE Bronze Listening Part 2 – Sample Task

Original can be found in the *MYLE Bronze 2018 Sample Tests*, which can be downloaded from:

[MYLE Bronze Sample Test Package](#)

Bronze Listening

### Part 2

– 5 questions –

Read the question. Listen and write a name or a number.

There are two examples.



#### Examples

What is the new girl's name?

Kim

How old is the new girl?

8

## Questions

What is Kim's last name?

2 Where does Kim live? in .....Street

3 What number is Kim's house?

4 What is the name of Kim's horse?

5 How old is Kim's horse?

## LE Bronze Listening Part 2 – Teacher Support Page

An easy way of understanding what **proper nouns** are is to compare them with **common nouns**.

A **common noun** refers to the general name of things, while a **proper noun** is more specific. It gives you the actual name of the person / place / thing.

See the table below for some examples:

Common Noun	Proper Noun
a man	Peter
a woman	Sarah
a company	McDonald's
a mountain	Everest
a country	England
a river	the Nile
a city	Boston
a holiday	Christmas
a building	Empire State Building
a language	English

Proper nouns always begin with a **capital letter**.



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## Lesson plans

### Pre A1 Bronze Listening Part 3 – Teacher's Notes

#### Description

This activity gives students practice in listening to descriptions and choosing one of three possible options.

**Time required:** ⌚ 10–15 minutes.

**Materials required:**

- three letter-size or large index cards; write a large **A** on one, a large **B** on the second and a large **C** on the third

- Pre A1 Bronze Sample Test downloaded from the website

[MYLE Bronze Sample Test Package](#)

A1 Bronze Listening Part 3 recording

**Aims:**

- to introduce students to Part 3 of Pre A1 Bronze Listening test and to the task type
- to encourage close observation

#### Procedure

##### 1. Introduce the activity

- Use the following action verbs which are taken from the **Pre A1 Bronze vocabulary list** [MYLE Bronze Vocabulary List](#)

*drink / drive / eat / jump / paint / play / read / run / sing / sleep / swim / take a picture/photo / walk / write*

- Ask three students to come to the front of the class. Hand each one a card, **A**, **B** and **C**.
- Whisper a different action to each student.

For example:

- *You are eating.*
- *You are sleeping.*
- *You are swimming.*

- They put down their cards and *mime* their actions, one after another.  
They **don't speak** and the class **doesn't shout out**.
- Tell the three students to hold up their cards.
- Say a sentence, e.g. *This student is sleeping*.
- Ask the students in the class to write down in their notebooks the letter, **A**, **B** or **C**, for the mime that matches what you have said.
- Then ask students to put up their hands to give you the correct answer.
- Elicit an answer from one student and check with the rest of the class if they think this is correct.
- Confirm or give the correct answer.

**In this example the correct answer would be B.**

## **2. Activity**

- Repeat **the above procedure** four more times with **three** different students and **three** different verbs each time.

## **3. Sample Task – introducing the task**

- Hand out the **Sample Task**.
- Direct students to each set of three pictures.
- Tell them that they will hear two people talking and that they have to listen and decide which picture is correct. Before they listen, ask the students the following questions:
  - *Which pictures show different actions? (question 2)*
  - *Which picture shows different objects? (question 3)*
  - *Which pictures show different animals? (example question, **not question 4 which shows different dogs**)*
  - *What does question 5 show? (different descriptions of a girl)*

**Remind them to listen to each complete dialogue before they decide which picture to check.**

- Ask students to look at the example pictures. In pairs, they tell each other what they can see in the three pictures. Then play or read the example dialogue up to:
  - **F** *What is it? A fish?*
- Ask students which picture the woman is talking about. (**The third picture**)
- Now play/read the last part of the recording, which gives the answer.

Remind students that they shouldn't choose the first answer they hear as there may be more information given in the conversation.

#### 4. Sample Task – complete the task

- Go through the rest of the task. Before students listen to each dialogue, allow them a minute to describe what they can see in the pictures with their partner.
- Then play or read the dialogue and students check the answer they choose with a pencil.
- If you read the transcript aloud, read it twice.
- Encourage children to compare their answers before they listen again.
- Ask students to check their answers in pairs.
- Then check answers with the class.

#### Additional information

- This task tests listening for specific information of various kinds. Children need to process the whole dialogue before they choose their answer. The answer may be in more than one part of the dialogue.

#### Suggested follow-up activity

- You can extend this activity to descriptions of clothes. This is only possible if your students **don't wear a school uniform**.
  - Use some of the following nouns and adjectives which are taken from the **Pre A1 Bronze vocabulary list**
  - [MYLE Bronze Vocabulary List](#)

*glasses / jacket / jeans / shirt / shoes / skirt / socks / pants / T-shirt / watch / black / blue / brown / green / gray / orange / pink / purple / red / white / yellow*

- Ask three students to come to the front of the class. Choose three students who are wearing similar clothes, e.g. skirts, T-shirts, socks, and shoes, but whose clothes are of different patterns and/or colors.
- Hand out the A, B, C cards. The three students hold these up.
- Describe what one student is wearing without using his/her name, e.g. *This student is wearing a red skirt and a blue and white T-shirt. This student has gray socks and black shoes.*
- Ask the students in the class to write down A, B, or C in their notebooks according to which student matches the description you gave. Then they hold up their hands to answer. Elicit an answer from one student and check with the rest of the class if they think this is correct. Confirm or give the correct answer.
- Repeat **the above procedure** a few more times with three different students each time.

## Pre A1 Bronze Listening Part 3 – Answer Key

### Key to Sample Task

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

## Transcript for Steps 3 and 4:

**Original can be found in the Pre A1 Bronze Listening Sample Test, which can be downloaded from:**

**[MYLE Bronze Sample Test Package](#)**

R = rubric	Fch = Female child
F = Female adult	Mch = Male child
M = Male adult	

Part Three. Look at the pictures. Now listen and look.

There is one example.

R What animal does Alex have in his bedroom?

Fch Mom, Alex has an animal in his bedroom.

F What is it? A fish?

Fch No, a lizard. Can I have one?

F OK. But please don't ask for a snake!

R Can you see the check mark?

Now you listen and check the box.

R One. Which picture are May and Sam looking at?

Fch This picture's nice, Sam. Who's in it?

Mch Mom, my grandpa and my cousin, Tom.

Fch Where's your dad and your grandma?

Mch They're not in this picture, May.

R Two. What are Mrs. Good's class doing this afternoon?

M Where is your class this afternoon, Mrs. Good? At their swimming lesson?

F No, they're in the playground.

M Are they playing soccer?

F Not today. They're taking photos for our class book.

R Three. What is Mom's favorite fruit?

Mch Mom, can we have this coconut?

F Well, they're very nice but I can't open them.

Mch What about these oranges?

F OK. They're my favorites. And let's have this pineapple too.

R Four. Which dog is Anna's?

Mch Is that your dog, Anna?

Fch No, my dog's dirty.

Mch Is it young?

Fch Yes. My brother's dog is that old one.

R Five. What is Lucy wearing?

F (shouting up the stairs) Lucy, your skirt's on the bed.

Fch Thanks, Mom but I don't want it. I'm wearing my jeans.

F And your new T-shirt?

Fch Yes. It's great!

R Now listen to Part 3 again.

**[Michigan Assessment.org/michigan-tests/myle](https://michiganassessment.org/michigan-tests/myle)**

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## Pre A1 Bronze Listening Part 3 – Sample Task

Original can be found in the *Pre A1 Bronze Listening Sample Test*, which can be downloaded from: [MYLE Bronze Sample Test Package](#)

### Part 3 – 5 questions –

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

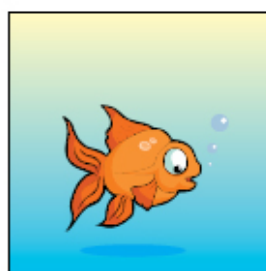
What animal does Alex have in his bedroom?



A ☐



B ☒



C ☐

1 Which picture are May and Sam looking at?



A ☐



B ☐

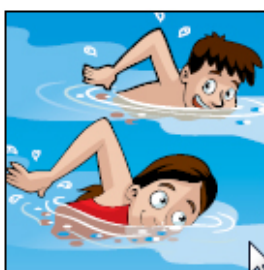


C ☐

2 What is Mrs. Good's class doing this afternoon?



A ☐



B ☐



C ☐

3 What does Tom want for his birthday?



A ☐

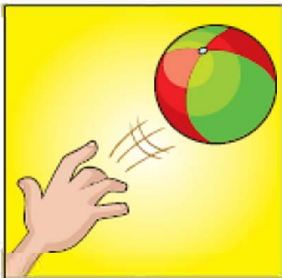


B ☐

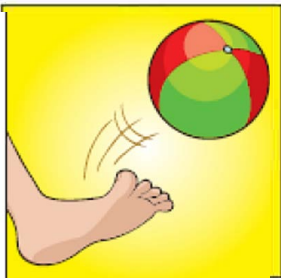


C ☐

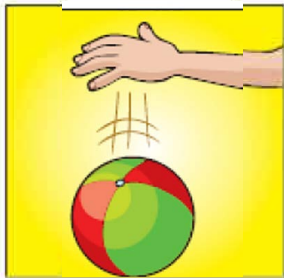
4 What can Tony do with the ball in the house?



A ☐

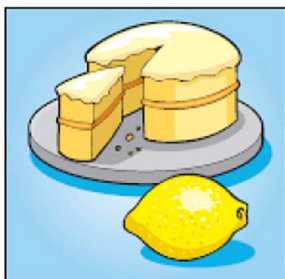


B ☐

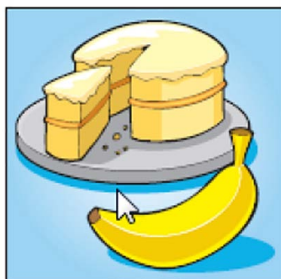


C ☐

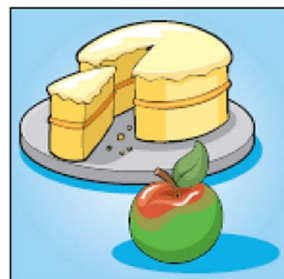
5 What cake can they make today?



A ☐



B ☐



C ☐



# MYLE

## Bronze

## Lesson plans



### Pre A1 Bronze Listening Part 4 – Teacher's Notes

#### Description

This activity gives students practice in doing a color dictation. The activity is in two parts. In the first part students copy a simple drawing from the board. In the second part they color in some parts of the picture as instructed.

**Time required:** ⌚ 10–15 minutes.

**Materials required:**

- colored pencils 
- Pre A1 Bronze Sample Test downloaded from the website 
- [MYLE Bronze Sample Test Package](#)
- Bronze Listening Part 4 recording

**Aims:**

- to introduce students to Part 4 of the Pre A1 Bronze Listening test and to the task type
- to give students practice in following instructions and listening carefully for words, colors, and prepositions.

#### Procedure

##### 1. Preparing the activity

- Draw a simple picture on the board for your students to copy. Draw the picture in a clear frame. In the frame draw the following:
  - a house in the middle
  - a large tree on the right of the house
  - a car in front of the house
  - some flowers next to the house
  - the sun in the sky.
- When students have copied the picture tell them they are going to draw **5 kites** in the picture. **Draw 1 kite on the large tree as an example.** Make it look like a **diamond ♦**. Students copy the kite in their pictures.

- Give instructions for students to draw the other kites as follows:

- *Draw a kite between the house and the tree.*
- *Draw a kite under the car.*
- *Draw a kite in front of the tree.*
- *Draw a kite next to the sun.*

## 2. Introduce the activity

- When the students have finished drawing the kites, tell them to take out their colored pencils and put them on their desks. They need the following colors in the test:

black

blue

brown

green

gray (grey)

orange

pink

purple

red

yellow.

- Tell the students you are going to tell them what colors to color in the kites in their picture.
- The **first** time they listen, **they only make a dot on the kite in the right color.**
- The **second** time they listen, **they can color in the kite.**
- Tell the students they don't have to color the kites in perfectly. It's more important to color in everything roughly and in the right colors.
- Do an example first for practice using the kite in your picture on the board.
- Color it blue and then elicit the color from students.
- Students color this kite in their pictures blue.

### 3. Complete the activity

- Read out the following:
  - *Can you see the kite under the car? Well, color it pink.*
  - *Look at the kite next to the sun. Color it orange.*
  - *Now can you find the kite in front of the tree? Yes, there it is! Color it green.*
  - *Can you see the kite between the house and the tree? Well, color it red.*
- Ask students to compare their pictures to check their dots are the same color on the different kites.
- Repeat the instructions above. This time students color in the 5 kites.
- Go around the class to check students' work.

### 4. Sample Task

- Hand out the **Sample Task**.
- Tell them to look carefully at the picture and ask them the following questions:
  - *What are you going to color in? (the balloons)*
  - *What color is the balloon next to the photo? (red)*
  - *How many other birds can you see? (6)*
  - *Where are the other balloons? (in the boy's hand / between the boxes / under the table / on the chair / on the man's head / behind the cat)*
- Tell students to look carefully at the picture as they listen.
- The students need the same colored pencils as in the previous activity.
- Play the recording or read the transcript aloud to the class. If you read it aloud, read it twice.
- Ask students to check their answers in pairs.
- Then check answers with the class.

### 5. Important information to give to the students

- At the end of the activity, tell students that in the test:
  - they will use the same colors as in today's lesson
  - the picture that they have to color in will always be the same, for example in the **Sample Task** they colored in all of the **balloons**
  - one of the pictures will always be colored in as an example.

## Pre A1 Bronze Listening Part 4 – Answer Key

### Key to Sample Task

#### Part 4 5 points

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- 1 Color balloon in boy's hand – yellow
- 2 Color balloon between boxes – pink
- 3 Color balloon under table – green
- 4 Color balloon on chair – brown
- 5 Color balloon behind cat – orange

## Transcript for Step 4:

**Original can be found in the Pre A1 Bronze Listening Sample Test, which can be downloaded from:**

### [MYLE Bronze Sample Test Package](#)

#### Part 4

Look at the picture. Listen and look.

There is one example.

M Look! It's the girl's birthday today.

Fch I can see lots of balloons! I have my pencils here. Can I color one?

M Yes! A balloon is next to the photo of the family. Color that one, please.

Fch OK. What color?

M Make the balloon next to the photo, red.

R Can you see the red balloon next to the photo? This is an example. Now you listen and color.

R One

M Color the balloon in the small boy's hand now.

Fch Sorry? The balloon in the boy's hand?

M Yes. Do you have a yellow pencil?

Fch Yes, I do.

M Great! Color it with that pencil, then.

R Two

M And can you see a balloon between the boxes?

Fch Yes!

M Well done! Color that balloon now, please.

Fch What color for the balloon between the boxes?

M Would you like to color it pink?

Fch Yes.

R Three

M Now color the balloon under the table.

Fch The balloon under the table? OK!

M You can choose the color!

Fch Green! I love that color!

M Me too!

R Four

M There's a balloon on the chair. Find that one, please.

Fch I can see it.

M Good. Make that balloon brown.

Fch OK! I'm coloring that balloon, the one on the chair, now.

M Great!

R Five

Fch And which balloon can I color now?

M The one behind the cat. Color that balloon!

Fch Can I make it orange?

M Yes. Thank you!

## Pre A1 Bronze Listening Part 4 – Sample Task

*Original can be found in the Pre A1 Bronze Listening Sample Test, which can be downloaded from:*

[MYLE Bronze Sample Test Package](#)

### Part 4 – 5 questions –

Listen and color. There is one example.

