Gold
Listening Lesson Plans
July 2019
Lesson plans

A2 Gold Listening Part 1 – Teacher’s Notes

Description
This activity gives students practice in creating and matching descriptions of people, with a particular focus on key vocabulary for describing people, the clothes they wear, and what they are doing.

Time required: 30–40 minutes.

Materials required:
- A2 Gold Sample Tests can be downloaded from the website: https://michiganassessment.org/test-takers/tests/myle/myle-sample-tests/
- A2 Gold Listening Part 1 recording

Aims:
- to introduce students to Part 1 of the A2 Gold Listening test
- to encourage students to review and use the language of describing people through classroom tasks.

Procedure
1. Introduce the activity
   - Choose one student in the class and ask the rest of the class to describe him/her. Elicit as much vocabulary as possible.
   - Write the words the children give you on the board under 3 headings:

<table>
<thead>
<tr>
<th>Body</th>
<th>Clothes</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. brown eyes</td>
<td>e.g. blue T-shirt</td>
<td>e.g. sitting on a chair</td>
</tr>
<tr>
<td>e.g. long hair</td>
<td>e.g. jeans</td>
<td>e.g. smiling</td>
</tr>
</tbody>
</table>

See the word lists in the MYLE Handbook for Teachers for vocabulary that students can expect to hear in the test.

The Handbook can also be downloaded from: https://michiganassessment.org/teachers/myle/
2. Game

- Play a guessing game as a class. One student has to choose someone in the class and not tell the others who they have chosen.

- The rest of the students in the class have to ask questions such as:
  - Does this person have long hair?
  - Is this person wearing jeans?

until they guess who the student is. Spend no longer than 5 minutes on this.

3. Introduce the Sample Task

- Hand out a copy of the Sample Task (A2 Gold Listening Part 1, which you downloaded). Give one copy to each pair of students.

- Explain that this is Part 1 from the A2 Gold Listening test. Ask students to look at the picture and read the instructions. Ask the students the following questions:
  - What is happening in the picture? (people are playing outside)
  - Is everyone playing in the park? (no, one man is sitting down reading a newspaper, and two boys are having a drink)
  - Where do you think this is? (it might be in a local park)
  - What do you think you will have to do in this part of the test? (listen and match the names of the people to the correct picture)
  - How many animals can you see in the picture? (3 – 1 dog, 2 swans)
  - How many people can you see in the picture? (10)
  - How many names are there? (7, but one is an example)

- Explain that this means there will be some people who are not named. Go through the names written around the picture, so that students can hear and say them clearly. Check that they know if the name is for a girl or boy.

- Ask some more questions about the picture, encouraging children to really focus on the details, similarities and differences.

  For example:
  - How many (of the people in the front of the picture) are children? (8)
  - How many are boys/girls? (5 boys/3 girls, the girl sitting in the chair is older)
  - How many girls are riding bikes? (2)
What’s different about these 2 girls? (one has blond hair, one has brown hair/black hair; one is wearing a red helmet, gray pants and a blue sweater, one is wearing a purple helmet, blue pants and a purple sweater/hoodie)

What is the same about these 2 girls? (they are all wearing a helmet and pants, they have the same bike)

How many boys are drinking? (2 – near the old man on the bench)

What’s the same/different about them? (1 has black hair, 1 has brown hair; 1 is wearing a plain sweater, 1 is wearing a striped sweater; they are both drinking from green bottles, they are both wearing blue pants)

In the test, the children should look as carefully as possible at the picture before the recording begins. They should also think about the differences between two similar people, as this is likely to be tested.

4. Game using Sample Task

Tell students they are going to play a game using the picture, and model the activity for the students. Choose one person in the picture, give the students one of the names and describe the person you have chosen, e.g. Bill has gray hair. He is sitting on a bench. He’s reading a newspaper. Show me Bill. Make sure students wait until they have heard the whole description before they guess which person you are describing.

Ask students to play the game in pairs. Encourage them to use expressions like those above. Note that in the test, children don’t need to process such long descriptions, but this activity practices the language of description that they might need to understand.

5. Complete the Sample Task

Finally, hand out more copies of the Sample Task so that each student has one.

Play the recording while students draw lines from the names to the person being described.

Repeat the recording and check the answers. Ask students if any of the people described in the recording were the same ones children described in Step 4.

6. Important things to remember

Students have to read the names silently before they start so that they know which names they will hear.

Students will hear a dialogue/conversation between an adult and a child.

Students need to listen very carefully to each description to decide which person is being described.

Students will hear each dialogue twice.

There is one extra name which they will not need to use.
Suggested follow-up activity

- Ask students to bring in magazines or newspapers. Ask them to cut out pictures of people. Hand one picture to each student with a small piece of paper.

- On that piece of paper they should write about the girl/boy/man/woman in the picture. They should not show their picture or their writing to any other students.

- Collect the pictures and pin them up around the classroom.

- Ask each student to read carefully what they have written on their piece of paper out to the class.

- The rest of the class listen carefully, look around the classroom and choose the picture they think matches what they heard.

- The student who has read their description then tells their classmates if they chose the correct picture or not.
A2 Gold Listening Part 1 – Answer Key

Key to Sample Task

Lines should be drawn between:

1. Richard and boy with striped sweater holding bottle
2. Sally and girl laughing on bike
3. David and boy in red belt with toy helicopter
4. Sarah and girl with puppy behind woman feeding swans
5. Harry and boy waving his arms and looking angry
Transcript for Step 4:

Original can be found in the A2 Gold Listening Sample Test, which can be downloaded from:
https://michiganassessment.org/test-takers/tests/myle/myle-sample-tests/

<table>
<thead>
<tr>
<th>R: Hello. This is the MYLE Gold Listening sample test. Part 1. Listen and look. There is one example.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fch: I took this photo by the lake last Saturday, Grandma.</td>
</tr>
<tr>
<td>F: It looks lovely. Do you know any of these people?</td>
</tr>
<tr>
<td>Fch: Yes, I do. The man who's reading the newspaper is William.</td>
</tr>
<tr>
<td>F: He's wearing a nice hat.</td>
</tr>
<tr>
<td>Fch: He is, isn't he? Grandpa knows him, I think!</td>
</tr>
<tr>
<td>R: Can you see the line? This is an example. Now you listen and draw lines.</td>
</tr>
<tr>
<td>R: One</td>
</tr>
<tr>
<td>Fch: Look at that boy!</td>
</tr>
<tr>
<td>F: The one with the striped sweater?</td>
</tr>
<tr>
<td>Fch: Yes. That's Richard. His dad teaches me geography.</td>
</tr>
<tr>
<td>F: At your school?</td>
</tr>
<tr>
<td>Fch: Yes. I think he's drinking lemonade. He's always thirsty.</td>
</tr>
<tr>
<td>R: Two</td>
</tr>
<tr>
<td>F: Who's that girl on the bike?</td>
</tr>
<tr>
<td>Fch: The one with the short blonde hair?</td>
</tr>
<tr>
<td>F: No, not her. The one who's laughing.</td>
</tr>
<tr>
<td>Fch: Oh, that's Sally. She's my best friend.</td>
</tr>
<tr>
<td>F: That's nice.</td>
</tr>
<tr>
<td>Fch: Yes, we often do our math homework together.</td>
</tr>
<tr>
<td>R: Three</td>
</tr>
<tr>
<td>Fch: Do you know my cousin David?</td>
</tr>
<tr>
<td>F: Is he in the photo too?</td>
</tr>
<tr>
<td>Fch: Yes. Look at his red belt.</td>
</tr>
<tr>
<td>F: Oh, I see. Is that his toy helicopter?</td>
</tr>
<tr>
<td>Fch: Yes, it's new. It's excellent. He loves it.</td>
</tr>
<tr>
<td>R: Four</td>
</tr>
<tr>
<td>F: Do you know the woman who's giving bread to the swans?</td>
</tr>
<tr>
<td>Fch: No, but I know the other woman behind her.</td>
</tr>
<tr>
<td>F: Oh, do you? What's her name?</td>
</tr>
<tr>
<td>Fch: It's Sarah. She's got a puppy with her, look. She works at Mom's office.</td>
</tr>
<tr>
<td>R: Five</td>
</tr>
<tr>
<td>Fch: Can you see the boy who's waving his arms?</td>
</tr>
<tr>
<td>F: Oh yes, he looks very angry.</td>
</tr>
<tr>
<td>Fch: Yes, he does. That's Harry. The other boy's taken his volleyball away!</td>
</tr>
<tr>
<td>F: Oh dear.</td>
</tr>
<tr>
<td>Fch: It's OK. They're brothers!</td>
</tr>
<tr>
<td>R: Now listen to Part 1 again. That is the end of Part 1.</td>
</tr>
</tbody>
</table>
A2 Gold Listening Part 1 – Sample Task

Listen and draw lines. There is one example.

Sally          Harry          Jane

William        David         Sarah         Richard
Lesson plans

A2 Gold Listening Part 2 – Teacher’s Notes

Description
This activity gives students practice in listening carefully in order to fill in information on a form. Students then try a sample task from the A2 Gold Listening test.

Time required: 30 minutes.

Materials required:
- colored pencils for each student
- transcript of Part 2 (one copy for each student)
- Student’s Worksheet (Parts A & B, cut in half for each pair of students)
- A2 Gold Sample Tests can be downloaded from the website
  https://michiganassessment.org/test-takers/tests/myle/myle-sample-tests/
- A2 Gold Listening Part 2 recording

Aims:
- to introduce students to Part 2 of the A2 Gold Listening test
- to give students practice in filling in a form
- to give practice in extracting information from a listening text to fill in a form.

Procedure

1. Introduce the activity
   - As a warm-up play a spelling game like hangman.
     Explain that in the test spelling is very important and students should know, not only how to spell, but also the names of the letters of the alphabet.

2. Student’s Worksheet
   - Explain that the students are going to work in pairs to do a pair dictation.
   - One student is Student A and other Student B.
   - Give out the Student’s Worksheet, cut into two, to the appropriate student.
   - They each have some information about a boy but some information is missing. They have to tell each other what they know, so their partner can fill in the missing information but they should not show each other their worksheets.
Elicit that there are two names on the form (the boy’s name and the teacher’s name).

- Explain that they should spell out the names (e.g. P-E-T-E-R) and it is important to get names which are spelled out correct.
- Students may need to say Please spell that or Please can you repeat that. Practice these phrases first.
- When they have finished, they can check with each other to see if they were right.
- The pair dictation activity should take no longer than 10 minutes.

3. Sample Task – introduce the task

- Now hand out a copy of the Sample Task of Listening Part 2, to each student.
- Ask students to guess what might be missing in the spaces, e.g. toy / car / shoe. (See the Answer Key on page 4 for possible questions to ask.) Accept all answers and don't say which, if any, is correct.

Prediction is a key skill and can help prepare students for hearing the correct answer.

4. Sample Task – complete the task

- Now play the recording so students can fill in the missing information and see if any of their guesses were correct.

You may want to play the extracts more than twice.

- Elicit from students that, in some questions, they had to listen carefully to know which was the right answer because, for example, more than one day was mentioned.

5. Transcript

- Hand out a copy of the transcript to each student.
- Ask the students to take a colored pen/pencil and, with their partner, to read the transcript through, underlining where the answers are, e.g. It’s open from Friday to Tuesday.
- They should be careful to underline only the words which give the answer.
- When they have done that, they should take a different colored pen/pencil and underline any parts of the text that give information which you could think was the answer if you didn’t listen carefully (distraction), e.g. It’s closed on Wednesdays and Thursdays.
- Check together and point out that in the test there will be some questions where they have to listen very carefully to be sure of the answer.
Suggested follow-up activities

1. It is possible to prepare short pair dictations with names, addresses, times, numbers, etc. so that students get used to writing these different things down. Students could also make short dictations choosing words from the vocabulary lists in the MYLE Handbook for Teachers.

2. You can ask students to prepare their own dictations for their partners including items that they have some difficulty with, e.g. write down 5 numbers and dictate them to your partner.
A2 Gold Listening Part 2 – Answer Keys

Key to Procedure steps

Step 3

1. What might children learn about?
2. What might they look at?
3. What might children need to bring?
4. What kind of answer will this be? (a noun – something they watch)
5. What kind of an answer will this be? (a name)

What does this mean? (It will probably be spelled out, so children should be prepared for this.)

Step 5

<table>
<thead>
<tr>
<th>Question</th>
<th>Key</th>
<th>Distraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>They learn about the stars</td>
<td>none</td>
</tr>
<tr>
<td>2</td>
<td>Sometimes they look at the moon</td>
<td>none</td>
</tr>
<tr>
<td>3</td>
<td>It’s a good idea to bring a flashlight</td>
<td>Pens and paper</td>
</tr>
<tr>
<td>4</td>
<td>The club has some very interesting DVDs. So we watch those on nights like that.</td>
<td>Do children watch TV programs?</td>
</tr>
<tr>
<td>5</td>
<td>B-A-I-L-E-Y</td>
<td>none</td>
</tr>
</tbody>
</table>

Key to Student’s Worksheet

1. Name: Peter Brown
2. Age: 11
3. Address: 22 Liberty Street, New York
4. Favorite sports: Soccer, tennis and golf
5. Favorite school subjects: History, geography and math
6. Name of math teacher: Mrs. McCloud
Key to Sample Task

1. stars
2. moon
3. flashlight
4. DVDs
A2 Gold Listening Part 2 – Student’s Worksheet

Student A

1. Name: Peter Brown
2. Age: ........................................
3. Address: 22 Liberty St., New York
4. Favorite sports: ........................................................................................................
5. Favorite school subjects: History, geography and math
6. Name of math teacher ................................................

------------------------------------------cut here X--------------------------------------

Student B

1. Name: ...............................................
2. Age: 11
3. Address: ...........................................................
4. Favorite sports: Soccer, tennis and golf
5. Favorite school subjects: ..........................................................
6. Name of math teacher Mrs. McCloud
Transcript for Step 5:

Original can be found in the A2 Gold Listening Sample Test, which can be downloaded from:
https://michiganassessment.org/test-takers/tests/myle/myle-sample-tests/

R: Part 2. Listen and look. There is one example.

M: Now, listen, boys and girls, I want to tell you about an interesting club here at school.
Mch: What is the club?
M: It’s called The Space Club. It’s at 6:30 on Tuesday evenings.
Mch: Oh, I think I’d like to come to that.

R: Can you see the answer? Now you listen and write.

Mch: What do people do at this club?
M: Well, they can learn about the stars, and they can make new friends, too.
Mch: Oh … that sounds great!
M: And sometimes they go out when it’s dark. They look at the moon when there are no clouds in the sky.
Mch: Do people have to bring anything to the club meetings? Pens and paper?
M: No, but it’s a good idea to bring a flashlight. It’ll be dark outside and they must be careful when they go out.
Mch: And what happens if it’s a cloudy night and you can’t see anything? Do the children watch TV programs?
M: No Michael. But the club has some very interesting DVDs. So we watch those on nights like that.
Mch: Oh good! I’ll enjoy that!
M: And a friend of mine from the university sometimes comes to talk about space in the future. His name’s Mr. Bailey.
Mch: How do you spell his last name?
M: B-A-I-L-E-Y. He’s very famous! He’s written lots of books.

R: Now listen to Part 2 again. That is the end of Part 2.
A2 Gold Listening Part 2 – Sample Task

Original can be found in the A2 Gold Listening Sample Test, which can be downloaded from: https://michiganassessment.org/test-takers/tests/myle/myle-sample-tests/

Part 2  
– 5 questions –  

Listen and write. There is one example.

The Space Club

Meetings at: 6:30 p.m. on Tuesdays

1. Children learn about: the ..............................................

2. Sometimes they look at: the ..........................................

3. Children should bring: a .............................................

4. If it's cloudy, children watch: .........................................

5. Person who sometimes talks to club: Mr. ..........................
Lesson plans

A2 Gold Listening Part 3 – Teacher’s Notes

Description
This activity gives students practice in predicting answers and listening carefully in order to match information with pictures.

Time required: 40 minutes.

Materials required:
- A2 Gold Sample Tests can be downloaded from the website
  https://michiganassessment.org/test-takers/tests/myle/myle-sample-tests/
- A2 Gold Listening Part 3 recording

Aims:
- to introduce students to Part 3 of the A2 Gold Listening test
- to give students practice in predicting answers before listening.

Procedure
1. Introduce the activity
   - Begin by playing a vocabulary game. Ask students to sit or stand in a big circle.
   - You begin by saying, I went to the market (or use the name of a big supermarket if there is one locally) and bought an apple.
   - The next student should say, I went to the market and bought an apple and some bread (or a book, if using a big supermarket).
   - Each student repeats what was said before and adds something else beginning with the next letter of the alphabet.
   - As you go around, students can help each other if they forget. You can also add an action for each word, which makes it even more fun.

2. Sample Task – introduce the task
   - Hand out a copy of the Sample Task of Listening Part 3, but fold the page in half vertically so the students can only see the pictures of the people.
Tell the students not to unfold the paper yet.

- Ask students to look at the people. Explain that these are all things that belong to one person, Uncle Robert.
- Ask the students to guess where he got them from, e.g., drums at a market while on vacation. Tell the students that he got them all from different places, and some were given to him.
- Ask the students to read the first part of the instructions at the top of the page, silently. **Do not read it aloud.** Tell them not to think about the second part of the instructions yet. **This gives them practice in reading and understanding instructions.**
- Elicit what they have to do in this task.
- Tell them that, at first, they are going to guess where he got each of them, starting with the painting. **This can be done in small groups to encourage all students to participate, as this is a good opportunity to practice vocabulary they know.**
- Now ask the students to unfold the paper. Can they see anything they mentioned? Check they know all the vocabulary for the pictures and how to spell them.
- Now ask students to work in pairs and try and match one of Uncle Robert’s belongings with one of the places. Ask them to think about why he may have bought or been given the object, e.g., Robert bought the painting because it reminded him of his vacation in Switzerland. **This is useful as they are predicting what they may hear on the recording, which will confirm their answers.**
- Ask some of the students to tell you and the rest of the class their ideas.

3. **Sample Task – complete the task**

- Point out that there are six objects in the family and eight places. **Remind them that this means that there will be two places they do not need to use.**
- Now play the recording and ask the students to see if they were correct.
- Play the recording twice, allowing the students to check with a partner between listenings if they need to.
- Play the recording once more and stop after each person is described to get feedback from students about whether they were right about the object and why the person bought it. **Explain that in the test they do not need to worry about the reasons; they are just doing it in class to help them understand the text and why the answers are right.**
• After the parts of the recording describing the gloves and the fan, elicit that two of the pictures were mentioned (gloves: D – factory, fan: H - castle).

• Elicit how we know where Uncle Robert got each item. (See the Answer Key on page 4.)

• Elicit what this means for the students in the test (they will have to listen carefully to make sure the answer they choose is correct: they should use the second listening for this).

• Explain that in the listening test they should look at the questions and try to guess answers before they listen as this will make the listening easier.

**Suggested follow-up activities**

• Using the worksheet, ask students to work in pairs and write an alternative text for the pictures that is different from the one they heard.

• Students then join another pair. They are now working in groups of four.

• Each pair takes it in turn to read their text and the other pair have to match the person to the object they bought according to their classmate’s new text.
A2 Gold Listening Part 3 – Answer Keys

Key to Procedure Step 3

Gloves
Key: He got them when he had to visit a factory.
Distraction: Can’t remember who gave them to him.

Fan
Key: When he was working in a castle.
Distraction: He might give it to her grandmother – she didn’t give it to him.

Key to Sample Task

Drums – B (Airport)
Swan – G (Store)
Fan – H (Castle)
Chocolates – F (Hotel)
Gloves – D (Factory)
Transcript for Step 3:

Original can be found in the A2 Gold Listening Sample Test, which can be downloaded from:
https://michiganassessment.org/test-takers/tests/myle/myle-sample-tests/

R: Part 3. Listen and look. There is one example.
Where did Uncle Robert get each of these things?

Fch: You have some lovely things in this room, Uncle Robert. Where did you get that painting?
M: The one of the mountain? Well, in my job, I have to go to lots of different places. I found it in a market that I visited last year. It wasn’t expensive. I was quite surprised.
Fch: It’s so beautiful!

R: Can you see the letter E? Now you listen and write a letter in each box.

Fch: Those gloves look very warm, Uncle Robert. Who gave you those?
M: I can’t remember but I got them when I had to visit a factory. Someone gave them to me when I left. I don’t wear them because they’re too small.
Fch: Can I have them?
M: Sure!
Fch: And wow! That fan looks like a rainbow! When did you buy that?
M: When I was working in a castle. The building was six hundred years old! You could buy all kinds of things there. I might give it to your grandmother.
Fch: What’s your favorite thing here?
M: Well, I heard some really great music at a theater I travelled to. Later, at the airport, I found a shop that sold drums. They were just like the ones a man played in the concert.
Fch: So you bought them!
M: Yes. I love them but your aunt says they’re too noisy!
M: And this is a birthday present for your mother. I had a meeting in a nice town in the middle of a forest last week. There’s a little store there full of interesting things! It’s made of glass! Be careful with it.
Fch: Don’t worry! Mom loves swans! I’m sure she’ll like it.
Fch: Why haven’t you opened this box of chocolates? Are they a present, too?
M: Yes! I was waiting for you to arrive! I had some in my favorite café in London. They tasted so good! These are the same. They’re for you. I got them from the hotel where I stayed last night.
Fch: Wow! Thanks!

R: Now listen to Part 3 again.
A2 Gold Listening Part 3 – Sample Task

Original can be found in the A2 Gold Listening Sample Test, which can be downloaded from: https://michiganassessment.org/test-takers/tests/myle/myle-sample-tests/

Part 3
– 5 questions –

Where did Uncle Robert get each of these things?

Listen and write a letter in each box. There is one example.

- Painting  E
- Drums
- Swan
- Fan
- Chocolates
Lesson plans

A2 Gold 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.

<table>
<thead>
<tr>
<th>Time required:</th>
<th>40 minutes.</th>
</tr>
</thead>
</table>
| Materials required: | - colored pencils for each student
| | - transcript of Part 4 (one copy for each student)
| | - A2 Gold Sample Tests can be downloaded from the website [https://michiganassessment.org/test-takers/tests/myle/myle-sample-tests/](https://michiganassessment.org/test-takers/tests/myle/myle-sample-tests/)
| | - A2 Gold Listening Part 4 recording |

Aims:
- to introduce students to Part 4 of the A2 Gold Listening test
- 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 warm-up, 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 should 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 energized:
     - 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)
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 Gold 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 should first read the question above the pictures **very carefully** to make sure they know what they are listening for
     - then they should **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 color.
• When they have done this, using a different color they should underline the part of the text which could make them choose the wrong answer (the distractor).

• 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 colorful 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 Gold Listening Part 4 – Answer Keys

#### Key to Procedure steps

**Step 3**

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

**Step 5**

_**underline** = correct answer

_**italics** = distractor

R: Part 4. Listen and look. There is one example. What was Grandma’s favorite 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 pharmacy in my village most of all.

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

One. Which museum is Jack’s grandma going to work in?

F: I have 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 smart, 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 Gold Listening Sample Test, which can be downloaded from:

https://michiganassessment.org/test-takers/tests/myle/myle-sample-tests/

R: Part 4. Listen and look. There is one example. What was Grandma’s favorite job?
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 pharmacy in my village most of all.
R: Can you see the check mark? Now you listen and check the box.

R: One. Which museum is Jack’s grandma going to work in?
F: I have 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 smart, 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 check (√) the box. There is one example

What was Grandma’s favorite job?

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

2. What does Jack enjoy doing most in museums?
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  

MichiganAssessment.org/Teachers/MYLE
© UCLES 2017. This material may be photocopied (without alteration) and distributed for classroom use provided no charge is made. For further information see our Terms and Conditions.
Lesson plans

A2 Gold Listening Part 5 – Teacher’s Notes

Description

This activity gives students practice in listening carefully and coloring what they hear.

<table>
<thead>
<tr>
<th>Time required:</th>
<th>40 minutes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials required:</td>
<td>colored pencils</td>
</tr>
<tr>
<td></td>
<td>A2 Gold Sample Tests can be downloaded from the website <a href="https://michiganassessment.org/test-takers/tests/myle/myle-sample-tests/">https://michiganassessment.org/test-takers/tests/myle/myle-sample-tests/</a></td>
</tr>
<tr>
<td></td>
<td>A2 Gold Listening Part 5 recording</td>
</tr>
</tbody>
</table>

Aims:

- to introduce students to Part 5 of the A2 Gold Listening test
- to give students practice in following instructions to color and write.

Procedure

1. Introduce the activity

- Make sure the children can see each other as easily as possible.
- Ask about half of the students to stand up, the rest remain sitting.
- Go around and quietly give some students something to hold (a pen, a book, etc.) or to wear (a hat, gloves, etc.).
- Tell them you are going to call out a description and they should call out the name of the person you’re describing.

For example:

- a boy who’s standing near the window
- a girl who’s sitting with a book in her right hand
- a tall girl who’s wearing glasses and a hat, etc.

Avoid using colors if possible so you focus on positions and actions.

- Keep the game fast and for no longer than about 3 minutes.
2. Sample Task – introduce the task

- Hand out a copy of the Sample Task to each student.
- Ask the students what place is shown in the picture. (river and a bridge)
- Ask students to work in pairs and label as many things as they can in the picture.
- This can be a competition and you can give a time limit of 4 minutes to get students excited and co-operating.
- Check the words they have labelled.
- Ask for the spelling of some words, especially those which include letters children get confused with or which have difficult spelling.
- Now ask the students to tell you where certain things are. Encourage them to give as much detail as possible in their answers.
  - Where is the boy with the backpack? (He's standing on the bridge looking at the river.)
  - Where is the man with sunglasses? (He's sitting on a bench reading a pink newspaper.)
  - Where is the woman with two suitcases? (She's walking towards the hotel.)
- Ask some questions to focus children's attention on the fact that there may be similar objects/people in the picture.
  - Can you see the benches? (There are 2 benches)
  - Ask them what the differences are (in the park/outside the hotel, solid, with planks of wood, empty/someone sitting on it)
  - How many men/boys are there? (4 – the man with the newspaper, the boy on the bridge, the man on the boat, the man running)

3. Sample Task – complete the task

- The students need the following colors in the test:
  - black
  - orange
  - blue
  - pink
  - brown
  - purple
  - green
  - red
  - gray (grey)
  - yellow
- Now explain that the students will listen to a conversation and they should follow the instructions to color certain things in the picture. They need to be sure they color the correct part of the picture.
They will also need to write something on the picture.

Do one or two as an example with them.

For example:
- **Can you see the boy running?** Color his shoes green.
- **Can you see the woman carrying suitcases?** Color one of the suitcases blue and one of them red.
- **Can you see the bridge?** Write RIVER on the sign next to BRIDGE.

Play the recording. Pause after the first section and check they have understood by asking the children to tell you what they have to do.

Ask students to follow the instructions and color and write.

Play the recording twice.

They can later check with other students to see if their pictures look the same.

Explain that in the test they should ONLY color and write what they are told. Assure the students that their coloring does not have to be very good. They should not worry about that as long as they follow the instructions.

**Suggested follow-up activity**

- Ask students to draw a very simple picture of something (e.g., their family, their house, their classroom). Tell them not to worry about making a perfect drawing, something simple is fine.
- Tell them that they are going to swap pictures with their partner and ask their partner to color and write things.
- Use one or two of the students’ work and model a couple of examples first to help students out with language. Record language on the board, e.g. “Can you see the man running? Color his shorts blue.” “Can you see the woman with long hair, wearing a skirt? She is standing next to a whiteboard. Write ‘HOMEWORK’ on the whiteboard.”
- Pair students up and give them time to look at their partner’s picture and describe what they can see.
- Monitor and help out with language.

**A2 Gold Listening Part 5 – Answer Key**

**Key to Sample Task**

1. Color the suitcase on ground by hotel entrance – blue
2. Write ‘SUNNY’ on board on front of boat
3. Color the pocket on the backpack – orange
4. Write ‘STAR’ on board above hotel
5. Color the flag in park by path - yellow
Transcript for Step 3:
Original can be found in the A2 Gold Sample Test, which can be downloaded from:

https://michiganassessment.org/test-takers/tests/myle/myle-sample-tests/

R: Part 5. Listen and look at the picture. There is one example.

Fch: I went to a city like this on vacation last year. There were lots of high buildings next to the river there, too!

M: Oh! Well, would you like to color some of this picture?

Fch: Sure! There’s a man on a seat. Can I color his newspaper?

M: All right. Make it pink!

Fch: Fine!

R: Can you see the pink newspaper? This is an example. Now you listen and color and write.

R: One

Fch: What else would you like me to color?

M: How about a suitcase? You could color one of those.

Fch: Which one? The one on the ground by the entrance to the building?

M: Yes, please.

Fch: OK. How about making that blue?

M: Good idea! Use that color.

R: Two

M: I’d like you to write something here too, please.

Fch: OK. I hope it’s not a long word!

M: Don’t worry! Write a name on the front of the boat for me.

Fch: OK. What do you want me to call it?

M: ‘Sunny’ … like the weather!

Fch: That’s an excellent name. OK!

R: Three

Fch: Can I do some more coloring? I’m quite good at that.

M: Of course! The boy who’s looking over the bridge has a backpack on his back.

Fch: Yes … Do you want me to color that, then?

M: Only its pocket, nothing else. Make it orange. I love that color.

Fch: So do I. All right! I can do that.

R: Four

M: I’d like you to write something else now. We need a name for the hotel, too.

Fch: OK. That’s a good idea.

M: Well, there’s a board above its double doors. Can you see it? It’s got plants on it. Write it there.

Fch: All right.

M: We’ll call it ‘Star’ hotel – lots of famous people stay there!

Fch: OK! That sounds good. I’ll write that now.

M: Thank you.

R: Five

M: And perhaps you should color one of the flags before we finish.

Fch: The one at the back of the boat?

M: I don’t think so. Color the one in the park, by the path, please.

Fch: What color?

M: You’ve got a yellow pencil, I think. Use that one!

Fch: OK. There! I’ve finished.

M: Great!

R: Now listen to Part 5 again.
Part 5
– 5 questions –

Listen and color and write. There is one example.