Lesson plans

A1 Silver Listening Part 1 – Teacher’s Notes

Description
This activity gives students practice in distinguishing between male and female names from the A1 Silver vocabulary list. The activity is in two parts: in the first part they hear the names and respond, in the second they read the names and classify them.

Time required: 25 minutes.

Materials required:
- Student’s Worksheet, one copy for each student
- A1 Silver Sample Test downloaded from the website [https://michiganassessment.org/test-takers/tests/myle/myle-sample-tests/](https://michiganassessment.org/test-takers/tests/myle/myle-sample-tests/)
- A1 Silver Listening Part 1 recording

Aims:
- to introduce students to the range of names used in Part 1 of the A1 Silver Listening test
- to give practice in hearing and reading names
- to focus on different ways of describing a person in a picture

Procedure

1. Introduce the activity
   - Tell the students that they are going to play a game. You are going to call out a name and they are going to respond in the following way:
     - If it’s a boy’s name, they put up their right arm.
     - If it’s a girl’s name, they put up their left arm.
     - If the name can be used for boys and girls, they put up both arms.

2. Game
   - Demonstrate the activity by calling out three names from the following list at random, (choose a girl’s name, a boy’s name and a name that can be used for both):
     - Boys: Ben / Jack / Jim / John / Peter / Tony / Paul
     - Girls: Anna / Daisy / Jane / Lucy / May / Sally / Mary
     - Both: Alex / Pat / Sam / Kim / Nick

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Continue the activity calling out names quickly one after another for students to respond. Notice which names the students are not sure about and repeat these during the game.

**Introduce the Sample Task**

- Hand out the **Sample Task** to each student (A1 Silver Listening Part 1, which you downloaded).
- Ask students, *How many names are there on the page?*
  
  (Answer – 7: 4 above and 3 below the picture.)
- Tell students to look carefully at the picture and to decide which are girls’ names, which are boys’ names and which could be either.
- Tell students to check their ideas with another student.
- Tell students to take out a pencil and a ruler.
- Ask students to read the instructions at the top of the page silently to themselves, and to look at the example given on the page.
- Ask them the following questions to check that they understand what they have to do:
  
  - *Will you read or listen? (Listen)*
  - *Do you have to write anything? (No, we have to draw lines)*
  - *Where do you have to draw the lines? (Between a name and one of the people in the picture)*
- Ask students to look at the example answer (Sally). Elicit as many sentences as possible describing Sally.
  
  For example:
  
  - *She has blond hair.*
  - *She is opening a present.*
  - *She’s wearing a blue T-shirt.*
  - *She’s wearing glasses.*
  - *She’s sitting at the table.*

  Establish that the dialogue they hear may describe what a person looks like, their clothes, what they’re doing or where they are, to help them identify who the person is.
3. **Complete the Sample Task**

- Play or read the example dialogue only. Check with students what information is given in the dialogue which helps them decide which girl is Sally (*Answer – the girl who’s opening a present // her hair is blond*).
- If necessary, repeat the example dialogue.
- Tell students that they will now listen to the rest of the dialogue and draw lines between five more names and children. **There is one name they will not need.** Play or read the dialogue once, then allow students to check their answers in pairs before you play or read the dialogue again.
- Check answers with the whole class. If necessary, refer back to the dialogues to identify what information tells them the answer. Make sure students realize they should listen to the whole dialogue before they choose their answer, as the information may come in more than one place.

4. **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 activities**

- This activity uses only some of the names children need to know for the A1 Silver test. In subsequent lessons, repeat Steps 1 and 2, making sure you change the list of names to include the other names from the *Pre A1 Bronze and A1 Silver vocabulary lists* (in the MYLE Teachers Handbook here: https://michiganassessment.org/teachers/myle/)
- Hand out the **Student’s Worksheet.** Students work in pairs to place the names in the correct column. When students have finished, compare answers in pairs. Draw a grid on the board as on the Student's Worksheet. Elicit answers from the students and write the names in the columns on the board. Check students pronounce them correctly.
Girls’ names: Ann, Anna, Daisy, Jane, Jill, Lucy, Mary, May, Sally, Sue, Vicki
Boys’ names: Ben, Bill, Fred, Jack, Jim, John, Nick, Paul, Peter, Tom, Tony
Both: Alex, Kim, Pat, Sam

Key to Sample Task

Part 1  5 points

Lines should be drawn between:

1. Nick boy carrying birthday cake, not walking carefully
2. Ben boy sitting on mat, playing with toy truck
3. Paul man carrying sandwiches
4. Mary woman cleaning table
5. Jane woman climbing tree, putting lamps on it
Transcript for Step 4:

Original can be found in the A1 Silver Listening Sample Test, which can be downloaded from:
https://michiganassessment.org/test-takers/tests/myle/myle-sample-tests/

Look at Part 1.

Now look at the picture.
Listen and look. There is one example.

Fch Look, Grandpa. My friend’s family are in the garden.
M What’s your friend’s name?
Fch It’s Sally. Can you see her? She’s got glasses.
M Is she opening a present?
Fch That’s right. It’s her birthday today
R Can you see the line? This is an example. Now you listen and draw lines.

R One
M That boy’s carrying the birthday cake. It’s very big.
Fch That’s Nick.
M He’s not walking very carefully with it.
Fch I know. Oh dear!

R Two
M Is that boy your friend’s brother?
Fch Which boy?
M He’s sitting on the mat.
Fch Oh, yes. And he’s playing with a toy truck.
M That’s right.
Fch That boy’s name’s Ben. He’s Sally’s cousin.

R Three
M I know that man. Look at his hat.
Fch You mean the man with the sandwiches?
M Yes. He’s called Paul.
Fch He’s got lots.
M Yes. People get hungry at parties.

R Four
M And is that your friend’s mom?
Fch The woman who’s cleaning the table?
M Yes.
Fch That’s right. Her name’s Mary.
M That table’s very dirty.
Fch Yes. That’s because it’s always outside.

R Five
M Look at that woman!
Fch Where?
M She’s putting something in the tree.
Fch Oh, that’s Aunt Jane. She’s putting some lamps there for this evening.
M What a nice party!

R Now listen to Part 1 again.
A1 Silver Listening Part 1 – Student’s Worksheet

- Look at the names in the box.
- Write them in the correct place in the table.
- Look at the examples to help you.

<table>
<thead>
<tr>
<th>Girls’ names</th>
<th>Girls’ and boys’ names</th>
<th>Boys’ names</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ann</td>
<td>Alex</td>
<td>Ben</td>
</tr>
</tbody>
</table>

Alex Ann Anna Ben Bill Daisy Fred Jack Jane Jill Jim John Kim Lucy Mary May Nick Pat Paul Peter Sally Sam Sue Tom Tony Vicky
A1 Silver Listening Part 1 – Sample Task

Original can be found in the A1 Silver Listening Sample Test, which can be downloaded from: https://michiganassessment.org/test-takers/tests/myle/myle-sample-tests/

Part 1
– 5 questions –

Listen and draw lines. There is one example.

Ben          Sally          Nick          Kim

Jane          Paul          Mary
Lesson plans

A1 Silver Listening Part 2 – Teacher’s Notes

Description
This activity gives students practice in listening for names, spellings and other information. They also have to complete a short message.

The activities are designed to be spread over 2 lessons.

<table>
<thead>
<tr>
<th>Time required:</th>
<th>Lesson 1: 15 minutes</th>
<th>Lesson 2: 10 minutes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials required:</td>
<td>Student’s Worksheet, one copy for each student</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A1 Silver Sample Test downloaded from the website</td>
<td></td>
</tr>
<tr>
<td></td>
<td><a href="https://michiganassessment.org/test-takers/tests/myle/myle-sample-tests/">https://michiganassessment.org/test-takers/tests/myle/myle-sample-tests/</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A1 Silver Listening Part 2 recording</td>
<td></td>
</tr>
</tbody>
</table>

Aims:
- to introduce students to Part 2 of the A1 Silver Listening test and to the task type
- to give students practice in understanding prompts in note form.

Procedure – Lesson 1
1. Introduce the activity
   - Ask students who likes going to sports centers and what sports they like to do there.
   - Tell the students that they are going to listen and make some notes about Sam’s visit to the sports center.
     (This may be a good opportunity to review whether Sam is a boy’s or girl’s name – it can be both.)
   - Write the six prompts from the Student’s Worksheet on the board.
   - Focus students on number 1: When?
   - Write the following on the board: he did when go?
   - Tell the students that this is the question in jumbled order.
   - Elicit the question from the class – When did he go?
• Do the same for the other prompts using the following jumbled questions:

  ➢ sports were different many there how? (How many different sports were there?)
  ➢ favorite what sport was his? (What was his favorite sport?)
  ➢ exciting most was the what sport? (What was the most exciting sport?)
  ➢ the thing best was what? (What was the best thing?)
  ➢ sports the of center is name what the? (What is the name of the sports center?)

• You could also try and elicit possible questions from the students before writing up the questions in jumbled word order by only giving them the prompts from the worksheet.

• Erase the full questions as well as those in jumbled order, but leave the six prompts (e.g. 1. When?) on the board.

2. Student’s Worksheet

• Hand out a copy of the Student’s Worksheet to each student.

• Focus students on the prompts, e.g. When?

• Elicit the questions again.

• Tell the students NOT to write the questions on the lines.

• Tell them they are going to listen and then write short answers.

• Elicit guesses for some of the questions from students.

  For example:

  ➢ 1. Saturday
  ➢ 2. 20

  This will help the students understand what you mean by ‘short answers’.

3. Listening exercise – the text

• Tell the students they are going to hear the text twice.

• Read the text through, pausing briefly after the // points in the text below.

• Try not to use your voice to indicate where the answers are.

  Last Sunday, Sam went to visit the new Sports Center with his family. // It’s a big sports center, the biggest in his town and you can do seventeen different sports there. // Sam likes doing lots of different sports and on Sunday he went swimming, played tennis and watched a game of football. His favorite was tennis. // He told his friends the most exciting sport was skating. // Sam and his family were at the sports center all morning and they ate lunch in the café. Sam had pasta and salad and said the food was the best thing about the day! // Oh, yes, the name of the sports center is the Lake Sports Center, that’s spelled l-a-k-e.

• Read the text again, pausing briefly in the same places.
• After the second listening, students check their answers in pairs.
• Check with the class using open pairs: one student asks the questions, e.g. *When did he go?*, and another student answers, e.g. *Sunday*.
• Ask another student to spell *Sunday* for you and write it on the board next to its prompt as they do so.
• Repeat for the answers to the other five questions.

4. Important things to remember
• they need to read the question prompts before they listen
• they are going to hear the information in a dialogue
• there is one piece of information in each part of the dialogue
• they write short answers, not full sentences
• they write numbers not words, e.g. 17 not *seventeen*
• they hear the recording twice.

Procedure – Lesson 2

5. Sample Task
• Hand out a copy of the Sample Task to each student.
• Point out that this is similar to the task you did the previous lesson and quickly review the key points from Step 4 above. Try eliciting the key points first before reminding students of them.
• Focus students on the notepad.
• First they should silently read the question prompts, then in pairs compare ideas as to what the full question for each prompt might be.
• Elicit their ideas and also elicit some possible answers.
• ♻ Tell students to take out a pencil.
• Play the recording or read the tapescript aloud to the class.
• Students check their answers in pairs.
• Repeat the recording.
• Check answers with the class.
A1 Silver Listening Part 2 – Answer Keys

Key to Student’s Worksheet
1. Sunday
2. 17
3. tennis
4. skating
5. food
6. lake

Key to Sample Task

Part 2 6 points
1. H-I-L-L
2. 89/eighty-nine
3. parrot(s)
4. café
5. burger(s)/hamburger(s)
Transcript for Step 4:
*Original can be found in the A1 Silver Listening Sample Test, which can be downloaded from: https://michiganassessment.org/test-takers/tests/myle/myle-sample-tests/

Part 2. Listen and look. There is one example.
F Come quickly, children. The train's waiting to take us to the zoo.
Mch Great, Mrs. White. It's exciting going to the zoo.
F Yes. And I love going by train.
Mch Me too.
R Can you see the answer? Now you listen and write.

R One
Mch Is the zoo called ‘Jungle’ something?
F That’s right. It’s Jungle Hill.
Mch Jungle what?
F Hill. That’s H-i-double L.
Mch OK.

R Two
Mch Are there hundreds of different animals at the zoo?
F Not so many. It says in this book there are 89 different kinds of animals.
Mch 89?
F Yes. And they all have to have food every day.

R Three
Mch Are there tigers?
F Yes.
Mch Can we give food to them?
F No, we can’t. But we can give food to the parrots.
Mch Great. I love parrots. They’re very funny

R Four
Mch Where can we buy food for them?
F At the zoo store.
Mch Where’s that?
F Next to the café.
Mch Next to the café? OK. I’d like to go and do that.

R Five
Mch Can we eat at the zoo?
F You’ve got your lunch with you, I think.
Mch Yes, my mom gave it to me.
F Well, you can eat that at the zoo and then in the evening, on the train, we can buy burgers and lemonade.
Mch Burgers and lemonade. Great! My favorites.
R Now listen to Part 2 again.
Read the notes.

Listen and write.

The Sports Center

Sam went to the sports center last weekend.
Listen and write.

1. When? ____________________________

2. How many different sports? __________________________

3. Favorite sport? __________________________

4. Most exciting sport? __________________________

5. Best thing? __________________________

6. Name of sports center: ___________________________ Sports Center
A1 Silver Listening Part 2 – Sample Task

Original can be found in the A1 Silver 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.

Going to the zoo

Going to zoo today by: .........................

1 Name of zoo: Jungle ..............................

2 Number of different kinds of animals: .........................

3 Can give food to: ................................

4 Animal food in store next to: .........................

5 Food on train: ............... and lemonade
Lesson plans

A1 Silver Listening Part 3 - A Teaching and Learning Activity

This teaching and learning activity is based on the student competencies needed for A1 Silver Listening Part 3 and includes a sample test task.

A1 Silver Listening Part 3 requires test-takers to do the following:
- look at pictures of different people and their names or other named places or objects;
- look at another set of pictures without words;
- listen to a conversation between two people to hear names, words, and other detailed information;
- avoid one distractor; and
- match the correct pictures on the right to the named pictures on the left by putting the correct letters in the boxes.

A Teaching and Learning Activity for A1 Silver

Time required: 1 hour (approx)

Activity Aims:

The aims of this teaching and learning activity are:
- To introduce students to part 3 of the A1 Silver Listening test and to multiple matching listening activities in a supportive classroom setting.
- To raise students’ awareness of listening for important words and avoiding a distractor.
- To review and consolidate students’ knowledge of vocabulary related to hobbies and family members, required for completion of the sample test task.

Preparation required:

- Print copies of Activity Sheets 1, 2, 3, and 4 for all students in color or black and white.
- Download the audio sample recording here: https://michiganassessment.org/test-takers/tests/myle/myle-sample-tests/

Materials required:

- Activity Sheets 1, 2, 3, 4
- Pencils
- Device to play audio recording
### Stage 1: Introduction and Vocabulary Review (10 mins)

Act out different hobbies in front of the class and elicit the names of the activities from the students. **Hobbies:**
*cooking, dancing, walking, swimming, skating, watching a movie, fishing, skating.*
You could then extend this activity by asking some students to act out hobbies for the others to guess.

Give out **Activity Sheet 1** and pencils. Ask students to complete exercise 1 individually by putting the letters corresponding to the hobbies next to the words in order to check understanding of the vocabulary.

Check answers together and drill any new language. This is important to help children recognize the vocabulary in spoken form later.

**Activity Key**

### Stage 2: Pre-teach / review of topic specific vocabulary (5-10 mins)

Tell students to look at activity 2 on **Activity Sheet 1** and ask students to match the hobbies with the relevant vocabulary by drawing lines as in the example. Monitor while they do this, giving support if necessary.

Check answers together, using the pictures in exercise 1 to explain any new language if necessary. Drill any new language.

**Activity Key**
1. fishing  2. sailing  3. watching movies  4. walking  5. dancing  6. swimming

### Stage 3: Practice listening for specific information and avoiding a distractor (10 mins)

Give out **Activity Sheet 2** and ask students to look at the activity. Tell them they are going to listen to find out about Jack and Vicky’s hobbies and need to circle the picture that represents their favorite hobby. Ensure students know who Jack and Vicky are by asking them to point to the pictures on the activity sheet. Then read the script twice, trying not to use your voice to signal the answers.

**Script**
*Jack really loves doing activities outside. He enjoys walking in the mountains most of all.*

*Vicky sometimes goes to the swimming pool but her favorite hobby is sailing in her father’s new boat.*

Check answers. Read the script a third time if students had any difficulty selecting the correct answer. Explain to students why these answers are correct and how the distractor works by using simple concept check questions.

**Answer Key**
1. A walking  2. A sailing
Stage 4: Introduction of sample task and review of language for family members (10 mins)

Give students Activity Sheet 3 (sample test page 1) folded over so that students can see the pictures of the family members but not who they are. Tell students that these are all people in Mrs. Castle’s family and that the first picture shows her parents. Point to the picture of Mrs. Castle at the top of the page and also to the picture of her parents. Ask students to work in pairs to predict who the people in the other pictures are. Monitor closely to ensure use of English (helping with vocabulary where necessary) and that students do not unfold the activity sheet.

Ask some students for their predictions. Then ask them to unfold the activity sheet to check their ideas. Use concept check questions or L1 for any unknown vocabulary. Ensure any new words are drilled to familiarise students with the pronunciation.

Check understanding by reading out the different family members in a different order to in the pictures and asking students to point to them. Read just the noun (son, daughter, etc.) and not the personal pronoun her which is not said in the listening track.

Stage 5: Sample Task 20 mins

Give out Activity Sheet 4 (sample test page 2). Tell students they are going to find out about these people’s hobbies and ask them to look at the pictures of the hobbies. Explain that there are 8 hobbies and 6 people so there are 2 extra hobbies.

Tell students Mrs. Castle is talking to Sally about her family members’ hobbies and point to the picture of Sally at the top of the page.

Tell that Mrs. Castle’s parents’ favorite hobby is sailing and play the first part of the listening track.

Transcript

Part 3

Listen and look.

There is one example.

PAUSE 00’03”

R

Mrs. Castle is telling Sally about the people in her family and about their different hobbies. Which is
Hello, Mrs. Castle.

Hello Sally ... Oh I’m tired. I went to see my parents today. They never stop talking! They told me all about their new sailing boat! They love going to different places in it. It’s their favorite hobby!

Can you see the letter H? Now you listen and write a letter in each box

Ensure students have seen the H in the box next to Mrs. Castle’s parents. Ask them to put an X through the picture for sailing so they know they no longer need to listen for this option.

Tell students they are going to listen to find out the other people’s hobbies and have to write the correct letter in the box. Explain that the people will not be in the same order as in the pictures so that they need to listen carefully to the names of the family members. Then play the rest of the track twice. You could ask students to check their answers in pairs between the first and second listening to give them more support, depending on whether you are aiming to give them a real test practice or not.

What does your son like doing, Mrs. Castle? He’s in my class at school, I think.

That’s right! He loves movies ... but not watching them on TV ... At the movie theater. He often goes with his friends. He likes funny movies the most. Do you?
Fch
Not always
...

PAUSE 00'03"

F
I have a daughter too.

Fch
I didn’t know that!

F
Well, she’s three years older than you. We bought her some new roller skates for her birthday. She’s really good, but she enjoys cooking most of all!

Fch
Wow!

PAUSE 00'03"

F
My uncle enjoys being outside more than inside! He catches me a fish for dinner every weekend! That’s his favorite hobby. He lives near a river now. He moved there last year.
Wow!

Yes. He likes it there. It's easier for him to get to his favorite place really quickly now.

Do you have any brothers or sisters?

I have a brother.

What's his favorite hobby? Walking in the mountains? I know you do that sometimes ...

No. He loves dancing. He’s got lots of great music at home. He goes to classes on Saturday evenings, too!

I've got a cousin, too. I really like him. He makes me laugh. He loves sports.

Does he?
Yes. He can swim really well ... on his back or his front. He goes to the pool in Hall Road. Do you go there sometimes?

Yes, I do.

PAUSE 00’03”

Now listen to Part 3 again.

PAUSE 00’03”

[REPEAT PART 3]

That is the end of Part 3

Monitor while students carry out listening task. If they appear to be having great difficulty, play the track for a third time, pausing after each answer to help them.

Students check answers in pairs then check answers together.

**Answer Key**

her parents H her uncle G her son F her cousin D her brother B her daughter A

**Stage 6: Optional Post-listening task to react to the content of the sample listening test.**
Ask students to work with a partner and to tell their partner what their favorite hobby is. When they finish, they can also tell their partner about their family members’ hobbies. Write some sentence structures on the board to help them, for example:

*What is your favorite hobby?*
*My favorite hobby is ...*
*What is your ..........’s favorite hobby?*
*My .................’s favorite hobby is ...*

Monitor while students carry out the speaking activity and give support where necessary.

Then ask some students to feedback to the whole class and give any necessary correction or explain and drill any new vocabulary.

**Activity Sheet 1** Print one for each student.

1. **Match the hobbies with the pictures**

   1. swimming  ____ D  ____
   2. sailing  ____
   3. cooking  ____
   4. watching movies  ____
   5. walking  ____
   6. fishing  ____
   7. dancing  ____
   8. skating  ____

   ![Images of A, B, C, D, E, F with corresponding activities]
Now match the words with the hobbies they relate to:

1. river  walking
2. boat    swimming
3. theater fishing
4. mountains dancing
5. music  sailing
6. swimming pool watching movies
Activity Sheet 2 Print one for each student

You will hear your teacher talking about Jack and Vicky’s hobbies. Circle their favorite hobby.

1. Jack

A  B

2. Vicky

A  B
Mrs. Castle is telling Sally about the people in her family and about their different hobbies. Which is each person’s favorite hobby?

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

her parents

her uncle

her son

her cousin

her brother

her daughter
Lesson plans

A1 Silver Listening Part 4 – Teacher’s Notes

Description

This activity gives students practice in describing pictures and in listening for specific information in the form of a game.

Time required: ⏱ 15–20 minutes.

Materials required:
 A1 Silver Sample Test downloaded from the website 📘
  https://michiganassessment.org/test-takers/tests/myle/myle-sample-tests/
 A1 Silver Listening Part 4 recording

Aims:
 to introduce students to Part 4 of the A1 Silver Listening test and to the task type
 to give students practice in describing pictures and differences between pictures.

Procedure

1. Introduce the activity
   • Choose 5 or 6 themes from the combined thematic vocabulary list (in the MYLE Handbook for Teachers).
   • Write these on the board or dictate them to the students.
   • Call out a letter of the alphabet.
   • In groups of three or four, students have to think of as many words as possible starting with this letter for each of the themes.
   • ⏱ Set a time limit of 90 seconds.
   • Repeat with two or three different letters.

   This part of the Listening test often covers a wide range of vocabulary and children should be confident with all the words on the Pre A1 Bronze and A1 Silver vocabulary lists.

2. Sample Task – game
   • Hand out a copy of the Sample Task to each student.
• Ask a student to read the question for the example. Give the answer, i.e. it’s a story about a boy and some dolphins.

• Elicit from students which picture this is (the one on the left).

• Elicit sentences to describe the other two pictures, e.g. It’s about sharks. It’s about fish.

• Elicit the three possible answers to questions 1–5, making use of all three pictures each time.

• Make sure students remember appropriate vocabulary and use the past tense correctly. It is a good test strategy to look at all the pictures before you listen and think about what you can see (in English!). This helps to prepare children for what they are going to hear.

• Put students into pairs. Tell them they are going to play a game.

• They should put a book up between them so they can’t see each other’s worksheets.

• Each student chooses one of the pictures for each question as his/her answer, and marks it in pencil. They can choose any picture they want.

• They think about how they are going to describe the picture they have chosen as an answer to the question (but they don’t write anything), e.g. for question 2, they could say Nick wants to wear clothes for a pirate / clothes for a doctor / clown clothes depending on the picture they’ve chosen.

• Students then take turns in asking and answering the questions and in marking the picture which matches their friend’s answer.

• Monitor and help students if necessary.

• When they have finished, students check if they have marked the correct picture by looking at each other’s worksheets.

3. Sample Task – complete the task

• Tell students that they are going to use the same pictures to do a Sample Task from the A1 Silver test.

• Tell students they are going to listen which will give them the answer to each question.

• They have to listen and decide which picture is being described and check the picture.

• Students could label the pictures A, B, and C, as in the exam task.

• Play the recording or read the transcript aloud to the class.

• Do the example together to check that students know what do to.

• After you have listened once, students check their answers in pairs.

• Remind students that they can decide on an answer by crossing out ones that don’t fit, as well as by choosing the correct one.

• Play the recording/read the transcript again so students can check their answers.

• Before you check with the class, tell them not to leave a question blank if they don’t know the answer. They should always guess.
A1 Silver Listening Part 4 – Answer Key

**Key to Sample Task**

<table>
<thead>
<tr>
<th>Part 4</th>
<th>5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>B</td>
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<tr>
<td>2</td>
<td>C</td>
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<tr>
<td>3</td>
<td>A</td>
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<tr>
<td>4</td>
<td>B</td>
</tr>
<tr>
<td>5</td>
<td>C</td>
</tr>
</tbody>
</table>
Transcript for Step 3:

Original can be found in the A1 Silver Listening Sample Test, which can be downloaded from: https://michiganassessment.org/test-takers/tests/myle/myle-sample-tests/

Part 4.
Look at the pictures.
Listen and look. There is one example.
R What is the DVD about?
Fch Dad, come and watch this DVD with me.
M What’s it about?
Fch It’s a story about the sea.
M What – sharks and fish and things?
Fch No, it’s about a boy and some dolphins.
R Can you see the check mark? Now you listen and check the box.

R One. Who is Vicky’s piano teacher?
Fch Oh, look. There’s my piano teacher.
Mch The man with the moustache?
Fch Yes. And he’s very thin.
Mch Is he nice?
Fch Yes. Very.

R Two. What clothes does Nick want to wear at school today?
Mch Mom, we can go to school in funny clothes today. You know, like a pirate or something.
F Great. What do you want to wear, Nick?
Mch I want to wear those clown clothes from my birthday.
F They’re dirty. I know. Get your dad’s white coat and you can be a doctor.
Mch OK. (reluctantly)

R Three. Where did Peter find the shell?
F This shell’s beautiful, Peter. You can find lots of beautiful shells on the beach.
Mch Yeah, and sometimes you find them near waterfalls.
F That’s right.
Mch Yeah. But I found this one in a different place. In a big forest. Isn’t that great?
F Wow, I am surprised.

R Four. What is Daisy doing now?
F Is Daisy getting dressed? We should go.
M She’s eating her breakfast.
F Oh, that’s good.
M Yes. I woke her up when you were in the bathroom.
R Five. What sport did Anna get a prize for?
Fch Anna got a prize today in sports.
F Did she? She’s very good at skating. Was it for that?
Fch No it was for ping pong.
F That’s great.
Fch Yes. And her sister got one for the long jump, too.

R Now listen to Part 4 again.
That is the end of Part 4.
A1 Silver Speaking Part 4 – Sample Task

Original can be found in the A1 Silver Listening Sample Paper, which can be downloaded from: https://michiganassessment.org/test-takers/tests/myle/myle-sample-tests/

Part 4
– 5 questions –

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

What is the DVD about?

1. Who is Vicky’s piano teacher?

2. What clothes does Nick want to wear at school today?
3. Where did Peter find the shell?

A  
B  
C  

4. What is Daisy doing now?

A  
B  
C  

5. What sport did Anna get a prize for?

A  
B  
C  

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Lesson plans

A1 Silver Listening Part 5 – Teacher’s Notes

Description
This activity gives students practice in drawing and writing in response to oral instructions.

Time required: 15–20 minutes.

Materials required:
- Pre A1 Bronze, A1 Silver, A2 Gold Sample Tests downloaded from the website
  https://michiganassessment.org/test-takers/tests/myle/myle-sample-tests/
- A1 Silver Listening Part 5 recording

Aims:
- to introduce students to Part 5 of the A1 Silver Listening test and to the task type
- to give students practice in listening for specific information.

Procedure

1. Introduce the activity

   - Tell students they are going to draw the picture that you describe. Tell them to take out a pencil and their colored pencils (blue, brown, green, gray, orange, pink, purple, red, yellow, black) and put them on their desks. They can draw the picture on a piece of paper or in their notebooks.

2. Listening exercise – the text

   - Read the instructions twice. Pause where the text is marked // to give students time to draw the part of the picture. But don’t repeat the instructions: it is important that students learn to listen closely.
     - This is the text:

     *Draw a circle in the middle of your piece of paper. // This is a face. // Draw a round nose and color it red. // Now draw a mouth. It’s smiling. // Now draw two eyes and color them brown. // Give the face lots of blond, curly hair. We can’t see the ears. The hair is hiding them! // Now draw a big mustache and a small beard. // Under the picture write // clown.*
• Students compare their pictures in groups of four. The pictures won’t be the same, but should be similar if students have followed the instructions correctly.

• Check around the class to make sure students have drawn what you asked, used the correct colors and written the sentence correctly.

3. Sample Task

• Hand out a copy of the Sample Task to each student.

• Tell students to look carefully at the picture before they listen.

• Elicit how this task is different from the activity they did before (there is a picture already; they have to color it and write something).

  Make sure students always read the instructions at the beginning of the task to remind themselves of what they need to do.

• Elicit some of the things they can see in the picture, e.g. how many boats they can see (1), where the boat is (on the lake), who they can see in the picture (a girl, a boy) and what the people are doing (the girl is carrying a bag; the boy is running). This will help them to focus on some of the language they need to process when they are listening (prepositions of place, descriptions).

• Tell students that they are going to listen to 5 dialogues and color in 4 things and write 1 word. Tell students to take out a pencil and their colored pencils. Ask: Why is the girl carrying a towel? Allow students’ guesses, then play/read the example dialogue and point out that there is always one example, in this case, the girl’s towel.

• Play the recording/read the transcript aloud to the class.

• Repeat before students check their answers in pairs.

• Then check with the class.

• Review the key parts of the task with students.

  a) they always need the same colors for this task
  b) one of the objects will be colored as an example
  c) they listen to 5 dialogues
  d) they color in 4 objects and
  e) Either write 1 word or draw an object on the picture.
A1 Silver Listening Part 5 – Answer Key

Key to Sample Task

<table>
<thead>
<tr>
<th>Part 5</th>
<th>5 points</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Color rock on ground – blue</td>
</tr>
<tr>
<td>2</td>
<td>Color cloud with sun behind it – pink</td>
</tr>
<tr>
<td>3</td>
<td>Color leaf at top of tree – red</td>
</tr>
<tr>
<td>4</td>
<td>Write ‘WINDY’ on kite</td>
</tr>
<tr>
<td>5</td>
<td>Color boy’s sweater – brown</td>
</tr>
</tbody>
</table>
Transcript for Step 3:

Part 5
Look at the picture. Listen and look. There is one example.
M Can you color this mountain picture now?
Fch Yes! Those children went for a swim in the lake, I think.
M That’s right. The girl’s got a wet towel in her hand. 
Color that please.
Fch OK.
M Make it orange.
R Can you see the orange towel? This is an example. Now you listen and color and write.

R One
M Now, I’d like you to color the rock. Can you see it?
Fch Yes. It’s on the ground.
M That’s right. Color it with your blue pencil, please.
Fch OK! … I can see a lizard on it!
M Yes! Me too!

R Two
Fch Can I color a cloud now?
M All right. Color the cloud that’s got the sun behind it.
Fch Can I color it pink?
M Yes. That’s a very good idea.
Fch Great!

R Three
Fch I love the panda! The girl looks really surprised to see it!
M Yes, she does! I’d like you to color a leaf now.
Fch The one in the panda’s mouth?
M No. Color the one at the top of the picture. It’s on the tree. Make it red.
Fch OK.

R Four
Fch Can I do some writing too?
M Yes. I’d like you to write the word ‘Windy’!
Fch Where? On the kite?
M Yes please! Kites like that kind of weather!

R Five
M And now, color the boy’s sweater.
Fch All right. Can I color it yellow?
M That’s a nice color but I’d like you to make it brown, please.
Fch Oh! OK.
M Thank you! Well done!

R Now listen to Part 5 again.
That is the end of the Silver Listening test.
Part 5
– 5 questions –

Listen and color and write. There is one example.