

A2 Key Paper 2 Listening Part 3 – Teacher's Notes

Description

In this activity students do a lead-in activity on vocabulary associated with going on holiday. They answer some questions to familiarise themselves with A2 Key Paper 2 Listening Part 3. Finally, they complete a Part 3 listening task.

Time required: 30 minutes

Materials required:

- A2 Key Handbook for Teachers (or sample paper)
- Handout
- Recording of A2 Key Listening sample paper Part 3
- Follow-up activity (optional)

Aims:

- to familiarise students with the content and format of A2 Key Listening Part 3
- to practise listening for detailed understanding

Procedure

1. Explain to students that they will be doing Part 3 of the A2 Key Listening exam. As a lead-in, ask students to work together and think about going on holiday. What do they need to think about and decide before going on holiday? You could put some pictures up to give them ideas. Write their answers on the board. Elicit: where to stay; what to take; things to do and see; who you go with; and adjectives to describe places.
2. Dictate the following headings for students to write in their books:
accommodation, people, things to take, opinion, attractions
 Write the headings on the board for students to check their spellings; make sure students understand the meaning of each heading. Dictate options in a random order, students must decide which heading to write the word under (some examples are in the **Answer key**).
3. Encourage students to compare their answers with their classmates and then check through the answers with the whole class (see **Answer key**).
4. Students discuss their favourite holiday in pairs discussing the questions below. It is good for students to personalise the task and it will help to make the language more meaningful and memorable.
 - Where did you go?
 - Where did you stay? Describe it
 - Who did you go with?
 - What did you take?

- What did you like about it?
- What did you do there?

Teacher should monitor and note down any examples of good language to share with the class as well as errors to correct after the activity. You could write some of the good language on the board and highlight to the rest of the class why it is good. You could write up some errors and ask students to work in pairs to correct the mistakes.

5. Give out the sample test and ask students to look at the questions in Section 1. Read out the questions and check that everyone understands them. Ask students to work in pairs and to answer the questions.
Check through the answers (see **Answer key**).
6. Explain that you are going to play the recording for the first question (11) of Part 3. Ask students to compare their answers. Monitor so you can hear where they had problems with the answer. Elicit the answer from the class (B) and elicit what they heard in the recording that gave them the answer ('so there'll be four of us from my office'). Explain that they often need to listen for words in the recording that are a paraphrase of the answer. Ask if they heard anything in the recording that related to family members ('my cousins') or tennis partners ('they're playing in a tennis competition'). Elicit why these are not the correct answers. Explain they need to listen carefully the second time to make sure that they have the correct answer.
7. Play the rest of the recording and allow your students to check with a partner before they listen the second time round to allow students to peer teach each other and you to hear where they have had problems.
8. Check their answers as a class, focus on the paraphrased language used (see **Answer key**).

Suggested follow-up activities

1. Photocopy the transcript for Part 3. Ask students to find the answers in the transcript and to underline them. Check their answers. Play the recording again, asking students to listen and read at the same time.
2. Practise using the answer sheet. Photocopy it and ask students to fill in the lozenges in pencil for their answers to Part 3.

Answer key

Step 2

<u>Accommodation</u>	<u>People</u>	<u>Things to take</u>	<u>Opinion</u>	<u>Attractions</u>
a hotel	family members	a coat	friendly	good restaurants
a guest house	colleagues	a map	interesting	music festival

Student handout

Section 1

- a) two
- b) a trip to Dublin
- c) five
- d) one

Sample task

<u>Answer</u>	<u>Paraphrase</u>	<u>Distractor</u>
11. B		cousins
12. A		guest house
13. C	you'll need a coat	
14. B		beautiful buildings
15. B	lots of fantastic fish	

A2 Key Paper 2 Listening Part 3

Handout

Section 1 Look at the Part 3 task below. Answer these questions:

- a) How many people are talking?
- b) What are they talking about?
- c) How many questions are there?
- d) How many answers are there?

Part 3

Questions 11 – 15

For each question, choose the correct answer.

You will hear Robert talking to his friend, Laura, about a trip to Dublin.

- 11** Who has already decided to go with Robert?
- A** family members
 - B** colleagues
 - C** tennis partners
- 12** They'll stay in
- A** a university.
 - B** a guest house.
 - C** a hotel.
- 13** Laura must remember to take
- A** a map.
 - B** a camera.
 - C** a coat.
- 14** Why does Laura like Dublin?
- A** The people are friendly.
 - B** The buildings are interesting.
 - C** The shops are beautiful.
- 15** Robert's excited about the trip to Dublin because
- A** he can't wait to go to the music festival.
 - B** he loves the food there.
 - C** he wants to go to a new art exhibition.

Questions 11–15

For each question, choose the correct answer.

You will hear Robert talking to his friend Laura about a trip to Dublin.

11. Who has already decided to go with Robert?
A family members
B colleagues
C tennis partners
12. They'll stay in
A a university.
B a guest house.
C a hotel.
13. Laura must remember to take
A a map.
B a camera.
C a coat.
14. Why does Laura like Dublin?
A The people are friendly.
B The buildings are interesting.
C The shops are beautiful.
15. Robert's excited about the trip to Dublin because
A he can't wait to go to the music festival.
B he loves the food there.
C he wants to go to a new art exhibition.

Transcript: A2 Key Paper 2 Listening

Now look at Part Three.

Pause 05"

**For each question, choose the correct answer. Look at questions 11 - 15 now.
You have twenty seconds.**

Pause 20"

You will hear Robert talking to his friend, Laura, about a trip to Dublin.

- M: Hi Laura. Some of us are going for a weekend in Dublin this year. Are you free at the beginning of next month?
- F: Yes, I'd love to come.
- M: Great!
- F: Who else is going?
- M: I asked my cousins, but they're playing in a tennis competition – so there'll be four of us from my office, and you.
- F: Where are we staying?
- M: I tried to book a guest-house. It was full, but visitors can rent rooms in the university during the holidays. We'll do that – it's cheaper than a hotel.
- F: Excellent. Are you taking your new camera?
- M: Yes, some maps of the city too. But you'll need a coat! It often rains.
- F: OK!
- M: Have you been before?
- F: Yes! The centre's busy - the shops are always full of people! My friends and I loved all the beautiful buildings - I really enjoyed learning about their history.
- M: Yeah!
- F: So, are you excited about the trip?
- M: Yeah but it's a pity the music festival won't be on. When I'm in Dublin I always have lots of fun – it's fantastic. There's a new art exhibition - you might like it, but I'm not interested.
- F: Yeah, maybe!

(188 words)

Pause 05"

Now listen again.


Repeat

Pause 05"

That is the end of Part Three.


Pause 10"

A2 Key Paper 2 Listening: Candidate Answer Sheet



Draft

Cambridge Assessment English



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Candidate Name

Centre Name

Examination Title

Candidate Signature

Candidate Number

Centre Number

Examination Details


Assessment Date

Supervisor: If the candidate is ABSENT or has WITHDRAWN shade here ☐

Key Listening Candidate Answer Sheet

Instructions
 Use a PENCIL (B or HB).
 Rub out any answer you want to change with an eraser.

For Parts 1, 3, 4 and 5:
 Mark ONE letter for each answer.
 For example: If you think A is the right answer to the question, mark your answer sheet like this:



Write your answers in CAPITAL LETTERS.

For Part 2:
 Write your answers clearly in the spaces next to the numbers (6 to 10) like this:

ENGLISH

Part 1

1	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
2	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
3	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
4	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
5	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C

Part 2

6	<input style="width: 100%;" type="text"/>	6 1 0 <input type="radio"/> <input type="radio"/>
7	<input style="width: 100%;" type="text"/>	7 1 0 <input type="radio"/> <input type="radio"/>
8	<input style="width: 100%;" type="text"/>	8 1 0 <input type="radio"/> <input type="radio"/>
9	<input style="width: 100%;" type="text"/>	9 1 0 <input type="radio"/> <input type="radio"/>
10	<input style="width: 100%;" type="text"/>	10 1 0 <input type="radio"/> <input type="radio"/>

Part 3

11	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
12	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
13	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
14	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
15	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C

Part 4

16	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
17	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
18	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
19	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
20	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C

Part 5

21	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H
22	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H
23	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H
24	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H
25	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> G	<input type="radio"/> H

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