

A2 Key for Schools Paper 2 Listening Part 5 – Teacher's Notes

Description

In this activity students begin by thinking about vocabulary associated with fashion shows. Using the audio script, they identify the cue word, the correct answer and the distractors. Finally, students complete a Part 5 listening task.

Time required: 20 minutes

Materials required:

- Sample task
- Recording of sample paper Part 5
- Audio script of Part 5
- Green, blue and red pens/pencils (if possible)
- Follow-up activity (optional)

Aims:

- to familiarise students with the content and format of A2 Key for Schools Paper 2 Listening Part 5
- to practise listening for correct information
- to practise identifying distractors

Procedure

1. Explain to students that they will be doing Part 5 of the A2 Key for Schools Paper 2 Listening exam. As a lead-in, ask your students to tell the person next to them what their favourite clothes are. . Ask them to think of other places you can see clothes, elicit fashion shows. Ask students to think about fashion shows and what they would need to organise if they were putting one on, e.g. the clothes, lights, photographs, music etc.
2. Give out the Part 5 **sample task**, and elicit key information about Part 5 by asking questions such as:
 - a) **What do you have to do first?** (Candidates have to read the instructions and look at the example so that they know what they have to do in the task)
 - b) **Who will you hear talking?** (Julia to her mother)
 - c) **Do you hear the other people speaking?** (No, Julia talks about the things they will help with)
 - d) **What do you have to do in Part 5?** (Candidates have to match the five people to the thing they are going to help with. They write the correct letter in the boxes next to each person).

- e) **How many activities do you match to each person?** (Only one, which means there are three extra activities. In the dialogue students often hear the 'wrong' answer mentioned –a distractor– so they have to listen carefully, and understand the whole sentence or sentences.)
3. Give out the **audio script**. Explain that here students will find cue words, i.e. words which cue in or signal that the answer to the question is being talked about or is coming next. They will hear the answers and distractors. Ask students to go through the audio script in pairs underlining the cue words in green, the correct answers in blue and the distractors in red (change the colours if it's more convenient for you and your students). Do the first one together as a class. Ask students to work in pairs so you can monitor and hear if they have any problems. Check through the answers (see **Answer key**).
4. Ask students to cover up the **audio script** and look at the task. Explain that you are now going to do the task like it is in the exam. Play the recording and tell your students to complete the questions without looking at their audio scripts. This should be easy as students have been through it already.
5. Ask students to compare their answers. Monitor so you can hear where they had problems with the answers. Elicit the answers from the class, check for each person why the distractors identified in the audio script are wrong. Refer to the marked up audio script at this stage as necessary.

Suggested follow-up activity:

If you want students to practise using the answer sheet, photocopy it and ask students to fill in the lozenges in pencil for their answers to Part 5.

A2 Key for Schools Paper 2 Listening Part 5

Answer key

Procedure step 3

green/underlined = cue word

blue/bold = correct answer

red/italics = distractor

F1: We're having a fashion show at school again...

F2: Great. What are you helping with Julia?

F1: I'm doing the **make-up**. I want it to be really good.

F2: That will be fun.

F1: Anton wanted to have *special lights* but the teacher says we don't need them.

So he's finding **CDs to play** in the show.

F2: Oh.

F1: Emma chose really *good music* last year but she wants to **take some pictures** with her new camera this time.

F2: Karl's a good *photographer* too, isn't he?

F1: Yes, but he's drawing some **posters**. He's brilliant at art.

F2: Is Sarah helping?

F1: She's deciding what **everyone will wear**.

F2: Oh, will she be good at that? She was so good at *selling tickets* last time.

F1: Well, she's very interested in fashion now.

F2: Will there be a party afterwards?

F1: George is going to get **some snacks**. It's difficult to know how many we'll need because we haven't sold many *tickets* yet.

F2: I'll buy one, how much are they... [Fade]?

Sample task

- | | |
|-------|-------|
| 21. E | 24. A |
| 22. F | 25. B |
| 23. G | |

A2 Key for Schools Paper 2 Listening Part 5

Sample task

Part 5

Questions 21 – 25

For each question, choose the correct answer.

You will hear Julia talking to her mother about a school fashion show.
What will each person help with?

Example:

0 Julia ☒ D

People

21 Anton ☐

22 Emma ☐

23 Karl ☐

24 Sarah ☐

25 George ☐

Help with

A clothes

B food

C lights

D make-up

E music

F photographs

G posters

H tickets

Audio script: A2 Key for Schools Paper 2 Listening Part 5

Now look at Part Five.

Pause 05"

**For each question, choose the correct answer. Look at questions 21 - 25 now.
You have 15 seconds.**

Pause 15"

You will hear Julia talking to her mother about a school fashion show. What will each person help with?

- F1: We're having a fashion show at school again...
F2: Great. What are you helping with, Julia?
F1: I'm doing the make-up. I want it to be really good.
F2: That will be fun.
F1: Anton wanted to have special lights but the teacher says we don't need them. So he's finding CDs to play in the show.
F2: Oh.
F1: Emma chose really good music last year but she wants to take some pictures with her new camera this time.
F2: Karl's a good photographer too, isn't he?
F1: Yes, but he's drawing some posters. He's brilliant at art.
F2: Is Sarah helping?
F1: She's deciding what everyone will wear.
F2: Oh, will she be good at that? She was so good at selling tickets last time.
F1: Well, she's very interested in fashion now.
F2: Will there be a party afterwards?
F1: George is going to get some snacks. It's difficult to know how many we'll need because we haven't sold many tickets yet.
F2: I'll buy one, how much are they... [Fade]?

159 words


Pause 05"

Now listen again.

Repeat

Pause 05"

A2 Key for Schools Listening: Candidate Answer Sheet



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OFFICE USE ONLY - DO NOT WRITE OR MAKE ANY MARK ABOVE THIS LINE

Cambridge Assessment English

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 for Schools 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:

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

0 **ENGLISH**

Write your answers in CAPITAL LETTERS.

Part 1

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

Part 2

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

Part 3

11	A	B	C
12	A	B	C
13	A	B	C
14	A	B	C
15	A	B	C

Part 4

16	A	B	C
17	A	B	C
18	A	B	C
19	A	B	C
20	A	B	C

Part 5

21	A	B	C	D	E	F	G	H
22	A	B	C	D	E	F	G	H
23	A	B	C	D	E	F	G	H
24	A	B	C	D	E	F	G	H
25	A	B	C	D	E	F	G	H

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