

### A2 Key for Schools Paper 2 Listening Part 1 – Teacher's Notes

#### Description

In this activity students do a lead-in activity in which they listen to their teacher to identify the picture being described. They answer some questions to familiarise themselves with A2 Key for Schools Paper 2 Listening Part 1. Finally, they complete a Part 1 Listening task as a team activity.

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**Time required:** 15–20 minutes

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**Materials required:**

- Cut up pictures from Part 1
- A2 Key for Schools Handbook for Teachers (or sample paper)
- Student handout (2 pages)
- Recording of sample paper Part 1
- Follow-up activities - transcript and answer sheet (optional)

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**Aims:**

- to familiarise students with the content and format of A2 Key for Schools Paper 2 Listening Part 1
- to practise Part 1

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#### Procedure

1. Explain to students that they will be doing Part 1 of the A2 Key for Schools Listening exam. Copy the pictures of Julia's plans from the sample Part 1. Cut the pictures so that each one is on a separate piece of paper. Give each pair of students one set of three cards.
2. Explain that you are going to talk about one of the pictures. In pairs, they have to decide which picture you are talking about. One student should hold up the picture you have described. You could say:

**'I'm going to stay at home tonight. I'm going to do my homework in the living room.'**

You should make this description appropriate to the level of your students. Check that they all chose the correct picture of Julia.

3. Give out a copy of the **handout** to each student. Ask them to look at the Part 1 task and elicit what candidates have to do in Part 1 by asking these questions:
  - **How many conversations will you hear?** (5)
  - **How many times will you hear each conversation?** (Twice)
  - **How many questions are there for each conversation?** (One)
  - **How do you choose the answer?** (Circle A, B or C for the correct picture on the question)

paper, while you listen. When you listen for the second time, check your answer. At the end of the test transfer your answers to the answer sheet.)

4. Read out the question in the example and check that students understand it. (Ask questions such as 'Who will you hear speaking?', 'What is she going to speak about?') Play the recording for this question only. Allow students to check their answer with their partner so you can hear who had trouble with it. Ask the class: 'Is she going to the party?' (No, she's got lots of homework to do, therefore C is the correct answer).
5. Before you play the recording for questions 2–5, ask students to read the questions and underline the key vocabulary so they know what they are listening for. Check they have understood the questions by asking questions such as **'What are you listening for in number 2?'** (The time of the lesson). This emphasises the importance of reading the questions carefully.
6. Explain that you are going to play the questions and dialogues one by one and check the answers one by one. It's a good idea to do the task in this way the first time you do it so that you can answer any questions that come up. It will also give students confidence as they understand why the correct answer is correct.

In order to make this activity more dynamic, you could prepare larger copies of the three visuals for each of the questions. You will need them to be big enough for the class to see them on the board.

Divide the class into two teams, and then put the three pictures for question 1 on the board. Explain that you are going to play the recording for question 1 twice and then one representative from each team goes and stands next to and points to the correct picture. Each team representative will get one point for a correct answer. Repeat this for each question, changing the team representative each time. Count up the number of correct answers per team and announce the winner.

7. As a round-up, ask students what type of information they listened for in each question. Answer the first one yourself as an example for the class.

Answers

1. an activity
2. a time
3. an activity/hobby
4. a price
5. a person (family member)

Point out that these are typical of the things that are tested in Part 1.

### Suggested follow-up activities:

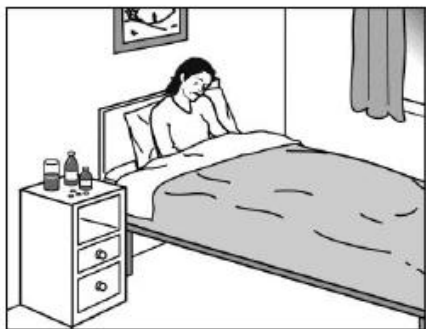
1. Photocopy the audio script for Part 1 in the **handbook**. Students could work in pairs and read out the dialogues together. They could then highlight the part of the dialogue where they can find the answers to the questions.
2. If you want the students to practise using the answer sheet, photocopy it from the **handbook** and ask the students to fill in the lozenges in pencil for their answers to Part 1.

**Answer key**

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

### A2 Key for Schools Paper 2 Listening Part 1

Cut up the pictures for each pair of students in your class.



**A**



**B**



**C**

Student handout

1. Look at questions 2–5 and underline the most important words in each question.

For each question, choose the correct picture.

1 What's Julia going to do tonight?



A

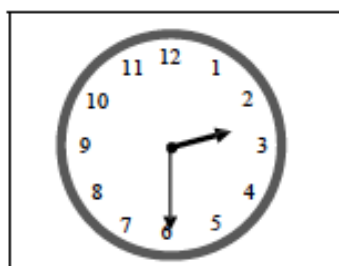


B

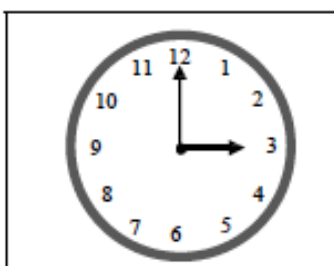


C

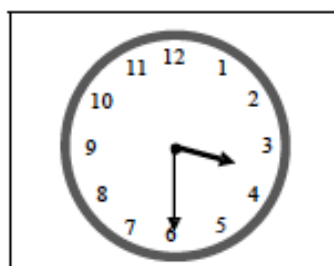
2 What time does the art lesson start?



A



B



C

3 What will Chloe do on Saturday?



A



B



C

4 How much will the girl pay for her cinema ticket?

**£4.30**

A

**£5.80**

B

**£7.60**

C

5 Who will meet Peter at the airport?



A



B



C

### Audio script: A2 Key for Schools Paper 2 Listening Part 1

Cambridge English, Key English Test for Schools – Listening. Sample Test.  
There are five parts to the test. You will hear each piece twice.

We will now stop for a moment.  
Please ask any questions now because you must NOT speak during the test.

Now look at the instructions for Part One.

*Pause 05"*

For each question, choose the correct answer.

*Pause 02"*

Look at question one.

*Pause 05"*

#### 1 What's Julia going to do tonight?

- M1: Are you going to go to the party tonight, Julia?  
F1: I'd love to, but I can't. I couldn't go to school when I was ill last week, so I have a lot of homework to do.  
M: But you are feeling better?  
F: Much better, but I still feel tired.

48 words

*Pause 05"*

**Now listen again.**

*Repeat*

*Pause 05"*

### 2 What time does the art lesson start?

- M1: What time is it, Maria?  
F1: It's half past two. Why?  
M: I want to go to that extra art lesson this afternoon. It starts at three, doesn't it?  
F: It's starting now and you're late! Be quick because it finishes at half past three.

42 words

Pause 05"

**Now listen again.**

Repeat

Pause 05"

### 3 What will Chloe do on Saturday?

- F: I've just been to the new skate park. It's great!  
M: Really, Chloe. I'm going there on Saturday. I'm going to go by bike. Do you want to come too?  
F: I'd really like to but I'm playing in the school basketball team on that day. Why don't you ask Pete, he's got a new skateboard.  
M: Okay, I will.

Pause 05"

**Now listen again.**

Repeat

Pause 05"

### 4 How much will the girl pay for her cinema ticket?

- M: Would you like to see a film this evening?  
F: How much are the tickets? I haven't got much money this week.  
M: All tickets tonight are four pounds thirty for students like us. Usually they're five pounds eighty.  
F: Let's go then. I've got seven pounds sixty to spend. We can have a coffee afterwards.

57 words

Pause 05"

**Now listen again.**

Repeat

Pause 05"



### 5 Who will meet Peter at the airport?

F2: Will someone meet you when you arrive at the airport, Peter?

M1: Yes. My parents will be at work, but my older sister will. She's just passed her driving test!

F: That's good news.

M: And my grandfather lives near the airport so we're going to visit him on the way home.

F: That's nice.

51 words

*Pause 05"*


**Now listen again.**

*Repeat*

*Pause 05"*

**That is the end of Part One.**

### 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:

0

A

B

C

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

6

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"/>	Do not write below here
7	<input style="width: 100px;" type="text"/>	
8	<input style="width: 100px;" type="text"/>	
9	<input style="width: 100px;" type="text"/>	
10	<input style="width: 100px;" type="text"/>	

**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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