

Listening 1

In this part of the test, students will:

- describe pictures.
- listen for specific information.

What is listening for specific information?

Specific information is often factual in nature, for example, a name, a place, a profession, an object, a number or a quantity. When you listen for specific information, you need to have some idea of what you're listening for before you listen and while you're listening. In an exam situation, predict and anticipate the kind of information that will answer the question, being aware that the idea you're listening for could be expressed in the recording in a number of different ways. As you listen, you need to recognise when the information is about to be given, and pay particularly close attention at that point. Sometimes listening for specific information also involves listening to determine whether the information is stated or not. Listening for specific information is particularly relevant to Listening Parts 1 and 2.

Source: <http://www.macmillanenglish.com>

Previous preparation

Prepare some pictures of three different:

- horses.
- houses.
- schools.
- men.
- women.
- etc.

Start

- Display one set of pictures on the board.

horse 1



horse 2



horse 3



Teens A2 Ideas

- Talk about ONE of the horses for students to guess which horse you are talking about.

Ex.

“I’ve got a ... horse and it’s very It isn’t ... and it isn’t It’s got a ...”

- Once students have gotten the correct answer, ask them to explain why the other two pictures were incorrect.

During

- Divide the class into small groups – ask each group to prepare some information about a set of pictures. They will have to talk about a picture and the rest of the class will have to choose the correct one.

Finish

- Explain to students that in this part of the test they must pay attention to / listen for specific information - they will hear information that can be seen in the three pictures, but only one picture / option is correct.
- Ask students to look at the activity on page 21.
- Students describe or explain what they can see in each picture / option.
- Students read the questions and underline the information they have to listen for.

Teacher prompts:

- So there were 13, 50 or 40 people at the meeting room – that’s what you have to get.
- Listen and choose the correct answer – whole class check.
- Ask students to explain how the other two options were used.
- Analyse all the questions the same way:
 - describe
 - read
 - underline
 - prompt
 - listen and choose
 - whole class check
 - explain

Question 1 – a country

Question 2 – a time

Question 3 – weather

Question 4 – distance

Question 5 – characteristics of a table