B1 Preliminary Listening Part 3 - Identifying Distractors

A. Discuss with a partner.

1. What places do you enjoy visiting with your family or friends?

2. Tell your partner about a museum you have visited. What did you see?

3. Would you like to spend a night in a museum? Why or why not?

B. Read the example. Why are station and hotel wrong?

Before it became a museum, the building was a (1) *factory*.

> The building has enormous windows, and I always thought it looked like a station. My grandmother told me it used to be a factory. She worked there making shoes when she was young. Later, there were plans to turn it into a hotel, but it became a museum instead.

Underlined = answer Highlighted = distractor

C. Read the questions and underline the key words.

You will hear a student called Ella telling her class about a night she spent at a museum.

Complete each gap with one or two words, a number, a date or a time from the recording.

A night at the museum

Before it became a museum, the building was a **(1)** _____.

During the tour, the students used **(2)** _____ to find the unusual objects.

During the building challenge, the students made models of **(3)** _____.

The students slept in the **(4)** _____ section of the museum.

The students had to leave their sleeping bags at **(5)** _____.

Each student received a **(6)** _____ as a gift from the museum.

© 2026 | Permission granted to reproduce for classroom use

D. Listen and complete C. Underline the answers and highlight the distractors.

Listen again and check your choices.

A night at the museum

Hi, everyone. I'd like to tell you about our night at the town museum. I'd been there before, but staying after it closed was a completely different experience.

The building has enormous windows, and I always thought it looked like a station. My grandmother told me it used to be a factory. She worked there making shoes when she was young. Later, there were plans to turn it into a hotel, but it became a museum instead.

Our evening began with a special tour. The guide gave us torches so we could read the labels in the darker corners. We also had maps showing where to look for some unusual objects. There were six things to find, and our group managed to find them all. We kept stopping to show each other things we'd never noticed before.

Next came a building challenge. First, we looked at photographs of famous buildings, including towers, churches and castles. Then each team was given some paper. We used it to make bridges and tested how much weight they could hold. We tried a few different ideas before we found one that worked. Ours was very strong, although it didn't look particularly beautiful!

Before getting to the museum, I'd imagined sleeping beside the dinosaurs. But in the end, we actually put our sleeping bags in the room about space, underneath a huge model of the moon. We were allowed to chat for a while before the lights went out. I thought I'd lie awake for hours, but I was so tired that I fell asleep almost immediately.

In the morning, breakfast was at eight, but we had to get up at quarter past seven to pack our bags first. The museum wouldn't open until ten, so there was no hurry to leave. It felt strange walking through the empty rooms in our pyjamas!

Once we'd got dressed, our teacher took a group photo. We all looked a bit sleepy, but nobody wanted to leave yet.

Before we left, we went to the museum shop. I bought a postcard for my grandmother, and the staff gave each of us a poster to thank us for coming. Mine's on my bedroom wall now. I don't know how often the museum organises nights like this, but I'd love to spend another night there!

© 2026 | Permission granted to reproduce for classroom use

E. Compare your choices with a partner.

Choose two distractors and explain why they are wrong.

Distractor	Why is it wrong?

Circle the words that helped you decide. Which questions have more than one distractor?

F. Listen and complete the gaps.

You will hear a student called Ben telling his class about a day he spent at the zoo with his family.

Complete each gap with one or two words, a number, a date or a time from the recording.

You will hear the recording twice.

A day at the zoo

Ben's mother found out about the ticket offer from a **(1)** _____.

The family travelled to the zoo by **(2)** _____.

Ben took a lot of photographs of **(3)** _____.

The family waited for **(4)** _____ minutes before getting on the boat.

The family had their picnic next to the **(5)** _____.

To enter the zoo's competition, visitors need to send in a **(6)** _____.

© 2026 | Permission granted to reproduce for classroom use

Answer Key

A.

Students' own answers.

B.

factory. The building only looked like a station. The hotel was a plan that did not happen.

C.

Suggested key words: 1 Before it became a museum; 2 used / find the unusual objects; 3 made models; 4 slept / section; 5 leave their sleeping bags; 6 received / as a gift.

D.

1. factory. Ella's grandmother worked there making shoes. Station describes its appearance; hotel was an unrealised plan.

2. maps. These showed where to find the unusual objects. Torches helped the students read labels.

3. bridges. These were made from paper. Towers, churches and castles appeared in photographs.

4. space. This was the room where they slept. Dinosaurs were Ella's earlier expectation.

5. 7.15. They got up before breakfast at eight. Ten was the museum's opening time. Accept 7:15, 07:15 and 7.15 a.m.

6. poster. The staff gave each student one. Ella bought the postcard herself.

E.

Questions 1, 3 and 5 have more than one distractor. Useful clues include used to be, plans to, so we could read the labels, maps showing where to look, photographs, used it to make, I'd imagined, but in the end, breakfast, get up, open, bought and gave.

F.

1. newspaper / local newspaper. The magazine gave Mum the idea; the website showed expensive tickets. The newspaper contained the offer.

2. train. Dad did not want to drive. They travelled by train and walked from the station, without taking the bus.

3. penguins / the penguins. These were in most of Ben's photos. Monkeys were difficult to photograph; lions were his sister's preference.

4. 20 / twenty. Fifteen was the expected wait; ten was the journey time. "Minutes" is already supplied after the gap.

5. lake. The playground tables were full. Dad only went to the café for drinks.

6. drawing. Ben had hoped to enter a photo, but the competition asks for a drawing.

© 2026 | Permission granted to reproduce for classroom use

D.

Underlined = answer Highlighted = distractor

A night at the museum

Hi, everyone. I'd like to tell you about our night at the town museum. I'd been there before, but staying after it closed was a completely different experience.

The building has enormous windows, and I always thought it looked like a station. My grandmother told me it used to be a factory. She worked there making shoes when she was young. Later, there were plans to turn it into a hotel, but it became a museum instead.

Our evening began with a special tour. The guide gave us torches so we could read the labels in the darker corners. We also had maps showing where to look for some unusual objects. There were six things to find, and our group managed to find them all. We kept stopping to show each other things we'd never noticed before.

Next came a building challenge. First, we looked at photographs of famous buildings, including towers, churches and castles. Then each team was given some paper. We used it to make bridges and tested how much weight they could hold. We tried a few different ideas before we found one that worked. Ours was very strong, although it didn't look particularly beautiful!

Before getting to the museum, I'd imagined sleeping beside the dinosaurs. But in the end, we actually put our sleeping bags in the room about space, underneath a huge model of the moon. We were allowed to chat for a while before the lights went out. I thought I'd lie awake for hours, but I was so tired that I fell asleep almost immediately.

In the morning, breakfast was at eight, but we had to get up at quarter past seven to pack our bags first. The museum wouldn't open until ten, so there was no hurry to leave. It felt strange walking through the empty rooms in our pyjamas!

Once we'd got dressed, our teacher took a group photo. We all looked a bit sleepy, but nobody wanted to leave yet.

Before we left, we went to the museum shop. I bought a postcard for my grandmother, and the staff gave each of us a poster to thank us for coming. Mine's on my bedroom wall now. I don't know how often the museum organises nights like this, but I'd love to spend another night there!

© 2026 | Permission granted to reproduce for classroom use

F.

Underlined = answer Highlighted = distractor

A day at the zoo

Hi, everyone. Last Sunday, I went to the zoo with my parents and younger sister. I've always loved animals, so I'd been looking forward to our visit for ages.

Mum had first suggested the trip after reading about the zoo in a magazine. When we checked its website, the tickets seemed expensive. Then she spotted an offer in our local newspaper, which she could cut out and show at the entrance. That saved us enough money to do an extra activity while we were there.

Once we'd decided to go, we had to think about getting there. Dad wasn't looking forward to going by car, especially as parking had been so difficult during our summer holiday. Travelling by train seemed much more relaxing, so we gave it a try. There was a bus from the station to the zoo as well, though we preferred to walk that last part.

As soon as we got inside, I started taking photos. I really enjoy photography, and I ended up with over a hundred pictures on my phone. Most of them are of penguins. I could have watched them diving into the water for hours! I'd hoped to photograph the monkeys too, but they kept disappearing behind branches. My sister preferred the lions, although they were asleep and she soon wanted to move on.

After we'd seen a few of the animals, we used the money we'd saved for a short boat trip. The sign said we'd have to wait fifteen minutes, but it was twenty minutes before we finally got on. Luckily, there was plenty to look at while we stood in the queue. The journey itself only lasted ten minutes, but I thought the view from the water made it worthwhile.

By the time we got off the boat, we were all ready for lunch. We'd brought sandwiches and found a quiet spot beside the lake. There were picnic tables by the playground, but they were all full when we passed them. Dad went to the café to buy some drinks, then joined us again while we were finishing our lunch.

At the end of the visit, I noticed a competition poster. The zoo wants visitors to send in a drawing of an animal they've seen there. I'd been hoping to enter a photo I'd taken, so I'll have to get my pencils out instead. We all had a great day, and I've already asked Mum when we can go again!

© 2026 | Permission granted to reproduce for classroom use