



## Lesson plans




### A2 Flyers Listening Part 2 – Teacher’s Notes

#### Description

This activity gives students practice in listening carefully in order to fill in information on a form. Students then try a sample task from the A2 Flyers Listening test.

**Time required:** ⌚ 30 minutes.

**Materials required:**

- coloured pencils for each student 
- transcript of Part 2 (one copy for each student)
- Student’s Worksheet (Parts A & B, cut in half for each pair of students) 
- A2 Flyers Sample Papers can be downloaded from the website   
<http://www.cambridgeenglish.org/exams/young-learners-english/flyers/preparation/2018-update/>
- A2 Flyers Listening Part 2 recording

**Aims:**

- to introduce students to Part 2 of the A2 Flyers Listening paper
- to give students practice in filling in a form
- to give practice in extracting information from a listening text to fill in a form.

#### Procedure

##### 1. Introduce the activity

- As a warmer play a spelling game, e.g. hangman.

**Explain that in the test spelling is very important and students should know, not only how to spell, but also the names of the letters of the alphabet.**

##### 2. Student’s Worksheet

- Explain that the students are going to work in pairs to do a pair dictation.
- One student is **Student A** and other **Student B**.
- Give out the **Student’s Worksheet**, cut into two, to the appropriate student.
- They each have some information about a boy but some information is missing. They have to tell each other what they know, so their partner can fill in the missing information but they **must not show** each other their worksheets.

Elicit that there are two names on the form (**the boy's name** and **the teacher's name**).

- Explain that they should spell out the names (e.g. **P-E-T-E-R**) and it is important to get names which are spelled out, correct.
- Students may need to say *Please spell that* or *Please can you repeat that*. **Practise these phrases first.**
- When they have finished, they can check with each other to see if they were right.
- ⌚ The pair dictation activity should take no longer than **10** minutes.

### 3. Sample Task – introduce the task

- Now hand out a copy of the **Sample Task** of Listening Part 2, to each student.
- Ask students to guess what might be missing in the spaces, e.g. *toy / car / shoe*. (**See the Answer Key on page 4 for possible questions to ask.**) Accept all answers and don't say which, if any, is correct.

**Prediction is a key skill and can help prepare students for hearing the correct answer.**

### 4. Sample Task – complete the task

- Now play the recording so students can fill in the missing information and see if any of their guesses were correct.

**You may want to play the extracts more than twice.**

- Elicit from students that, in some questions, they had to listen carefully to know which was the right answer because, for example, more than one day was mentioned.

### 5. Transcript

- Hand out a copy of the **transcript** to each student.
- Ask the students to take a coloured pen/pencil and, with their partner, to read the transcript through, underlining where the answers are, e.g. *It's open from Friday to Tuesday*.
- They must be careful to underline only the words which give the answer.
- When they have done that, they should take a **different** coloured pen/pencil and underline any parts of the text that give information which you could think was the answer if you didn't listen carefully (distraction), e.g. *It's closed on Wednesdays and Thursdays*.
- Check together and point out that in the test there will be some questions where they have to listen very carefully to be sure of the answer.

### **Suggested follow-up activities**

1. It is possible to prepare short pair dictations with names, addresses, times, numbers, etc. so that students get used to writing these different things down. Students could also make short dictations choosing words from the vocabulary lists in the *Young Learners Handbook* for Teachers.
2. You can ask students to prepare their own dictations for their partners including items that they have some difficulty with, e.g. *write down 5 numbers and dictate them to your partner.*

## A2 Flyers Listening Part 2 – Answer Keys

### Key to Procedure steps

#### Step 3

1. What might children learn about?
2. What might they look at?
3. What might children need to bring?
4. What kind of answer will this be? (*a noun – something they watch*)
5. What kind of an answer will this be? (*a name*)

What does this mean? (*It will probably be spelt out, so children should be prepared for this.*)

#### Step 5

Question	Key	Distraction
1	They learn about the stars	none
2	Sometimes they look at the moon	none
3	It's a good idea to bring a torch	Pens and paper
4	The club has some very interesting DVDs. SO we watch those on nights like that.	Do children watch TV programmes?
5	B-A-I-L-E-Y	none

### Key to Student's Worksheet

1. Name: Peter Brown
2. Age: 11
3. Address: 22 Heath Road, London
4. Favourite sports: Football, tennis and golf
5. Favourite school subjects: History, geography and maths
6. Name of maths teacher: Mrs McCloud

## Key to Sample Task

1. stars
2. moon
3. torch
4. DVDs
5. B-A-I-L-E-Y

## A2 Flyers Listening Part 2 – Student’s Worksheet

### Student A

1. Name: Peter Brown
2. Age: .....
3. Address: 22 Heath Road, London
4. Favourite sports: .....  
.....
5. Favourite school subjects: History, geography and maths
6. Name of maths teacher: .....

-----cut here ✂-----

### Student B

1. Name: .....
2. Age: 11
3. Address: .....  
.....
4. Favourite sports: Football, tennis and golf
5. Favourite school subjects: .....  
.....
6. Name of maths teacher: Mrs McCloud

## Transcript for Step 5:

**Original can be found in the A2 Flyers Listening Sample Paper, which can be downloaded from:**

<http://www.cambridgeenglish.org/images/flyers-sample-papers-2018-vol1.pdf>

**R:** Part 2. Listen and look. There is one example.

**M:** Now, listen, boys and girls, I want to tell you about an interesting club here at school.

**Mch:** What is the club?

**M:** It's called The Space Club. It's at 6.30 on Tuesday evenings.

**Mch:** Oh, I think I'd like to come to that.

**R:** Can you see the answer? Now you listen and write.

**Mch:** What do people do at this club?

**M:** Well, they can learn about the stars, and they can make new friends, too.

**Mch:** Oh ... that sounds great!

**M:** And sometimes they go out when it's dark. They look at the moon when there are no clouds in the sky.

**Mch:** Do people have to bring anything to the club meetings? Pens and paper?

**M:** No, but it's a good idea to bring a torch. It'll be dark outside and they must be careful when they go out.

**Mch:** And what happens if it's a cloudy night and you can't see anything? Do the children watch TV programmes?

**M:** No Michael. But the club has some very interesting DVDs. So we watch those on nights like that.

**Mch:** Oh good! I'll enjoy that!

**M:** And a friend of mine from the university sometimes comes to talk about space in the future. His name's Mr Bailey.

**Mch:** How do you spell his surname?

**M:** B-A-I-L-E-Y. He's very famous! He's written lots of books.

**R:** Now listen to Part 2 again. That is the end of Part 2.

## A2 Flyers Listening Part 2 – Sample Task

Original can be found in the A2 Flyers Listening Sample Paper, which can be downloaded from:

<http://www.cambridgeenglish.org/images/flyers-sample-papers-2018-vol1.pdf>

### Part 2

– 5 questions –

Listen and write. There is one example.



#### The Space Club

Meetings at: ..... 6.30 pm ..... on Tuesdays

1 Children learn about: the .....

2 Sometimes they look at: the .....

3 Children should bring: a .....

4 If it's cloudy, children watch: .....

5 Person who sometimes talks to club: Mr .....