



Lesson plans

A2 Flyers Listening Part 3 – Teacher’s Notes

Description

This activity gives students practice in predicting answers and listening carefully in order to match information with pictures.

Time required: ⌚ 40 minutes.

Materials required:

- 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 3 recording

Aims:

- to introduce students to Part 3 of the A2 Flyers Listening paper
- to give students practice in predicting answers before listening.

Procedure

1. Introduce the activity

- Begin by playing a vocabulary game. Ask students to sit or stand in a big circle.
- You begin by saying, *I went to the market* (or use the name of a big supermarket if there is one locally) *and bought an apple*.
- The next student must say, *I went to the market and bought an apple and some bread* (or a *book*, if using a big supermarket).
- Each student repeats what was said before and adds something else beginning with the next letter of the alphabet.
- As you go round, students can help each other if they forget. You can also add an action for each word, which makes it even more fun.

2. Sample Task – introduce the task

- Hand out a copy of the **Sample Task** of Listening Part 3, but fold the page in half vertically so the students can only see the pictures of the people.

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Tell the students not to unfold the paper yet.

- Ask students to look at the people. Explain that these are all things belong to one person, Uncle Robert.
- Ask the students to guess where he got them from, e.g. *drums at a market while on holiday*.

Tell the students that he got them all from different places, and some were given to him.

- Ask the students to read the first part of the instructions at the top of the page, silently. **Do not read it aloud.** Tell them not to think about the second part of the instructions yet.

This gives them practice in reading and understanding instructions.

- Elicit what they have to do in this task.
- Tell them that, at first, they are going to guess where he got each of them, starting with the painting.

This can be done in small groups to encourage all students to participate, as this is a good opportunity to practice vocabulary they know.

- Now ask the students to **unfold the paper**. Can they see anything they mentioned? Check they know all the vocabulary for the pictures and how to spell them.
- Now ask students to work in pairs and try and match one of Uncle Robert's belongings with one of the places. Ask them to think about why he may have bought or been given the object, e.g. *Robert bought the painting because it reminded him of his holiday in Switzerland*.

This is useful as they are predicting what they may hear on the recording, which will confirm their answers.

- Ask some of the students to tell you and the rest of the class their ideas.

3. Sample Task – complete the task

- Point out that there are **six objects** in the family and **eight places**.

Remind them that this means that there will be two places they do not need to use.

- Now play the recording and ask the students to see if they were correct.
- Play the recording twice, allowing the students to check with a partner between listenings if they need to.
- Play the recording once more and stop after each person is described to get feedback from students about whether they were right about the object and why the person bought it.

Explain that in the test they do not need to worry about the reasons; they are just doing it in class to help them understand the text and why the answers are right.

- After the parts of the recording describing the gloves and the fan, elicit that two of the pictures were mentioned (**gloves: D – factory, fan: H - castle**).
- Elicit how we know where Uncle Robert got each item. (**See the Answer Key on page 4.**)
- Elicit what this means for the students in the test (**they will have to listen carefully to make sure the answer they choose is correct: they should use the second listening for this**).
- Explain that in the listening test they should look at the questions and try to guess answers before they listen as this will make the listening easier.

Suggested follow-up activities

- Using the worksheet, ask students to work in pairs and write an alternative text for the pictures that is different from the one they heard.
- Students then join another pair. They are now working in groups of four.
- Each pair takes it in turn to read their text and the other pair have to match the person to the object they bought according to their classmate's new text.

A2 Flyers Listening Part 3 – Answer Keys

Key to Procedure Step 3

Gloves

Key: *He got them when he had to visit a factory.*

Distraction *Can't remember who gave them to him.*

Fan

Key: *When he was working in a castle.*

Distraction: *He might give it to her grandmother – she didn't give it to him.*

Key to Sample Task

Drums – B (Airport)

Swan – G (Store)

Fan – H (Castle)

Chocolates – F (Hotel)

Gloves – D (Factory)

Transcript for Step 3:

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 3. Listen and look. There is one example.
Where did Uncle Robert get each of these things?

Fch: You've got some lovely things in this room, Uncle Robert. Where did you get that painting?

M: The one of the mountain? Well, in my job, I have to go to lots of different places. I found it in a market that I visited last year. It wasn't expensive. I was quite surprised.

Fch: It's so beautiful!

R: Can you see the letter E? Now you listen and write a letter in each box.

Fch: Those gloves look very warm, Uncle Robert. Who gave you those?

M: I can't remember but I got them when I had to visit a factory. Someone gave them to me when I left. I don't wear them because they're too small.

Fch: Can I have them?

M: Sure!

Fch: And wow! That fan looks like a rainbow! When did you buy that?

M: When I was working in a castle. The building was six hundred years old! You could buy all kinds of things there. I might give it to your grandmother.

Fch: What's your favourite thing here?

M: Well, I heard some really great music at a theatre I travelled to. Later, at the airport, I found a shop that sold drums. They were just like the ones a man played in the concert.

Fch: So you bought them!

M: Yes. I love them but your aunt says they're too noisy!

M: And this is a birthday present for your mother. I had a meeting in a nice town in the middle of a forest last week. There's a little store there full of interesting things! It's made of glass! Be careful with it.

Fch: Don't worry! Mum loves swans! I'm sure she'll like it.

Fch: Why haven't you opened this box of chocolates? Are they a present, too?

M: Yes! I was waiting for you to arrive! I had some in my favourite café in London. They tasted so good! These are the same. They're for you. I got them from the hotel where I stayed last night.

Fch: Wow! Thanks!

R: Now listen to Part 3 again.

A2 Flyers Listening Part 3 – 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 3

– 5 questions –

Where did Uncle Robert get each of these things?

Listen and write a letter in each box. There is one example.



Painting

E



Drums



Swan



Fan



Chocolates



A



B



C



D



E



F

