

Lesson plans

A2 Flyers Reading & Writing Part 2 – Teacher's Notes

Description

This activity gives students practice in matching parts of a dialogue.

Time required: ⌚ 30–40 minutes.

Materials required:

- *Student's Worksheet* (one copy for each pair of students – cut into strips) 📄
- *Pre A1 Starters, A1 Movers, A2 Flyers Sample Papers* can be downloaded from the website 🖨️
<http://www.cambridgeenglish.org/exams/young-learners-english/flyers/preparation/2018-update/>

Aims:

- to introduce students to Part 2 of the A2 Flyers Reading & Writing paper
- to give students practice in matching parts of a dialogue.

Before the class

- Make copies of the **Student's Worksheet** so that there are enough for one per pair of students.
- Cut each worksheet into strips.
- Keep each set of strips separate.

Procedure

1. Student's Worksheet – introduce the activity

- Hand out the cut-up strips from the **Student's Worksheet** to each pair and explain to students that they will have to match two parts of some conversations.
- Hold up *Where do you live?* and ask students what might be a suitable reply.
Accept all reasonable answers.
- Hold up *Yes, I do.* Ask if this goes with *Where do you live?*
Students will say *No.*
- Hold up *Near the library.* Ask if this goes with *Where do you live?*
Students will say *Yes.*
- Ask students to tell you why one was wrong and the other correct.

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(*Wh*- questions cannot be answered by *Yes/No*.)

2. Student's Worksheet – complete the activity

- Get the students working in pairs to match the rest of the strips.
- Go through the answers asking students to tell you why they match.
(See the Answer Key on pages 4 & 5.)

3. Sample Task – introduce the activity

- Explain that in the A2 Flyers Reading & Writing test they have to do a similar activity.
- Hand out a copy of the **Sample Task** to **each** student, folded over so they cannot see the picture and options.
- Ask students to read through the dialogue quickly and tell you what it is about generally.
- Encourage them to look at the instructions as well, which gives the context for the dialogue. (**It is Katy asking her Aunt Emma questions about her work.**)
- Write Katy's first utterance (from the example) on the board:
 - **Katy:** *Emma, is it time to go to your office?*
 - **Emma:**
- Elicit any ideas about what Emma might say in response, e.g. *Yes, it is. I don't want to be late.*
- If students find it difficult, write Katy's next utterance on the board:
 - **Katy:** *Do you always walk to work?*
- This suggests that they might be going to work soon.
- Point out that often children may need to look at what comes **after** a gap, as well as **before** it, to decide what the answer may be.
- As a class, go through Katy's part of the dialogue, eliciting ideas from students about what they think Emma says in each gap.
- As you go through, focus on what Katy says both before and after each gap which helps them to decide what is missing.
- If students make unreasonable suggestions, discuss as a class why that may not be a good answer. (See the Answer Key on pages 4 & 5.)

Predicting answers is a very useful strategy for the test. This encourages students to think carefully about what kind of answer/response may follow a question/statement and so makes it easier to select the correct answer.

4. Sample Task – complete the activity

- Ask students to unfold the worksheet and to read the instructions at the beginning of the task, silently.
- Tell students that they are given Emma's correct responses; they must write **only the letter** in each gap (not the full sentence).

- Also point out to students that there are **2 extra sentences** that aren't needed at all.
- In pairs, students decide where each utterance goes in the dialogue. Remind them of the ideas they had in Step 3 and what they thought about when making their predictions.
- ⌚ Allow about **5 minutes** for this. In the test, students will need to spend longer as they will need to read and predict answers on their own.
- Check the answers together by asking two students to take the parts of Katy and Emma.
- The other students listen and put a tick if their answers are the same, or a cross if they have different answers.
- Go through any different answers, reminding students that the dialogue must make sense as a whole, so the answers need to fit both ways.

It's a good idea to read the whole dialogue from beginning to end to check.

- Students can act out the dialogues as a follow-up, focusing on pronunciation and intonation.

Suggested follow-up activities

1. Take dialogues from listening activities from the course book. Cut them up into strips and ask students to put them back into the correct order.
2. For a nice warmer write short two-line dialogues using fixed phrases onto slips of paper, e.g.;

- | | |
|-------------------------------|----------------------------|
| ➤ <i>Let's go the cinema.</i> | <i>That's a good idea.</i> |
| ➤ <i>Thank you very much.</i> | <i>You're welcome.</i> |
| ➤ <i>It's very late.</i> | <i>Yes, it is.</i> |

Make sure that there is a slip of paper per student.

Hand them out to all the students and ask them to stand up walk around the room and find their partner. You can then ask them to work with their partner for the rest of the lesson. This could be a good way to mix up the class. You can also do this with three-line dialogues for larger groups and to train students to read what comes both sides of a gap.

A2 Flyers Reading & Writing Part 2 – Answer Keys

Key to Procedure steps

Step 2:

Dialogue	Reason
Let's go to the cinema. That's a good idea.	Suggestion + acceptance: first part is not a question, so can't be answered with Yes/No.
Where do you live? Near the library.	Wh- questions cannot be answered with Yes/No; <i>Where</i> needs to be answered with a place.
Do you like Maths? Yes, I do.	matching auxiliary verbs and tense (<i>do/do</i>)
Have you got a sister? Yes, I have.	matching auxiliary verbs (<i>have got/have</i>)
Did you see Peter yesterday? No, I didn't.	matching auxiliary verbs and tense (<i>did/didn't</i>)
You're horrible! No, I'm not!	matching auxiliary verbs (<i>are/am</i>)

Step 3:

Katy	Clues	Possible response from Helen
<i>Do you always walk to work?</i>	This is a yes/no question. As Katy is asking about how Emma gets to work, she might mention other forms of transport.	<i>Most of the time, unless it is raining.</i> <i>All the time – I love the exercise!</i>
<i>How many people work there?</i>	The response will be a number or a quantifier/determiner. It will probably be an approximation.	<i>Around 100 altogether.</i> <i>Not many, it is a pretty small place.</i> <i>Lots! I can't count how many!</i>
<i>Where do you eat your lunch?</i>	The answer will most likely be a place, one that sells food.	<i>I usually eat it in the work canteen.</i> <i>There is a great café across the road.</i>
<i>Can I play computer in your office?</i>	This is a yes/no question.	<i>Sure, if I don't need it.</i> <i>Probably not. The office is for working</i>
<i>What time do you come home?</i>	The answer will be a specific time and part of the day. It may also link to her work.	<i>At around 5:30.</i> <i>After I have done all my work.</i>

Key to Student's Worksheet

Let's go to the cinema.	That's a good idea.
Where do you live?	Near the library.
Do you like Maths?	Yes, I do.
Have you got a sister?	Yes, I have.
Did you see Peter yesterday?	No, I didn't.
You are horrible!	No, I'm not!

Key to Sample Task

1. G
2. H
3. A
4. C
5. F

A2 Flyers Reading & Writing Part 2 – Student’s Worksheet

Let’s go to the cinema.	Yes, I do.
Where do you live?	No, I didn’t.
Do you like Maths?	No, I’m not!
Have you got a sister?	That’s a good idea.
Did you see Peter yesterday?	Yes, I have.
You are horrible!	Near the library.

A2 Flyers Reading & Writing Part 2 – Sample Task

Original can be found in the A2 Flyers Reading & Writing Sample Paper, which can be downloaded from:

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



Part 2 – 5 questions –

Katy is going to go with her Aunt Emma to her office today. Katy is asking Emma some questions about her work. What does Emma say?

Read the conversation and choose the best answer. Write a letter (A–H) for each answer.

You do not need to use all the letters. There is one example.

Example

	Katy: Emma, is it time to go to your office?
	Emma: E

Questions

-  **Katy:** Do you always walk to work?
 **Emma:**
-  **Katy:** How many people work there?
 **Emma:**
-  **Katy:** Where do you eat your lunch?
 **Emma:**
-  **Katy:** Can I play on the computer in your office?
 **Emma:**
-  **Katy:** What time do you come home?
 **Emma:**



- A Sometimes I sit at my desk and sometimes I go out.
- B Yes, everyone did this time.
- C OK, but only when I am in a meeting.
- D No, there aren't many cafés near the office.
- E Yes it is. I don't want to be late.
(example)
- F Usually when I've finished everything that I've got to do.
- G I take the bus if it's raining.
- H Only a few. It's a small business.