


Lesson plans

A2 Flyers Reading & Writing Part 3 – Teacher's Notes

Description

This activity gives students practice in completing a gapped text and gives them a strategy for approaching this task.

Time required: ⌚ 30–40 minutes.

Materials required: ▪ YLE 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 3 of the A2 Flyers Reading & Writing paper
- to give students practice in completing a gapped text
- to give practice in choosing a title for a text.

Procedure

1. Introduce the activity

- As a warmer, ask students about family holidays, e.g.:
 - How often do you and your family go on holiday?
 - What kind of places do you go?
 - Who goes with you?
 - What do you do there?
 - What do you usually eat?
- If anyone has a story about a restaurant they went to on holiday, ask them to tell it.
- You can prepare a story about a restaurant you went to on holiday (make one up if you don't have one).

2. Sample Task – introduce the task

- Hand out a copy of the **Sample Task** to each student. **Fold each sheet in half** so students can only see the picture and gapped text.

- Ask students to look at the picture at the top of the page and guess what the story is about (**a hotel on a small island and some people who went there**).
- Draw attention to the gaps and ask students what they have to do in this exam task (**complete the gaps using words from the box**).
- Tell students they will look at the words in the box in a minute, but for now they will work without them.
- Ask them to read the text quietly and not to think about the spaces for the moment.
- ⌚ Allow them no more than **2** minutes for this.
- Ask them to tell you what the story is about. Did they guess correctly?
- Now focus attention on the first space in the text. Ask the students to silently read the whole text up to the end of the sentence with the first space again (**it's important that children get used to thinking about the meaning of the whole text and not only the words around the spaces**).
- Elicit some ideas for what word could be in the first space, encouraging students to think about the words before (**a: followed by a singular noun**) and after (**came, with rain and strong winds: what usually comes with rain and wind? What do we call this?**).
- Ask students to write their guesses on the page, near the space, but not on the line.
- Repeat with space 2 if you think your students need more help.

3. Sample Task – complete the task

- Students work in pairs or threes to work through each space and use the clues in the text to help them decide on what may fill each one.
- You could write the following questions on the board to help them:
 - *What kind of word is it? – a verb, an adverb, a noun or an adjective?*
 - (These are the types of words that are tested in this part of the test)**
 - *If it's a verb, is it in the present or the past, or is it –ing?*
 - *If it's a noun, is it singular or plural?*
- Monitor their work, but don't check the answers together yet.
- As groups finish, ask them unfold the worksheet and to try to complete the text using the words in the box.
- They should use their ideas to help them.
- ⌚ Allow about **4** minutes for this, though in the test, children will need to spend longer on this task as they will need to read the text, consider the answers and then choose the title.
- Check the final answers (and the guesses, if you like) with the whole class.
- Discuss why they chose those answers and how they knew which ones were correct. (**See the Answer Key on page 4.**)
- Ask students to **look at question 6** and check what they have to do.

- Each group should choose one of the titles, which best matches the general meaning of the story.

Suggested follow-up activities

1. After reading any text together in class, ask students to suggest good titles for the text.
2. Ask students to work in pairs or small groups. They have to use all the words in the box from the **Sample Task** and choose one title to create a new story. They could write their stories up on big pieces of paper, display them around the class and the whole class could vote for the story they think is the most interesting. (Of course, students cannot vote for their own story.) The teacher could type out the stories and remove some of the words (nouns, verbs, adjectives or adverbs) so other students can try to complete the gaps.

A2 Flyers Reading & Writing Part 3 – Answer Keys

Key to Procedure Step 3

2. *went to the* followed by a place, it is a place you have dinner. *Where do you usually eat dinner?* Think about the whole text – *where might you go for dinner on holiday?*
3. *Isn't* can be followed by an adjective, something to describe the dinner. *What do people often say about dinner? (It isn't...)* Look at the next sentence: *'because there is no-one to cook.'* If there is no-one to cook, *how would you describe the dinner?*
4. The parents are in the kitchen. *Where in a kitchen do you look for food (that isn't a cupboard)?*
5. You need a verb to follow the subject *Mum*. *What verb can you use to describe what you do with vegetables when you are making dinner?* (Use the past tense)

Key to Sample Task

1. storm
2. restaurant
3. ready
4. fridge
5. cut
6. The new cooks

A2 Flyers Reading & Writing Part 3 – 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 3

– 6 questions –

Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.



example

island	fridge	pushed	restaurant	missing
ready	pepper	sky	storm	cut

Last weekend, Harry and his parents went to a small hotel on an
..... island in a lake. On Saturday afternoon the hotel
cook went by boat to the town to see a friend. But then suddenly a
(1) came, with rain and strong winds, and he
couldn't sail back to the hotel.

At six o'clock everyone in the hotel went to the (2)
to have dinner, but it was closed. 'What's the matter?' Harry's mum asked
the waiter. 'The dinner isn't (3), ' he said, 'because
there is no-one to cook.'

So Harry's parents decided to do something. They went into the kitchen where they looked in the (4) and in the cupboards. They found some flour, tomatoes, cheese and vegetables. Dad made pizzas and Mum (5) the vegetables into small pieces for a salad. 'That smells good,' said the waiter. Harry ate a piece of pizza. 'And it tastes very good!' he said. Everyone loved the dinner and thanked Harry's parents.

(6) Now choose the best name for the story.

Tick one box.

Harry buys pizza

Lunch on a boat

The new cooks