

## Lesson plans


### A2 Flyers Reading & Writing Part 4 – Teacher’s Notes

#### Description

This activity gives students practice in completing a multiple choice gap-fill text with a grammar focus. They will learn what clues to look out for and practise predicting answers.

**Time required:** ⌚ 30 minutes.

**Materials required:**

- 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 4 of the A2 Flyers Reading & Writing paper
- to give students practice in completing a multiple choice gap-fill text.

#### Procedure

##### 1. Introduce the activity

- Write the word *Hospital* on the board and ask students to tell you anything they can about hospitals and any words associated with them, e.g. *doctor, hurt, ill*.
- Write the sentence *Doctors working in a hospital*.
- Ask students if this is correct. Point to the verb.
- Elicit that it is the wrong word. It should be **work**.
- If your students can explain why, encourage them to.

*To be a sentence, there must be a main verb. **Working** is a participle and needs an auxiliary (are) to be a verb. In this sentence, we are talking about something which is always true, so we use the present simple.*

**This could be done in the children’s own language.**

- Write the sentence *There are many doctors where want to help you*.
- Ask them to spot a word that is wrong and to tell you what the correct word should be.
- Again, encourage them to explain why.

*The relative pronoun should be **who** not **where** – who refers to a person, where to a place.*

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### Sample Task – introduce the task

- Explain that A2 Flyers Reading & Writing Part 4, like Part 3, is a text with some spaces in it.
- However, the kinds of words that are taken out are different. In Part 3, children have to think about vocabulary, but in Part 4, they must think more about grammar.
- Hand out a copy of the **Sample Task** folded in half so that students cannot see the options.
- Ask: *What's the title? (The Seasons); How many gaps are there? (10, and 1 example).*
- ⌚ Allow them **2–3** minutes to read through the text, silently.
- Tell them not to think about the spaces now, but to try to get the general meaning of the text.
- When they have finished, elicit whether the text is a story or giving factual information.

**In Part 4, children work with factual texts.**

### 2. Sample Task – complete the task

- Work as a class and ask students to guess what words might be missing for questions 1–5.
- Encourage children to think about the rest of the sentence and the information it gives.
- Write down suggestions on the board. (**See the Answer Key on page 4.**)
- Students now work with a partner to guess the remaining 5 words.
- They should write their guesses next to the text on the correct line.
- Now ask them to unfold the paper and explain that the right answer is **one of the three options** on the right.
- Focus on the options for the example.
- Working in pairs, they should check if any of their predictions on the board were correct.
- If none of them are correct, they must choose the word they think fits best.
- Look at the example together and elicit what the differences are between the three options.
  - Many is a determiner used with countable nouns (plural)
  - *Much* is a determiner used with uncountable nouns (plural), and often in the negative (*not much money*) and questions (*Do you have much money?*)
  - *Any* is a determiner used to talk about one of many, used with plural nouns

- Explain that if students are not sure which answer is correct, they should try to think about when each word is used and to see if it fits into the space.
- Go through questions 1 and 2 together, or more if you feel your students need more support (**See Teacher Support page on page 5.**)
- Write the following questions on the board to help students while they choose answers for the remaining 8 questions.

**They should do this on their own – ⌚allow around 4 minutes.**

- *Is it singular or plural?*
- *Past or present?*
- *A person, thing or place?*
- Students check their answers in pairs before you write the correct answers on the board for them to check.
- Go through any answers that students got wrong, encouraging other students to help with the explanations. **These can be in the children's own language.**

### **Suggested follow-up activity**

- Project a text on the board or screen and cover most of it.
- Reveal a bit at a time and stop before important grammatical words such as *verbs*, *connectors* and *pronouns*, ensuring the rest of the text is covered.
- Ask the students to suggest which word comes next.
- This could be done as a game in teams, with students scoring points for correct words, making it more fun and encouraging students to think carefully about their choices.

## A2 Flyers Reading & Writing Part 4 – Answer Key

### Key to Procedure steps

#### Step 3:

1. **Season** is singular
2. This sentence is talking about a general fact, so it needs to be present simple
3. **10 o'clock at night** is a specific point in time
4. This sentence is talking about a general fact, so it needs to be present simple. **Gets colder** helps us identify the tense too. **Trees** is the subject so we use *lose* not *loses*
5. **December** refers to time, so we need to use **when**. It is followed by the subject **it** so we can't use **which**
6. **4 o'clock** is a specific time so we need the preposition **at**
7. We are describing **the days**, not comparing them, so we need the adjective **short**. **The nights are long** also helps us as we need to use the same form of the adjective.
8. **The plants and flowers** already grew before, so this is a repeated action, so we need to use **again**.
9. The word **but** helps us see there is contrast. The contrast is with **different**, so it has to be the **same**. The definite article **the** also helps as **same** is always preceded by it.
10. **Times of the year** is a fixed expression.

### Key to Sample Task

1. Each
2. begins
3. until
4. lose
5. when
6. in
7. short
8. again
9. same
10. of

## A2 Flyers Reading & Writing Part 4 – Teacher Support Page

The information below explains why the options given in the **Sample Task** are correct/incorrect, and is useful for **Step 3** of the lesson plan.

**Note:** you do not need to use all the grammatical terms with your students. The information given here is mainly for your reference.

1. *Other* and *all* refer to plural nouns.
2. *Began* is simple past.  
*Beginning* is present participle, so to be a full verb it needs *am/is/are*.
3. *For* is used with a period of time, e.g. *for 10 years*  
*During* is used to show something that continues over a period of time, e.g. *during the summer*.  
*Until* means *something happens up to a specific time and then stops*.
4. *Lost* is simple past.  
*Loses* is present simple 3rd person singular.  
*Lose* is either bare infinitive or present simple plural.
5. *Which* is a relative pronoun used with objects, people, or time but is followed by a verb  
*When* is a relative pronoun *used with time and is followed by a subject*  
*Where* is a relative pronoun *used with places and is followed by a subject*
6. These are all prepositions.  
*At* is used with specific items, e.g. *at 10 o'clock*  
*In* is used with set times such as *in the afternoon*, or months, *in July*, or years, *in 2017*  
*On* is used with days, e.g. *on Monday*
7. *Shorter* is a comparative adjective and needs to be followed by *than*  
*Short* is an adjective  
*Shortest* is a superlative adjective and needs to be preceded by *the*
8. *After* is usually followed by a time clause, e.g. *after the summer*  
*Already* is used with present or past perfect
9. *Both* is used to talk about two things  
*More* is used with an adjective to show comparison, e.g. *more beautiful*  
*or* is a conjunction used to express an alternative between two things/people.
10. *Of* and *with* are both prepositions. *With* is used to mean together with something else.  
*Up* can be an adverb or a preposition of place.

## A2 Flyers Reading & Writing Part 4 – 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 4 – 10 questions –

Read the text. Choose the right words and write them on the lines.

**The Seasons**



**Example** In .....*many*..... countries there are four seasons in the year. These are  
1 called spring, summer, autumn and winter. .... season is  
about three months long and then a new season comes.  
2 In the north of our planet summer usually ..... in June. It  
is the warmest time of the year and it sometimes does not get dark  
3 ..... 10 o'clock at night. In September it gets colder and the  
4 trees ..... their leaves. This season is called autumn. Winter  
5 comes in December ..... it is usually very cold and a lot of  
countries have snow. On some winter days, it gets dark at about  
6 4 o'clock ..... the afternoon so the days are very  
7 ..... and the nights are long.  
In March the weather gets warmer and plants and flowers start to  
8 grow ..... . This season is called spring.  
9 In the south of the planet the countries have the ..... seasons,  
10 but they happen at different times ..... the year. They have  
summer in December and winter in June.

<b>Example</b>	many	much	any
1	Each	Other	All
2	began	begins	beginning
3	until	for	during
4	lost	loses	lose
5	which	when	where
6	at	in	on
7	shorter	short	shortest
8	after	again	already
9	both	same	more
10	of	up	with