

Lesson plans




A2 Flyers Reading & Writing Part 5 – Teacher’s Notes

Description

This activity gives students practice in extracting important information from a text.

Time required: ⌚ 40 minutes.

Materials required:

- coloured pencils for each student 
- Student’s Worksheet (one copy for each group of 2–3 students) 
- 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 5 of the A2 Flyers Reading & Writing paper
- to give students practice in extracting important information from a text.

Procedure

1. Introduce the activity

- Tell the students about you’re a class trip you went on when you were at school.
- Show them a photo of the place.
- Perhaps you can add about something that happened on the trip (what happened, how you felt, what happened in the end).
- Invite students to tell the class about a school trip they have been on.

2. Sample Task – introduce the task

- Hand out the **Sample Task** (the first part, which contains the picture and the text).
- Ask students to look carefully at the picture and to tell you what they can see.
- Exploit the picture as much as possible as the picture provides a context for the story and can help students feel more confident about the text. If they are having difficulties, prompt them by asking questions like:
 - *Where are they?*
 - *Who is in the picture?*

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- *What are they looking at?*
- *What are they going to do?*
- Ask the students to read the text quietly on their own.

It's important to give them practice in reading silently to themselves for the test.

- ⌚ Allow them **2–3** minutes for this.
- Check that they understand all the vocabulary, *e.g. castles, explain, history, bottom, thirsty, feel over, hurt, farmer, field.*

Point out that in the test, children may be able to answer the questions even if they're not sure of a word, but all the words are on the A2 Flyers vocabulary list. (See the *Cambridge English: Young Learners Handbook for Teachers.*)

- Ask questions about the text:
 - Who is Mr Park? (**the teacher**)
 - Who is Paul? (**one of the students**)
 - Where did they go on their school trip? (**an old castle (on a hill next to the sea)**)
 - Why did they go there? (**because they were studying castles in history class**)
 - How did they get to the castle (**they walked**)
 - How were the children feeling when they got to the castle? (**tired and thirsty**)
 - What did Paul and his friends want to do after visiting the castle? (**have a race**)
 - What did the teacher say? ("**Stop running!**")
 - What happened to Paul (**he fell over and hurt his leg**)
 - Who did the teacher speak to? Why? (**A farmer, to borrow his horse**)
 - How did Paul get down the hill? (**He rode the farmer's horse**)

3. Sample Task – finding important information

- Hand out the second part of the task.
- Ask students to read the instructions before the text and to look at the example answers.
- Write the following questions on the board for children to answer in small groups:
 - What do you have to write in the spaces in the questions?
(**After they have read the story, they have to complete sentences with important information from the story.**)
 - How many words can you use in each space?
(**1, 2, 3 or 4 words; they must not write more.**)
 - Can you use words from the text?
(**Yes; they must be careful to copy words correctly and not make any spelling mistakes.**)
 - Is it OK to write the whole sentence?
(**No, they must ONLY complete the sentence.**)

- Ask students to look at the examples, and to underline in different-coloured pens/pencils the part of the text which gives the information they need to fill in the spaces (Paul's class at school are learning about history. So last week their history teacher, Mr Park, took them to visit an old castle on...)
- Elicit that in the first example, the words have the same as in the text. The only difference is that the text is written as *Paul's class/their history teacher*, and the sentence as *Paul's history teacher*. Also, the text says *the children are studying castles*, and the example says *learning about castles*.

Remind students of the importance of copying correctly.

For this part of the test, children need to think about different ways of referring to people or objects.

- Write on the board:
 - *Their history teacher, Mr Park...*

and underneath it write:

 - *Mr Park is Paul's history teacher.*
- Check with students whether the two sentences mean the same thing (**Yes**).

For this part of the test, children need to understand how the same meaning can be expressed in different ways.

4. Student's Worksheet

- Hand out a copy of the **Student's Worksheet** to each group of two or three students.
- They should use the questions to help them underline the sentences in the text which give the answer to each of the questions 1–7.
- They should use a different-coloured pencil/pen for each question.
- Monitor and help them as they work.
- Put groups together into fours/sixes to compare their texts and to see if they've underlined the same parts of the text.
- Check any problems with the whole class.

5. Sample Task – complete the task

- Students should now work individually to write the missing words into each question, using the part of the text they've identified.
- Remind them of how many words they can use (**1, 2, 3 or 4**), that the sentences must be correct and that they should copy correctly.
- ⌚ Allow them about **3–4** minutes for this (in the test, they will need longer for this part as they will read and identify the sections of the text by themselves).
- Check their answers together.
- If there is time, ask the students to work in groups and act out the story for fun.

Suggested follow-up activities

1. After reading a text together in class, ask students to work in pairs and write 4 or 5 short sentences that give the most important information from the text.
2. Teacher writes summary sentences after a text using different expressions than those used in the text and students have to decide if they are true or false.
3. Encourage extensive reading – reading for pleasure. The more children read and enjoy reading, the easier it is for them to understand texts.

A2 Flyers Reading & Writing Part 5 – Answer Keys

Key to Student's Worksheet

(The following are the sentences students should underline in the text).

1. Mum and Dad gave it to her when she was a baby...
2. ... when we sit down to eat, the doll always sits next to Emma.
3. Last Sunday, our family went to the park to have a picnic.
4. There were a lot of people in the park because it was sunny.
5. After lunch, Emma and I went on the swings.
6. Mum and I looked under our sweaters and other things, but we couldn't find her.
7. 'Treasure has brought Daisy to play with me.'

Key to Sample Task

1. bus
2. the sea
3. (some) juice/ a drink (of juice) / (a) juice (to drink)
4. (different) parts
5. a race/ (started to) run
6. hurt his leg/ couldn't walk ((very) well)
7. (big) (brown) (farmer's) horse/ farmer's (big) (brown) horse

A2 Flyers Reading & Writing Part 5 – Student’s Worksheet

1. **Emma got the doll when she _____ .**

What does ‘*Emma got a doll*’ mean? Did she buy it? Did someone give it to her?

Can you find who gave it to her in the story? Underline the sentence which tells you this in **blue**.

2. **Daisy always sits _____ Emma when she eats.**

Can you guess what word could fill this space? Write your ideas here:

Look at the story. Where is the sentence which tells you about eating? (Clue: it’s near the beginning of the story.)

Underline this sentence in **orange**.

Does the sentence tell you only about Emma eating, or about the whole family?

3. **The family had a _____ in the park on Sunday.**

Find the sentence which talks about last Sunday. Underline it in **green**.

4. **The park was full of people because....**

What does ‘*full of people*’ mean? Choose the best answer:

There were A a few people

B a lot of people

C some people

Find the sentence in the text which uses the words you chose. Underline it in **brown**.

5. **Emma and Betty played on _____ after lunch.**

Find the sentence which tells you what Emma and Betty did after lunch (remember Betty is telling the story!). Underline it in **red**.

6. **Mum and Betty looked everywhere, but they _____ the doll.**

What's the doll's name?

Find the part of the story which tells you about looking for the doll. Underline the part which is only about Mum and Betty (not Dad!) in **purple**.

7. _____ **brought the doll to Emma.**

Who found Daisy?

Find the part of the story which tells you this (remember that Treasure is a boy dog!) and underline it in **pink**.

A2 Flyers Reading & Writing Part 5 – 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 5

– 7 questions –

Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1, 2, 3 or 4 words.

Mr Park's class visit a castle



Paul's class at school are studying castles in history. So last week their history teacher, Mr Park, took them to visit an old castle on a hill next to the sea. They went by bus and stopped at the bottom of the hill.

Mr Park pointed to the castle at the top of the hill and said, 'There is no road up there so we have to walk.'

The children were tired and thirsty when they arrived at the castle. But Mr Park had juice for all of them. It was very interesting because Mr Park showed them all the different parts of the castle and explained its history.

On the way down the hill Paul's friends said, 'Let's have a race.' So Paul and his friends started to run.

'Stop running!' shouted Mr Park. But the boys ran faster and faster and then Paul fell over and hurt his leg. It wasn't broken, but he couldn't walk very well.

Mr Park saw a farmer on his horse in a field. He went to speak to him and the farmer let Paul ride his big brown horse down the hill to the bus.

'Sorry we didn't listen to you on the hill,' Paul said to Mr Park, 'but we listened in the castle. It was great! Can we come again?'

Examples

The children are learning about castles in history at school.

..... Mr Park is Paul's history teacher.

Questions

- 1 Mr Park and the children went in a
to a castle.
- 2 The castle that they visited was near
and on a hill.
- 3 Mr Park gave everyone when they
arrived at the castle.
- 4 The children looked at the of the
castle.
- 5 Some of the children had on the way
down the hill.
- 6 Paul because he fell over when he
was running.
- 7 Paul went back to the bus on a !