

## Lesson plans

### A2 Flyers Reading & Writing Part 7 – Teacher’s Notes


#### Description

This activity gives students practice in writing a short story about what they can see in three pictures.

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**Time required:** ⌚ 45 – 60 minutes.

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**Materials required:** ▪ Sample Papers can be downloaded from the website   
<http://www.cambridgeenglish.org/exams/young-learners-english/flyers/preparation/2018-update/>

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**Aims:**

- to introduce students to Part 7 of the A2 Flyers Reading & Writing paper
- to give students practice in describing what is happening in pictures
- to give students practice in linking their descriptions to write the story that is shown in the pictures

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#### Procedure

##### 1. Introduce the activity

- Draw the moon, some stars and a ringed planet on the board.
- Elicit *moon*, *stars* and *planet* and ask how to spell these words. Write them on the board under your pictures. Erase the drawings but leave these three words there.
- Ask *Who would like to travel to the moon or to another planet? Put up your hands!*
- Write *dangerous exciting interesting* on the board. Point to each word and ask *Who thinks travelling to another planet is dangerous? Exciting? Interesting? All three words?* Students put up their hands to answer.
- Elicit *astronaut* by asking, *‘What do you call someone whose job is to travel into space?’*
- Ask *Would any of you like to be astronauts? Ask Why/Why not? Accept any feasible answers.*

Discussion could be done in pairs or small groups if preferred. Follow that with feedback.

##### 2. Sample Task – introduce the task

- Hand out a copy of the Sample Task to every pair of students in the class. By sharing the worksheet, each student will feel they have the support of their classmate in coming up with ideas. But in this particular task, where there is no ‘correct’ answer – the most important factor is that the sentences students create are comprehensible (see *Assessment Criteria* at the end of this document). Pair work will also help students understand the importance of respecting others’ creative ideas and different viewpoints as valid.
- Ask students to look carefully at the three pictures.

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- Tell students that in today's lesson, they are writing a story that they can see in the pictures. Make sure that students understand that their stories will not be all the same. There is no 'correct' story. Everyone will write their own story.
- Point to *moon*, *stars* and *planet* on the board and ask students to think of five other words they might like to include in their story, using the pictures to help with ideas. Students work in pairs then feed back in open class. Write the words on the board, for example *alien*, *astronaut*, *rocket*, *sky*, *hungry*, *thirsty*, *sandwich*, *drink*, *home*, *eat*
- Familiarise the students with what is happening in the pictures by using a short Q/A activity incorporating key vocabulary - students work in groups of four. Give each group a copy of the twelve questions about the cartoon. Say *Some answers are more than one word*. Groups race to confer quietly and list their answers. Say *Put up your hands when you have finished answering the questions*. Check answers.

### Suggested answers (but accept all plausible answers students give)

- 1 a (blue) planet
- 2 happy
- 3 an alien
- 4 three
- 5 white
- 6 a snack / a sandwich / some fruit juice
- 7 red
- 8 hungry / happy
- 9 in the alien's home
- 10 the sky / a planet / stars / the rocket
- 11 a glass of fruit juice
- 12 accept any answer. Examples: The astronaut invites the aliens to go for a ride in his rocket. The astronaut starts to feel ill! The aliens eat the astronaut!

### 3. Sample Task – preparation

Students may feel a little overwhelmed if they look at all three pictures and try to write the story they show, so encourage students to look at each picture in turn and write one, two or three things about what is

happening in each one, in response to each of the prompts below. This can be done individually or in pairs. Give them 30 seconds to write their answer, encouraging whole-sentence answers. Suggested answers are shown in brackets. Note that this story (and others) can be told mostly in the present tense.

- Point to the first picture and ask  
*How did the astronaut travel to the moon?*  
(The astronaut flew to the moon in a rocket.)  
*Where is the astronaut?*  
(The astronaut is on the moon.)  
*What is the astronaut doing?*  
(He's talking to an alien.)
- Point to the second picture and ask  
*Is the alien friendly?*  
(Yes, it's friendly.)  
*What is the alien saying to the astronaut?*  
(Would you like a sandwich and a drink?)
- Point to the third picture and ask  
*Where is the astronaut now?*  
(The astronaut is in the alien's home now.)  
*What is the astronaut doing?*  
(He's eating, drinking and talking to the aliens.)

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- To show students how to use linking words between each story picture, point to the second and the third picture and then write on the board:  
**so because when and then but while after**
- Ask which of these linking words could they use to show what happens in picture 3 with what happens in picture 4. Suggested answers: *so, then*
- Students write two sentences using the linking words, for example:  
*The astronaut is hungry. He wants a sandwich **so** he goes to the alien's home.*  
*The astronaut is hungry. He wants a sandwich. **Then** he goes to the alien's home.*  
Monitor for examples to use during feedback that impede comprehension and obscure meaning.
- Use examples collected during monitoring to address any comprehension-impeding issues before students complete the sample task, e.g. write examples of good and not-so-good sentences on the board and ask students to assess them. They could then re-write the not so good ones. (NB: If possible and to avoid demotivating students, you might want to change some of the words used so that is not immediately obvious whose sentence it is).

Possible extensions:

- Students work in pairs. Write the first half of three sentences about the last picture on the board, for example:  
*The astronaut is eating .....*  
*The aliens sat .....*  
*The aliens' home was warm .....*
- In pairs or small groups, students choose ways to complete the sentences with one of the linking words.

**Some suggested answers**

*The astronaut is eating **because** he's hungry.*  
*The astronaut is eating **but** he's listening to the aliens too.*  
*The aliens sat **then** told the astronaut about their planet.*  
*The aliens sat **while** the astronaut ate his food.*  
*The aliens' home was warm **so** the astronaut took off his helmet.*  
*The aliens' home was warm **and** the astronaut enjoyed his time there.*

**4. Complete the sample task**

Students could complete the task in pairs or on their own.

- Students read the instructions. Ask *How many words must you write? (20) Can you write more than 20 words?* (yes! **However**, 20 or more is intended as a guide so students shouldn't be encouraged to write too many more than 20. Assessment is about quality not quantity. Ensure this is conveyed to the students.)
- Remind students to write two or three things about what is happening in each picture and to use linking words, both to talk about one picture, and to link one picture and the next.
- Ask two or three students to read out their story. See two suggested answers below.
- Ask students who are listening to write down the linking word they hear. Ask: *Were all the pictures described?*

**5. Ideas for extending the activity**

- Working in pairs or groups, students write the dialogue between the astronaut and the aliens then role-play it. For example (re picture one)

Astronaut: *Wow! Hello! I'm an astronaut. What's your name?*

Alien A *Zed! I live here. Are you OK?*

Astronaut: *Sure!*

Alien B *Hi! I'm Zim!*

Astronaut: *Oh! Hi, Zim. My name's Dan.*

Etc.

- Students rewrite their story, extending it to include the dialogue and adding any other information to make it more interesting, scary etc.

## 6. Follow up ideas

- In groups, students write questions about the trip to the moon that they would like to ask this astronaut. They think up answers and again, role-play the interview.
- In groups, students write text messages to the aliens asking about their way of life. They think up the messages that the aliens might write back. They could make collages of the message exchanges, or write a Q/A article about the aliens.
- Create a simple story with the help of your class. For example: *Peter and Helen go for a walk in the forest and they have a picnic in their backpacks. They want to go across the river, but the water is too deep. An elephant comes so the children cross the river on its back. They thank the elephant and give it some grapes.* Students draw the story pictures and write captions under each one.
- Pairs draw their own very simple stick men cartoons for other pairs to write 20-30 words about. You might need to help students with ideas. Display the cartoons and the stories on the wall randomly, then ask the class to match the cartoon with its story.
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## A2 Flyers Reading & Writing Part 7 – Student’s worksheet

### Picture one

- 1 What is in the sky above the alien’s head? .....
- 2 How is the astronaut feeling? .....
- 3 What can you see in the hole near the astronaut? .....
- 4 How many fingers has the alien got on each hand? .....

### Picture two

- 5 What colour are the astronaut’s gloves and helmet? .....
- 6 What does the alien think the astronaut would like to eat? .....
- 7 What colour are the spots on the alien’s body? .....
- 8 How is the astronaut feeling? .....

### Picture three

- 9 Where is the astronaut now? .....
- 10 What can you see through the window? .....
- 11 What is the astronaut holding? .....
- 12 What happens next? You decide!

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## A2 Flyers Reading & Writing Part 7 – Answer Keys

### Key to Procedure Step 2 (other answers may be possible)

- 1 a (blue) planet
- 2 happy
- 3 an alien
- 4 three
- 5 white
- 6 a snack / a sandwich / some fruit juice
- 7 red
- 8 hungry / happy
- 9 in the alien's home
- 10 the sky / a planet / stars / the rocket
- 11 a glass of fruit juice
- 12 accept any answer

Examples: The astronaut invites the aliens to go for a ride in his rocket.  
The astronaut starts to feel ill!  
The aliens eat the astronaut!

### Keys to Sample Task (suggestions only)

*The astronaut flies to the moon. He meets a friendly alien. The astronaut is hungry so the alien takes him to its house. The astronaut eats and drinks there!*

(29 words)

*An astronaut flies to another planet. An alien comes to meet him and asks, 'Are you hungry?' The alien invites the astronaut to its family home. The astronaut enjoys his food and then they talk for a long time.*

(39 words)

*Michael is an astronaut. He travels to another planet where he meets an alien. The alien says, 'Would you like something to eat?' Michael says, 'Yes, please!' Then he goes to the alien's house where the alien makes Michael a meal. The aliens and Mike are great friends now!*

(49 words)

## A2 Flyers Reading & Writing Part 7 – 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 7

Look at the three pictures. Write about this story. Write 20 or more words.



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## A2 Flyers Reading & Writing Part 7 – Assessment Criteria

A total of 5 marks are available for this part.

5 marks

- Response describes a progression of events which are explicitly connected to each other **and**
- Response is based on all three pictures **and**
- Minimal effort is required on the part of the reader to make sense of the response.

4 marks

- Response describes a progression of events some of which are explicitly connected to each other **and**
- Response is based on all three pictures **and**
- Some effort is required on the part of the reader to make sense of the response.

3 marks

- Response describes a progression of events **and** response addresses at least one of the pictures **or**
- Response describes a progression of events **and** addresses all three pictures **but** imposes a significant strain on the reader who may be required to read it more than once in order to make sense of it.

2 marks

- Response includes at least one phrase that is clearly comprehensible.

1 mark

- Response includes some English words discernible by the reader.

0 marks

- Question unattempted or totally incomprehensible response.