

Lesson plans


A2 Flyers Speaking Part 1 – Teacher’s Notes

Description

This activity gives students practice in talking about the differences between two pictures. They also find out about the format of the A2 Flyers Speaking test.

Time required: ⌚ 30 minutes.

Materials required:

- a large picture
- 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 1 of the A2 Flyers Speaking test and to the Speaking test in general
- to give students practice in talking about the differences between two pictures.

Procedure

1. Introduce the activity

- Before the lesson, choose a large picture, in colour, with lots of detail, either on a screen or a poster.
- Tell the students that they are going to talk about pictures today and then they are going to try part of the A2 Flyers Speaking test.
- Ask students to describe what they see. Make sure all the students participate, not just the loud ones!

2. Useful language

- On one side of the board, write some different sentence stems that may be useful for describing what you can see, e.g.:
 - *In this picture, there is a helicopter in the sky*
 - *The man / woman / boy is eating a banana*

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- *There are three dogs in this picture*

3. Looking for differences

- Draw two rough pictures on the board that are similar but have obvious differences.

For example, in one there are 2 trees and in the other there are 3. Include three differences as examples. The types of differences should relate to things like number, colour, position, appearance, activity, shape and relative size.

- Ask students to tell you the differences. Encourage them to use phrases such as

- *in this/that picture*
- *here/there*
- *there is/isn't*

1. Explain that the students are going to work in pairs.
2. Explain that each student will get a picture. Their pictures are very similar but there are some differences. They have to describe their pictures to each other by making statements such as: *In my picture there are two trees* in order to find the differences. When they find a difference they should circle it in pencil on their picture.
3. They **must not** show their picture to their partner.
4. Give out the **Sample Task Part 1**, cut into two, to each pair so one has the candidate's copy (top) and one has the examiner's copy (bottom).
5. When they finish, they can look at each other's pictures and see whether they found all the differences.
6. Monitor the students carefully and record any examples of good language or areas of difficulty, so you can give feedback once they have finished.
7. As a class, go through the differences and give any relevant feedback.

4. Important things to remember

- Explain that in the A2 Flyers Speaking test they will do a similar activity with the examiner. This will be the first part of the test.
- If you have access to the YLE Speaking test Trainer's DVD, play this now for children to have an idea of what the test will be like.
- If you don't have the DVD, explain the following to the class:
 - In the Speaking test, each child does four different activities with one examiner.
 - The examiner will ask the child their first name, surname and age. You may want to elicit the questions and get students to practise asking these to each other.
 - You have just practised the first part. In Part 1, the examiner makes statements about his/her picture and you have to say if your picture is the same or different. In the test **you will be able to see both pictures**. You will need to find **six** differences.
 - The whole test lasts for about **8** minutes.

- An adult who speaks your language, and who you will probably know, will explain the test before you start and will take you to the examiner.
- The examiner will support and encourage you.

You may want to give these explanations in the children's native language, and allow time for children to ask any questions they may have. Children can be nervous about the idea of a speaking test, and it's important to reassure them as much as possible.

Suggested follow-up activities

- Playing *spot-the-difference* games in pairs will be very useful practice for the students.
- Use pictures from the course book. You can make statements about them and the students have to respond by saying if the statements are right or wrong and how the actual picture is different from your description.

A2 Flyers Speaking Part 1 – Answer Key

Answers to Sample Task

Candidate's copy

There is a cake on the round table.

The woman by the door is holding scissors.

There are four lights on the ceiling.

The man in the green jacket is holding a bowl of fruit.

The weatherman is wearing a red-striped shirt.

The cameraman has blonde hair.

The weatherman is pointing to the sun.

The clock says half past 5 (5:30).

The woman in the office is talking on the phone.

There is an empty box behind the cameraman.

There is a toy train next to the small brown box.

Examiner's copy

There are magazines on the round table.

The woman by the door is holding a brush.

There are three lights on the ceiling.

The man in the green jacket is holding a tray with two glasses of orange juice on it.

The weatherman is wearing a blue-striped shirt.

The cameraman has brown hair.

The weatherman is pointing to a cloud.

The clock says 5 o'clock. (5:00)

The woman in the office is looking at the computer screen/working on the computer.

There is a box full of books behind the cameraman.

There isn't anything next to the small brown box.

A2 Flyers Speaking Part 1 – Sample Task

Original can be found in the *A2 Flyers Speaking Sample Paper*, which can be downloaded from:

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



FLYERS SPEAKING. Find the Differences

Candidate's Copy

cambridgeenglish.org/flyers



Examiner's Copy

[cambridgeenglish.org/flyers](https://www.cambridgeenglish.org/flyers)

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Additional information about the A2 Flyers Speaking test

There are four aspects that are assessed in the A2 Flyers Speaking test:

- **Reception** – listening and interaction
- **Production** – how quickly they respond and how much they say
- **Production** – grammar and vocabulary
- **Production** – pronunciation.

Each criterion carries a maximum mark of 3.

In the test, each student is taken into the examination room by an usher. The usher is someone who speaks the student's first language and who is possibly known to the student, e.g. a teacher. The usher explains the test format in the student's mother tongue, before taking the student into the examination room and introducing him/her to the examiner.

A2 Flyers is aimed at children who have considerable experience of speaking English and also can be assumed to be reasonably familiar with test situations. A major aim of the Speaking test at this level is for the children to **understand** and **attempt to produce more fully, extended utterances**, using a range of language. Candidates may be asked questions such as *What do you do after dinner?* or *Tell me about the clothes you are wearing now.*

A2 Flyers builds on the competence shown at Movers level by introducing Grammar and Vocabulary as a separate assessment criterion. It should be emphasised that, while candidates are given credit for accuracy, communicative competence is considered an important skill and children who produce slightly inaccurate but clear language can still gain high marks for this criterion.