

Lesson plans


A2 Flyers Speaking Part 2 – Teacher's Notes

Description

This activity gives students practice in an oral information exchange activity. They use a sample task from the test and practise question formation.

Time required: ⌚ 30 minutes.

Materials required:

- 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 2 of the A2 Flyers Speaking paper
- to give students practice in participating in an oral information exchange activity.

Procedure

1. Introduce the activity – forming and asking questions

- Pin up a picture of two people on the board. This could be a picture/pictures taken from a magazine.
- Tell the class that these are two friends of yours.
- Write the following on the board:
 - Who?
 - What/names?
 - English/(local nationality)?
 - Cinema?
 - What film/see?
 - funny/exciting?
 - What time/start?

In Part 2 of the Speaking test, children need to ask and answer *Wh-* questions, *Yes/No* questions and questions with two options (*or*).

For example:

- *What are the children studying?*
- *Has Harry's teacher got a car?*
- *Is the lesson interesting or boring?*

- Tell the students they have to find out about your friends by asking questions. The words on the board will help them form the questions.
- Allow them a few minutes to work in pairs and decide what the questions are.

If possible, encourage them to do this without writing the questions down as they will not be able to write their questions in the test and they need to develop confidence in this.

- As you elicit the questions, tell them the answers. Make sure that students are clear about how to make the questions and **focus on question formation where necessary.**
- *Who are they? They are my friends.*
- *What are their names? Sam and Charlie.*
- *Are they English or (local nationality)? They're English.*
- *Are they going to the cinema? Yes, they are.*
- *What film are they going to see? e.g. Aliens and Monsters.*
- *Is it funny or exciting? It's funny.*
- *What time does it start? At half past six.*

Explain that in Part 2 of the Speaking test they will have to do an activity with the examiner where they share information about people, objects or places.

They will listen to the examiner asking questions and answer those questions using the information on the card they are given.

Then the children ask the examiner questions, using cues like those above from the card they have. The examiner will answer their questions.

2. Sample Task

- Hand out a copy of the **Sample Task** to students in pairs so they can see an example of what you mean.
- One student has the candidate's copy (top) and the other the examiner's copy (bottom). **Make sure they understand that the information on the two cards is different.**
- Ask the students to look carefully at their pictures and the information they have. Ask the students to look at the prompts for the questions they must ask.
- Orally elicit the full questions for each of the five prompts.
- Model the activity with a strong student.
 - You take the role of the examiner and ask the student to be the candidate.

- You begin by asking questions.
- Ask the student to ask you one or two questions.
- Now ask the students to work in pairs, asking and answering questions about the classes. Point out that **they don't have to write down the answers**.
- Feedback on any good points or areas for improvement that you notice.

Suggested follow-up activities

1. You could incorporate some work on intonation in the different types of questions into **Steps 1 & 2** above. Then, at the end of the activity, ask some of the pairs of students to do the activity in front of the whole class. The rest of the class should listen for whether their intonation is correct.

(For more information on **intonation**, please see the Teacher Support Page at the end of this document.)
2. There are many information gap activities available to practise this task. Do them regularly so students get used to the format and to asking and answering questions.

(For example, on http://bogglesworldesl.com/information_gap.htm there are some information gap activities which can be adapted for use with your learners.)
3. Ask students to make questionnaires, e.g. about which sports their classmates enjoy playing or about food they like eating, etc. Ask them to go around the class asking their questions and collecting their answers.
4. Regularly write up prompts, on the board, from which students can build questions or statements (as in **Step 1** of the lesson plan).

A2 Flyers Speaking Part 2 – Answer Key

Key to Sample Task

What is Sarah's favourite restaurant called?/What's the name of Sarah's favourite restaurant?

What does she like eating?

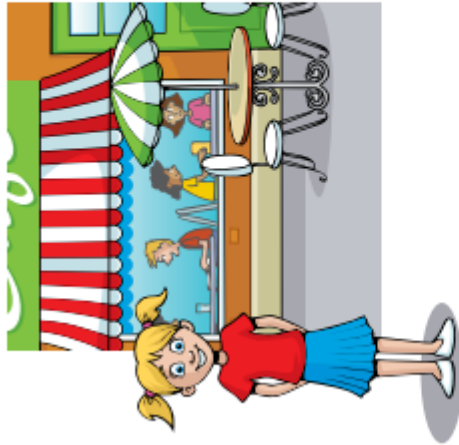
Where(abouts) is the restaurant?/

What time does it open?

Is it cheap or expensive?

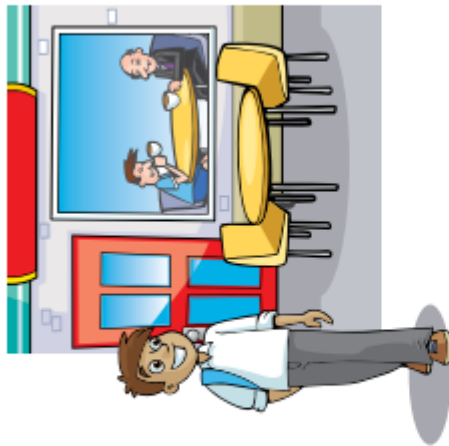
A2 Flyers Speaking Part 2 – Sample Task

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>



Sarah's favourite restaurant

Name	?
Like eating	?
Where	?
Time / open	?
Cheap / expensive	?



Robert's favourite restaurant

Name	The Black Cat
Like eating	pasta
Where	North Street
Time / open	12 o'clock
Cheap / expensive	expensive

FLYERS SPEAKING : Information Exchange

A2 Flyers Speaking Part 2 – Teacher Support Page

cambridgeenglish.org/flyers

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.

Additional information about intonation

Intonation focuses on **how** we say things, rather than **what** we say. There is some very useful information about intonation on the following website:

<http://www.teachingenglish.org.uk/article/intonation>

The teaching of intonation patterns linked to questions would be a useful extension of this particular lesson, as suggested in the **follow-up activities** section on **page 3**.

When questions begin with a **Wh-** question word, they have a **falling** intonation. However, when they are **Yes/No** questions, the intonation **rises**.

For some audio examples, visit the following website:

<http://usefulenglish.ru/phonetics/listening-for-intonation-in-questions-and-answers>