

Lesson plans

A2 Flyers Speaking Part 3 – Teacher's Notes

Description

This activity gives students practice in telling stories from picture prompts.

Time required: ⌚ 20 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 3 of the A2 Flyers Speaking paper*
- *to give students practice in storytelling from picture prompts.*

Before the class

- Copy the **Sample Task** from the *A2 Flyers* Sample Papers so you have one copy for each group of three or four students.
- Cut each copy up into individual pictures and remove or black out the numbers, so students can't see which order the pictures should go in.

Procedure

1. Introduce the activity

- Divide the class into groups of three or four.
- Hand out the cut-up pictures to each group.
- Explain that the pictures tell a story.
- Ask students to arrange the pictures in order so that they tell a story.

2. Storytelling practice

- Ask students to work as a group and practice telling the story.
- They can ask for your help if they have any questions about vocabulary, etc.

3. Feedback

- Invite each group to tell their story to the rest of the class.
- Ask the class which stories they liked best and why.
- Highlight interesting words used and well-structured sentences. In particular, look out for uses of the following:
 - *There is/are*
 - present tense of the verbs *be* and *have (got)*
 - modals *can/can't* and *must/mustn't*
 - present continuous of action verbs (e.g. *come, go, buy, carry, open, play, etc.*)
 - feelings, e.g. *interested, excited*
 - Also possibly *going to* and the *present perfect* tense.

4. Important things to remember

- Explain that in Part 3 of the test they will have a series of **5** pictures in the correct order and they have to tell the story they see, to the examiner.
- They should look carefully at the pictures first and try to think of a few words to describe what they see.
- The examiner will tell them the name of the story and will describe the first picture.
- They will then have to talk about the other 4 pictures.
- They don't have to tell the story properly using storytelling skills. They should not worry if they don't understand everything they see in the pictures, as long as they say something about them.
- Also if they don't know what to say, the examiner will help them.

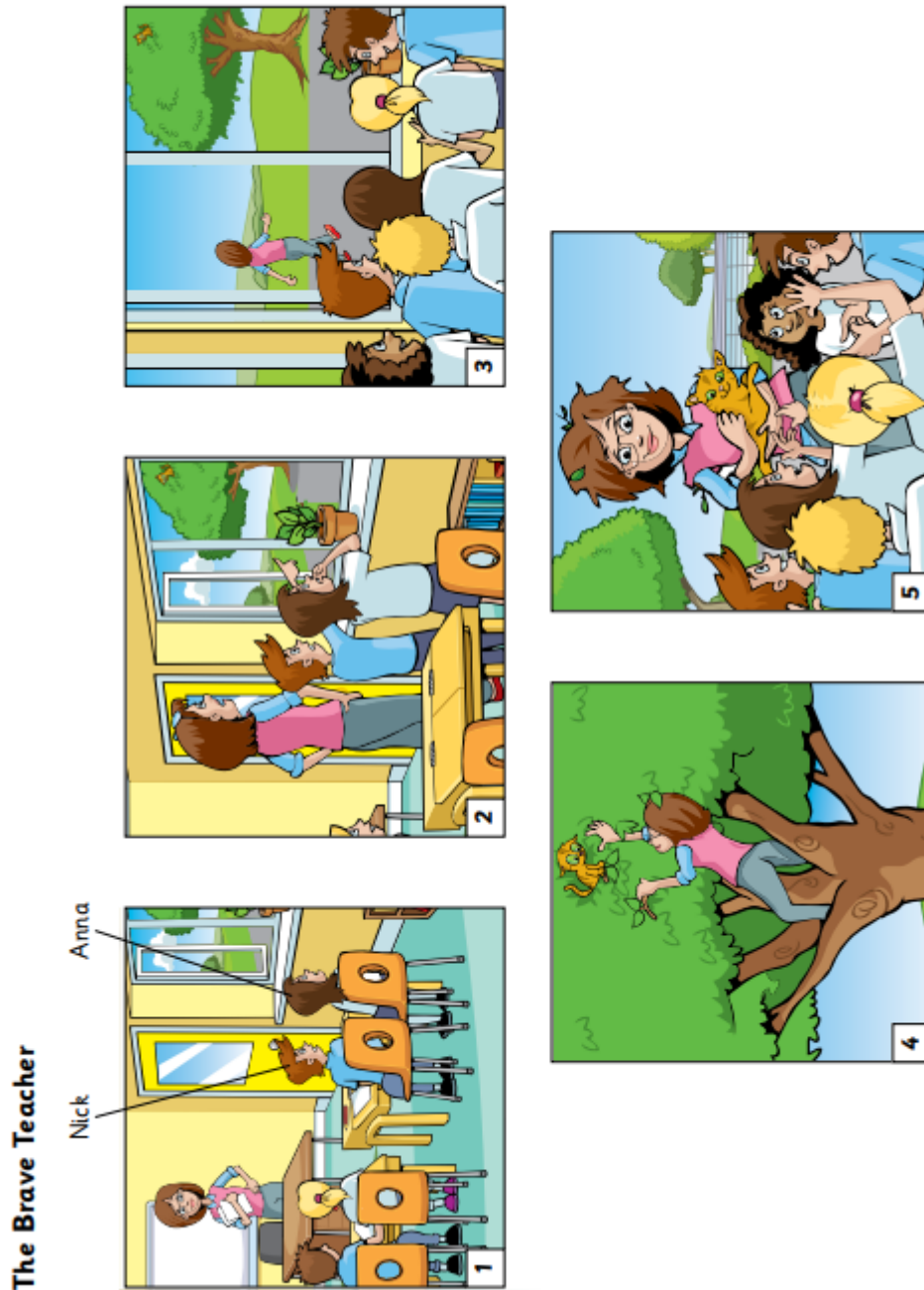
Suggested follow-up activities

1. You can ask students to bring in magazines and newspapers and cut out any interesting pictures. In small groups, they take 3 or 4 of these pictures and combine them to tell a story.
2. Storytelling circles: arrange the class in a large circle and begin a story with a short sentence, e.g. *One day a young boy was walking to school ...* the student to your right has to continue the story. The story keeps going until everyone has contributed. Students can help each other.
3. You can add to the storytelling circle by putting objects in a bag. As the story moves around, students have to pull something out of the bag (e.g. a ball, pen, coin) and must include this object in their sentence.

A2 Flyers Speaking Part 3 – 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>



cambridgeenglish.org/flyers

A2 Flyers Speaking Part 3 – Teacher Support Page

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.