



Lesson plans

A2 Flyers Speaking Part 4 – Teacher’s Notes

Description

This activity gives students practice in asking and answering personal questions. They are encouraged to give more than one-word answers.

Time required:	🕒 15–20 minutes.
Materials required:	<ul style="list-style-type: none"> ▪ Student’s Worksheet (one copy for each student) 📄 ▪ a CD of background music (optional). 🎵
Aims:	<ul style="list-style-type: none"> ▪ to introduce students to Part 4 of the A2 Flyers Speaking paper ▪ to give students practice in answering personal questions.

Procedure

1. Student’s Worksheet – introduce the activity

- Hand out a copy of the **Student’s Worksheet** to each student.
- Ask students to work in pairs and add 4 more questions to the list.
- The questions should be about *personal information, family and friends, homes, school or free-time activities*.
- Explain that the students are going to play a game.
- They will walk around the class and when the music stops / when the teacher claps their hands, they must find a partner and start asking each other their questions.
- They should take it in turns to ask one question each until the teacher makes a signal, e.g. blow a whistle. Then the music starts again and they have to find a new partner.
- Explain the additional rule to this game. When they are asked a question, they have to answer in **more than 3 words**. If they give a shorter answer, the student asking the question will rule them ‘**out**’ and they have to sit down.
- Give an example of this so students understand what they have to do:
 - *What’s your favourite school subject?*

If they answer *History*, they would be out as that is only one word.

If they extend to *I really like History* or *History is my favourite subject* or *I like Maths, but History is my best*, they stay in the game.

2. Play the game

- Once students are sure of what they have to do, start the CD / tell students they can start walking around, until you stop the CD or clap your hands.
- ⌚ Allow up to **10** minutes for this part of the activity.

3. Important things to remember

- Explain that in the last part of the Speaking test the examiner will ask them questions like this, about themselves, their family and friends, their homes, their school and free-time activities.
- Simple answers are acceptable, but if they can answer in more than a few words to make their answers interesting, this will show the examiner how good their English is and help them to do better in the test.
- Remind students that this is the last part of the test and the examiner will end it by saying goodbye. They should say goodbye to the examiner as well before they leave the room.

Suggested follow-up activities

1. To make asking and answering personal questions more interesting for the students, ask them to imagine they are a famous person, e.g. a sports personality or a pop star, and answer in role when they are asked.
2. You can also ask students to work in groups of three. One student asks the questions, one answers and the third gives feedback on whether the person answering looked interested, made eye contact with the questioner, gave full answers, etc. They change roles so all the students get to ask, answer and give feedback.
3. If possible, invite other adult speakers of English into your class so your students gain confidence in speaking to other people they don't know. This will be particularly useful shortly before the test.

A2 Flyers Speaking Part 4 – Student’s Worksheet

1. Where do you live?
2. How do you go to school?
3. What sports do you like?
4. What’s your favourite school subject?
5. What did you do in your last holiday?
6. How many brothers and sisters do you have?
7.
8.
9.
10.

A2 Flyers Speaking Part 4 – 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.