

## A2 Flyers Listening Part 1

### Description

This lesson plan has been designed to help students prepare for A2 Flyers Listening Part 1. This lesson plan can be delivered face to face or online. The ‘online options’ column gives teachers ideas about how the stages could be adapted for teaching online.

In this lesson students work through a series of stages in which they describe and respond to descriptions of people. Completing the A2 Flyers Listening Part 1 activity builds familiarity with the exam text and task.

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### Time required:

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#### Materials required:

- Handout 1 – Meet the Flyers
- Handout 2 – A2 Flyers Listening Part 1
- Audio recording – A2 Flyers Listening Part 1 exam  
<https://www.cambridgeenglish.org/images/flyers-sample-listening-2018.mp3>
- Guess who? – <https://poki.com/en/g/guess-who>
- The A2 Flyers Listening Sample Paper and transcript can be downloaded from:  
<https://www.cambridgeenglish.org/Images/young-learners-sample-papers-2018-vol1.pdf>

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#### Aims:

- Practise listening for detail
  - Identify people by listening to spoken descriptions of them
  - Complete A2 Flyers Listening Part 1
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### Procedure:

Lesson Stages	Online options
<p><b>Welcome</b></p> <p>Greet students, introduce yourself and mime something you’ve done since the previous lesson. Prompt students to guess what it is.</p> <p>Ask for a volunteer to do the same, with the rest of the class guessing. Encourage them to say, “Are you [verb+ing]?”</p> <p>In smaller classes repeat until all students have introduced themselves. In larger classes, complete in groups.</p>	<p>Ask students to turn on their webcam when miming the activity.</p>

<p><b>Meet the Flyers: Vocabulary challenge</b></p> <p>Put students into groups containing a mixture of ability levels.</p> <p>Display the picture at the top of <u>Handout 1</u> so everyone can see it. Ask what is pictured: <i>students at school/college</i>.</p> <p>Tell the groups they will have a competition: they must list as many things as possible that are a certain colour.</p> <p>Start competition, with 'blue'. After a minute:</p> <ul style="list-style-type: none"> <li>• Tell groups to count the number of items they listed.</li> <li>• Ask a student from the highest-scoring group to point to their answers on the <u>Handout 1</u> (to check answers)</li> <li>• Award points to teams.</li> </ul> <p>Repeat with red, yellow/gold, and grey/silver.</p> <p>Make this a lively, competitive activity, adding up the scores at the end of each round.</p>	<p>Use your platform's whiteboard to display the picture.</p> <p>If students can draw on your whiteboard then you could name items from the picture and choose students to race to find them on the picture.</p> <p>Otherwise ask students to write the name of objects that are the specified colour, in the chat.</p>
<p><b>Meet the Flyers: Who's who?</b></p> <p>Give a copy of <u>Handout 1</u> to each student. Explain that as you describe the people in the picture, students should write the names on the correct line in <u>Handout 1 Part 2</u>.</p> <p>Read the descriptions (on <u>Answers - Handout 1</u>). Give students time to think, compare answers with a partner and write them.</p> <p>Check answers.</p>	<p>Share handouts with parents, or students through your platform before the lesson.</p> <p>Choose a student to circle the area on the picture that gives each answer.</p>
<p><b>Meet the Flyers: True or false</b></p> <p>Tell students that you will say some statements about the picture on <u>Handout 1</u>. If a statement is:</p> <ul style="list-style-type: none"> <li>• <b>True:</b> they should stand with their hands in the air.</li> <li>• <b>False:</b> they should sit with their hands on their heads.</li> </ul> <p>This could be done as a competitive activity, with the last student(s) to get the correct answer in each round eliminated (until there is just one left).</p> <p>Read the following statements:</p> <ol style="list-style-type: none"> <li>David is wearing spotted shorts. (<i>False</i>)</li> <li>Holly is wearing spotted tights. (<i>True</i>)</li> <li>Richard is looking at his laptop. (<i>False</i>)</li> <li>Betty and Michael are wearing glasses. (<i>True</i>)</li> <li>Sarah has fair hair. (<i>True</i>)</li> </ol>	<p>If students are able to use their webcams, then demonstrate this activity using your whiteboard and camera/microphone.</p> <p>Otherwise use the statements to create a quiz (<a href="https://kahoot.com/">https://kahoot.com/</a> for example).</p>

<p>f) Helen is picking up her sock. (<i>False</i>)  g) Emma is talking to Robert. (<i>False</i>)  h) William is carrying a book. (<i>True</i>)  i) Harry has something strange in his pocket. (<i>True</i>)  j) The teacher looks angry. (<i>False</i>)</p>	
<p><b>Meet the Flyers: Corrections</b></p> <p>Write the incorrect sentences from the previous stage on the board. Ask students to work with a partner and correct them.</p> <p>Check answers:</p> <ul style="list-style-type: none"> <li>• David is wearing <del>spotted</del> <b>striped shorts</b>.</li> <li>• Richard is looking at his <del>laptop</del> <b>mobile / phone / cell phone</b>.</li> <li>• Helen is picking up her <del>sock</del> <b>spotted glove</b>.</li> <li>• Emma is talking to <del>Robert</del> <b>George</b>.</li> <li>• The teacher looks <del>angry</del> <b>happy / cheerful</b>.</li> </ul>	<p>Create a shared document for each group (<a href="https://docs.google.com/document">https://docs.google.com/document</a>) containing the false statements.</p> <p>Ask students to work with group members to correct the statements.</p> <p>Choose students to write the correct statements in the chat and earn points for their team.</p>
<p><b>A2 Flyers Listening Part 1</b></p> <p>Tell students that the A2 Flyers Listening Part 1 exam tests how well they can understand descriptions of people (which they've just been practising).</p> <p>Elicit the names around the picture on <u>Handout 2</u>, helping with pronunciation if necessary.</p> <p>As you check each name, ask students to:</p> <ul style="list-style-type: none"> <li>- touch their head if it's a girl's name <i>Jane, Sally, Sarah</i></li> <li>- touch their ears if it's a boy's name <i>Harry, William, David, Richard</i></li> </ul> <p>Explain that they'll listen to two people talking together. A girl and her grandma (or grandmother). They'll describe some of the people in the picture, but not all of them.</p> <p>Tell students they will listen to the recording twice. The first time they should circle all the people that are mentioned.</p> <p>4. Play <u>audio recording</u> (00:50 – 03:15) and check answers.</p> <p>5. Tell students to listen again and draw a line from the name to the person. Play the <u>audio recording</u> (00:50 – 03:15).</p> <p>6. Ask students to compare answers with a partner. Play recording again if necessary, checking as a whole class.</p>	<p>If students do not have safe access to a webcam, then you can still do this activity by encouraging students to do it at home, but giving them some thinking time before you show them the correct action.</p> <p>Play the audio recording over your platform – or share a link to the recording with parents before the lesson and ask them to get it ready.</p> <p>Ways of checking answers:</p> <p>If you are able to safely manage breakout rooms, then allow students to compare answers there.</p> <p>Share answers in the group chat.</p> <p>Ask for a volunteer to turn on their microphone and share their answers (choose a different person each time)</p>

<p><b>Speaking and writing</b> (optional extension task)</p> <p>Ask students to describe William. For example:</p> <ul style="list-style-type: none"> <li>• <i>William is <b>wearing a brown hat</b>.</i></li> <li>• <i>William is <b>sitting</b>.</i></li> <li>• <i>William has <b>grey hair</b>.</i></li> </ul> <p>Highlight that these are all true. Ask students to change them so they are false. For example:</p> <ul style="list-style-type: none"> <li>• <i>William is <b>wearing pink striped tights</b>.</i></li> <li>• <i>William is <b>playing volleyball</b>.</i> Etc.</li> </ul> <p>Give each group a sheet of paper. Ask them to write 10 sentences describing the picture in <u>Handout 2</u> (or as many as possible within a time limit). Some should be true, others false.</p> <p>Ask groups to swap pictures and descriptions.</p> <p>Groups work to identify the true sentences and correct the false ones.</p>	<p>This activity can be completed individually – either during the class or as homework.</p> <p>Ask parents to send you their child's True/False statements. Add them all to a shared online document (<a href="https://padlet.com/">https://padlet.com/</a> for example).</p> <p>When complete (you may need to correct their writing a little), share the link and ask students to try and complete each other's activities by identifying which sentences are true/false and making corrections.</p>
<p><b>Guess who?</b> (optional extension task)</p> <p>Open Guess Who? on a screen that can be seen by all students.</p> <ol style="list-style-type: none"> <li>2. Demonstrate how to play, asking students to suggest questions and responses at each stage.</li> <li>3. Share the Guess who? link with students, if you have access to safe devices in the classroom, challenging them to play until winning at least 3 games in a row. Otherwise tell them this is something they can play at home.</li> </ol>	<p>Using the link, open <b>Guess Who?</b> on your screen. Screen share on your platform.</p> <p>Demonstrate play, asking students to suggest questions and responses at each stage.</p> <p>Share the Guess who? link and prompt them to play independently until winning at least 3 games in a row.</p>



# Handout 2 | A2 Flyers Listening Part 1

A2 Flyers Listening

## Part 1

- 5 questions -

Listen and draw lines. There is one example.

Sally

Harry

Jane



William

David

Sarah

Richard

## Answers: Handout 1 | Meet the Flyers

Read the descriptions to students:

~~Betty~~ Look at her **plastic sunglasses** and **unusual ring** and **necklace**.

**David**: He's wearing his **special striped shorts**.

**Emma**: She's brought her bright **gold umbrella!**

**George**: He's wearing a **strange uniform** with stripes.

**Helen**: Oh dear! She's dropped her **spotted glove**.

**Harry**: He's got a huge **metal key** in his **pocket**.

**Holly**: She's wearing her tights with **silver spots**.

**Michael**: He's brought his **expensive new rucksack**.

**Katy**: She's riding her **lovely bicycle**.

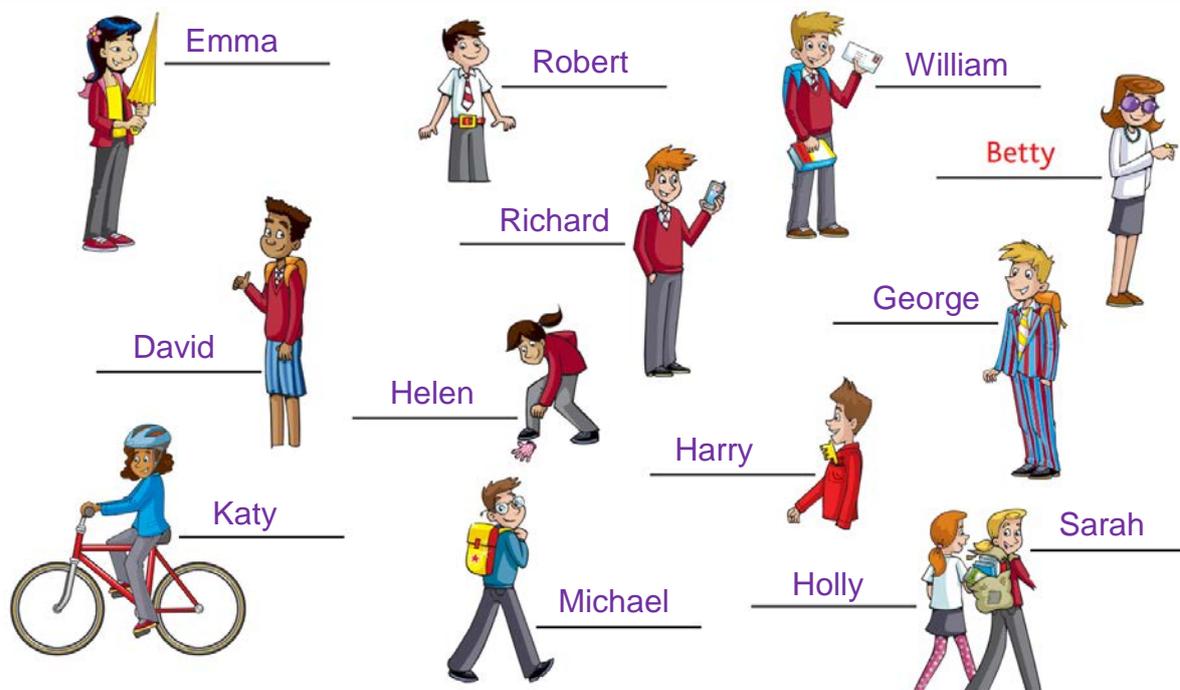
**Richard**: He's very happy with his **wonderful telephone**.

**Sarah**: Her **cheap old backpack** is full of books.

**Robert**: He's wearing an **interesting belt**.

**William**: He's carrying his **dictionary** and he wants to **post a letter**.

## Part 2 | Who's who?



## Answers: Handout 2 | A2 Flyers Listening Part 1

### Part 1

– 5 questions –

Listen and draw lines. There is one example.

