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# A2 Flyers

Plus *Teacher's Guide*

Second Edition



Teaching  
not just testing

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 Pearson

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## Listening Part 1

In this part, students listen and draw lines to match names to people in a picture.

### Warm-up

#### Activity 1

**Aim:** To practise the names that appear in the A2 Flyers exam.

**Materials:** Sheets of paper or notebooks

#### Procedure

- 1 Write the names that may appear in the A2 Flyers exam on the board (see vocabulary list, TG page 157–160).
- 2 Drill the names and ask students to repeat.
- 3 Read out eight of the names in a random order and ask students to write them down. Check answers by getting individual students to say a name each in order.
- 4 Put students in pairs. They take turns choosing four names and spelling these to their partner.
- 5 Remember also to revise the names from *Pre A1 Starters* and *A1 Movers*.

#### Activity 2

**Aim:** To practise vocabulary for descriptions.

**Materials:** TG p142 Worksheet 1

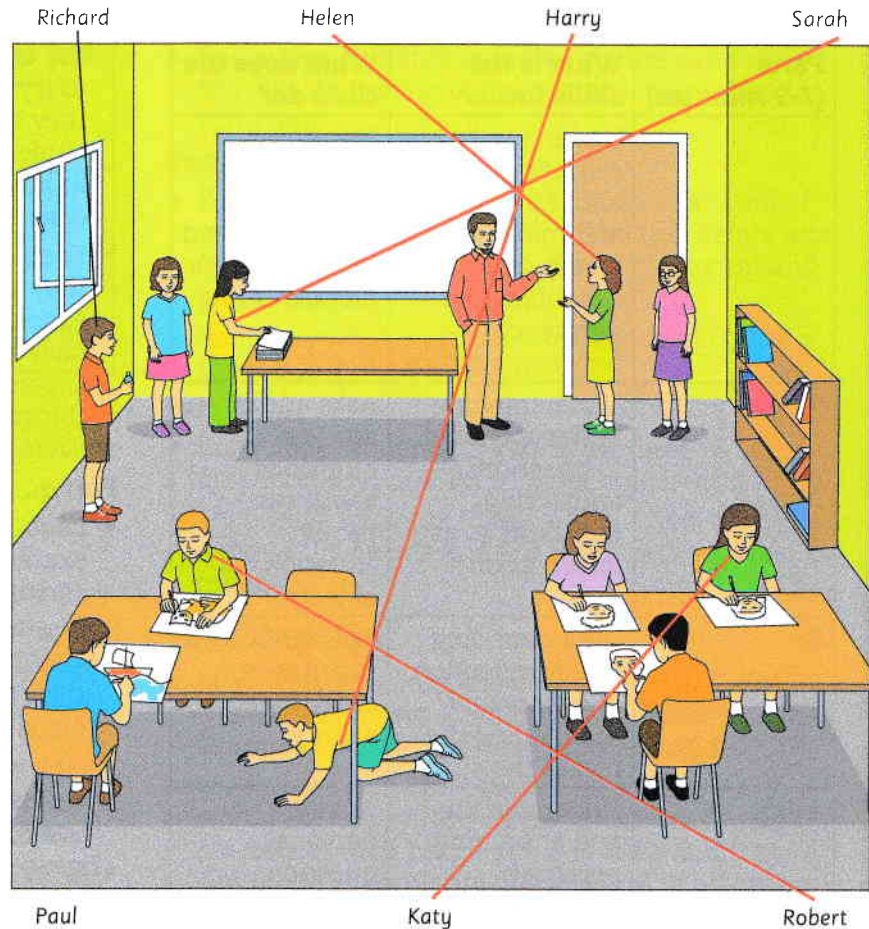
#### Procedure

- 1 Put students into pairs.
- 2 Give each pair the word cards from the worksheet.
- 3 Write the following headings on the board: 1 *clothes*, 2 *physical appearance*, 3 *actions*. Students group the cards into the categories, e.g. *coat* and *glasses* will go into group one, *curly* and *straight* into group two, and *smiling* and *running* into group three.

## Part 1

– 5 questions –

Listen and draw lines. There is one example.



Test 1, Listening Part 1

- 4 Check answers.
- 5 Ask students to draw pictures of two different people and write sentences about them using the vocabulary from the word cards.

#### Answer Key

Clothes: belt, shorts, pocket, scarf, sweater, coat, glasses  
 Physical appearance: hair, blonde, beard, curly, moustache, straight, thin, fat, striped  
 Actions: sitting, lying, smiling, laughing, standing, playing, running, throwing

#### Extension

Get students to bring in magazine pictures of people doing different things. In a small group, you could stick the pictures up around the classroom and get students to go and stand next to the person you describe. Students could then take it in turns to describe a picture to other students. In a larger group, where this may not be practical, students could work in pairs with a selection of pictures on their desk. Each student describes a person for their partner to pick out from the selection of pictures.

## ■ Do the test

**Materials:** SB page 4, Audio 1.1

- 1 Ask students to turn to SB page 4. Look at the picture together and get students to read the names written at the top and bottom of the picture.
- 2 Play the recording and pause it after the example. Go through the example with the class, making sure they understand what they need to do.
- 3 Play the rest of the recording. Students draw a line from the names to the appropriate people in the picture.
- 4 Let students listen to the recording again. Check answers.

### Audioscript 1.1

**R** = Rubric  
**Fch** = Female child  
**M** = Male adult

**R** **Listen and look. There is one example.**

**Fch** Dad! Come and look at my photos.

**M** OK. Oh, is this a photo of your new Art club?

**Fch** Yes, look – there's Richard!

**M** Where?

**Fch** There! He's standing next to the window – he's the boy with the red T-shirt.

**M** Oh, yes. He's holding a bottle of blue paint.

**R** **Can you see the line? This is an example.**

**Now you listen and draw lines.**

**M** Who's the boy who's sitting at the table next to Richard?

**Fch** There are two boys who're sitting at that table. Which one do you mean?

**M** The one with blond hair. He's drawing a cat, I think.

**Fch** Oh, that's Robert. He's very good at drawing animals.

**M** Look at the other table. They're painting pictures of faces.

**Fch** Yes, they're painting people in the class.

**M** Who's the girl with long brown hair? Look, she's sitting next to the bookcase.

**Fch** That's Katy. She won the school art competition last year – she loves art.

Can you see my friend Helen? She's talking to my teacher.

**M** No. Where is she?

**Fch** She's there, near the door.

**M** Oh. Is she wearing glasses?

**Fch** No, she's the one with curly hair.

**M** Where's your friend, Sarah, then?

**Fch** Oh, she's getting some more paper from the teacher's desk.

**M** Is that her with the pink skirt?

**Fch** No, she's standing next to that girl. She's wearing green trousers. They're going to do some drawing, I think.

**M** Who's the boy over there? Look, he's looking for something under the table.

**Fch** Oh, that's Harry.

**M** What's he looking for?

**Fch** I think he dropped his pencil.

**R** **Now listen to Part One again.**

**Answer Key** ► SB page 4

## Listening Part 2

In this part, students listen and write words or numbers in gaps.

### ■ Warm-up

#### Activity 1

**Aim:** To practise the alphabet and spelling.

**Materials:** TG p142 Worksheet 1

#### Procedure

- 1 For this part of the Listening Exam, students need to be confident about the names of the letters of the alphabet. Choose words from the A2 Flyers vocabulary list on Pages 157–162. Play hangman with one of the words, with different students guessing letters. Then get confident students to come to the front and choose the word.
- 2 Give out a copy of the worksheet to each pair of students.
- 3 Students each choose five words from the word cards and take turns spelling these to their partner. They then compare and check their spellings.

#### Activity 2

**Aim:** To practise listening for and writing information (i.e. names and numbers).

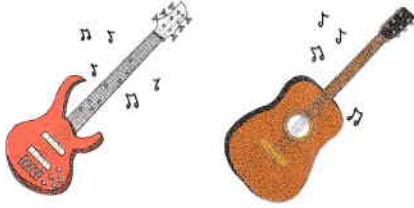
**Materials:** TG p143 Worksheet 2

#### Procedure

- 1 Put students into pairs.
- 2 Give student A a copy of Card A from the worksheet, and student B a copy of Card B.
- 3 They take it in turns to ask each other questions so they can fill in their form, e.g. *What time is the tennis lesson?* Go round helping where necessary.
- 4 Students then compare the completed information exchange forms to check their answers.

## Part 2 – 5 questions –

Listen and write. There is one example.



### GUITAR LESSONS

<b>Name of music school:</b>	The <u>Stage</u> Music School
1 <b>Where:</b>	next to <u>Library</u>
2 <b>Address:</b>	<u>102</u> London Street
3 <b>Day of lesson:</b>	<u>Saturday</u>
4 <b>Name of teacher:</b>	Mr <u>Bagley</u>
5 <b>Teacher's telephone number:</b>	<u>314479</u>

Test 1, Listening Part 2

### ■ Do the test

**Materials:** SB page 5, Audio 1.2

- 1 Ask students to turn to SB page 5. Look at the form together and get students to think about what kind of information is missing.
- 2 Play the recording and pause it after the example. Go through the example with the class, making sure they understand what they need to do.
- 3 Play the rest of the recording. Students listen and fill in the missing words on the form.
- 4 Let students listen to the recording again. Check answers.

### Audioscript 1.2

**R** = Rubric  
**F** = Female adult  
**M** = Male adult

- R** **Listen and look. There is one example.**
- F** Oh hello, George. Can I ask you some questions?
- M** Yes, of course, Holly. What about?
- F** The guitar lessons which your son has. My daughter would like to learn the guitar.

- M** Really? Oh, my son really enjoys his guitar lessons. What do you want to know?
- F** Which music school does he go to?
- M** It's called The Stage Music School.
- F** Right. I think I've heard of that. Let me write it down.
- M** OK.
- R** **Can you see the answer? Now you listen and write.**
- F** Right. And where is it? Is it far from here?
- M** No, not really. It's next to the library in the town centre.
- F** Oh. OK.  
I'm not sure where that is. What's the address again?
- M** It's 102 London Street.
- F** Right. Is that opposite the bank?
- M** No, that's number 101.
- F** What day are the guitar lessons?
- M** Well, the guitar teacher only works on Saturdays but the music school is open from Tuesday to Sunday.
- F** Oh. That's OK. I think the weekend is better than in the week after school.
- M** Yes, I agree. The children aren't as tired at the weekend.
- F** And now what's the name of the guitar teacher?
- M** He's called Mr Bagley. That's spelt B-A-G-L-E-Y. He's a very nice man.
- F** Excellent! I'll phone the school this evening.
- M** Oh, you have to phone the guitar teacher, not the music school.
- F** Right. Do you have the teacher's phone number?
- M** Yes, I think so. Let me see. Oh yes. Here it is. It's three one double four seven nine.
- F** Thank you very much.
- M** That's OK. I hope your daughter enjoys her guitar lessons!
- R** **Now listen to Part Two again.**

**Answer Key** ► SB page 5