

# Fly!

*Fly!* is part of a fun series of volumes to prepare students for the Cambridge English Qualifications for Young Learners exams. The series covers all areas of the YLE syllabus and allows students to take the test confidently. It is flexible to complement a general English course book and is ideal for both exam and non-exam students.

- All the vocabulary, skills and grammar for the test
- Authentic test-style practice
- Specific materials to develop students' confidence in speaking
- Realistic videos to understand what happens during the speaking test
- Short videos to highlight the main grammar topics
- A digital picture dictionary
- A digital graded reader

	CEFR	Cambridge English Exam
<i>Start!</i>	Pre A1	Starters
<i>Move!</i>	A1	Movers
<i>Fly!</i>	A2	Flyers

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Jeremy Walenn

Sara Walenn

Fly!

Teacher's Book

Jeremy Walenn  
Sara Walenn

# Fly!

Preparation for the A2 Flyers  
Cambridge English Qualifications



## Teacher's Book

FLY!  
Teacher's Book  
ISBN 978-88-536-3295-1

# Fly!

Jeremy Walenn  
Sara Walenn

Preparation for the A2 Flyers  
Cambridge English Qualifications

Teacher's Book

***Fly!***

**Preparation for the A2 Flyers  
Cambridge English Qualifications  
Teacher's Book  
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# Introduction

## What is *Fly!* ?

*Fly!* is the third level in a series of three books written for learners aged between 7 and 13 years old. *Start!* is the first book in the series and *Move!* is the second. *Fly!* is designed to help students to prepare for the A2 Flyers of the Cambridge English Qualifications for young learners (CYLET). It is written for young learners between the ages of 11 and 13. The materials fully address the learning styles, interests and motivation of this age group by providing engaging activities to introduce new language with plenty of opportunities to practise language and skills. The words and grammar in the book are contained in the Flyers vocabulary and structures lists. They are presented in a way that helps students to remember and use them. There is also recycling of words and structures that helps to build students' confidence.

*Fly!* is very flexible. Teachers can use it with students who are:

- preparing to take the A2 Flyers of the Cambridge English Qualifications
- not taking the exam but want an enjoyable and carefully structured course
- studying in both small and large classes
- studying in both monolingual and multilingual classes
- studying remotely

## What is A2 Flyers?

A2 Flyers of the Cambridge English Qualifications:

- gives a reliable indication of how well children are performing in English in the skills of listening, speaking, reading and writing
- is the third of three tests (Pre A1 Starters, A1 Movers, A2 Flyers) and is set at A2 level on the Common European Framework of Reference (CEFR)

It is matched to these A2 CEFR *can do* statements:

## Listening and Speaking

**Can:**

- understand instructions given in more than one sentence
- understand simple instructions of objects, people and events
- understand simple conversations on everyday topics
- ask basic questions about everyday topics
- give simple descriptions of objects, pictures and actions
- talk briefly about activities done in the past

## Reading and Writing

**Can:**

- understand simple written descriptions of objects, people and events

- understand simple, short stories containing narrative tenses
- read and understand short texts even if some words are unknown
- link phrases and sentences using connectors like *and/because/then*
- write simple descriptions of objects, pictures and actions
- write a short simple story using pictures or own ideas

## Components

- Student's Book with ELI Link
- Teacher's Book with photocopiable activities
- Online audio / ELI Link
- Digital Book

## The Student's Book – Key features

All the vocabulary, grammar and structures from the Flyers syllabus is covered in the book. New vocabulary is introduced in a large picture at the start of each unit. Grammar and structures are presented in a comic strip story involving the main characters: Sarah, George and Max, the dog. This includes some of the more colloquial language from the syllabus. Attention is also paid to revision and recycling of the vocabulary and structures. This provides students with confidence to use the language they have learnt and opportunities to personalise the language in meaningful ways. The book carefully integrates the skills of listening, speaking, reading and writing using the vocabulary and grammar points that have been presented.

## Topics

Months and dates, ordinal numbers	The body and health
Items in the home	Seasons and holidays
Food and table setting	Transport
Sending an invitation	Animals and insects
Clothes and accessories, materials	The world around us
School and time	Places and directions
Sport	Getting information
Music and hobbies	Jobs and work places
	Watching TV

These topics follow the requirements in the Cambridge A2 Flyers syllabus and are presented in a way that reflects the age and the interests of the students. The characters in the stories do activities that the students can easily relate to, which helps them to fully engage with the language activities they are asked to do.



## Listening

Listening activities include: *listen and point; listen and match; listen and write; listen and tick; listen and read; listen and check; listening for information; carrying out instructions*. They are designed to develop the students' exam skills in listening for: *information; specific words; numbers and spelling*.

## Reading and Writing

Reading and writing activities include: *choose the correct word; matching words to definitions; completing a short dialogue with the correct responses; completing a short narrative by choosing*

*the correct words; reading and understanding a factual text; completing sentences based on a story and answering questions.*

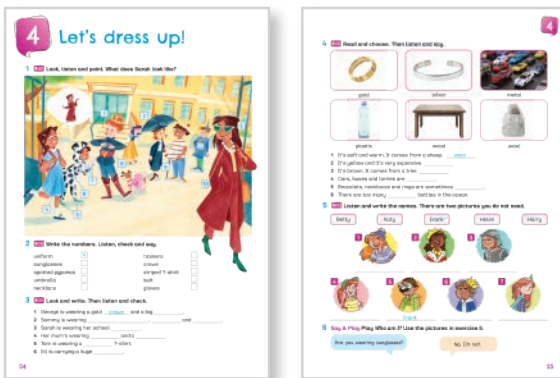
## Speaking

The speaking activities are planned to make sure the students are always exposed to the vocabulary and structures they need to complete the tasks successfully. They are also designed to be engaging so that the students enjoy what they are doing. Speaking activities include: *identifying differences between pictures; describing pictures and answering personal questions.*

## Tour of a Unit

*Fly!* consists of sixteen units. There are six pages per unit: two to introduce vocabulary; two to present structures and grammar and two for exam practice. There are two revision pages after every four units. At the end of the book, there is a complete practice test, speaking cards, a wordlist and grammar reference pages.

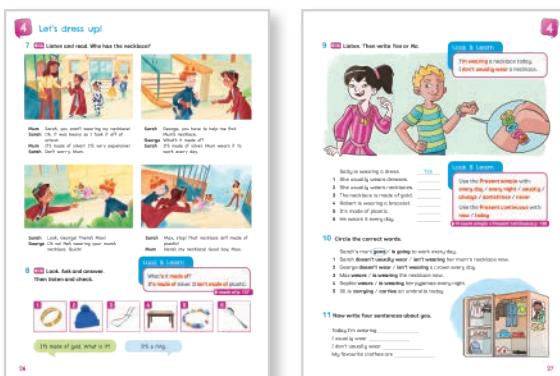
## Pages 1 and 2 – Vocabulary



The first and second pages of the unit focus specifically on **vocabulary**. Each unit starts with a big picture which introduces the new vocabulary for the unit. The artwork usually illustrates activities involving the three main characters: Sarah, George and Max, the dog. They do lots of interesting things with other friends and family which provide a framework for the topics.

The words are practised using *Look, listen and point*. They are then presented in the second exercise, where there is always a listen-and-check-and-say activity to highlight pronunciation. *Say the Sounds* sections introduce activities, such as chants and tongue twisters to practise specific sounds. There are exercises to help the students to write them down accurately and remember them. Additional exercises, such as *match, look and write; say and play* provide enjoyable ways to help the students to consolidate their learning with pair and group activities. There are also *Look & Learn* boxes which focus on specific aspects of grammar and vocabulary. The *UK vs US* boxes highlight the differences between British and American English, such as *film* (UK) and *movie* (US) and ensure complete coverage of the A2 Flyers wordlist.

## Pages 3 and 4 – Grammar & Functions



The third and fourth pages of the unit concentrate on a new **grammar point**. This is introduced in an enjoyable **comic strip** with the characters, which includes some of the colloquial language from the Flyers structures list. It is followed by a variety of exercises that encourage the students to use the language in context. There is also the opportunity to practise some of the vocabulary they have been presented with in the unit and to recycle words from previous units. The tasks include: *listen and read; complete the sentences; read and match; circle the correct words; ask and answer questions; say the sounds; say and play; listen and tick; choose and write.*

# Introduction

## Pages 5 and 6 – Flyers Practice



The fifth and sixth pages provide **exam practice**. There are exercises that test different skills and they provide authentic exam practice following the format of the Flyers exam. This provides thorough preparation, familiarising students with the exam procedure, using the vocabulary and grammar points that have been highlighted in the unit. The students are also given a tip to help them prepare for the exam. Other helpful hints on what to do in the exam are provided in the Teacher's Book. In addition, students can watch **realistic videos** of learners doing the speaking parts of the test which ensure they understand and know what happens during the actual exam.

## Revision pages



The revision pages occur after every four units and provide an opportunity for the students to practise using the language they have learnt and for the teacher to check on their progress. There are exercises to practise vocabulary and grammar in fun activities such as: *circle the odd word*; *find the word/differences*. There is also a **video** featuring one of the characters who focuses and highlights the main vocabulary and grammar structures introduced in the four previous units. After the exercises based on the video, there is an enjoyable *say and play* speaking activity based on pictures.

## Flyers Practice Test



A complete Flyers **Practice Test** is included towards the end of the book to ensure learners have maximum exposure to all 16 parts of the Flyers test.

## Wordlist



At the end of the book there is a **Wordlist** section with all of the words contained in the units.

## Grammar tables



There are also useful **grammar reference** pages that students can refer to for further information.

## The Teacher's Book

- advice on how to prepare a lesson plan
- clear guidance of the aims and objectives in each lesson
- suggestions on how to introduce each lesson with a guide to the materials and equipment that can be used
- a step-by-step approach on how to do each exercise
- information on teaching sounds and prosodic features
- suggestions for extra activities that can be done in class to practise vocabulary, grammar and pronunciation
- tips on how to help students to prepare for each part of the Flyers exam

## The audio

The audio is available via the ELI LINK App or in the digital book, or can be downloaded from [www.elionline.com/fly](http://www.elionline.com/fly). Students can listen to the audio and practise at home.

## The digital book

The digital book can be used in class on an IWB or on a projector, or at home for homework and extra practice. It includes:

- all the audio files in the Student's Book
- all the videos in the Student's Book
- all the exam practice activities in the Student's Book which are interactive and self-correcting
- a digital picture dictionary
- a digital game (*It's your turn!*) for revising vocabulary
- browsable *Flashcards* of all the words in the volume
- a picture bank for extra speaking activities
- a link to two extra online practice tests
- the phonetic chart with audio - a word with phonetic and audio transcription is associated with each phonetic symbol, to enable students to listen and practise the pronunciation
- geographic maps: *UK and Ireland map*, *The United States map*, *English-speaking countries map*
- a Digital Graded Reader (*Hansel and Gretel*) with audio tracks and a video

In addition, from the toolbar in the platform it is not only possible to access the traditional drawing palette (pencil, highlighter, boxes to insert notes, rubber) but also to make text cuttings, insert exercises, files, notes, videos, hypertext links and audio recordings to practise pronunciation.

The Teacher's digital book also contains a 'key' button with the key of all the interactive exercises. To activate the **Teacher's digital book**, go to [www.elionline.com/digitalbooks](http://www.elionline.com/digitalbooks), follow the instructions and use the access code at the front of the Teacher's Book.

To activate the **Student's digital book**, go to [www.elionline.com/digitalbooks](http://www.elionline.com/digitalbooks), follow the instructions and use the access code at the front of the Student's Book

## ELI Link

ELI LINK is an application that can be downloaded free of charge from the AppStore (for iOS) or GooglePlay (for Android) on a smartphone or tablet. Thanks to ELI LINK, the material you see is enriched with multimedia elements that can be activated directly from a smartphone or a tablet.

After downloading and launching the app, you can frame the page of your book and immediately access the connected video and audio content.

Thanks to its technology, the ELI LINK tool is designed to increase productivity in class or at home, while saving time, as well as keeping students' attention and involvement high. All the multimedia content of the course is in fact available at all times with one simple click from your mobile device.



Download the free ELI LINK App on a smartphone or tablet



Launch the app, frame the video icons or audio on the paper page of your book



Instant access to audio and video content

## Online resources

Further flexibility is given to *Fly!* thanks to an area dedicated to online resources on the website [www.elionline.com](http://www.elionline.com). This will allow the materials to be continuously updated and enriched and downloaded free of charge.



# Introduction

## The A2 Flyers test

The A2 Flyers test is divided into 16 parts.

### Listening Parts 1-5

Each part begins with a clear example. All the texts are heard twice.

Test length: **25 minutes**. There are **25 items** in total.

	Main skills focus	Input	Item type	Number of items
1	Listening for names and descriptions	Picture with names	Match names to people in a picture by drawing a line.	5
2	Listening for numbers Listening for spelling	Picture with notes	Write a number or a word.	5
3	Listening for detailed information	Picture sets with words or names	Match pictures.	5
4	Listening for specific vocabulary	Pictures with dialogues	Multiple choice. Listen and tick the correct picture.	5
5	Listening for specific information	Picture with dialogue	Carry out instructions to locate objects, colour and write.	5

### Reading and Writing Parts 1-7

Test length: **40 minutes**. There are **44 items** in total.

	Main skills focus	Input	Item type	Number of items
1	Matching words with definitions	15 words and 10 definitions	Copy correct word next to the definition.	10
2	Reading and understanding functional language	Short dialogue with multiple options	Read and choose the correct response.	5
3	Gap fill task	Gapped text and answer options	Complete a text and choose a title.	6
4	Reading and completing a factual text with a 3-option multiple choice	Gapped factual text with a picture to illustrate the text	Fill gaps with one word from the multiple-choice options.	10
5	Reading and completing sentences about a story	A story presented with a picture to illustrate the text with 7 gapped sentences	Write one, two, three or four words to complete the sentences.	7
6	Reading and completing sentences	A short text such as a diary entry or email with gapped sentences (no missing words supplied)	Complete the gaps in the text using own words.	5
7	Productive writing	Three pictures	Write a short story using the pictures.	1

## Speaking Parts 1-4

Test length: **7-9 minutes**. There are 4 parts.

Format: a one-to-one exchange between examiner and candidate that follows a script.

	Input	Item type
1	Greet and name check (unassessed) Identify six differences between two similar pictures	Follow instructions by describing differences
2	Information exchange: One set of facts and one set of question cues	Answer and ask questions about two people, objects or situations
3	Picture sequence	Describe each picture in turn
4	Questions from the examiner on topics such as: <i>personal information; school; weekends; friends and hobbies</i>	Answer personal questions

## Assessment / Results

All students who take the A2 Flyers exam receive a certificate which shows how many 'shields' they have received (out of a maximum of five) for each part of the test. There is no pass or fail and it is a great way to reward students for their abilities, build their confidence and provide a positive first impression of international exams.

A result of one shield means that a student can improve a lot in that skill. Five shields mean that a student did very well in that skill and answered most questions correctly. The back of the certificate shows how results align to the CEFR. If a student has achieved four or five shields in each skill, they are ready to start preparing for a higher Cambridge English exam.

From September 2020, students receive their certificate together with a statement of results (available in English as well as bilingual versions). The Statement of Results includes:

- the number of shields they have received for each part of the test
- areas for improvement
- information on their strengths
- ideas on how to improve

While preparing students for the Cambridge English Qualifications, in order to motivate them, teachers should give individual feedback on areas that need more study and areas for improvement.

## How does *Fly!* prepare students for the A2 Flyers exam?

*Fly!* prepares students for the A2 Flyers exam by:

- introducing and practising all the vocabulary and grammar in the A2 Flyers syllabus
- familiarising students with the Flyers exam format through a range of practice tests which model what is in the exam and help students to overcome any anxieties they might have
- providing **realistic speaking test videos** featuring young learners to show students exactly what happens during the speaking tests.

Practice of each test part is offered in *Fly!* on the following pages:

	Part 1	Part 2	Part 3	Part 4	Part 5	Part 6	Part 7
<b>Listening</b>	p. 22 (Unit 3) p. 74 (Unit 11) p. 110	p. 16 (Unit 2) p. 36 (Unit 5) p. 111	p. 11 (Unit 1) p. 88 (Unit 13) p. 112	p. 42 (Unit 6) p. 81 (Unit 12) p. 113	p. 29 (Unit 4) p. 48 (Unit 7) p. 114		
<b>Reading &amp; Writing</b>	p. 10 (Unit 1) p. 49 (Unit 7) p. 115	p. 23 (Unit 3) p. 106 (Unit 16) p. 116	p. 69 (Unit 10) p. 95 (Unit 14) p. 117	p. 75 (Unit 11) p. 100 (Unit 15) p. 118	p. 63 (Unit 9) p. 80 (Unit 12) p. 119	p. 55 (Unit 8) p. 107 (Unit 16) p. 120	p. 43 (Unit 6) p. 121
<b>Speaking</b>	p. 28 (Unit 4) p. 62 (Unit 9) p. 89 (Unit 13) p. 122	p. 37 (Unit 5) p. 54 (Unit 8) p. 101 (Unit 15) p. 123	p. 17 (Unit 2) p. 68 (Unit 10) p. 94 (Unit 14) p. 124	p. 37 (Unit 5) p. 54 (Unit 8) p. 101 (Unit 15) p. 124			

# Introduction

## Extra time activities

These provide opportunities for extra practice and can be used to change the pace of the lesson and classroom dynamics, for example, moving from a whole class activity to pair or group work.

### Emoji Face

Divide the class into two or three teams. Choose a word from the vocabulary set you are practising. Draw short lines on the board to represent each letter of the word. Teams take it in turns to guess a letter in the word. If the guess is correct, write the letter on the line. If it is incorrect, start drawing the emoji face. If one of the teams guesses the word before you complete the face, award them a point. The team that gets four points wins the game.

### Individual sounds

Write two columns with words on the board. Ask the students to match a word in the first column with a word with the same sound in the second column. Students can work in pairs. Student A reads a word from the first column. Student B has to read the word in the second column with the same sound.

1 park	A balcony (3)
2 dining room	B basement (5)
3 flat	C climb (2)
4 kitchen	D garden (1)
5 toothpaste	E lift (4)

### Vowel sounds

To revise the pronunciation of vowels, write the following on the board: a /eɪ/ e /i:/ i /aɪ/ o /əʊ/ u /ju:/ Then write the names of some places or items on the board without the vowels, for example:

b \_\_\_ k s h \_\_\_ p (bookshop). Ask the students to work in pairs, and write down the words in their notebooks, completing them with the missing vowels.

### Word mix

Write six words from a vocabulary set on the board, with the letters mixed up. Ask the students to write down the correct spellings of the words in their notebooks. Ask them to put up their hand when they have completed the task. The student who does this first comes to the board and writes the correct spelling of the words.

### Past simple endings

Highlight the three possible sounds of the endings of regular verbs by writing this on the board:

1 2 3  
/t/ /d/ /ɪd/

Model three verbs with these endings: *looked* /t/; *opened* /d/; *wanted* /ɪd/. When you teach regular verbs, elicit the sound at the end to raise awareness of the pronunciation.

### Memory game

Ask the students to sit in a circle. Start the activity by giving the example: *Sarah's got (apples)*. The first student repeats the sentence and adds another element: *Sarah's got (apples and sandwiches)*. The game continues until someone forgets a word. This can be played with a range of vocabulary.

### Word Bingo

Ask the students to write down six words in a grid from a vocabulary set in their notebooks. Call out the words from the set, in random order. Ask the students to cross out the word when they hear it. When a student has crossed out all the words, he/she must shout out *Bingo*. If all the words are correct, that student wins the game.

### Describe

In order to revise vocabulary and grammar frequently with your class, use the artwork in the *Fly!* Student's Book and encourage students to look for and name items in the pictures. You can also ask them questions about what the people are doing, or encourage them to imagine and talk about the people in the pictures, for example, *What's this boy's/girl's name? How old is he/she? What do you think he/she likes doing? What's his/her favourite food/animal?*

## Blended learning

Blended learning combines traditional classroom teaching with online and digital tools. In order to achieve this, teaching methodologies and activities need to vary and adapt to the learning environments. A lesson that works well in a face-to-face environment may not work in an online environment. Plan how to take advantage of both ways of teaching to maximise the impact they have on your students. For example, the flipped classroom approach allows students to watch teaching content and new concepts in an online environment and then use in-class time to engage students in discussion/group work with the teacher's support.

### Tips for teaching online

You may not be able to see your students' reactions as well as you can in the classroom and there may also be problems with the connectivity that could mean that students do not hear everything you say. Always ask **concept check questions** to make sure they are certain about what they have to do and provide clear examples before you ask them to complete the task.

Activities are likely to take longer when you teach online. Make your lessons as straightforward as possible with well-defined aims. **Keep the activities short** and try to vary the pace. Don't try to fit in as much as you would if you were teaching face to face. Avoid nominating individual students to give their answers as this can be time consuming. Show the answers on screen so they can check them for themselves.

Students are likely to get distracted more easily because they are learning in a different environment. Involve students in the lesson as much as possible by giving them a **physical task**. For example, ask them to show you something in their room or to hold up an object in a certain colour. Encourage them to make their own flashcards to display. Use action songs to engage them if you think their concentration is flagging.

**Pair and group work activities** are more challenging to set up online. It is possible to do it, but practise with the technology you are using before trying it out in a live lesson. If you think pair work is not possible, split the class into two groups to do a task that they would normally complete in pairs. Ask a student from Group 1 to ask a question and a student from Group 2 to answer while the other students listen. Try to involve as many different students as you can without letting the activity go on for too long.

**Lesson planning** for online teaching is extremely important. Send materials, such as worksheets, to parents and guardians well before the lesson to ask them to print them out. However, only do this if all families in the group have access to a printer. Do not create a situation in which a student may feel left out because they do not have access to materials that are available to other students. If this is the case, send them by mail!

**PowerPoint** is a useful tool for presenting grammar and vocabulary. Make sure you know how to share your screen. Do not make the slides too busy as this may hinder rather than help students to understand.

Before you start every lesson, **check the technology**. Make sure the students' cameras and the mute buttons are switched on when you want to see and hear them. Teach them to use gestures, such as thumbs up/down to show when things are right or wrong.

### Useful tools for teaching online

#### Screen-sharing

You can share your screen and allow students to look at images, videos and pages of your Digital Book. This is a great way for presenting vocabulary, giving instructions and setting up tasks. You can also share stories and songs, as well as create your own 'boardwork' on screen with extra pictures and words to support the lesson, just as you would do in the classroom. If you don't have the possibility of screen-sharing, hold your book up to the camera and point at sections of the page you are focusing on.

#### Whiteboards

If you are able to use tablet or laptop cameras, get your students to make mini 'whiteboards'. They can do this by inserting a blank sheet of paper into a plastic sleeve and writing on the plastic with a water-based felt-tip pen. They can use these to share their answers.

# Introduction

## Chat box

This can be used even by younger students who are preparing for A2 Flyers as they can type single words in the chat box. Using the chat box for short answers and brainstorming allows all students to participate actively at the same time. It can be a useful tool for starting the lesson, checking concepts, closing the lesson and getting feedback.

## Flashcards

Flashcards can be a great way of showing pictures of objects and introducing the vocabulary. A PDF with Flashcards is available in *Fly!* Digital Book.

## Puppets for pair work / dialogues

If pair work activities are too difficult to be done in an online environment, it can be a nice idea to use puppets. Ask students to make two puppets (if they have a printer at home, they can download and print out finger puppets from the internet) or find two animal toys and do the dialogues as if two different people are speaking. They should use a different voice for each person. This encourages them to practise speaking and the different voices help them avoid speaking unnaturally. These dialogues would be great fun shared as videos with the rest of the class.

## Lesson planning - What is lesson planning?

A lesson plan is a detailed description of the course of instruction or learning trajectory. The key points to include are:

- lesson objectives
- materials required
- timings
- methodology
- anticipated problems
- additional activities

## Why is lesson planning important?

Lesson planning is important as it gives the teacher confidence in delivering the lesson by considering in advance: what to teach; how to teach it; what materials to use; how much time to spend on each activity; how to avoid problems. Lesson planning is a 'thinking skill'. By planning, the teacher creates a framework for efficient teaching and is able to imagine the lesson before it happens.

A plan also helps the teacher to reflect on the lesson by considering points such as: what worked well; what went wrong; were the timings accurate; was the level right for all the students; what would I do differently.

It's also important to remember that plans are projects which need to be implemented in a real classroom with real students. Many things may happen which you had not anticipated. In the end, you may need to adapt your plans in order to respond to your students' needs. As Jim Scrivener says, 'Prepare thoroughly. But in class, teach the learners, not the plan'.

## What should you consider when writing a lesson plan?

### Introduction:

- Level
- Objectives

	Structure	Function	Skills	Vocabulary
to present and practise				
to revise and practise				

- Materials (with textbook page numbers)
- Key exponents
- Key phonemic items: individual sounds and minimal pairs; word and sentence stress; intonation patterns
- Key vocabulary and presentation: word family; scale; opposites; mind map; spidergram