

How to practise for the Flyers Speaking Test

Speaking

Part 1.

- Two similar pictures
- Oral statements about examiner's picture
- Identify differences in student's picture from examiner's.

1. Get students to say what they can see in the pictures – as many things as possible.

2. Make a list on the board and get students to share some details.

- children on a scooter – 2 / 1
- apples in the tree – red / orange
- children at the kiosk – 3 / 2

3. Make some questions for students to focus on finding and explaining differences.

- Look at the apples, in my picture they are red.
- Are the apples in your picture red too?
- What colour are they?

4. Use the sample questions in point 3 to focus on other things, like number, place, etc.

- Look, in my picture there are two children riding on a scooter.
- In your picture there is only one child riding on a scooter.

Speaking

Part 2.

- One set of facts and one set of question prompts
- Answer and ask questions about people, objects, or situations.

1. Get students to look at the picture and give you information about it. Write on the board:

- Place - school
- Activity - playing
- Number of boys - 2
- Number of girls - 1
- Total number of kids - 3
- Old or Young - young
- Specific age – five / 5

2. Write some question prompts on the board. Explain that the words are for them to make questions about the pictures.

- _____ are the children?
- _____ are they doing?
- _____ many boys are there?
- How _____ girls are there?

- _____they young or old?
- _____ old are they?

3. Tell students to look and choose a word to complete each question.

How What Where Are many How

4. Help students to complete the answers for the questions by using the information in the tables.

- Remember that it is very important that students can give full/complete answers.
- **Where** are the children? They are at school.
- **What** are they **doing**? They are playing.
- **How many** children are there? There are **three** children.
- **How old** are they? They are **five** years old.

Speaking

Part 3.

- Picture sequence
- Describe picture in turn

1. Get students to say what they can see in each picture.

- Things, people, activity, animals, time, etc.

2. Get students to say three things about each picture. Write these examples on the board.

3. Draw students' attention to the examples and then get them to look at the pictures again. Tell students to decide on the sentences that can be better linked/connected to tell the complete story – one sentence per picture.

4. Get students to practise telling the story.

Some of the structures students will mostly use are:

- There is...
- There are...
- The present form of "be" and "have (got)"
- Verbs
- Can and can't – Must and mustn't
- The present continuous tense
- The present perfect and going to

Speaking

Part 4.

- Open-ended questions about student
- Answer personal questions.

1. Make students some personal questions (school, holidays, family and hobbies).

- Students must be able to answer in one phrase or one or two complete sentences.

Greetings & Questions

Hello!

How are you?

How old are you?

What time do you get up on Sunday?

What do you do on Friday afternoon?

What did you do yesterday?

What are you going to do at the weekend?

Responses

Hello!

I am fine!

I am seven **years old**.

On Sunday I get up **at 10 am**.

I play soccer on Friday afternoon.

Yesterday **I went shopping**.

I am going to **visit my cousins** at the weekend.

Remember...

- Use everyday language inside and outside the classroom to help students get familiarised with following instructions and interacting.
- Introduce new phrases and more language and evaluate understanding by observing carefully.
- It is important that you stick to the contents to cover at each level, grammar and vocabulary, but it is absolutely possible to cross the line and give students more – so whenever you spot a chance to do more, do!
- Try to make some L1-based expressions disappear, for example in response to the “How are you?” question, you can say...
“Fine, thanks!” not “Fine, thank you and you!?”
- Help students to give full answers. It does not necessarily mean long and complex ideas, the following are some examples of complete ideas.

10	VS	On Sunday I get up at 10 am .
play soccer	VS	I play soccer on Friday afternoon.
go shopping	VS	Yesterday I went shopping .
visit cousins	VS	I am going to visit my cousins at the weekend.

The following statements are examples of general Listening and Speaking ability at Flyers level.

Students CAN...

- understand instructions given in more than one sentence.
- understand simple spoken descriptions of objects, people and events.
- understand simple conversations on everyday topics.
- ask basic questions about everyday topics .
- tell short, simple stories using pictures or own ideas.
- give simple descriptions of objects, pictures and actions.
- talk briefly about activities done in the past.

The following are some examples of ideas students, at Flyers level, must be able to understand and communicate.

I was walking down the road when I saw her.
It was a very cold day and snow was falling.
Have you ever been to the circus?
He's just eaten his dinner.
It isn't going to rain today.
Will you do your homework this evening?
I won't buy her a CD because she doesn't like music.
Vicky might come to the party.
The bus may not come today because there is a lot of snow.
Shall we have a picnic in the park?
You could invite Robert to the football game.
Should we take a towel to the swimming pool?
That's John's book, isn't it?
I haven't bought my brother's birthday present yet.

I didn't want to walk home so I went on the bus.
If it's sunny, we go swimming.
My grandmother has forgotten where she put her glasses.
I finished my homework before I played football.
What's your new teacher like?
That sounds like the baby upstairs. I think he's crying.
That smell makes me hungry!
What time does the film start?
What else shall I draw?
See you next week, Mrs Ball!
The toy is made of wood.