

Test prep worksheet for **Flyers**.

David is asking Zoe about a new gym club. What does Zoe say?
Read the conversation and choose the best answer (A-H).
You don't need to use all the letters. There is one example.

Example

David Hi Zoe! Do you go to the new gym club?

Zoe ... **D** ...

1 David Which day of the week do you go to the club?

Zoe

2 David What's the teacher like?

Zoe

3 David What do you like doing most there?

Zoe

4 David How many kids have already joined the club?

Zoe

5 David How do you get home?

Zoe

David Excellent! Thanks.

A Quite a lot. More than twenty.

B After school on Thursdays, usually.

C It takes about ten minutes.

D Yes. It's brilliant. **(example)**

E No, just shorts and T-shirts and sports shoes, of course.

F There's nothing that I don't enjoy. It's lots of fun.

G Mum gives me a lift. You could come back with us if you want.

H Everyone thinks she's great.

Note:

This is a prep task for Flyers Read/Write Part 2 which is always a gapped conversation between two people. Make sure that learners know that two of the answers A-H will not be used here and in the actual test.

- Learners read the instruction (but not the conversation yet). Ask *What might students do at a gym club?* Learners should know activity verbs like *run, jump, throw, catch, bounce, climb* etc. but you might like to teach a few nouns like *rope, trampoline, somersault*. Teach **gymnastics** and **gymnast** too. Ask a few general questions, eg, *Is doing gymnastics fun? Why / Why not? Is anyone in this class really good at gymnastics? Do you watch gymnastics on TV sometimes?*
- Before learners do the task, check they fully understand the difference between *Do you like* and *What is she/he/it like* questions.
- Then ask *What does a gymnast like doing?* Elicit verb phrases eg, *doing somersaults, climbing up a rope, jumping over things*. Then ask *What must a really good gymnast be like?* Elicit adjectives on the wordlist eg *clever, brave, strong*.
- Learners look at the conversation. Learners could underline key phrases in David's questions eg *Which day, What like? What like doing? How many? How do?* Doing this should help learners choose the right option for each of Zoe's possible answers.
- Learners could then try to do the task on their own or in pairs. Check answers. Help learners to self-correct if necessary.
- In pairs, learners now forget Zoe's answers and imagine David is talking to them. Pairs choose their own new answers.
- Walk around and help with ideas, vocabulary and grammar if necessary.
- Ask three or four pairs to role play their new conversation.
- For homework or in groups in class, learners could then write a new four or five turn conversation about joining an art or music club.

Answers:

- 1 B
- 2 H
- 3 F
- 4 A
- 5 G