



# END OF THE YEAR REFLECTION

Flyers and KET for Schools

## Looking Back — This Year in English

Complete these sentences about your year. Be honest and be specific!

The skill I improved most was...	_____
Something I found difficult was...	_____
My proudest moment in English class was...	_____
One thing I wish I had practised more is...	_____
The most useful thing I learned this year was...	_____



## Summer Vocabulary Challenge

Match the words to their meanings. Then use THREE of them in sentences below.

Word	Meaning
1. exhausted	A. a feeling of excitement about what will happen
2. anticipation	B. extremely tired
3. carefree	C. the most important or exciting part of something
4. highlight	D. not worried about anything
5. explore	E. to go somewhere new to find out about it



## Reading: Summer Stories

### Before you read — what do you think?

Look at these words and pictures. What do you think the text is about? Circle the words you think you will find in the text.

**bikes snow beach family school coast nervous holiday football confident**

Now answer these questions before you read:

1. Where do you think Maya went?  
\_\_\_\_\_
2. Do you think she had a good time? *Yes / No / Maybe*
3. What do you think the highlight was?  
\_\_\_\_\_



Read Maya's blog post. Then fill in the missing words

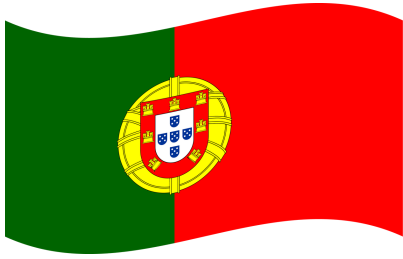
### **My Best Summer Ever** — by Maya, age 11

Last summer was the best one I (1) \_\_\_\_\_ remember. My family and I travelled to Portugal for two weeks. I was a bit nervous at first because I didn't speak the language, but I (2) \_\_\_\_\_ up loving every minute of it.

The highlight was definitely the day we hired bikes and cycled along the coast. It took us nearly three hours, but the views were absolutely (3) \_\_\_\_\_. My little brother complained the whole time, but even he said it was worth it in the end.

What surprised me most was how much English people speak there. I managed to have conversations in shops and cafés, which made me feel really (4) \_\_\_\_\_. It made me realise that learning English isn't just for school — it actually helps you connect (5) \_\_\_\_\_ people all over the world.

# VACATION



## After reading — what do you think?

Talk to a partner or write your answers!

1. Would you like to go on a holiday like Maya's? Why / Why not?
2. Have you ever spoken English on holiday or outside school? What happened?
3. Maya cycled for nearly three hours! What is the longest or hardest thing you have ever done on holiday?
4. Maya says English helps you "connect with people all over the world." Do you agree? Can you think of an example?

## Looking Forward

Finish these sentences about next year:

Next year in English, I want to get better at

\_\_\_\_\_

I am going to practise English this summer by

\_\_\_\_\_

One thing I will do differently next year is

\_\_\_\_\_

I feel \_\_\_\_\_ about coming back to class in  
September because \_\_\_\_\_



## Say Something Nice!

Write one thing you admire about a classmate. They can write one back!

<p>I think _____ is great because...</p>	<p>Reply from _____:</p>
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Have an amazing summer — and keep practising your English!

## **Overview**

This worksheet is designed for the last lesson of the year. It combines personal reflection, vocabulary work, writing, reading and discussion in a positive, low-pressure format. All reflection tasks are open-ended — there are no wrong answers. The reading section follows authentic Cambridge Flyers format. Estimated total time: 60–75 minutes, though individual sections can be used independently.

**Section 1 — Looking Back: This Year in English** *Aim: personal reflection, sentence completion, simple past and present Suggested time: 8–10 minutes*

Read each sentence starter aloud before students write. Encourage specificity — *"speaking in front of the class"* rather than just *"speaking"*, *"writing emails"* rather than just *"writing"*. If students struggle to think of a proudest moment, prompt them: *"Think about a lesson where you felt good. What were you doing?"*

These responses work well as a brief class discussion starter — ask two or three students to share one answer before everyone writes independently.

**Differentiation:** For lower Flyers students, allow single words or a drawing alongside the writing. For KET students, encourage a full sentence with a reason: *"Something I found difficult was speaking in front of the class because I felt embarrassed."*

**Section 2 — Summer Vocabulary Challenge** *Aim: vocabulary matching, productive use of new words in context Suggested time: 10–12 minutes*

Before students match, read the five words aloud and ask if anyone knows any of them. Do not explain yet — let students attempt the matching first, then check as a class.

### **Answer key — matching:**

1. exhausted → **B** (extremely tired)
2. anticipation → **A** (a feeling of excitement about what will happen)
3. carefree → **D** (not worried about anything)
4. highlight → **C** (the most important or exciting part of something)
5. explore → **E** (to go somewhere new to find out about it)

**Sentence writing:** Accept any grammatically correct sentence that uses the target word appropriately in context. Push back on very simple sentences with stronger students — *"I was exhausted"* is acceptable but *"After swimming for two hours, I felt completely exhausted"* shows better range.

**Teaching tip:** Ask students to share their favourite sentence with a partner before writing. Hearing the word used naturally by a peer is often more effective than a teacher example.

**Section 3 — My Summer: Short Writing Task** *Aim: paragraph writing, future structures, connectors Suggested time: 15–20 minutes*

Read the task and bullet points aloud. Remind students that all four bullet points must be included — missing one will make the paragraph feel incomplete.

Go through the useful language box together before students write. Model one sentence for each structure so students hear the language in context:

- *"I'm planning to go to the beach with my family."*
- *"I can't wait to try surfing for the first time."*
- *"I've never been to France, but I'd love to go one day."*

#### **What to look for when marking:**

- All four bullet points addressed
- At least two different connectors used (not just *and* and *but*)
- Appropriate register — friendly, natural, not too formal
- Accurate simple sentences throughout

**Differentiation:** For lower Flyers, reduce the word count to 30–50 words and allow them to cover two or three bullet points rather than all four. For KET students, encourage a full 80 words and ask them to use at least one complex sentence.

**Section 4 — Reading: Summer Stories** *Aim: prediction skills, open cloze in Cambridge Flyers format, personal response Suggested time: 20–25 minutes*

#### **Before you read (5 minutes)**

Read the word list aloud before students circle anything. Do not explain any words — the point is for students to use what they already know. Take a quick show of hands: *"How many of you circled 'bikes'? How many circled 'snow'?"* Write two or three predictions on the board so students can check them against the text as they read.

**Words that appear in the text:** ✓ bikes ✓ family ✓ coast ✓ nervous ✓ holiday ✓ confident

**Words that do not appear:** ✗ snow ✗ school ✗ football

**Note on *beach*:** The coast is mentioned but the word *beach* does not appear. This makes a useful discussion point — *"Is coast the same as beach? Why might a writer choose one word over the other?"*

#### **Open cloze (10 minutes)**

Students should read the whole text once before attempting the gaps. Remind them that the answer is always one word only.

#### **Answer key:**

1. **can** — auxiliary verb (*"the best one I can remember"* — fixed expression)
2. **ended** — verb (*"ended up loving"* — phrasal verb, past simple)
3. **stunning** — adjective (*"absolutely stunning"* — intensifier + adjective collocation). Accept: *beautiful, amazing, wonderful*
4. **confident** — adjective (*"feel really confident"* — note this word appeared in the pre-reading list)

5. **with** — preposition ("*connect with people*" — fixed collocation)

**Teaching tip:** After checking answers, point out that *confident* appeared in the pre-reading word list. Students who circled it before reading had an advantage — this shows prediction is a real exam skill, not just a warm-up activity.

### **After reading — Think and talk (8–10 minutes)**

These questions move from comprehension into personal expression. Use them as a pair discussion, a written task, or a whole-class share. Pick two or three questions if time is short.

#### **Question guidance:**

- **Q1** — Most accessible. Good for all levels. Encourage *because* in the answer.
- **Q2** — Personal and engaging. Prompt if needed: "*Have you ever read a sign, asked for something, or watched a film in English outside school?*"
- **Q3** — Fun and concrete. Works well as a quick whole-class share before writing.
- **Q4** — Most challenging. Best for stronger Flyers or KET students. Can be set as homework for younger groups.

### **Section 5 — Looking Forward** *Aim: future intentions, self-assessment Suggested time: 5 minutes*

Read the sentence starters aloud. For the final sentence — "*I feel \_\_\_\_\_ about coming back in September*" — accept any honest answer, positive or mixed. This is not the place to push for positivity; acknowledging that some students feel nervous or uncertain is valid and useful.

### **Section 6 — Say Something Nice!** *Aim: positive classroom closure, peer recognition Suggested time: 5 minutes*

Ask students to think carefully before they write — the aim is one genuine, specific compliment rather than something generic like "*you are nice.*" Prompt with examples: "*You always help other people*" / "*You are brave when you speak English*" / "*You make everyone laugh.*"

**Option:** Collect the worksheets and redistribute anonymously so students read each other's comments without knowing who wrote them. This works particularly well as a closing activity for the final lesson of the year.

#### **Timing guide**

<b>Section</b>	<b>Activity</b>	<b>Time</b>
<b>1</b>	<b>Looking Back</b>	<b>8–10 min</b>
<b>2</b>	<b>Vocabulary Challenge</b>	<b>10–12 min</b>
<b>3</b>	<b>Writing Task</b>	<b>15–20 min</b>
<b>4</b>	<b>Reading: Summer Stories</b>	<b>20–25 min</b>
<b>5</b>	<b>Looking Forward</b>	<b>5 min</b>
<b>6</b>	<b>Say Something Nice</b>	<b>5 min</b>
<b>Total</b>		<b>63–77 min</b>

*Assessment criteria adapted from Cambridge Assessment English. Cambridge Young Learners / KET for Schools. © UCLES. | CambridgeMB | For classroom use only — not for redistribution.*