

## Pre A1 Starters Reading and Writing Part 2

### Description

This lesson plan has been designed to help students prepare for Pre A1 Starters Reading and Writing Part 2. This lesson plan can be delivered face to face or online. The 'online options' column gives teachers ideas about how the stages could be adapted for teaching online.

In this lesson, students review and practise activity verbs through miming, drawing and writing. They complete a Reading and Writing Part 2 sample task (write yes or no) and review furniture.

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**Time required:** 45 minutes (can be extended or shortened as required)

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- Materials required:**
- Pre A1 Starters sample task (see below - sent to parents in advance and printed if possible)
  - Prepared presentation/PowerPoint slides
  - Activities worksheet (see below - sent to parents in advance and printed if possible) and Furniture worksheet (optional)
  - Ask parents to provide children with scrap paper or a board pen and homemade mini whiteboard (blank paper in a plastic sleeve) that can be wiped clean
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- Aims:**
- to review and practise activity verbs
  - to review items of furniture
  - to complete a practice Pre A1 Starters Reading and Writing Part 2 task
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### Procedure

Lesson Stages	Online options
Greet the students as they arrive.	Check they know how to switch their audio and video on.
<p><b>Warmer</b></p> <p>Mime an activity you know your students know in English (see examples below). Students call out the answer when they know it. Do a couple more examples, using activities from the sample task and Activities worksheet:</p> <p style="padding-left: 40px;"><i>sleep, sing, hold, draw, fish, throw, jump, play the guitar, dance, read, kick</i></p> <p>Students take it in turns to mime an activity for the rest of the class to guess.</p> <p>You could use this as an opportunity to revise other activity verbs that your students have learnt recently.</p>	<p>Make sure it's safe for children to do the mimes in their home environment.</p> <p>Children write on their paper/mini</p>

<p><b>For extra support</b>, display some activity verbs on the screen for students to choose from.</p> <p><b>For added challenge</b>, ask students to write the verb after they guess it.</p>	<p>whiteboard and hold it up to the camera. Or, they could type the verb in the chat.</p>
<p><b>Activities</b></p> <p>Show the Activities worksheet (see <b>Materials</b>). Show the example.</p> <p>Set the activity: <i>“Write –ing. Draw a picture.”</i></p> <p>Check answers. If students had difficulty with meaning, ask other students to mime the activity. Write the correct spelling on the board.</p> <p>Model and drill the verbs and short sentences: <i>“Paint. Painting. He’s painting.”</i></p> <p><b>Optional extensions</b></p> <p>Students could write and draw other activities that they know.</p> <p>Students draw an activity on their paper/mini whiteboard and hold it up for others to guess.</p>	<p>Send the worksheet to parents in advance and share your screen.</p> <p>Children hold up their paper/mini whiteboard to check answers.</p>
<p><b>Optional vocabulary stage – furniture</b></p> <p>The next vocabulary stage includes a quick review of some key furniture vocabulary for the reading and writing task. If your students would benefit from more input/review of furniture vocabulary, do this stage.</p> <p>Create flashcards from the Furniture worksheet (see <b>Materials</b>). You could:</p> <ul style="list-style-type: none"> <li>- Show each flashcard, elicit/say the word, model and drill.</li> <li>- Show a flashcard. Ask <i>“Is it a...?”</i> (Yes/No)</li> <li>- Show each flashcard, with a choice of words. Students say/point to the correct word.</li> <li>- Show several flashcards, say a word, students point to the correct picture.</li> </ul> <p>Ask students to match the words and pictures on the Furniture worksheet.</p> <p>Alternatively, you can do this stage after the reading and writing task.</p>	<p>Share your screen or hold up printed flashcards.</p> <p>Students can point using Annotate, or by holding up their printed worksheet.</p>
<p><b>Vocabulary</b></p> <p>Show the picture from the sample task (see <b>Materials</b>).</p> <p>Ask questions to check key vocabulary for the reading/writing task (provided in brackets below) and other vocabulary to add challenge, if appropriate:</p> <p>Items in the home: (bookcase, sofa, armchair, book, window)</p> <p>People/appearance: (man, woman, children, black hair, glasses)</p> <ul style="list-style-type: none"> <li>- <i>“Show me a...” “Is this a..?”</i></li> <li>- <b>Added challenge:</b> <i>“What’s this?” “What colour is...?” “How many...?”</i></li> </ul> <p>Activities: (holding drinks, singing, sleeping)</p> <ul style="list-style-type: none"> <li>- <i>“Show me ...ing” “Is he/she ...ing?”</i></li> </ul>	<p>Share your screen.</p> <p>Use your mouse or Annotate to highlight items.</p> <p>Students use Annotate to point, or point to the picture if they have a printed copy.</p>

<p>- <b>Added challenge:</b> “Who’s reading?” “What’s the girl doing?”</p> <p>This is also good practice for Speaking Part 1 and 2.</p> <p>For a quick break/pace change, ask <i>Yes/No</i> questions about the picture. Students stand up for yes and sit down for no (or choose other movements appropriate for your students).</p>	
<p><b>Reading and writing</b></p> <p>Show the example statements. Read them aloud. Point to the picture as you read and encourage students to say <i>Yes/No</i>. Point to the answer.</p> <p>Set the task: “Now read, and write ‘yes’ or ‘no.’”</p> <p><b>Answers</b></p> <p>Yes 2. Yes, 3. No, 4. Yes, 5. Yes</p> <p>Go through each question. You could ask different students to read the statements. Point to the picture (or ask students to) to show the answers.</p> <p>If there is confusion about question 3 (“Some of the children are singing”), clarify that they are <i>all</i> doing the same thing – maybe they are all singing or smiling.</p>	<p>Share your screen.</p> <p>Children hold up their worksheets for you to check answers.</p> <p>You could write or type the answers (Annotate or chat)</p>
<p><b>Optional extension</b></p> <p>If you have remaining time, you could:</p> <p>Do the optional <b>furniture vocabulary stage</b>, if you haven’t already.</p> <p>Do the optional <b>extensions from the Activities stage</b>.</p>	
<p><b>Homework</b></p> <p>Share this <b>activity</b> with parents to play with their children. It practises vocabulary of items in the home and yes/no questions like in Reading and Writing Part 2.</p> <p>Or, send the <b>Homework</b> worksheet to parents to print for their children to complete.</p>	

## Activities

Write *ing* at the end of the words. Say your new word. Draw a picture. There is one example.

<b>Example</b> paint
painting


1 draw

2 fish

3 jump

4 kick

5 throw

## Furniture

Match the pictures with the words.

		<p>window armchair mat lamp clock sofa bookcase</p>
		
		
		

Source: <https://www.cambridgeenglish.org/Images/425841-starters-flash-cards.pdf>

## Materials

Look and read. Write **yes** or **no**.



### Examples

There are two armchairs in the living room. ..... yes .....

The big window is open. ..... no .....

### Questions

1 The man has got black hair and glasses. ....

2 There is a lamp on the bookcase. ....

3 Some of the children are singing. ....

4 The woman is holding some drinks. ....

5 The cat is sleeping under an armchair. ....

## Homework

Look and read. Write *yes* or *no*. There are two examples.

### Examples

Some children are eating.

yes

A man is eating breakfast.

no

### Questions

1. The children are happy. -----
2. Some girls are eating ice cream. -----
3. The children are eating fish. -----
4. The children are at home. -----
5. There are seven children. -----



1. yes
2. yes
3. no
4. no
5. yes

Source: <https://www.cambridgeenglish.org/Images/475823-cambridge-english-pre-a1-starters-classroom-activities.pdf> p.4