



A2 Flyers Listening Part 1

Description

This lesson plan has been designed to help students prepare for A2 Flyers Listening Part 1. 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 work through a series of stages in which they describe and respond to descriptions of people. Completing the A2 Flyers Listening Part 1 activity builds familiarity with the exam text and task.

Time required:	60 minutes (can be extended or shortened as required)
Materials required:	<ul style="list-style-type: none"> ▪ Handout 1 – Meet the Flyers ▪ Handout 2 – A2 Flyers Listening Part 1 ▪ Audio recording – A2 Flyers Listening Part 1
Aims:	<ul style="list-style-type: none"> ▪ Practise listening for detail ▪ Identify people by listening to spoken descriptions of them ▪ Complete A2 Flyers Listening Part 1

Procedure

Lesson stages	Online options
<p>Welcome</p> <p>Greet students, introduce yourself and mime something you've done since the previous lesson. Prompt students to guess what it is.</p> <p>Ask for a volunteer to do the same, with the rest of the class guessing. Encourage them to say, "Are you [verb+ing]?"</p> <p>In smaller classes repeat until all students have introduced themselves. In larger classes, complete in groups.</p>	<p>Ask students to turn on their webcam when miming the activity.</p>
<p>Meet the Flyers: Vocabulary challenge</p> <p>Put students into groups containing a mixture of ability levels.</p> <p>Display the picture at the top of Handout 1 so everyone can see it. Ask what is pictured: <i>students at school/college</i>.</p> <p>Tell the groups they will have a competition: they must list as many things as possible that are a certain colour.</p> <p>Start competition, with 'blue'. After a minute:</p> <ul style="list-style-type: none"> • Tell groups to count the number of items they listed. 	<p>Use your platform's whiteboard to display the picture.</p> <p>If students can draw on your whiteboard then you could name items from the picture</p>

<ul style="list-style-type: none"> Ask a student from the highest-scoring group to point to their answers on Handout 1 (to check answers) Award points to teams. <p>Repeat with red, yellow/gold, and grey/silver.</p> <p>Make this a lively, competitive activity, adding up the scores at the end of each round.</p>	<p>and choose students to race to find them on the picture.</p> <p>Otherwise ask students to write the name of objects that are the specified colour, in the chat.</p>
<p>Meet the Flyers: Who's who?</p> <p>Give a copy of Handout 1 to each student. Explain that as you describe the people in the picture, students should write the names on the correct line in Handout 1 Part 2.</p> <p>Read the descriptions (on Answers - Handout 1). Give students time to think, compare answers with a partner and write them.</p> <p>Check answers.</p>	<p>Share handouts with parents, or students through your platform before the lesson.</p> <p>Choose a student to circle the area on the picture that gives each answer.</p>
<p>Meet the Flyers: True or false</p> <p>Tell students that you will say some statements about the picture on Handout 1. If a statement is:</p> <ul style="list-style-type: none"> True: they should stand with their hands in the air. False: they should sit with their hands on their heads. <p>Read the following statements:</p> <ol style="list-style-type: none"> David is wearing spotted shorts. (<i>False</i>) Holly is wearing spotted tights. (<i>True</i>) Richard is looking at his laptop. (<i>False</i>) Betty and Michael are wearing glasses. (<i>True</i>) Sarah has fair hair. (<i>True</i>) Helen is picking up her sock. (<i>False</i>) Emma is talking to Robert. (<i>False</i>) William is carrying a book. (<i>True</i>) Harry has something strange in his pocket. (<i>True</i>) The teacher looks angry. (<i>False</i>) 	<p>If students are able to use their webcams, then demonstrate this activity using your whiteboard and camera/microphone.</p> <p>Otherwise use the statements to create a quiz (https://kahoot.com/ for example).</p>
<p>Meet the Flyers: Corrections</p> <p>Write the incorrect sentences from the previous stage on the board. Ask students to work with a partner and correct them.</p> <p>Check answers:</p> <ul style="list-style-type: none"> David is wearing spotted striped shorts. Richard is looking at his laptop mobile / phone / cell phone. Helen is picking up her sock spotted glove. Emma is talking to Robert George. The teacher looks angry happy / cheerful. 	<p>Create a shared document for each group containing the false statements.</p> <p>Ask students to work with group members to correct the statements.</p> <p>Choose students to write the correct statements in the chat and earn points for their team.</p>

<p>A2 Flyers Listening Part 1</p> <p>Tell students that the A2 Flyers Listening Part 1 exam tests how well they can understand descriptions of people (which they've just been practising).</p> <p>Elicit the names around the picture on Handout 2, helping with pronunciation if necessary.</p> <p>As you check each name, ask students to:</p> <ul style="list-style-type: none"> - touch their head if it's a girl's name <i>Jane, Sally, Sarah</i> - touch their ears if it's a boy's name <i>Harry, William, David, Richard</i> <p>Explain that they'll listen to two people talking together. A girl and her grandma (or grandmother). They'll describe some of the people in the picture, but not all of them.</p> <p>Tell students they will listen to the recording twice. The first time they should circle all the names that are mentioned.</p> <p>Play audio recording (00:50 – 03:15) and check answers.</p> <p>Tell students to listen again and draw a line from the name to the person. Play the audio recording (00:50 – 03:15).</p> <p>Ask students to compare answers with a partner. Play recording again if necessary, checking as a whole class.</p>	<p>If students do not have safe access to a webcam, then you can still do this activity by encouraging students to do it at home, but giving them some thinking time before you show them the correct action.</p> <p>Play the audio recording – or share a link to the recording with parents before the lesson and ask them to get it ready.</p> <p>Ways of checking answers:</p> <p>If you are able to safely manage breakout rooms, then allow students to compare answers there.</p> <p>Share answers in the group chat.</p> <p>Ask for a volunteer to turn on their microphone and share their answers (choose a different person each time)</p>
<p>Speaking and writing (optional extension task)</p> <p>Ask students to describe William. For example:</p> <ul style="list-style-type: none"> • <i>William is wearing a brown hat.</i> • <i>William is sitting.</i> • <i>William has grey hair.</i> <p>Highlight that these are all true. Ask students to change them so they are false. For example:</p> <ul style="list-style-type: none"> • <i>William is wearing pink striped tights.</i> • <i>William is playing volleyball.</i> Etc. <p>Give each group a sheet of paper. Ask them to write 10 sentences describing the picture in Handout 2 (or as many as possible within a time limit). Some should be true, others false.</p> <p>Ask groups to swap descriptions.</p> <p>Groups work to identify the true sentences and correct the false ones.</p>	<p>This activity can be completed individually – either during the class or as homework.</p> <p>Ask parents to send you their child's True/False statements. Add them all to a shared online document (https://padlet.com/ for example).</p> <p>When complete (you may need to correct their writing a little), share the link and ask students to try and complete each other's activities by identifying which sentences are true/false and making corrections.</p>

A collection of 12 cartoon illustrations of children and teenagers in various settings, each with a blank line for labeling. The characters include:

- A girl with brown hair, a blue headband, a red jacket, and grey pants, holding a yellow umbrella.
- A boy with brown hair, a white shirt, a red tie, and grey pants, wearing a yellow belt.
- A boy with blonde hair, a red sweater, and grey pants, holding a book and a piece of paper.
- A girl with brown hair, a red sweater, and a blue skirt, holding a book.
- A boy with orange hair, a red sweater, and grey pants, holding a phone.
- A boy with blonde hair, a red sweater, and grey pants, holding a book and a piece of paper.
- A girl with brown hair, a red sweater, and a blue skirt, holding a book.
- A boy with brown hair, a red sweater, and grey pants, holding a book.
- A girl with brown hair, a red sweater, and a blue skirt, holding a book.
- A boy with blonde hair, a red sweater, and grey pants, holding a book.
- A girl with brown hair, a red sweater, and a blue skirt, holding a book.
- A boy with blonde hair, a red sweater, and grey pants, holding a book.

Handout 2 | A2 Flyers Listening Part 1

Listen and draw lines. There is one example.

Sally

Harry

Jane



William

David

Sarah

Richard

Answers: Handout 1 | Meet the Flyers

Read the descriptions to students:

~~Betty~~: Look at her **plastic sunglasses** and **unusual ring** and **necklace**.

David: He's wearing his **special striped** shorts.

Emma: She's brought her bright **gold umbrella**!

George: He's wearing a **strange uniform** with stripes.

Helen: Oh dear! She's dropped her **spotted glove**.

Harry: He's got a huge **metal key** in his **pocket**.

Holly: She's wearing her tights with **silver spots**.

Michael: He's brought his **expensive** new **rucksack**.

Katy: She's riding her **lovely bicycle**.

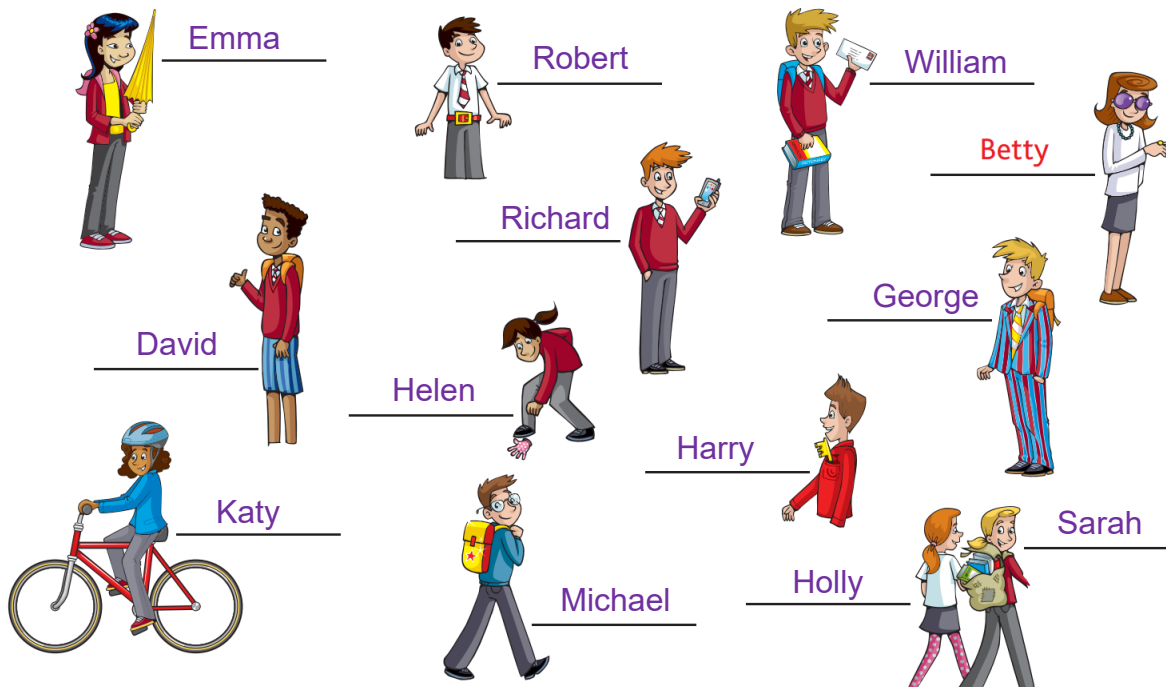
Richard: He's very happy with his **wonderful telephone**.

Sarah: Her **cheap** old **backpack** is full of books.

Robert: He's wearing an **interesting belt**.

William: He's carrying his **dictionary** and he wants to **post a letter**.

Part 2 | Who's who?



Part 1
– 5 questions –

Listen and draw lines. There is one example.



