



## A2 Flyers Listening Part 2

### Description

This lesson plan has been designed to help students prepare for A2 Flyers Listening Part 2. This lesson plan can be delivered face to face or online. The 'online options' column suggests how the stages could be adapted for teaching online.

In this lesson students listen to an A2 Flyers Listening Part 2 recording about a Space Club, before reflecting on useful listening strategies. The recording also provides a model for students' own speaking at the end of the lesson.

**Time required:** 60 minutes (can be extended or shortened as required)

- Materials required:**
- **Handout 1 – A2 Flyers Listening Part 2**
  - **Handout 2 – You do it!**
  - **Audio recording – A2 Flyers Listening Part 2**

- Aims:**
- To practise listening for specific details
  - To practise asking for, and listening to, spellings of names

### Procedure

Lesson stages	Online options
<p><b>Welcome and vocabulary challenge</b></p> <p>Greet students and display the following letters on the board:</p> <p><b>S – P – A – C – E – C – L – U – B</b></p> <p>Put students into groups and tell them to write as many words using the letters on the board as possible within a time limit. Demonstrate by eliciting a few examples, for example: 'bus', 'cap'.</p> <p>Ask the group with the most words to share their list. Prompt them to spell out words by asking, "How do you spell that?"</p>	<p>Ask your students to do this individually, then manage feedback by asking them to turn their microphones on.</p>
<p><b>Preparing to listen</b></p> <p>Tell students a club is an organisation for people who like doing something together. They often meet on the same day every week. Give (or make up) an example of a club you are in or have been in.</p> <p>Ask students to raise their hand if they are in a club. Ask a few students who raised hand to say what type of club they are in.</p> <p>Tell students they will hear about a Space Club. Ask them to talk to their partner and guess what people do at 'Space Club'.</p> <p>Write their suggestions on the board. For example:</p>	<p>Ask students to reply in the chat – and then provide further information (if they are happy to) with microphones.</p> <p>Give students individual thinking time before asking</p>

<p><i>What is a space club? What happens there? Our ideas:</i></p> <ul style="list-style-type: none"> <li>• go to space</li> <li>• learn about space</li> <li>• meet other astronauts</li> <li>• look at the stars</li> </ul>	<p>them to share ideas in the chat.</p> <p>Add these ideas to your platform's whiteboard.</p>
<p><b>Checking predictions</b></p> <p>Tell students they will listen to the recording and check which guesses are correct.</p> <p>Play the <b>Audio recording</b> (5:45 – 6:45) so students can check guesses.</p> <p>Ask students to compare their answers in pairs before checking as a whole class.</p> <p>Write the following questions on the board, ask students to discuss them in pairs:</p> <ol style="list-style-type: none"> <li>Did I need to understand every word? (<i>no</i>)</li> <li>Were the same words used in the recording and 'our ideas'? (<i>no</i>)</li> </ol> <p>Establish that:</p> <ol style="list-style-type: none"> <li>you don't usually need to understand every word when listening – so don't worry if you don't.</li> <li>questions in listening activities don't always use the same words as heard in recordings – so it is helpful to think of other ways of saying the same thing before listening.</li> </ol>	<p>Play the recording over your system audio, or if this is unclear, share the link so students can play it directly from their own devices.</p> <p>Ask students to complete this stage individually, sharing their answers, when prompted, using the platform's chat function.</p>
<p><b>Preparing to listen for detail</b></p> <p>Give out <b>Handout 1</b>. Ask pairs to discuss the kind of information needed to complete the gaps. For example, people, objects, actions?</p> <p>Suggested answers:</p> <ol style="list-style-type: none"> <li>1. An object/thing/noun</li> <li>2. An object/thing/noun</li> <li>3. An object/thing/noun</li> <li>4. Something that you watch</li> <li>5. A person/a name (spelled out)</li> </ol>	<p>Share <b>Handout 1</b> with students' parents before the lesson, so they can print and provide copies of the worksheets.</p> <p>Otherwise display handouts on your platform's whiteboard and ask all students to write their answer to specific questions in the chat.</p>
<p><b>A2 Flyers Listening Part 2</b></p> <p>Tell students to listen to the recording and complete the gaps on <b>Handout 1</b> with all possible answers.</p> <p>Play the full <b>audio recording</b> (5:20–7:02).</p> <p>Ask students to compare answers in pairs before replaying and choosing the correct answers.</p> <p>Check answers with the whole class.</p> <p>1. stars 2. moon 3. torch 4. DVDs 5. B-A-I-L-E-Y</p> <p>Ask students whether there were other objects mentioned. <i>Pen and pencil</i>. Explain that just listening for one type of word can result in an incorrect answer – there may</p>	

<p>be several possibilities. They should listen again carefully and choose the best answer.</p>	
<p><b>Now you do it!</b></p> <p>Give out <b>Handout 2</b>. Tell students they must complete the first column of Part 1 with information about your club.</p> <p>Describe a club you are in (or make it up with lots of details – this could be the club you mentioned in the 2<sup>nd</sup> stage of this lesson).</p> <p>Tell students about:</p> <ul style="list-style-type: none"> <li>• the name of the club</li> <li>• what you do there</li> <li>• equipment you bring</li> <li>• when you meet</li> <li>• names of any famous members.</li> </ul> <p>Spell out words where necessary.</p> <p>Ask students to make notes about their club in Part 2 of <b>Handout 2</b>. Emphasise that this can be real, but it may be more fun if it is imaginary.</p> <p>Tell students to speak to four of their classmates and complete Handout 2 – Part 1 with information about their clubs.</p> <ul style="list-style-type: none"> <li>• They can listen and speak but cannot read their classmate’s handout.</li> <li>• Spelling is important, so they should say, “How do you spell that?” to ask about the spellings of any names.</li> </ul> <p>Ask students to decide which of the other clubs they would most like to join.</p>	<p>Share <b>Handout 2</b> in advance of the lesson. Demonstrate by describing a club you’re a member of and prompting learners to complete the first column of <u>Part 1</u>.</p> <p>To do this during live online lessons, providing you can safely manage breakout rooms, ask your students to use their microphones and exchange information in breakout groups.</p> <p>Otherwise ask one student at a time to turn on their microphone and tell the class about their club.</p> <p>This can also be done asynchronously by asking students to record themselves describing their club (spelling out any names), before adding these recordings to a shared online document.</p> <p>When complete, share the link and ask students to listen to other recordings and complete <b>Handout 2</b> – Part 1.</p>

## Materials

### Handout 1 | A2 Flyers Listening Part 2

**Listen and write. There is one example.**



#### The Space Club

Meetings at: ..... 6.30 pm ..... on Tuesdays

1 Children learn about: the .....

2 Sometimes they look at: the .....

3 Children should bring: a .....

4 If it's cloudy, children  
watch: .....

5 Person who sometimes  
talks to club: Mr .....



## Handout 2 | Now you do it!

## Part 1

	Teacher	Student: _____	Student: _____	Student: _____	Student: _____
Club name:					
Activities:					
Things to bring:					
When they meet:					
Famous members:					

## Part 2

Prepare to tell your classmates about your club!

Make notes about:

- the name of the club: \_\_\_\_\_
- what you do there: \_\_\_\_\_

- things you bring: \_\_\_\_\_
- when you meet: \_\_\_\_\_
- famous club members: \_\_\_\_\_

