



A2 Flyers Listening Part 4

Description

This lesson plan has been designed to help students prepare for A2 Flyers Listening Part 4. This lesson plan can be delivered face to face or online. The 'online options' column gives teachers ideas how the stages could be adapted for teaching online.

In this lesson, students review and practise jobs vocabulary, and complete an A2 Flyers Listening Part 4 task (3 option multiple choice).

Time required:	45 minutes (can be extended or shortened as required)
Materials required:	<ul style="list-style-type: none"> ▪ A2 Flyers sample task (sent to parents in advance) ▪ Jobs worksheet ▪ Audio
Aims:	<ul style="list-style-type: none"> ▪ to review and practise jobs vocabulary ▪ to complete a practice A2 Flyers Listening Part 4 task

Procedure

Lesson stages	Online options
Greet the students as they arrive.	Check they know how to turn their audio and video on.
Warmer - Jobs game Play the online game to introduce the topic of jobs: <i>Where can you see a ... in the pictures?</i> Model and drill any words that children have difficulty with. Words included in the game: <i>policeman, pilot, singer, artist, dentist, astronaut.</i>	Share your screen and sound. Children use Annotate to stamp the correct picture. Or, move your mouse slowly over the pictures until they say 'Stop!'
Jobs vocabulary Show the Jobs worksheet. Point at the picture of the waiter. Ask "What's his job?" (<i>waiter</i>). Point to the word <i>waiter</i> in the word box. Write <i>waiter</i> under the picture. Set the task "Write the jobs under the pictures." Students can check their answers in pairs. Answers see Materials . Model and drill if students have difficulty with any of the jobs. For extra support , provide the first letter of some of the jobs. To add challenge , remove the jobs words. Children try to spell them by themselves. Ask: "What job would you like to do? Why? Would you like to be a...? Why/Why not?"	Send the worksheet to parents in advance, to print or display on their child's screen. Share your screen. If you can safely monitor them , put students into breakout rooms for the pair check. Share your screen with the answers, type them into the

<p>Optional extension: Put children into breakout rooms to discuss the questions in pairs.</p>	<p>chat or ask students to type them (you can check their spelling this way).</p>
<p>Optional extension: What's my job?</p> <p>This speaking exercise practises jobs vocabulary. You could do it here or after the listening activity, if you have time.</p> <p>Write these sentence starters on the board:</p> <p><i>I work...</i></p> <p><i>I wear...</i></p> <p><i>I...</i></p> <p>Model the activity:</p> <p><i>"I work outdoors. I wear jeans and boots. I have a lot of animals and land. What's my job?" (farmer)</i></p> <p>When children know they say the answer.</p> <p>Divide students into groups of 4 or 5. Set the task: <i>"Think of a job. Describe it to your group. Guess the job."</i></p> <p>For extra support, give them time to think about what they are going to say. They can make notes to help. They can choose jobs from the Jobs worksheet.</p> <p>To add challenge, ask them to think of other jobs they know. You could include <i>I can/can't, I have to/don't have to</i> as sentence starters. You could ask students to think of questions to ask each other instead of describing. For example: <i>"Where do you work? What do you wear?"</i></p> <p>You could do a short error correction activity after the speaking – write examples of good language that students used, and common errors on the board. Ask them to identify and correct the mistakes. Students can work in pairs and write the corrections.</p>	<p>Share your screen.</p> <p>Use breakout rooms. Alternatively, do this as a whole class activity: students take it in turn to describe a job for the rest of the class.</p> <p>Use breakout rooms. Children hold up their paper for you to check. Or, they type the correction in the chat.</p>
<p>Listening</p> <p><u>Preparation</u></p> <p>Tell students they are going to listen to a grandma talking about her job. Display the sample task. Elicit/check key vocabulary for the listening task: Model and drill difficult words, so that children are prepared to hear them in the listening.</p> <ol style="list-style-type: none"> 1. hospital, school, park 2. pick things up/hold things, read, draw 3. dinosaur, boat, gold and silver 4. explain, shop, make food, 5. taxi, bus, train <p><u>Example</u></p> <p>Show the example. Ask <i>"What jobs do you see?" (chemist, businesswoman/secretary, nurse)</i></p>	<p>Share your screen.</p> <p>Send the sample task to parents in advance of the lesson to print, or for students to display on their screens.</p> <p>Use your mouse or Annotate to point.</p>

What was Grandma's favourite job?



A ☒



B ☐

C ☐

Say:

“What was Grandma’s favourite job? Listen to the example. Don’t write.”

Play the **audio**. (Start at “Part 4.” (13:27) Stop after “Can you see the tick?” (14:13)). Point to the tick. Repeat if necessary, so that children understand what they need to do.

For extra support, ask children to raise their hands when they hear one of the jobs in the pictures. Then play the example again, to show them that they have to answer the question, not just tick the jobs they hear.

Listening

Say: “*Read the questions, don’t write.*” Give them time to read and ask if they aren’t sure about the task.

Set the task: “*Listen and tick the box*”.

Play the audio. (Start at “Now you listen and tick the box” (14:14). Stop after “That’s the best way to get there.”)

Play the audio again. Children can check their answers in pairs.

Answers

1. C, 2. B, 3. B, 4. A, 5. C

If necessary, play the audio as you check answers, stopping after each one to check. Give lots of praise and encouragement for good tries and correct answers.

Optional extension

Display the listening task again. Describe one of the pictures (don't tell them which question). For example: "There's an open gate" (1C) "There's a spoon" (3C) Children point to the picture you are describing. Then, let them lead the activity.

Homework

Share this **listening activity** with parents, so that students can practise listening Part 4 and jobs vocabulary.

Share your sound and your screen.

Use breakout rooms for the pair check.

Ask students to hold up their worksheets so you can see what they ticked. They could also type what they wrote in the chat.

You could use Annotate to tick the boxes as you elicit answers.

Share your screen. Children can point with Annotate or say the answer (e.g. "1C")

Materials

A2 Flyers Listening Part 4 – sample task

Listen and tick (✓) the box. There is one example.

What was Grandma's favourite job?



A ☒



B ☐

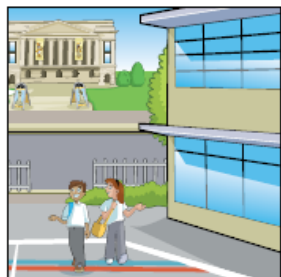


C ☐

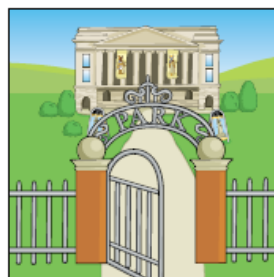
1 Which museum is Jack's grandma going to work in?



A ☐



B ☐



C ☐

2 What does Jack enjoy doing most in museums?



A ☐

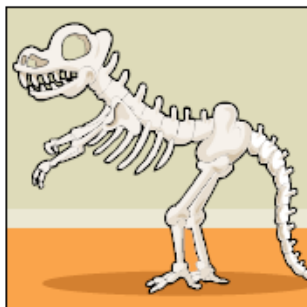


B ☐



C ☐

3 What is the most interesting thing in the museum?



A ☐



B ☐



C ☐

4 What is Jack's grandma going to do in the museum?



A ☐



B ☐

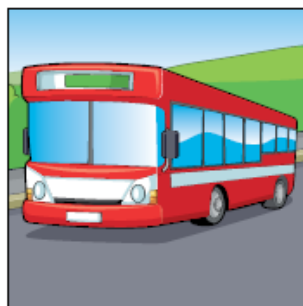


C ☐

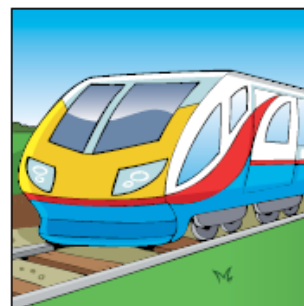
5 How will Jack's grandma get to work?



A ☐



B ☐



C ☐

Audio script

Part 4.

Listen and look.

There is one example.

PAUSE 00'03"

R What was Grandma's favourite job?

PAUSE 00'03"

Mch You've had many different jobs, haven't you, Grandma?

F Yes, Jack. I was a secretary for many years but I didn't like it much.

Mch Weren't you a nurse too?

F That was only for a short time when I was very young.

Mch Did you like doing that?

F Yes, but I think I enjoyed working in the chemist's in my village most of all.

PAUSE 00'03"

R Can you see the tick?

Now you listen and tick the box.

PAUSE 00'03"

[REPEAT FROM HERE]

R One. Which museum is Jack's grandma going to work in?

PAUSE 00'03"

F I've got a new job now, Jack. In a museum. I'm going to start today!

Mch So where is this museum? Is it the one next to my school?

F No, not that one.

Mch I know! Is it that big one opposite the hospital?

F No, it's the one in the park.

Mch Wow! My class is going to visit that museum next month!

PAUSE 00'03"

R Two. What does Jack enjoy doing most in museums?

PAUSE 00'03"

Mch I enjoy visiting museums.

F That's good. Do you like drawing the things that you can see there?

Mch Yes, but I like finding out about different things most of all. There's always something interesting to read.

F I agree.

Mch I'd like to pick things up and hold them too, but you can't do that in every museum, can you?

F No, that's right, Jack.

PAUSE 00'03"

R Three. What is the most interesting thing in the museum?

PAUSE 00'03"

F It's a very exciting museum. You can learn a lot about history there.

Mch Are there any dinosaurs?

F No. The most interesting thing in the museum is a boat that sailed all round the world 400 years ago.

Mch Wow! What else?

F Well, there are a lot of old gold and silver things. Some of them are 1,000 years old!

PAUSE 00'03"

R Four. What is Jack's grandma going to do in the museum?

PAUSE 00'03"

Mch But what are you going to do there? Are you going to work in the shop there?

F No. I wanted to sell food to people who are visiting.

Mch That's a nice job.



F Yes, but they asked me to do something different ...
I'm going to show children who visit the museum
interesting things and explain the history to them.

Mch That's excellent. You're very clever, Grandma!

PAUSE 00'03"

R Five. How will Jack's grandma get to work?

PAUSE 00'03"

Mch Are you going to take the bus to the museum every
day?

F No, it's sometimes too slow.

Mch What about a taxi? That's very quick.

F Yes, but it's too expensive.

Mch So what will you do?

F I'll take the train. That's the best way to get there.

PAUSE 00'03"

R Now listen to Part 4 again.

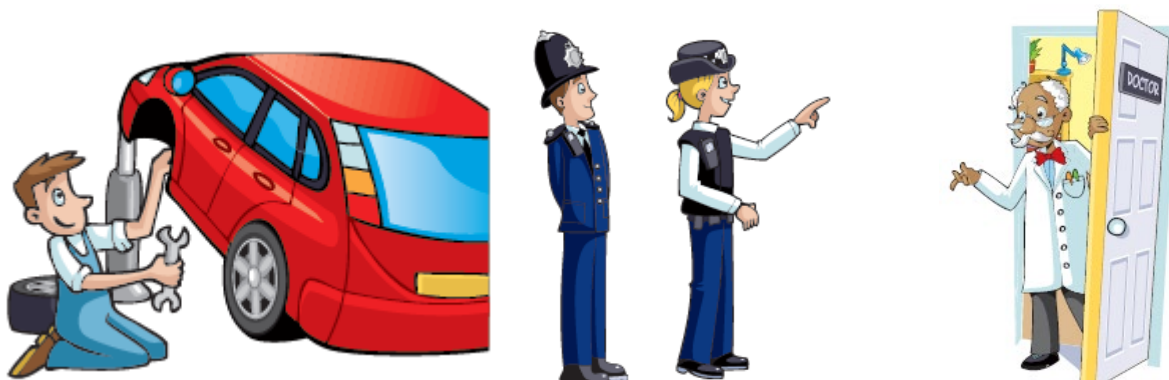
PAUSE 00'03"

[REPEAT PART 4 WITH NO PAUSES AFTER THE QUESTIONS]

That is the end of Part 4.

Jobs

musician	nurse	police officers	mechanic	waiter
artists	actors	farmer	doctor	singer



Jobs – Answers



waiter



musician



singer



artists



actors



farmer



nurse



mechanic



police officers



doctor

