



## A2 Flyers Reading and Writing Part 2

### Description

This lesson plan has been designed to help students prepare for A2 Flyers Reading and Writing Part 2. This lesson plan can be delivered face to face or online. The ‘online options’ column gives teachers ideas on how the stages could be adapted for teaching online.

In this lesson students construct and practise a dialogue. As well as developing an understanding of appropriate responses to questions and use of functional language, students increase their familiarity with the A2 Flyers Reading and Writing Part 2 exam task.

<b>Time required:</b>	60 minutes (can be extended or shortened as required)
<b>Materials required:</b>	<ul style="list-style-type: none"> <li>▪ <b>Handout 1</b> – The right reply</li> <li>▪ <b>Handout 2</b> – Michael and Sally</li> </ul>
<b>Aims:</b>	<ul style="list-style-type: none"> <li>▪ To develop students’ ability to read for gist and detail</li> <li>▪ To develop familiarity with A2 Flyers Reading and Writing Part 2</li> </ul>

### Procedure

Lesson stages	Online options
<b>Welcome</b> Greet students. Ask them how they are.	Students can use their microphones or say hello in the chat.
<b>What do we have in common?</b> Tell students you will start by playing a game. Students must try and identify five things you both did yesterday. Explain that you will give them a little information, but they can also ask further questions. The first student to identify five similarities should stand up and shout ‘I’m the winner!’ Briefly describe your day. Make it light and fun while mentioning things everyone does: getting up, having meals etc. Leave lots of gaps for students to ask about. For example, what you ate, how you relaxed etc. Give students time to think of questions before allowing them to interview you. As they interview you, note (or try to remember) a few examples of questions and responses for use in the next stage. Ask the winning student what your days had in common. Ask them to provide more detail, for example. If you both watched TV, what did they watch?	Use your webcam and microphone to describe the previous day before responding to further questions asked by students in the chat. In smaller classes consider allowing all students to use their microphones, while taking turns to ask questions. Alternatively record yourself describing the previous day and send this to students in advance of the lesson. Students could be asked to

Respond appropriately, “me too.”, “so did I” etc.	prepare further questions for the teacher.
<p><b>Matching responses</b></p> <p>Write some examples of responses from the previous stage on the board. For example:</p> <ul style="list-style-type: none"> <li>• I’m fine, thanks.</li> <li>• I had cereal.</li> <li>• No, I didn’t.</li> <li>• I went to the shop to get some bread.</li> <li>• So did I.</li> <li>• Yes, I did.</li> </ul> <p>Ask students to try and note what was said before each example. First individually, then in pairs, finally groups.</p> <p>Check answers, asking students to justify them. Highlight:</p> <p><b>Wh- questions are not answered with ‘Yes/No’</b>  Eg. <i>Where</i> did you go? <i>I went to <u>the shop</u> to get some bread.</i></p> <p><b>Auxiliary verbs and tense used in replies should match questions</b>  Eg. <i>Did</i> you read a book? No, I <u>didn’t</u>. (‘do’ / past simple).</p>	<p>If you are able to safely manage breakout rooms, use them to enable students to discuss the task in groups.</p> <p>Otherwise display dialogue on your platform’s whiteboard and ask students to type their answers into the chat.</p> <p>Choose individual students to turn on their microphones and explain how they arrived at their answers.</p>
<p><b>Dialogue building</b></p> <p>Give pairs a cut up version of <b>Handout 1</b>. Ask them to match the <u>questions/statements</u> to the <i>responses</i>.</p> <p>Tell students to underline the words on both sets of cards that helped them arrive at their answer.</p> <p>Pairs to compare in groups before checking answers as a whole class.</p>	<p>Share a link to the <b>online version</b> of this activity.</p> <p>Afterwards choose individual students to explain their answers (using microphones).</p>
<p><b>Exam task</b></p> <p>Explain that in the A2 Flyers Reading and Writing Part 2 exam, there is a similar activity. Give students <b>Handout 2</b>.</p> <p>Tell them it is a conversation between Michael and Sally, with some of the words removed. Ask students to look at the text and picture and decide:</p> <ul style="list-style-type: none"> <li>• Who are Michael and Sally? <i>Students, friends.</i></li> <li>• Which places do they talk about? <i>Sally’s home / school</i></li> <li>• Where are they now? <i>Outside school (from the picture)</i></li> <li>• Were they both at school yesterday? <i>No (Sally was ill at home).</i></li> </ul> <p>Write the following on the board. Ask pairs to discuss what Sally might have said.</p> <p><i>Michael: “Hello Sally. Why weren’t you at school yesterday?”</i>  <i>Sally:</i>  <i>Michael: “What was the matter? Did you have a sore head?”</i></p> <p>Ask students to share their ideas.</p>	<p>Share handouts with parents, or students through your platform before the lesson so they can be printed, used and written on during the lesson.</p> <p>Manage feedback by going through the questions one-by-one, asking students to write their answers in the chat.</p> <p>Display Sally’s dialogue on your platform’s whiteboard.</p>

<p>Repeat with rest of gaps, focusing students on the dialogue before and after. Encourage affirmative and negative responses and accept all reasonable suggestions.</p> <p>Give students <b>Sally’s dialogue</b>. Ask them how many gaps there are on <b>Handout 2(6)</b>, and how many responses there are (8). Highlight that two of the responses shouldn’t be used.</p> <p>Demonstrate the activity by doing the example together. Tell students to complete the rest of the task individually.</p> <p>Compare answers in pairs, then check as a whole class.</p>	
<p><b>Disappearing dialogue</b></p> <p>Tell students they will practise speaking. Ask students to choose whether they want to be Sally or Michael. Split them into two groups.</p> <p>Display the dialogue on the board and ask the groups to say their lines after you. Be as expressive as possible (make it fun!) and encourage students to copy your gestures.</p> <p>Highlight useful pronunciation features. For example, intonation in questions.</p> <p>Repeat several times, but each time remove/cover a few more words so students speak with increasing independence.</p>	<p>Ask students to choose a role: Michael or Sally.</p> <p>Prompt ‘Michaels’ to say their lines (from <b>Handout 2</b>) a few times after you, but with their microphones turned off. Repeat with ‘Sallys’.</p> <p>Tell students to read through the whole dialogue. Turn students’ microphones on/off so ‘Michaels’ and ‘Sallys’ can be heard at the right times.</p> <p>Repeat with different students.</p>
<p><b>Now you do it!</b></p> <p>Tell students they’ll end the lesson with a task similar to the one at the beginning: Pairs will try to find as many similarities between their days as possible.</p> <p>Tell students to take turns telling their partner what they did yesterday – and answering their questions.</p> <p>Pairs should note all the things they did the same. Those that identify the most similarities are the winners.</p> <p>Carefully monitor as pairs talk, noting errors and good examples of language use.</p> <p>Ask pairs how many similarities they found. Congratulate the winners and tell the class about their day.</p> <p>Write a selection of the examples of learner language on the board. Ask students to identify the good examples before correcting the errors in pairs.</p> <p>Check answers as a whole class.</p>	<p>If you are able to safely manage breakout rooms, use them for this task. Otherwise ask students to record a description of their previous day. Audio recordings can be added to a shared document.</p> <p>Share a link to the recordings and ask students to listen to each other’s, replying with any questions or comments. For example,</p> <p>“What did you watch?” “I listened to that too!”</p> <p>Use student recordings and replies to provide feedback in the next lesson.</p>

## Handout 1 | The right reply

Give groups the cut-out dialogue. Ask students to match the two halves.

<b>Could I use your pencil please?</b>	<b>At my local supermarket.</b>
<b>Did you watch TV last night?</b>	<b>No, I don't.</b>
<b>Do you live near here?</b>	<b>Thank you. You're very kind.</b>
<b>Have you done your homework?</b>	<b>Yes, I did.</b>
<b>Where did you go shopping?</b>	<b>Yes, I have.</b>
<b>I can help you with your homework if you like?</b>	<b>Yes, no problem.</b>
<b>I think the news is so boring.</b>	<b>Yes, so do I.</b>



## Handout 2 | Michael and Sally



**Michael:** Hello Sally. Why weren't you at school yesterday?



**Sally:** ..... B .....



**Michael:** What was the matter? Did you have a sore head?



**Sally:** .....



**Michael:** I hate being ill.



**Sally:** .....



**Michael:** In our English lesson, we had to answer some questions about a story.



**Sally:** .....



**Michael:** I can come to your house after school if you like.



**Sally:** .....



**Michael:** Have you got any games that we can play?



**Sally:** .....

## Handout 2 | Sally's dialogue

- A** So do I! It's horrible!
- B** Hello Michael, I was feeling sick so I stayed in bed. **(example)**
- C** Did you? I just watched TV all day.
- D** Yes, they have. Thank you very much.
- E** No. I had a terrible cold but it's better now.
- F** A few, I hope you'll enjoy them.
- G** Would you like to play it soon?
- H** This afternoon? OK! I could show you my new computer then too!



Answers: Handout 1 | The right reply

<b>Could I use your pencil please?</b>	<b>Yes, no problem.</b>
<b>Did you watch TV last night?</b>	<b>Yes, I did.</b>
<b>Do you live near here?</b>	<b>No, I don't.</b>
<b>Have you done your homework?</b>	<b>Yes, I have.</b>
<b>Where did you go shopping?</b>	<b>At my local supermarket.</b>
<b>I can help you with your homework if you like?</b>	<b>Thank you. You're very kind.</b>
<b>I think the news is so boring.</b>	<b>Yes, so do I.</b>

