



A2 Flyers Reading and Writing Part 3

Description

This lesson plan has been designed to help students prepare for A2 Flyers Reading and Writing Part 3. 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 complete a Reading and Writing Part 3 task (gapped text), and act out the story as a role play.

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 and printed if possible) ▪ Vocabulary worksheet ▪ Role play cards cut up, one card per student (sent to parents in advance and printed if possible) ▪ Homework (optional)
Aims:	<ul style="list-style-type: none"> ▪ to complete a practice A2 Flyers Reading and Writing Part 3 task ▪ to practise speaking by taking part in a role play

Procedure

Lesson Stages	Online options
Greet the students as they arrive.	Check they know how to turn their audio and video on.
Warmer Show the picture from the sample task . Say: " <i>This picture is from a story. What do you think the story is about?</i> " Elicit ideas and write a couple on the board. You could divide students into pairs or groups of 3 for this activity, and then return to the whole group to share ideas. Or, do the whole activity as a class. Use this as an opportunity to elicit/check understanding of key words in the story that appear in the picture: <i>island, hotel, boat, sail, sky</i> . To add challenge , show the other pictures from the Vocabulary worksheet at this stage. Ask students to guess the story. They read and check if they were right.	Share your screen and sound. If you can safely monitor students , put them into breakout rooms. Write ideas on a whiteboard/Use Annotate to write over the picture.
Reading and writing <u>'Meeting' the text</u> Display the text of the sample task (cover the vocabulary box).	Send the worksheet to parents in advance to print/open on the students' screen.

<p>Ask children to quickly look at the text and circle the words from the warmer. You could do this as a whole class by displaying the text and asking children to call out the words they see. Circle the words that the children mention.</p> <p><u>Vocabulary</u></p> <p>Elicit/check understanding of the remaining key words:</p> <p><i>A cook, fridge, pepper, restaurant, pizza, storm</i> – show the Vocabulary worksheet</p> <p><i>Pushed/cut</i> – mime them</p> <p><i>Ready/missing</i> – give an example</p> <p><u>Reading and writing task</u></p> <p>Read aloud the first sentence and show how the example word <i>island</i> is from the vocabulary box.</p> <p>Read the next part of the text: “<i>On Saturday afternoon the hotel cook went by boat to the town to see his friend. But suddenly a _____ came, with rain and strong winds, and he couldn’t sail back to the hotel.</i>”</p> <p>Point to the vocabulary and ask “<i>What came? A...</i>” (<i>storm</i>). Point to the words in turn and reject them (“<i>A fridge came? No! An island came? No! A storm? Yes! A storm has rain and strong winds.</i>”) Write <i>storm</i> in the gap.</p> <p>Set the task: “<i>Write the correct words.</i>” Children work individually, then check their answers with a partner.</p> <p>For extra support, limit the number of choices for each gap (1-5). Children select the correct option. For example: <i>Suddenly a fridge/island/storm came, with rain and strong winds.</i></p> <p>Answers</p> <ol style="list-style-type: none"> 1. storm 2. restaurant 3. ready 4. fridge 5. cut <p><u>Choose the title</u></p> <p>Point to question 6. Read the titles aloud. Ask: “<i>Which is best?</i>”</p> <p>Answer The new cooks</p> <p>If children had difficulty with the title, return to the story – the cook left the island by boat and couldn’t return, so Harry and his family had to cook. They didn’t buy pizza, and they didn’t have lunch on a boat.</p>	<p>Share your screen. You could cover the vocabulary box by drawing a box in PowerPoint or Annotate. Circle using Annotate or Paint.</p> <p>Share your screen and use your mouse to point.</p> <p>Use breakout rooms for the pair check.</p> <p>You/your students could write answers on the screen using Annotate, or in the chat.</p>
<p>Role play</p> <p>Tell students they are going to act out the story. Divide them into groups of 4 – Harry, his dad, his mum, the waiter. You could ask students to choose their preferred role or assign roles.</p>	<p>Share your screen</p>

<p>Give each learner a role play preparation card. Read each one aloud and ask questions to check understanding. For example: <i>“Who is Harry? Raise your hand. Who is the waiter? Raise your hand. Who can cook pizza? Raise your hand. Harry’s mum, what do you do? (make salad) Waiters, what do you do? (help)”</i></p> <p>Start with a couple of students who’ll find the task easier and model the beginning of the role play. Encourage them to act as well as talk, for example, looking in cupboards, cutting up vegetables. They practise their role play in groups.</p> <p>For extra support, elicit some things that each person might say. For example:</p> <p style="padding-left: 40px;">Waiter: <i>“I’m sorry, the cook isn’t here. There’s no dinner.”</i></p> <p style="padding-left: 40px;">Harry: <i>“I’m hungry!”</i></p> <p style="padding-left: 40px;">Harry’s mum. <i>“Let’s look in the fridge!”</i></p> <p>Model and drill the phrases. Students take part in the role play by using the phrases, and extra ones of their own, if they can.</p> <p><u>Feedback</u></p> <p>After students have had time to practise, come back together as a whole class. You could ask groups to volunteer to perform their role play in front of the class. Give lots of praise.</p> <p>Ask students <i>“How was your dinner? Was it tasty? Do you want the cook to come back or do you like your food better?”</i></p> <p>You could also highlight good language and do a short error correction activity to help students with common mistakes in grammar/pronunciation/vocabulary.</p>	<p>If possible, use breakout rooms.</p>
<p>Optional extensions – Ready, steady, cook!</p> <p>Ask learners to think of three foods (for example, fruit, vegetables, meat/chicken/fish/eggs, pasta). Ask what they could make from these foods. Children could draw and write their own crazy recipes.</p>	<p>Share your screen</p>
<p>Homework</p> <p>Children could complete the Homework worksheet for more practice of Reading and Writing Part 3.</p> <p>Answers</p> <ol style="list-style-type: none"> 1. bit 2. a few 3. so much 4. himself 5. look after 6. lie down 7. players 8. Volleyball 9. since 10. send 	

Materials

A2 Flyers Reading and Writing Part 3 sample task

Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.



example

island	fridge	pushed	restaurant	missing
ready	pepper	sky	storm	cut

Last weekend, Harry and his parents went to a small hotel on an
..... island in a lake. On Saturday afternoon the hotel
cook went by boat to the town to see a friend. But then suddenly a
(1) came, with rain and strong winds, and he
couldn't sail back to the hotel.

At six o'clock everyone in the hotel went to the (2)
to have dinner, but it was closed. 'What's the matter?' Harry's mum asked
the waiter. 'The dinner isn't (3) ,' he said, 'because
there is no-one to cook.'

So Harry's parents decided to do something. They went into the kitchen where they looked in the (4) and in the cupboards. They found some flour, tomatoes, cheese and vegetables. Dad made pizzas and Mum (5) the vegetables into small pieces for a salad. 'That smells good,' said the waiter. Harry ate a piece of pizza. 'And it tastes very good!' he said. Everyone loved the dinner and thanked Harry's parents.

(6) **Now choose the best name for the story.**

Tick one box.

Harry buys pizza

☐

Lunch on a boat

☐

The new cooks

☐

Vocabulary

		
		
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Role play – island adventure

Cut and give one card to each student.



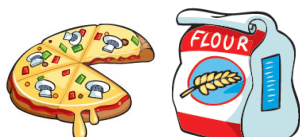
Harry

You're hungry. There's no dinner ready. Help your mum and dad to make dinner.



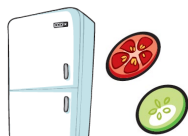
Harry's dad

There's no dinner ready. Look in the cupboards for food. You know how to cook pizza.



Harry's mum

There's no dinner ready. Look in the fridge for food. You can make salad.



Waiter

Dinner isn't ready. The cook left the island. Help Harry and his parents to make dinner.

Homework

Monkey's big adventure

It's Monkey's turn to go out on an **adventure**. Look at the pictures. Read the story and write the **missing** words. Write one or two words from the *Word bank* in each gap. There is one example.



Not **so** long ago, Monkey felt a (1) **bored** so he decided to put (2) things in a **backpack** and go on an **adventure**.



Soon, Monkey was **far away** from home. 'This is (3) fun!' Monkey thought to (4) .



It was very hot. 'I must (5) myself,' thought Monkey. I will (6) in the shade **until** it gets cooler.



Suddenly, Monkey heard shouting. Two **teams** of (7) were having a game of (8) . Monkey joined in.



That made Monkey **remember** his friends. 'It's a long time (9) I left home,' he thought. 'I will (10) a message to say I'm coming back!'

fetch	so much	look after
<u>ago</u>	since	lie down
bit	send	players
a few	itself	
himself	volleyball	

Choose from these words to complete the story. You will not need to use all the words.

Source: **A2 Flyers wordlist picture book**

[cambridgeenglish.org/starters](https://www.cambridgeenglish.org/starters)

