



A2 Flyers Reading and Writing Part 4

Description

This lesson plan has been designed to help students prepare for A2 Flyers Reading and Writing 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 complete a Reading and Writing Part 4 task (multiple choice cloze). They review and practise prepositions of time through a noticing activity and speaking.

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) ▪ In / at / on rules worksheet (sent to parents in advance and printed if possible) ▪ Ask parents to provide children with scrap paper or a board pen and homemade mini whiteboard (blank paper in a plastic sleeve) that can be wiped clean
Aims:	<ul style="list-style-type: none"> ▪ to complete a practice A2 Flyers Reading and Writing Part 4 task ▪ to review and practice prepositions of time

Procedure

Lesson Stages	Online options
Greet the students as they arrive.	Check they know how to turn their audio and video on.
<p>Warmer – I spy</p> <p>Display the picture from the sample task. Ask: “<i>What can you see?</i>” Elicit the seasons: spring, summer, autumn, winter.</p> <p>Play “I spy” Choose something in a picture, for example <i>a tree</i>. Keep it secret. Say: “<i>I spy with my little eye, something beginning with ‘t’</i>” Students name things in the pictures they can see that begin with t until they guess ‘tree’.</p> <p>Let students lead the activity. Say: “<i>Now you choose a word from the picture. Say ‘I spy...’</i>” Students take it in turns to choose a word for the other students to guess.</p> <p>Model and drill any words that students have difficulty pronouncing.</p>	Share your screen.

<p>Speaking</p> <p>Ask students some of these questions:</p> <p><i>What’s the weather like in summer? What’s the weather like in winter?</i> <i>What activities do you do in summer? What activities do you do in winter?</i> <i>What clothes do you wear in winter? What clothes do you wear in summer?</i> <i>What’s your favourite season? Why?</i></p> <p>Display the questions. Divide the students into pairs. Say: “Ask and answer the questions.”</p> <p>Alternatively, ask one question to one student. After they answer, tell them to ask a different question to another student. Keep going like this, making sure all students are involved.</p> <p>This is also useful practice for Speaking Part 4.</p>	<p>Share your screen.</p> <p>If you can monitor students safely, put them in breakout rooms.</p>										
<p>Reading and writing</p> <p><u>‘Meeting’ the text</u></p> <p>Display the text from the sample task. Set the ‘gist’ task: “<i>In what order does the text talk about the seasons?</i>” You could ask students what they <i>think</i> the order is (e.g. spring, summer, autumn, winter? Winter, spring, summer, autumn?) before reading. Tell students not to worry about the gaps. Give students 1 minute to find the order in the text.</p> <p>You could highlight the words in the text as you elicit answers. Note that all the seasons appear in line 1, but tell them this is not the answer! They need to look at the whole text to see what order the seasons are mentioned.</p> <p>Answer: <i>Summer, autumn, winter, spring.</i></p> <p><u>Reading and writing task</u></p> <p>Display the answer options from the sample task. Read aloud the first sentence and show how the example word <i>many</i> is from the options.</p> <p>Read the next part of the text: “..... <i>season is about three months long and then a new season comes.</i>”</p> <p>Point to the three options for this gap in turn and reject them (“<i>Do we say ‘Each season? Yes. ‘Other season?’ No! ‘All season? No!’</i>”) Write <i>Each</i> in the gap.</p> <p>Set the task: “<i>Choose the correct words. Write them on the lines</i>” Children work individually, then check their answers with a partner.</p> <p>Remind students to be careful to choose a word from the correct set of options.</p> <p>For extra support, do more than one example as a whole class. If this is the first time children have seen this type of task, they might need lots of help. Give them lots of praise and encouragement.</p> <p>Answers</p> <table><tr><td>1. each</td><td>2. begins</td><td>3. until</td><td>4. lose</td><td>5. when</td></tr><tr><td>6. in</td><td>7. short</td><td>8. again</td><td>9. same</td><td>10. of</td></tr></table>	1. each	2. begins	3. until	4. lose	5. when	6. in	7. short	8. again	9. same	10. of	<p>Share your screen</p> <p>Send the worksheet to parents in advance to print/open on the students’ screen, if possible.</p> <p>You could highlight the information using your mouse, or Annotate.</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>
1. each	2. begins	3. until	4. lose	5. when							
6. in	7. short	8. again	9. same	10. of							

<p>When checking answers, ask questions to check understanding. For example, “<i>Why do we say ‘the trees lose their leaves’ here? Because the word ‘trees’ is plural, and it happens every year.</i>”</p> <p>For extra support: If a lot of children struggled with some of the answers, you might decide to briefly review a grammatical point. Give other examples of the grammatical patterns, and elicit other examples too.</p>	
<p>Prepositions of time</p> <p><u>Noticing</u></p> <p>Write these words on the board: <i>June, March, December, 10 o’clock, night, the afternoon, September</i>. Say: “<i>Find these words/phrases in the text. Underline them.</i>” Alternatively, read out the time words/phrases for students to find in the text.</p> <p>Check answers and underline them as the students say them.</p> <p>Answers June (line 2 and 11) 10 o’clock, night, September (line 3) December (line 5 and 11) the afternoon (line 6) March (line 8)</p> <p>Point to June next to gap 2, and circle <i>in</i> before it. Say: “<i>Now you circle the prepositions that go with the other time words.</i>”</p> <p>Circle the prepositions in the text as you check answers.</p> <p><u>Rules</u></p> <p>Display the In / at / on worksheet. Read the instructions and point to the parts they need to complete. Do the first one as an example, eliciting the answers.</p> <p><u>Note:</u> the rules worksheet includes seasons and days, although there aren’t examples of these together with the prepositions in the text. However, children will need to know these for the exam.</p> <p>For extra support, students work in pairs or groups, or do it all as a whole class.</p> <p>To add challenge, start with the worksheet, and get students to find their own examples in the text.</p> <p>Answers (see Materials)</p>	<p>Use a shared whiteboard or document</p> <p>Share your screen. Use Paint or Annotate to underline the time words and then circle the prepositions.</p>
<p>Optional extensions – to practise prepositions of time</p> <p>In/at/on?</p>	<p>Share your screen and sound.</p>

<p>Ask students to take three pieces of paper, and write <i>in</i> on one, <i>on</i> on another and <i>at</i> on a third, using nice big handwriting. Ask them to hold up their pieces of paper to make sure that you can see them clearly. Or they can use mini whiteboards.</p> <p>Say: “<i>Listen. In, at or on? Mondays!</i>” (students hold up ‘on’) “<i>Night</i>” (‘at’) Continue with other examples.</p> <p>Speaking</p> <p>This activity provides practice of time prepositions. Display these questions:</p> <p><i>What time do you usually go to bed?</i></p> <p><i>What do you like doing at the weekend?</i></p> <p><i>When do you usually go to bed?</i></p> <p><i>When is your birthday?</i></p> <p><i>What days do you come to school?</i></p> <p>Ask: “<i>What time do you usually go to bed?</i>” encourage learners to respond using <i>at... o’clock</i>. Ask a couple of other questions as a demonstration.</p> <p>Divide students into pairs. Set the task: “<i>Work together. Ask and answer the questions. Don’t forget to use in/at/on!</i>”</p> <p>You could use different questions related to your students’ context.</p>	<p>Children hold up their <i>in, at</i> or <i>on</i> paper to the camera. Or, they could type their response in the chat.</p> <p>Use breakout rooms. Alternatively, do this as a whole class, asking different students each time.</p>
<p>Homework</p> <p>Students complete the Homework worksheet for more practice of Reading and Writing Part 4 (Answers: 1. of, 2. is, 3. but, 4. see, 5. look)</p>	

Materials

A2 Flyers Reading and Writing Part 4 sample task

Read the text. Choose the right words and write them on the lines.

The Seasons



Example Inmany..... countries there are four seasons in the year. These are

1 called spring, summer, autumn and winter. season is

about three months long and then a new season comes.

2 In the north of our planet summer usually in June. It

is the warmest time of the year and it sometimes does not get dark

3 10 o'clock at night. In September it gets colder and the

4 trees their leaves. This season is called autumn. Winter

5 comes in December it is usually very cold and a lot of

countries have snow. On some winter days, it gets dark at about

6 4 o'clock the afternoon so the days are very

7 and the nights are long.

In March the weather gets warmer and plants and flowers start to

8 grow This season is called spring.

9 In the south of the planet the countries have the seasons,

10 but they happen at different times the year. They have

summer in December and winter in June.

Example	many	much	any
1	Each	Other	All
2	began	begins	beginning
3	until	for	during
4	lost	loses	lose
5	which	when	where
6	at	in	on
7	shorter	short	shortest
8	after	again	already
9	both	same	more
10	of	up	with

In / at / on – rules!

Circle *in, at or on*



Write *in, at or on*

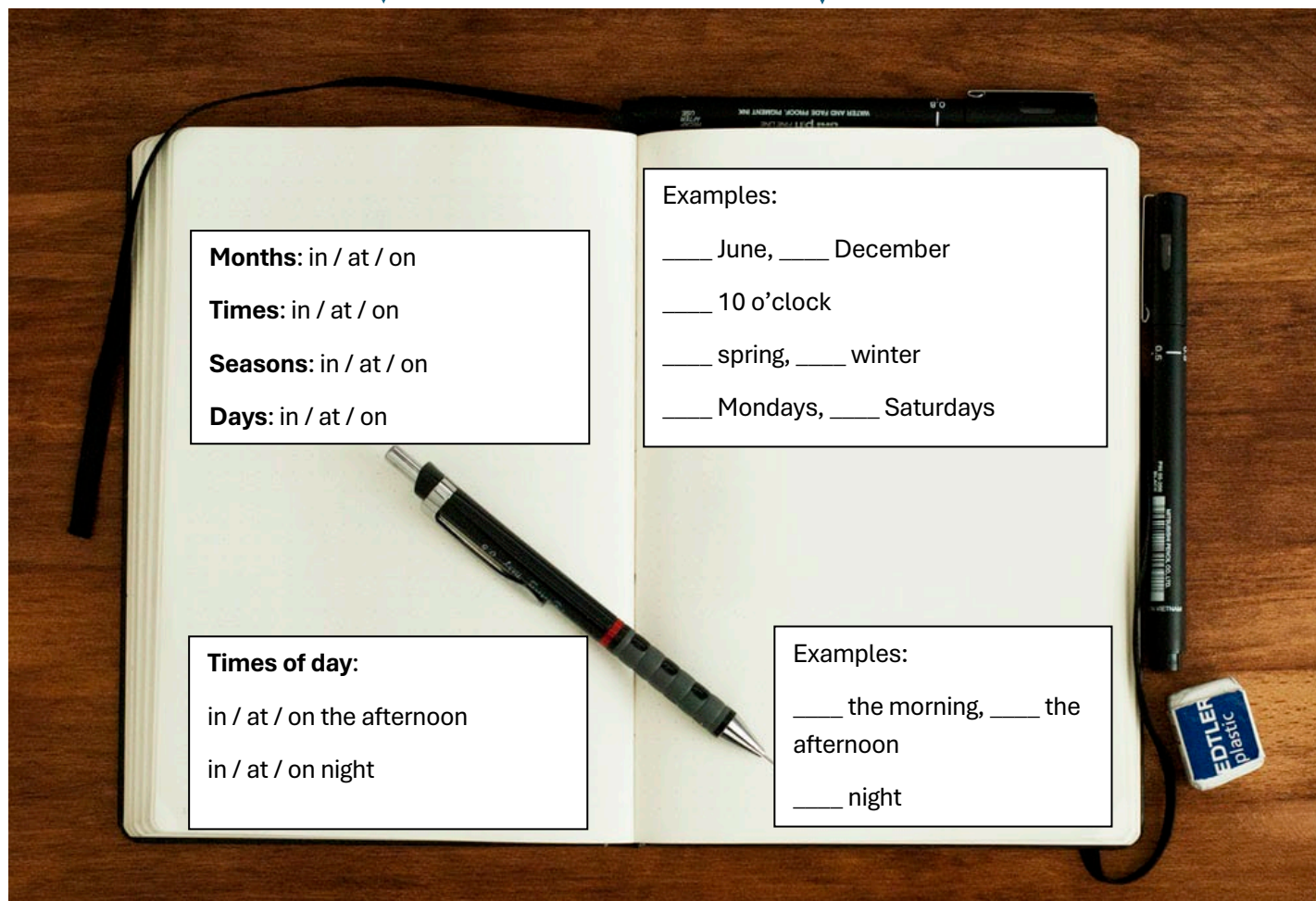


Image: Mike Tinnion on Unsplash

In / at / on – Answers

Circle *in, at or on*



Write *in, at or on*

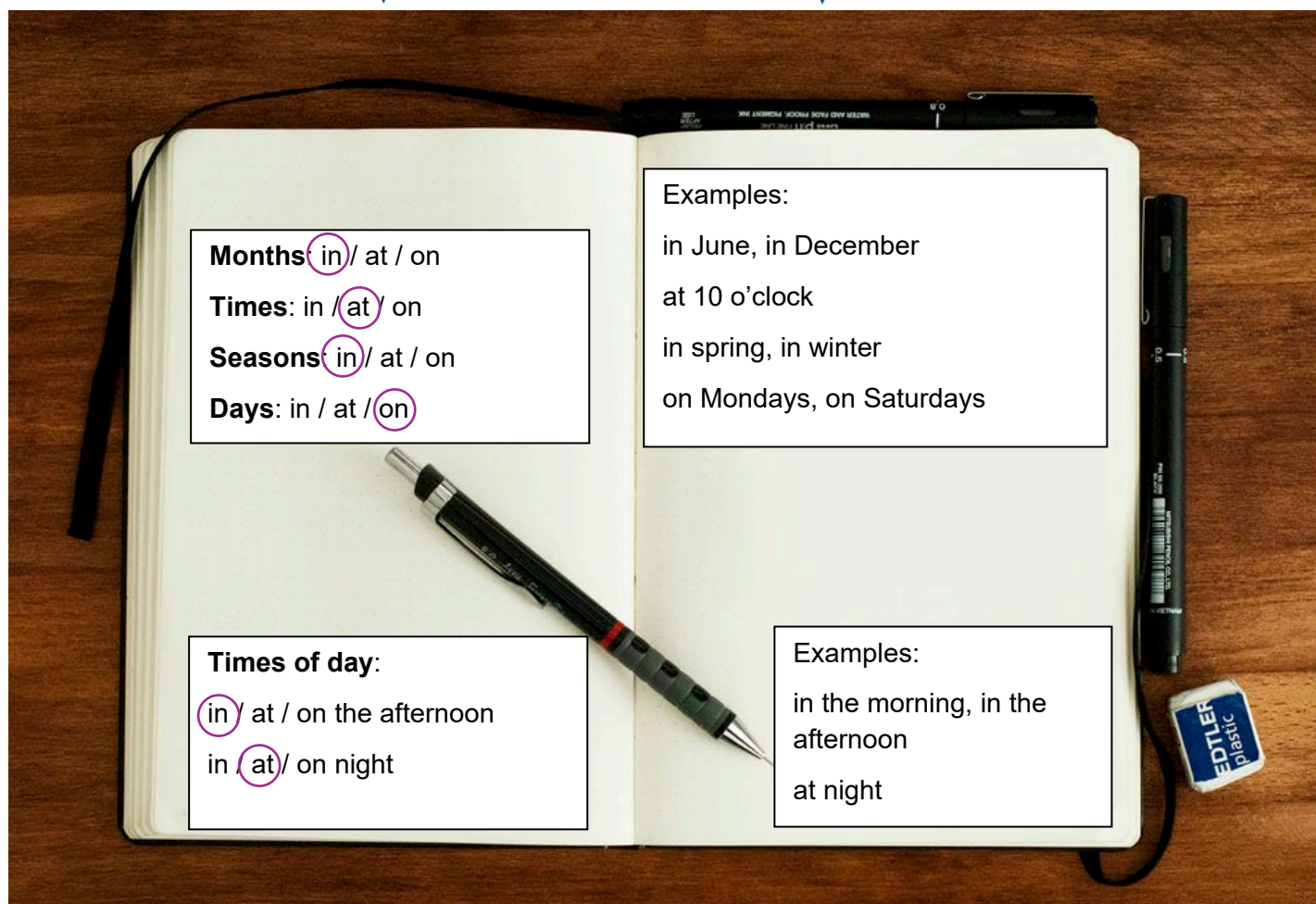


Image: Mike Tinnion on Unsplash

Homework

Read the text. Choose the right words from the word bank and write them on the lines.
There is one example.



Word bank

- | | | | |
|----|--------|--------|---------|
| | autumn | winter | hot |
| 1. | in | of | off |
| 2. | is | was | has |
| 3. | or | and | but |
| 4. | look | see | looking |
| 5. | saw | looked | look |

Spring follows winter and comes before summer.

In some parts (1) _____ the world spring (2) _____ very short
(3) _____ in other places spring lasts for many weeks. Spring is the
time to (4) _____ new things. If you (5) _____ about you will
see baby animals and birds and new plants everywhere.

Source: **A2 Flyers classroom activities** p.12

cambridgeenglish.org/starters

