



A2 Flyers Reading and Writing Part 6


Description

This lesson plan has been designed to help students prepare for A2 Flyers Reading and Writing Part 6. 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 complete a Reading and Writing Part 6 task (fill the gaps). They plan a holiday with a partner.

Time required:	45 minutes (can be extended or shortened as required)
Materials required:	<ul style="list-style-type: none"> ▪ A2 Flyers Reading and Writing Part 6 sample task (sent to parents in advance and printed if possible) ▪ Winter holiday picture ▪ Holidays worksheet (sent to parents in advance, to print if possible) ▪ Homework (optional)
Aims:	<ul style="list-style-type: none"> ▪ to complete a practice A2 Flyers Reading and Writing Part 6 task ▪ to complete a discussion task to plan a holiday

Procedure

Lesson stages	Online options
Greet the students as they arrive.	Check they know how to turn their audio and video on.
<p>Warmer</p> <p>Show the Winter holiday picture.</p> <p>Ask some questions to elicit vocabulary and prepare for the game. For example: <i>"Where is it? Who are the people? What's s/he doing? What's the weather like?"</i></p> <p>Say: <i>"Look really carefully at the picture. Try to remember it. I'm going to hide something in the picture."</i></p> <p>Hide the picture, then cover up something from it, like this:</p> 	<p>Share your screen.</p> <p>Stop screensharing.</p> <p>You could draw a box in PowerPoint, Paint, or another application to cover something in the picture.</p> <p>Share your screen again.</p> <p>Alternatively, ask learners to close their eyes while you hide something in the picture.</p> <p>If you can safely monitor them, put students into breakout rooms.</p>

<p>Say: “<i>What’s missing?</i>” Children try to remember.</p> <p>Reveal the answer, then play again, covering different things each time.</p> <p>You could do this as a whole class activity, or divide students into pairs to try to remember together the items you have covered.</p> <p>This is an opportunity to recycle vocabulary, for example describing actions, colours, describing people.</p>	
<p>Reading and writing</p> <p><u>Context</u></p> <p>Show the picture from the Reading and Writing task.</p> <p>Ask students: “<i>Where are they?(in the desert) Who are the people? What’s s/he doing? What’s the weather like? Which holiday would you prefer – the winter holiday or this holiday?</i>”</p> <p><u>‘Meeting’ the text</u></p> <p>1) Ask students to guess words they think they will see in the text. Write these on the board. Elicit or provide the key word <i>pyramids</i>.</p> <p>Display the text. Set the task: “<i>Can you see any of these words in the text?</i>”</p> <p>Highlight the words in the text as you elicit answers.</p> <p>2) Set the gist task: “<i>Look at the text quickly. Is it a newspaper article or a diary?</i>” (<i>diary</i>)</p> <p>For extra support, point out that we know it is a diary because of the language in the text (<i>We are having a great time, My teacher told me... Mum doesn’t want to...</i>)</p> <p><u>Reading and writing task</u></p> <p>Display the text. Cover the example <i>having</i>. Read aloud the first sentence: “<i>We are a great time on this holiday.</i>”</p> <p>Point to the gap and ask questions to elicit the answer (“<i>What word is missing? What word goes with ‘a great time’? Is it have or having? Why? How do you spell it?</i>”) Write <i>having</i> in the gap.</p> <p>Set the task: “<i>Read the text. Write the missing word. Write one word on each line.</i>” Children work individually, then check their answers with a partner.</p> <p>For extra support, do more than one example as a whole class. Encourage them to look at the whole sentence, including the words before and after the gap. You could also give prompts or provide options for the gaps.</p> <p>For example: “<i>My teacher told me about them in our Geography ... and she showed us some pictures of them. Where do you listen to your teacher and see pictures? In your Geography...?</i>” (<i>class(es)/lesson(s)/studies</i>)</p> <p>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>	<p>Send the worksheet to parents in advance to print/open on the students’ screen.</p> <p>Share your screen.</p> <p>You could highlight the words 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>

<p>1. to 2. class(es)/lesson(s)/studies 3. than</p> <p>4. took/got 5. because/as/since/and</p> <p>When checking answers, ask questions to check understanding. For example, “<i>Why do we say ‘because’? To say why something happened.</i>” Make sure they know that more than one answer might be possible in some cases (2 and 5).</p>	
<p>Optional extension</p> <p>Play an online game to match holiday activities to pictures. Click on the word to play the collocation, then show the pictures. Students say which picture goes with the word.</p> <p>Model and drill the collocations.</p> <p>Play a game: say the collocation without the verb. Students say the verb. For example: “<i>Sightseeing</i>” (<i>go sightseeing</i>)</p>	<p>Share your screen and sound. You can hover your mouse over different pictures and students can say “Yes!” “No!” to find the correct picture.</p> <p>Or, students can use Annotate to stamp the correct picture.</p>
<p>Speaking – plan a holiday</p> <p>Show the Holidays worksheet. Alternatively, show different holiday images related to your students’ context.</p> <p>Give a short model. For example, point to the beach photo and say:</p> <p><i>“I want to go to [country] for my holiday [Point to Where?]. I want to sit on a beautiful beach. [Point to Who?] I’m going to go with my friends. [Point to What?] I want to go swimming, eat ice cream and go on a boat. [Point to How long?] I want to go for 2 weeks. [Point to What clothes/things?] I’m going to take my swimming costume, shorts, books and sunglasses. I’m not going to take my laptop.”</i></p> <p>Divide students into pairs.</p> <p>Set the task: “<i>You’re going to go on holiday. Where do you want to go? What do you want to do? Use the question words to help you to plan.</i>”</p> <p><u>Feedback</u></p> <p>After the discussion, elicit ideas from different pairs. Find things in common between different pairs: “<i>Who else chose the beach? Why? Did you choose the same activities?</i>”</p> <p>Highlight examples of good language use – write them on the board. You could write a few common errors for students to correct (grammar/pronunciation/vocabulary).</p>	<p>Share your screen.</p> <p>Use breakout rooms. Alternatively, give students time to think individually, and make notes if they want. Then ask different students the questions. Ask “<i>Who had a similar idea?</i>” to find things in common.</p> <p>Share your screen. Students could type the corrections in the chat.</p>
<p>Homework</p> <p>Students complete the Homework worksheet for more practice of Reading and Writing Part 6. Answers: 1. me, 2. station, 3. learn, 4. engine, 5. one/some</p> <p>Students could also write a diary entry about a (real or imaginary) holiday they enjoyed.</p>	

Winter holiday



Source: A2 Flyers wordlist picture book p.11

A2 Flyers Reading and Writing Part 6

Read the diary and write the missing words. Write one word on each line.



Example

- We arehaving..... a great time on this holiday. Today
- 1 we've been visit the pyramids. My teacher told
- 2 me about them in our Geography and she
- showed us some pictures of them, but in the pictures they
- 3 looked much smaller they are. We went inside
- 4 one and I lots of photos with my camera.
- We are going to go and see some camels tomorrow. I am very
- 5 excited I have always wanted to ride one. Mum
- doesn't want to go near them. She says camels are usually not
- very friendly.

Holidays



Image: Tony Panici at Unsplash

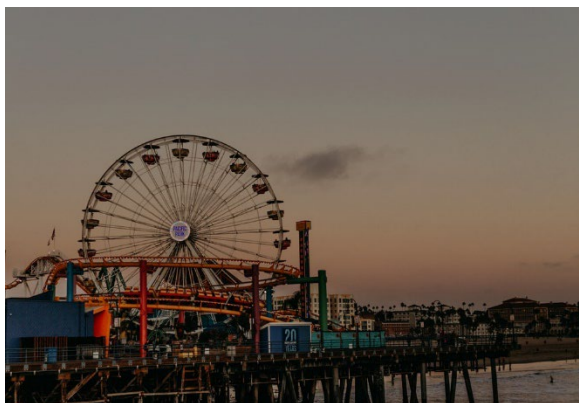


Image: Christina Boemio at Unsplash



Image: Sebastian Staines at Unsplash



Image: Shyam at Unsplash

Who? **Where?** When?
What? *How long?*
What clothes/things?

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CAMBRIDGE
English

Homework

Read the email and write the missing words. Write one word on each line.
There is one example.

Hello,

Thank you for inviting (1) _____
and my friends to your fire (2) _____.

We really enjoyed visiting. It was interesting to
(3) _____ about your important work. We
also enjoyed sitting inside your fire (4) _____.

Perhaps (5) _____ day I will be a fire fighter!

We hope to see you again soon.

From Harry.



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

