

A2 Flyers: Reading and Writing Part 3 – Gapped text

Description

This lesson plan has been designed to help students prepare for A2 Flyers Reading and Writing Part 3 (gapped text). 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 are encouraged to anticipate words, predict a story behind a picture, before listening to the story with missing words from a gapped text linked to the picture. They complete the gapped text then decide on the best title for the story.

Time required: 60 minutes (can be extended or shortened as required)

Materials required:

- prepared presentation/PowerPoint slides
- link to exam task on cambridgeenglish.org
- student worksheet (see below). Ensure students have the materials in advance of the lesson.

Aims:

- vocabulary building
- to promote listening and reading for gist and detail
- to prepare and practise the gapped text part of the exam

Procedure

Lesson Stages	Online options
<p>Welcome students – ask them to say hello to confirm they can see and hear you.</p>	<p>If your platform allows you to see your students, ask them to also wave and check everything is working as it should be.</p>
<p>Lead-in to task - Pair work</p> <p>Vocabulary building – nouns, adjectives, verbs, adverbs</p> <ol style="list-style-type: none"> 1. Show students the picture on the board/screen. <div data-bbox="188 1659 585 1843" data-label="Image"> </div> <ol style="list-style-type: none"> 2. Ask students to write down 6 words (or more) about the photo. What can they see? They can write any word that 	<p>Share your screen with the class and show an enlarged picture on a PowerPoint slide or whiteboard for the students to see.</p> <p>If you can monitor students safely, put them into breakout rooms to do this in pairs. Alternatively, enable private chat and ask students to share the answers with their partner.</p> <p>Or ask learners to use the chat function and type their ideas into the chat box.</p> <p>Annotate the screen with the words the students think of associated with the</p>

<p>is connected to the picture.</p> <p>3. Elicit the words the students have identified and write them on the board.</p>	<p>picture.</p>
<p>Prediction task</p> <p>Activate the language students have generated by asking questions about the picture. These questions will help students think of a story behind the picture, as a group. Encourage the class to use the words they thought of in the first task.</p> <p>Example questions could be:</p> <ol style="list-style-type: none"> 1. Where do you think this is? 2. What about the weather? Elicit sunshine. Do they think it is going to rain? Why? Why not? Elicit vocabulary linked to weather. 3. Where is the boat going? 4. Why is the boat going to the island? 5. Is the boat a fishing boat? 6. Are the people on the boat on holiday or at work (e.g. as a fisherman)? 7. How many people do they think are on the boat? 8. What are their names? 9. What about the building on the island? Is this a hotel, an apartment block? 10. Ask where they think people on the boat are going to eat? 11. Will the people on the boat eat a picnic or go to a restaurant on the island? 	<p>Students can type their ideas into the chat box and build a story from the ideas that emerge in the chat thread.</p> <p>Or, you could nominate students to give their ideas using their microphones.</p>

<p>Story telling (with the missing words)</p> <p>Tell the students you have a story to tell them about the picture.</p> <p><i>[Note: Now learners have their own story about the picture, they are ready to listen, and they can compare their ideas with the ideas in the story you are about to read them].</i></p> <p>Read the story aloud (from the exam task below) and ask students to listen very carefully because some of the words are missing. When you read aloud, make a buzzing noise to indicate where the</p>	<p>If your platform has the functionality for learners to raise their hand, invite feedback after you read the story aloud.</p> <p>Alternatively, ask them to use the chat</p>
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<p>missing words are. Tell students not to worry about the missing words at this point.</p> <p>After reading the story ask learners to compare the 'class' story with the one you read. What was the same? What was different? Which is the best story? Why?</p>	<p>function and type their ideas into the chat box</p>										
<p>Exploring the missing words vocabulary</p> <p>Now it is time to think about the missing words. Check students understand the words on the worksheet.</p> <table border="1" data-bbox="60 656 970 734"> <tr> <td>island</td> <td>fridge</td> <td>restaurant</td> <td>missing</td> <td>ready</td> </tr> <tr> <td>pepper</td> <td>sky</td> <td>storm</td> <td>pushed</td> <td>cut</td> </tr> </table>	island	fridge	restaurant	missing	ready	pepper	sky	storm	pushed	cut	<p>Create a slide and reveal each word one at a time, check understanding. You could have some pictures to help with understanding.</p>
island	fridge	restaurant	missing	ready							
pepper	sky	storm	pushed	cut							
<p>Suggested questions about the vocabulary in the box:</p> <ol style="list-style-type: none"> 1. How many of the words in the box did they think of in the lead-in task? 2. Discuss whether they think the words in the box are nouns, adjectives, verbs. 3. Ask them what they think is the connection between these words and the picture. 4. Ask them to think whether any of these words are not connected to the picture or the story and why. 											
<p>Review exam strategies</p> <ol style="list-style-type: none"> 1. Share worksheet with the students, with practice task. 2. Ask students to read the story and focus on <i>before</i> and <i>after</i> each gap, thinking about what type of word they think would be a good choice. 3. Ask students to fill in the gaps with the correct words. 	<p>If you've sent the worksheet to students' parents, they can help to download it or print it off. Or you could send students the link to the sample paper online so students can see it and write their answers in their notebooks.</p> <p>https://www.cambridgeenglish.org/images/young-learners-sample-papers-2018-vol1.pdf (page 80)</p>										
<p>Comparing answers – pairs/ threes</p> <p>Encourage students to pair up and compare their answers and explain their decisions to their partner</p> <p>Take whole class feedback and elicit answers.</p> <p>Discuss the words that were not used and ask students to say why</p>	<p>If your platform has breakout rooms, and you can safely monitor, put students in pairs or threes to discuss their answers.</p>										

<p>they were not needed. Once all the answers have been checked, share the completed story with all the correct words in the gaps This makes it easier for the students to check their answers.</p>	<p>Alternatively, ask students to type their answers into the chat box</p>
<p>Tell students that now they have their completed story, they have to give it a title. Tell them you have 3 titles, but the words are in the wrong order.</p> <p>Show the jumbled titles on a presentation slide one at a time and tell students to unjumble them:</p> <p>buys pizza Harry (<i>Harry buys pizza</i>) boat on a lunch (<i>Lunch on a boat</i>) cooks the new (<i>The new cooks</i>)</p> <p>Ask students to choose the title that fits the story. (<i>The new cooks</i>)</p>	<p>Students can write their answers in their notebooks and hold them up to the camera.</p>
<p>Task review</p> <p>Tell students the task they worked on was the Part 3 task in the A2 Flyers Reading and Writing paper.</p> <p>Ask students if they thought it was easy, difficult or the right level.</p> <p>Tell students you have a short quiz to see what they can remember about what they just did.</p> <p>In Part 3 you:</p> <ul style="list-style-type: none"> • write your own story (<i>False</i>) • think of your own words to go into the gaps (<i>False, there are options</i>) • choose words to go in the gaps from a list of options (<i>True</i>) • think of a title (<i>False, you choose between 3</i>) 	<p>Students can type their answers in the chat box, or they can raise their hand to speak if your platform allows you to hear students.</p> <p>Alternatively, you could create a True/False poll using the online tool: https://www.mentimeter.com/ incorporating T/F statements about this part of the exam. Ask students to vote and indicate whether they are true or false.</p> <p>Elicit reasons for false answers using the chat box.</p>

Materials

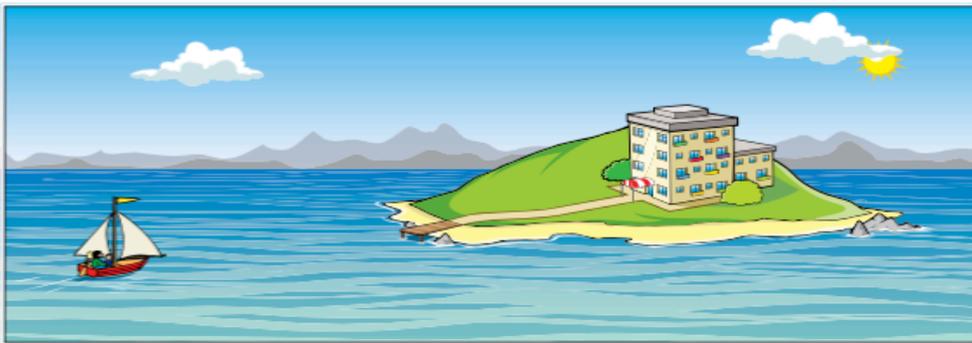
A2 Flyers: Reading and Writing (exam Part 3 – the gapped text)

Student worksheet

Part 3

– 6 questions –

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.

Screen Shot 2020-04-01 at 19.39.04 <https://www.cambridgeenglish.org/Images/young-learners-sample-papers-2018-vol1.pdf>

Teacher materials

Answer Key to gap fill task

Part 3 6 marks

- 1 storm
- 2 restaurant
- 3 ready
- 4 fridge
- 5 cut
- 6 The new cooks