

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:

- A2 Flyers sample task (see below - sent to parents in advance and printed if possible)
- Prepared presentation/PowerPoint slides
- Vocabulary and role play worksheets (see below - sent to parents in advance and printed if possible)

Aims:

- 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 switch their audio and video on.
<p>Warmer</p> <p><u>Prediction</u></p> <p>Show the picture from the sample task (see Materials). 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.</p> <p>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.</p> <p>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>.</p> <p>To add challenge, show the other pictures from the Vocabulary worksheet (see Materials) at this stage. Ask students to guess the story. They read and check if they were right.</p>	<p>Share your screen and sound.</p> <p>If you can safely monitor students, put them into breakout rooms.</p> <p>Write ideas on a whiteboard/Use Annotate to write over the picture.</p>

Reading and writing

'Meeting' the text

Display the text of the sample task (cover the vocabulary box).

Ask children to quickly look at the text and circle the words that they guessed (in 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.

Vocabulary

Elicit/check understanding of the remaining key words:

A cook, fridge, pepper, restaurant, pizza, storm – show the Vocabulary worksheet (see **Materials**)

Pushed/cut – mime it

Ready/missing – give an example

Reading and writing task

Read aloud the first sentence and show how the example word *island* is from the vocabulary box.

Read the next part of the text: *“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.”*

Point to the vocabulary and ask *“What came? A...” (storm)*. Point to the words in turn and reject them (*“A fridge came? No! An island came? No! A storm? Yes! A storm has rain and strong winds.”*) Write *storm* in the gap.

Set the task: *“Write the correct words.”* Children work individually, then check their answers with a partner.

For extra support, limit the number of choices for each gap (1-5). Children select the correct option. For example: *Suddenly a fridge/island/storm came, with rain and strong winds.*

Answers

- 1 storm
- 2 restaurant
- 3 ready
- 4 fridge
- 5 cut

Choose the title

Point to question 6. Read the titles aloud. Ask: *“Which is best?”*

Answer The new cooks

Send the worksheet to parents in advance to print/open on the students' screen.

Share your screen. You could cover the vocabulary box by drawing a box in PowerPoint or Annotate. Circle using Annotate or Paint.

Share your screen and use your mouse to point.

Use breakout rooms for the pair check.

You/your students could write answers on the screen using Annotate, or in the chat.

<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 have pizza, and they didn't have lunch on a boat.</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>Show the role play preparation card (see Materials). Read it 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 strong students 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>Share your screen</p> <p>Use breakout rooms</p>
<p>Optional extensions – Ready, steady, cook!</p> <p>You could play a game with this online recipe creator with children:</p> <p>Ask them to think of 3 foods (for example, fruit, vegetables, meat/chicken/fish/eggs, pasta). Ask what they could make from these foods. Then select the words on the recipe generator to see the suggestions!</p> <p>You’ll need to help children with the vocabulary that comes up, but it’s fun to compare their suggestions with the ones on the website.</p> <p>Children could also draw and write about their own crazy recipes.</p>	<p>Share your screen</p>

How many foods would you like to generate? (10-100)

10

What kinds of food would you like to generate?

- Starters
- Main Meals
- Puddings
- Snacks

Lifestyle:

- Vegan
- Vegetarian
- Meat eater

Any ingredients you'd like us to favour:
(Leave blank for random foods)

banana

Source: <https://www.name-generator.org.uk/food/>

Homework

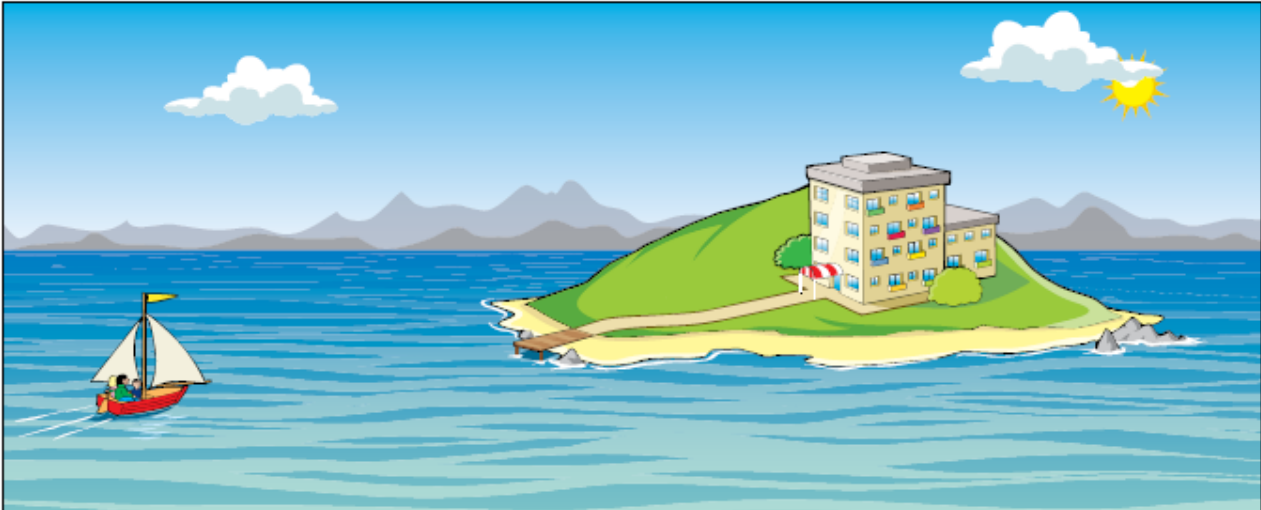
Children could complete the Homework worksheet (see **Materials**) for more practice of Reading and Writing Part 3.

Answers

- (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

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

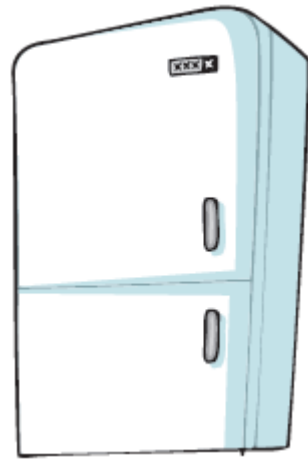


Photo by Travis Grossen on Unsplash






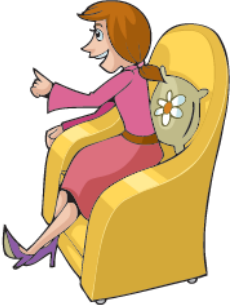
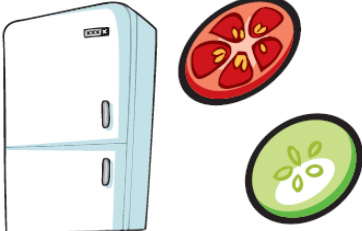

Photo by K8 on Unsplash



Photo by Forrest Moreland on Unsplash

Role play – island adventure

Read your role and get ready!

	<p>Harry</p> <p>You're hungry. There's no dinner ready. Help your mum and dad to make dinner.</p>
	<p>Harry's dad</p> <p>There's no dinner ready. Look in the cupboards for food. You know how to cook pizza.</p> 
	<p>Harry's mum</p> <p>There's no dinner ready. Look in the fridge for food. You can make salad.</p> 
	<p>Waiter</p> <p>Dinner isn't ready. The cook left the island. Help Harry and his parents to make dinner.</p>

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!

Word bank

- | | | |
|----------------|------------|------------|
| fetch | so much | look after |
| ago | 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:

<https://www.cambridgeenglish.org/Images/351851-a2-flyers-word-list-2018.pdf> p.30