

## A2 Flyers Listening Part 5

### Description

This lesson plan has been designed to help students prepare for A2 Flyers Listening Part 5. 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 review and practise describing places in a town, and complete a Listening Part 5 task (colouring and writing).

**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 3 copies printed)
- Places in a town picture (see below, sent to parents in advance)
- Prepared presentation/PowerPoint slides
- Ask parents to provide children with coloured pencils if possible.
- Audio: <https://www.cambridgeenglish.org/images/flyers-sample-listening-2018.mp3>

**Aims:**

- to review and practise vocabulary of places in a town
- to complete a practice A2 Flyers Listening Part 5 task

### Procedure

Lesson Stages	Online options
Greet the students as they arrive.	Check they know how to switch their audio and video on.
<p><b>Warmer</b></p> <p>Say: <i>"What places can you find in a town?"</i> Elicit a couple of answers and write them on the board. Now say: <i>"You have one minute. Think of places in a town and write them down. Go!"</i></p> <p>When the time is up, elicit ideas and write them on the board. Check spelling. Model and drill the words they have difficulty pronouncing.</p> <p><b>For extra support</b>, give more time and do this activity in pairs or groups.</p>	<p>Share your screen and write on a shared whiteboard, or document.</p> <p>Children can write, type their ideas into the chat, or on the whiteboard using Annotate.</p>
<p><b>Where am I?</b></p> <p>Show the Places in a town picture (see <b>Materials</b>). Allow learners a little time to look at the picture.</p>	Share your screen.

<p>Demonstrate the game by describing one of the places from the picture. For example: <i>"People work here. This is a place where people or machines make things. It has a chimney."</i> (factory)</p> <p>Divide students into groups of 3 or 4 to play the game by themselves. Students choose a place from the picture and describe it for the rest of their group to guess.</p> <p>Alternatively, do this as a whole class activity: students take it in turns to pick a place and describe for the rest of the class.</p> <p><b>For extra support</b>, allow preparation time before asking students to speak. They could write notes to help.</p> <p><b>To add challenge</b>, students can describe places from the warmer, or play the game without the support of the picture.</p> <p>You could review/introduce <i>can/can't</i> for permission. For example, <i>"You can't talk loudly here. You can borrow books. You can't write in the books."</i> (library)</p>	<p><b>If you can safely monitor them</b>, put students into breakout rooms. Send the picture to parents in advance of the lesson to print, or for students to display on their screens.</p>
<p><b>Listening</b></p> <p><u>Preparation</u></p> <p>Display the picture from the sample task (see <b>Materials</b>). Elicit/check key vocabulary for the listening task: <i>suitcase, hotel, boat, board, flag, path</i>. Model and drill the words, so that children are prepared to hear them in the listening.</p> <p>Elicit and check other vocabulary items in the picture too.</p> <p><u>Example</u></p> <p>Say: <i>"Listen to the example. Don't colour or write."</i></p> <p>Play the audio. (Start at "Part 5." (20:39) Stop after "This is an example" (21:22)). When you hear <i>"Can I colour his newspaper? Alright, make it pink,"</i> point to the newspaper in the picture. Repeat if necessary so that children understand they need to colour/write according to what they hear.</p> <p><u>Listening</u></p> <p>Set the task: <i>"Listen and colour and write"</i>. Tell students to only colour according to the instructions in the audio (not to colour extra things by themselves!).</p> <p>Play the audio. (Start at <i>"Now you listen and colour and write"</i>. Stop after <i>"Great!"</i>)</p> <p>Play the audio again. Children can check their answers in pairs.</p>	<p>Share your screen.</p> <p>Send the sample task to parents in advance of the lesson to print, or for students to display on their screens.</p> <p>Share your sound and screen. Use your mouse or Annotate to point.</p> <p>Share your sound and your screen.</p> <p>Use breakout rooms for the pair check.</p>

<p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 Colour the suitcase on ground by hotel entrance – blue</li> <li>2 Write 'SUNNY' on board on front of boat</li> <li>3 Colour the pocket on backpack – orange</li> <li>4 Write 'STAR' on board above hotel</li> <li>5 Colour the flag in park by path – yellow</li> </ol> <p>If necessary, play the audio as you check answers, stopping after each answer and checking with students what they coloured and wrote.</p> <p>Give lots of praise and encouragement for good tries and correct answers.</p> <p><b>For extra support</b>, the first time you play the audio, ask children to circle the items that they hear. Check this before moving on to “<i>Listen and colour and write</i>”. You might also want to highlight that sometimes they will hear a word that appears twice in the picture (like <i>suitcase</i> in question 1). They need to listen carefully to identify which suitcase to colour (<i>the one on the ground by the entrance to the building</i>)</p> <p>Tell students that how well they colour doesn’t matter. The important thing is to colour the right things the right colour according to what they hear.</p>	<p>Ask students to hold up their worksheets so you can see what they coloured. They could also type what they wrote in the chat.</p> <p>You could use Annotate or copy the picture into an application like Paint to colour the items as you elicit answers.</p>
<p><b>Group speaking</b></p> <p>Make sure students have extra copies of the listening task picture (they will need another 2 copies to work in a pair, 3 copies to work in groups of 3).</p> <p>Give the instructions: “<i>Choose 5 other things in the picture and colour them.</i>” Tell them they can use any colour they like, and spots or stripes if they want. When they have finished, say: “<i>Now write three words somewhere in your picture.</i>”</p> <p>They do this alone and should keep their coloured picture and words a secret.</p> <p>Divide students into pairs or groups. They keep their pictures hidden. They take it in turns to give instructions for their classmates to colour their picture in the same way and write the words in the correct places.</p> <p>Students check by revealing their pictures to compare.</p> <p><b>Optional extension</b></p> <p>Swap groups and students repeat the activity with another partner. This is good practice of listening and colouring for Listening Part 5.</p> <p><b>Feedback</b></p> <p>Ask students if their partner coloured the picture in the same way as they did. Highlight and praise examples of good language use. You could do a short error correction activity, writing two or three common errors that you noticed (grammar/vocabulary/pronunciation) for students to correct.</p>	<p>Put students into breakout rooms. Alternatively, do it as a whole class activity, asking each student in turn to give a colouring/writing instruction from their drawing for the rest of the class to follow.</p> <p>Students can hold up their pictures to their cameras to check.</p>

### Optional extension

Show the Places in a town picture again. Say: *“Look at the picture. Listen. Is it true or false? There are five pigeons behind the girl with the pink top. True or false?”* (false – there are six)

You could add movement by telling children to stand up if it's true, sit down if it's false, or raise a hand.

Say other sentences (true or false) for students to guess.

**To add challenge**, ask students to say true or false sentences about the picture.

Share your screen.

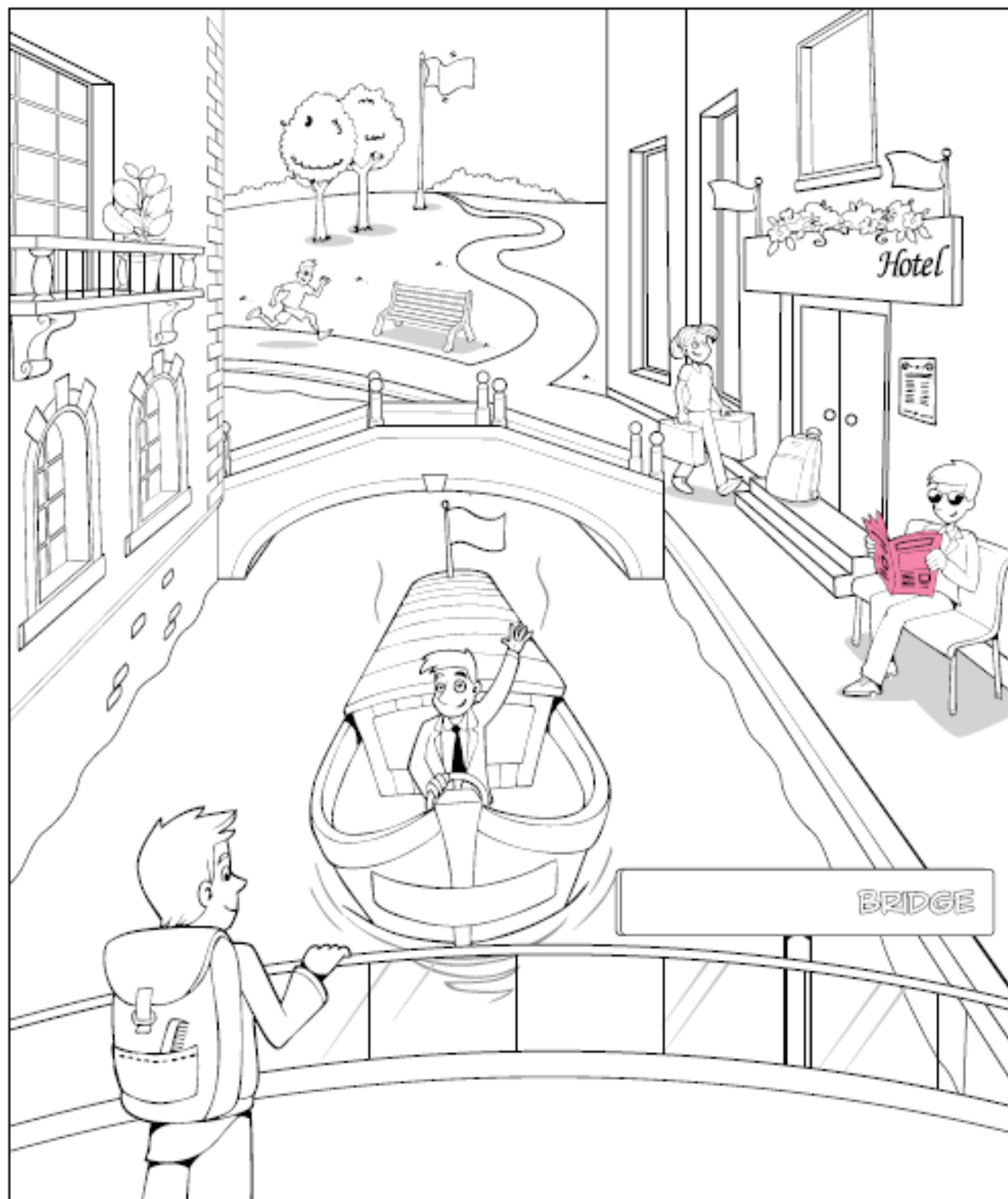
### Homework

Students can do the colouring activity (see **Materials**). Alternatively, they could write true or false sentence about the Places in a town picture. You could use these sentences as a warmer in your next lesson: students take it in turns to read a sentence, the rest of the class say if it is true or false.

### Answers



## Materials



## Audio script

**Part 5.**

**Listen and look at the picture.**

**There is one example.**

**PAUSE 00'03"**

**Fch** I went to a city like this on vacation last year. There were lots of high buildings next to the river there, too!

**M** Oh! Well, would you like to colour some of this picture?

**Fch** Sure! There's a man on a seat. Can I colour his newspaper?

**M** All right. Make it pink!

**Fch** Fine!

**PAUSE 00'03"**

**R** **Can you see the pink newspaper? This is an example.**

**Now you listen and colour and write.**

**PAUSE 00'03"**

**[REPEAT FROM HERE]**

**R** **One**

**Fch** What else would you like me to colour?

**M** How about a suitcase? You could colour one of those.

**Fch** Which one? The one on the ground by the entrance to the building?

**M** Yes, please.

**Fch** OK. How about making that blue?

**M** Good idea! Use that colour.

**PAUSE 00'15"**

**R** **Two**

**M** I'd like you to write something here too, please.

**Fch** OK. I hope it's not a long word!

**M** Don't worry! Write a name on the front of the boat for me.

**Fch** OK. What do you want me to call it?

**M** 'Sunny' ... like the weather!

**Fch** That's an excellent name. OK!

**R** **Three**

**Fch** Can I do some more colouring? I'm quite good at that.

**M** Of course! The boy who's looking over the bridge has got a backpack on his back.

**Fch** Yes ... Do you want me to colour that, then?

**M** Only its pocket, nothing else. Make it orange. I love that colour.

**Fch** So do I. All right! I can do that.

**PAUSE 00'15"**

**R** **Four**

**M** I'd like you to write something else now. We need a name for the hotel, too.

**Fch** OK. That's a good idea.

**M** Well, there's a board above its double doors. Can you see it? It's got plants on it. Write it there.

**Fch** All right.

**M** We'll call it 'Star' hotel – lots of famous people stay there!

**Fch** OK! That sounds good. I'll write that now.

**M** Thank you.

**PAUSE 00'15"**

**R** **Five**

**M** And perhaps you should colour one of the flags before we finish.

**Fch** The one at the back of the boat?

**M** I don't think so. Colour the one in the park, by the path, please.

**Fch** What colour?

**M** You've got a yellow pencil, I think. Use that one!

**Fch** OK. There! I've finished.

**M** Great!

**R** **Now listen to Part 5 again.**



## Places in a town

### Town picture



Source: <https://www.cambridgeenglish.org/Images/351851-a2-flyers-word-list-2018.pdf> p.18-19

## Homework

### Activity (b)

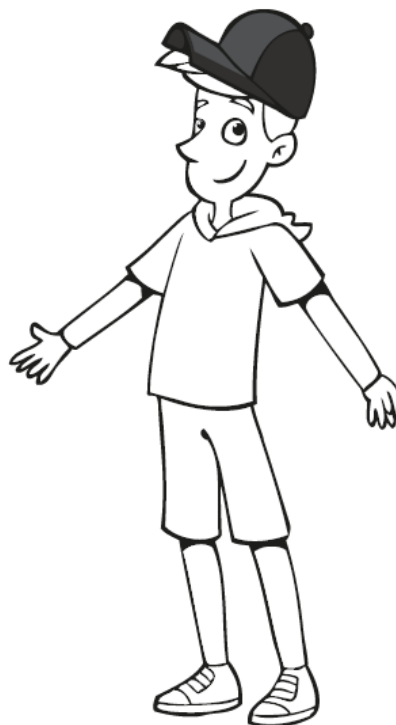
Your friend is going to a party. Read the sentences.  
Draw each thing on the person. There is one example.

### Example

A black hat.

### Sentences

1. A red sweater with a green line through the middle.
2. Blue and yellow striped shorts.
3. Orange gloves.
4. A purple belt.
5. A large gold necklace.



Source: <https://www.cambridgeenglish.org/Images/476678-cambridge-english-a2-flyers-classroom-activities.pdf> p.6