

› Lesson Plan “School Life”

Fox





Topic

School Life



Skill focus:

Integrated skills



Level:

pre – A1



Length of lesson:

60 minutes (approx)



Lesson aim

To develop learners' ability to understand and use vocabulary and functions related to school life while preparing for the LANGUAGECERT Young Learners ESOL Examination at pre-A1 level (FOX).



Sub-aims

- › To review language related to the topic of 'School Life and Classroom Actions'.
- › To review the use of Present Continuous to describe pictures and actions.
- › To familiarise learners with the structure, layout and format of different parts of the LANGUAGECERT Young Learners ESOL Examination at pre-A1 level (FOX).



Target language

- › Vocabulary related to the topic of 'School Life and Classroom Actions'.
- › Functions: "What's this? It's a...// Have you got a...? Yes, I have./No, I haven't."
- › Present Continuous to describe pictures and actions.



Materials

LANGUAGECERT Young Learners ESOL Examination at pre-A1 level (FOX):

- › Practice Paper 1 Listening Part 1
- › Practice Paper 1 Reading Part 2
- › Practice Paper 2 Speaking Part 3
- › Practice Paper 3 Reading Part 2



Assumptions about learners

- › Their language knowledge and skills are at approximately pre-A1 level.
- › They have some awareness of language related to the topic of 'School Life and Classroom Actions'.
- › They have some awareness of the structure, layout and format of the LANGUAGECERT Young Learners ESOL Examination at pre-A1 level (FOX).



Potential problems

- › Some learners can't remember enough language related to the topic or confuse the Present Continuous forms.
- › Some learners give one-word answers in speaking activities.
- › Some learners struggle with writing.



Recommended Solutions

- › Use visuals, gestures, miming to elicit the relevant vocabulary and structures.
- › Have some vocabulary/structures pre-written on the board for reference.
- › Model full sentences and provide them with sentence frames/prompts.
- › Provide learners with sentence frames/prompts and one-to-one assistance during the writing task.



Test preparation aims

- › To familiarise learners with the different task types of the target examination.
- › To build confidence in describing pictures.
- › To develop careful reading skills.
- › To improve simple sentence writing.
- › To encourage spoken interaction.



Reflection and analysis of the lesson

- › Which activities motivated learners the most?
- › Did learners remember the key vocabulary/structures?
- › Did learners need more support with listening/reading/writing/speaking?
- › Which test task types do learners need more practice with?

Time (mins)

5'

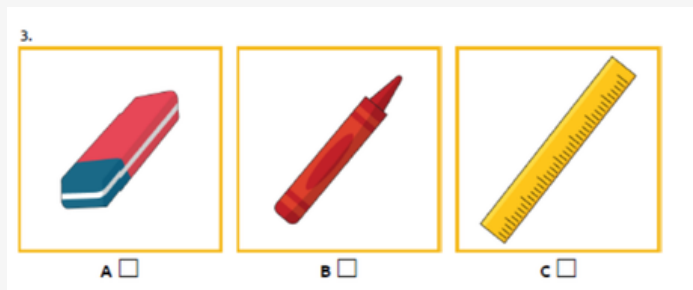
Interaction

Individual work

- › Show learners a school bag. Mime and try to elicit the word.
- › Take school objects out one by one while asking "What's this?" and trying to elicit "It's a...(a pencil, a ruler, a book, a rubber, etc.)".
- › Encourage learners to repeat vocabulary chorally and check for the correct pronunciation.
- › Then ask learners "Have you got a..." while showing the relevant objects and trying to elicit "Yes, I have/No, I haven't".

(Optional game: Learners can show the object if they have it in their own school bag.)

- › Show the following pictures (see Appendix A) and play the recording twice.
[Note: Alternatively, you can read the script yourself]



[source: YL FOX Written Practice Paper 1 Listening Part 1]

[Audio Script:

(B = boy, F = adult female)

Part One

Look at Part One. Listen and look at the pictures. Which is the right picture? There is one example. Now listen and tick one box. (Pause 3 seconds.)

Three

F: Pick up that ruler, please. (Pause 5 seconds.)]

-Check the answers and the understanding of the task (to remind learners of YL FOX Listening Part 1)

Practise Describing Pictures

Step 2

Time (mins)

10'

Interaction

Individual work

- › Show learners the relevant flashcards (see Appendix B) by asking “What is the boy/girl/teacher doing?” and trying to elicit the relevant answers by focusing on the correct use of Present Continuous:



- › Draw a tick on the board and write the word “True” and next to it draw a cross and write the word “False” by eliciting the words from the learners.
- › Show learners the same flashcards by saying something that is true or something that is false according to the picture:

Examples:

“The boy is reading a pink book” – False (because the book is green)

“The teacher is writing on the board” – True

- › Continue practising with all the flashcards by changing different features of the visuals by asking learners to shout “True” or “False” accordingly.

(Optional game -TPR: you can have learners stand up when something is “True” and remain seated when something is “False”.)

Focused Practice - Reading Part 2

Step 3

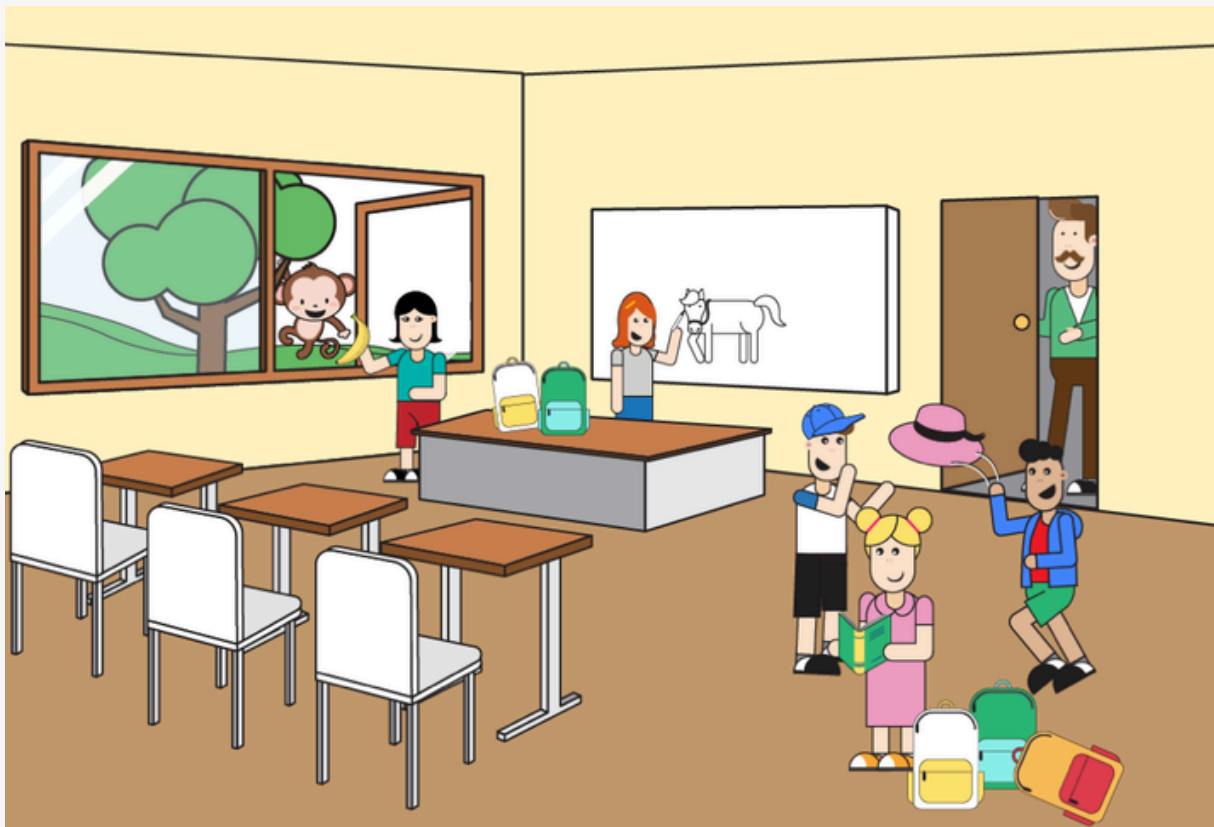
Time (mins)

15'

Interaction

Individual work

› Put learners in pairs and show them the following picture (see Appendix A):



[source: YL FOX Written Practice Paper 1 Reading part 2]

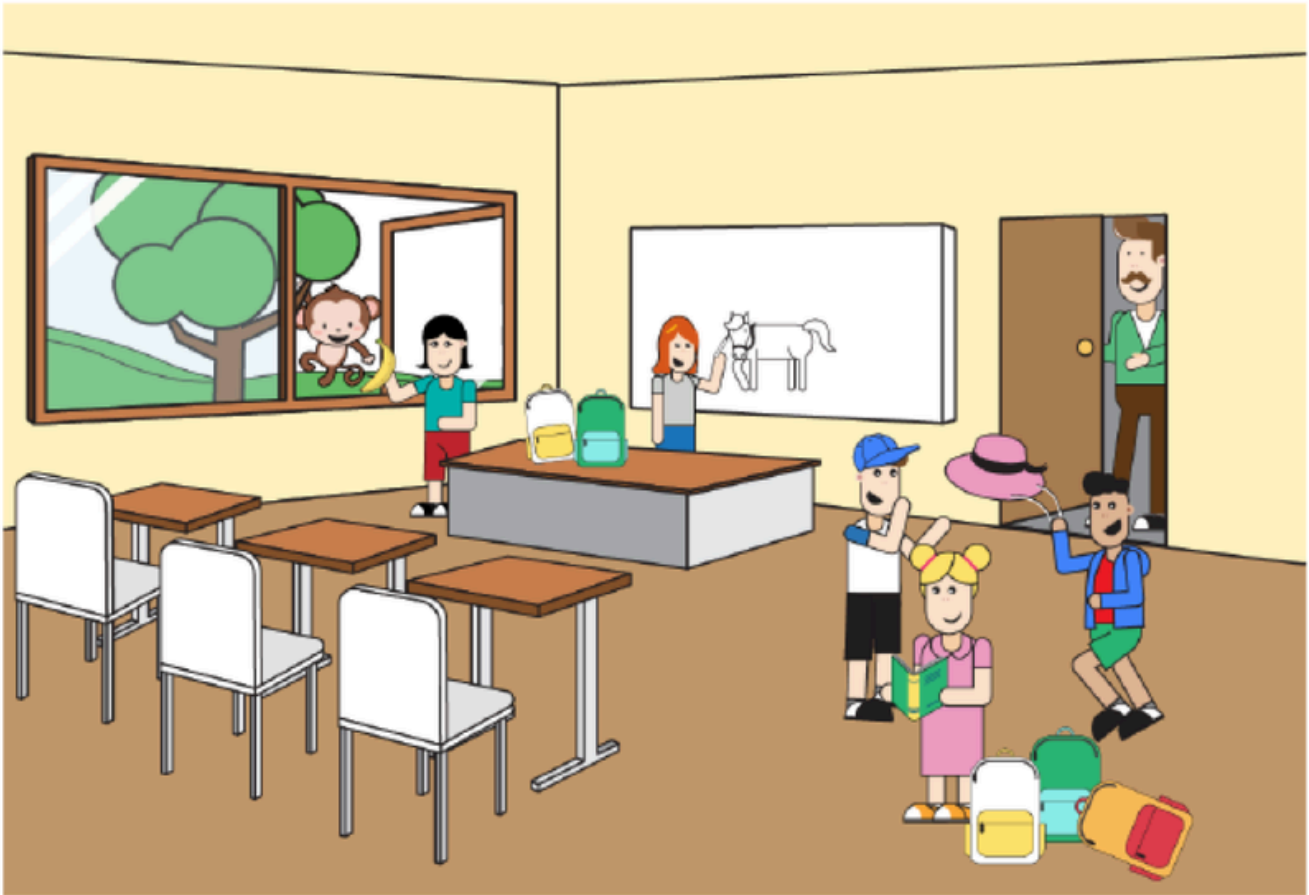
- › Ask each pair to come up with one sentence that is "True" and one sentence that is "False" according to the picture. Learners do not need to write anything at this stage.
- › Ask each pair to tell their sentences to the rest of the group who need to shout if the sentence is "True" or "False".
- › Give feedback by reminding them of what they must do in Reading Part 2 by showing the rubric of the task, the relevant picture and the examples provided (see Appendix A):

Focused Practice - Reading Part 2

Step 3

Reading Part 2

Look and read. Put a tick [✓] or a cross [✗] in the box. There are two examples.



Examples

The chairs are white.



The classroom door is closed.



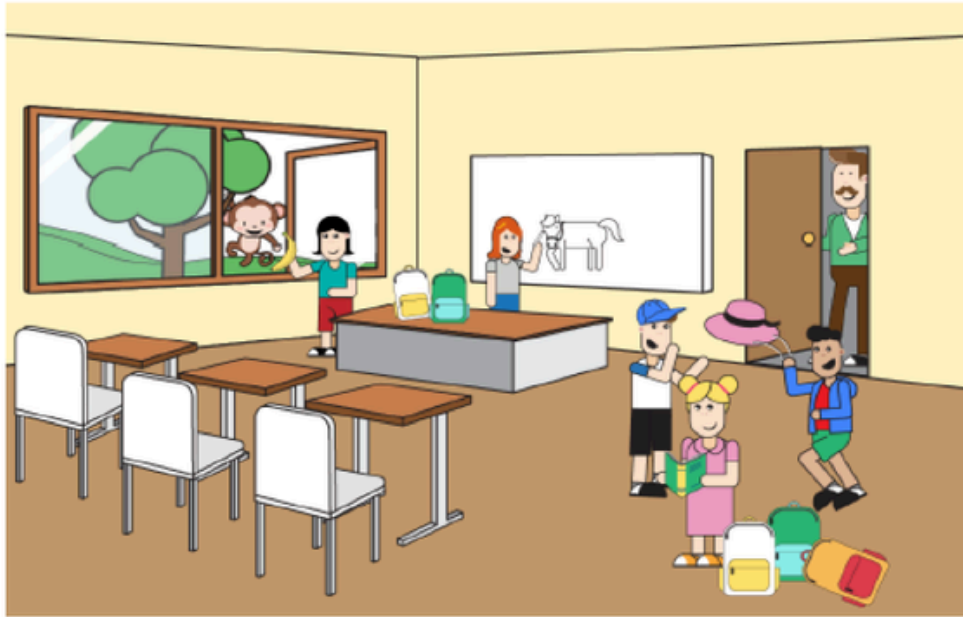
- › Give learners the handout with the task (see Appendix A) and ask them to work individually and complete the task:

Focused Practice - Reading Part 2

Step 3

Reading Part 2

Look and read. Put a tick [✓] or a cross [✗] in the box. There are two examples.



Examples

The chairs are white.



The classroom door is closed.



Questions

1. A girl is giving an orange to a monkey.



2. There is a picture of a horse on the board.



3. A boy in a blue jacket is throwing a hat.



4. There are five school bags on the teacher's desk.



5. One girl is wearing a pink dress.



7

› Give group feedback by commenting on the relevant vocabulary and grammar used.

Focused Practice – Speaking Part 3

Step 4

Time (mins)

10'

Interaction




Individual work

› Show learners the following picture (see Appendix A):



[source: YL FOX Spoken Practice Paper 2 – Speaking Part 3]

› Point to different parts of the picture and ask the questions on the left. If no response is provided, use the back-up questions below (see Appendix A) to encourage learners to respond:

Picture parts	Questions	Back-up questions
	<ul style="list-style-type: none"> • What's this? • What is on the board? • How many drawings are there? 	<ul style="list-style-type: none"> • Is it a board? • Are they drawings? • Are there three drawings?
	<ul style="list-style-type: none"> • What is the boy doing? 	<ul style="list-style-type: none"> • Is he eating a banana?
	<ul style="list-style-type: none"> • What have the kids got in their hands? 	<ul style="list-style-type: none"> • Have they got books?

[source: YL FOX Spoken Practice Paper 2 – Speaking Part 3]

› Give group feedback by commenting on the correct responses and the relevant vocabulary.

Time (mins)

5'

Interaction

Pair work

- › Put learners in pairs. Explain that one learner is the examiner and the other one is the candidate and have them ask and answer the following questions (see Appendix A) accordingly:

Questions

- How do you go to school?
- What do you do at school?
- Who sits next to you in the classroom?

- › Learners swap roles in their pairs and ask and answer the following questions (see Appendix A) accordingly:

Back-up questions

- Do you walk to school?
- Do you have lessons at school?
- Does your friend sit next to you in the classroom?

- › Give group feedback by commenting on any relevant vocabulary or grammar needed.
- › Remind learners of the key features of FOX Speaking Part 2 and what they must focus on.

Focused Practice - Writing Part 2

Step 6

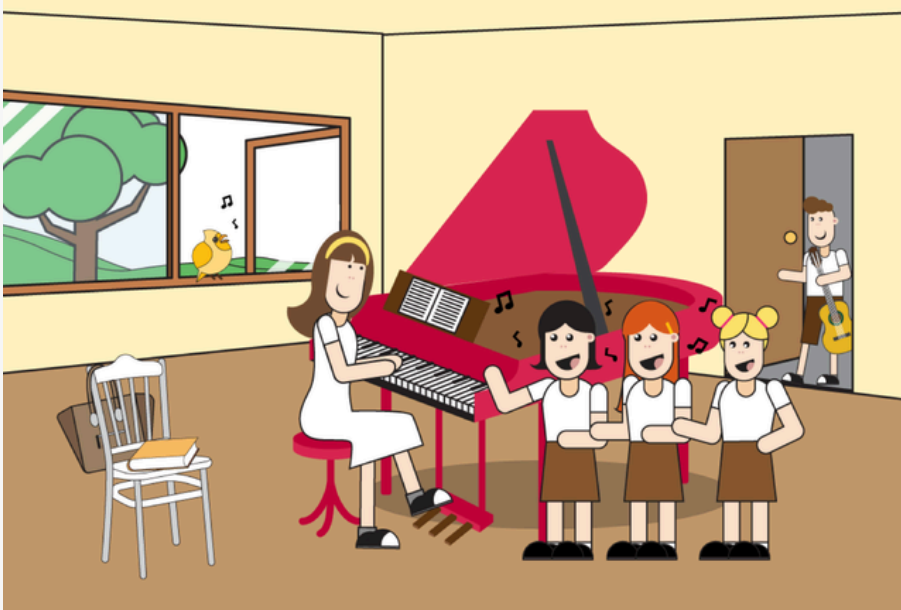
Time (mins)

10'

Interaction

Individual work & Pair work

- › Show learners the following picture (see Appendix A) and ask them:
"What can you see in the picture?"



[source: YL FOX Written Practice Paper 3 – Reading Part 2]

- › Give group feedback by writing some key words on the board.
- › Then, ask them to write 3 sentences about the picture. While they are writing you can monitor by helping them with the correct spelling/vocabulary/grammar.

(Note: For weaker groups of learners, you can write some prompts on the board. For example:

"The teacher is..."

"The boy..."

"Three girls..."

"There is.../There are..."

- › Have students compare their answers in pairs
- › Give group feedback by commenting on the relevant vocabulary and grammar used.
- › Remind learners of the key features of FOX Writing Part 2 and what they must focus on.

Review and Cool Down

Step 7

Time (mins)

5'

Interaction

Game

- › To help learners consolidate the target vocabulary and functions of the lesson and end the lesson positively, you can play the game "Teacher Says" (i.e. "Simon Say"):

Examples:

"Open your book."

"Touch your ruler."

"Show me your pencil." etc.]

Appendix A

Step 1: Warm-up

3.



A

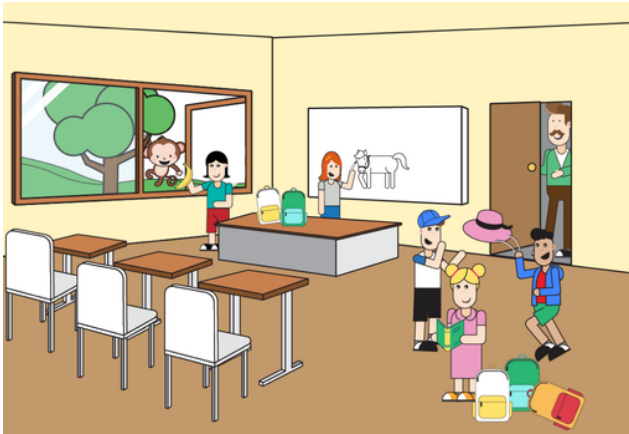


B



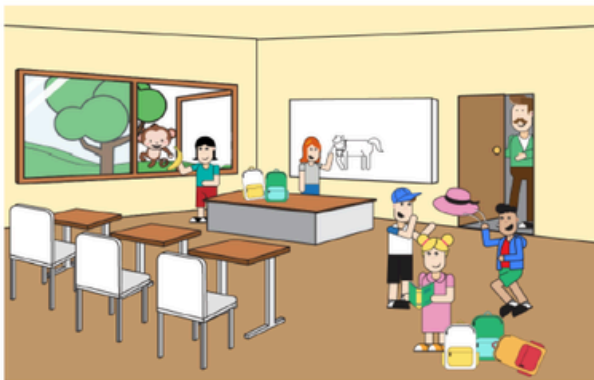
C

Step 3: Focused Practice - Reading Part 2



Reading Part 2

Look and read. Put a tick [✓] or a cross [x] in the box. There are two examples.



Examples

The chairs are white.



The classroom door is closed.



Questions

1. A girl is giving an orange to a monkey.



2. There is a picture of a horse on the board.



3. A boy in a blue jacket is throwing a hat.



4. There are five school bags on the teacher's desk.



5. One girl is wearing a pink dress.






7

Appendix A

Step 4: Focused Practice – Speaking Part 3



Picture parts	Questions	Back-up questions
	<ul style="list-style-type: none"> • What's this? • What is on the board? • How many drawings are there? 	<ul style="list-style-type: none"> • Is it a board? • Are they drawings? • Are there three drawings?
	<ul style="list-style-type: none"> • What is the boy doing? 	<ul style="list-style-type: none"> • Is he eating a banana?
	<ul style="list-style-type: none"> • What have the kids got in their hands? 	<ul style="list-style-type: none"> • Have they got books?

Step 5: Follow-up Questions

Questions

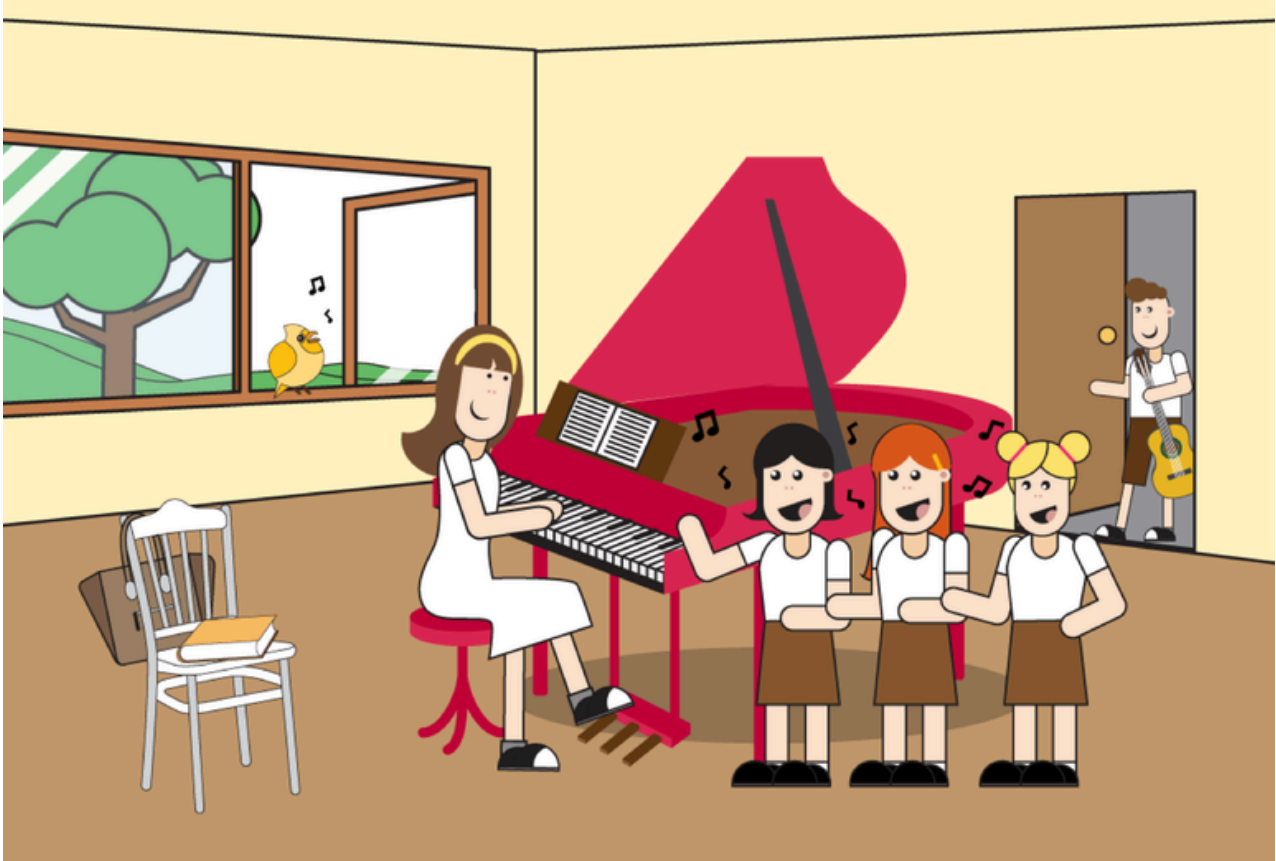
- How do you go to school?
- What do you do at school?
- Who sits next to you in the classroom?

Back-up questions

- Do you walk to school?
- Do you have lessons at school?
- Does your friend sit next to you in the classroom?

Appendix A

Step 6: Focused Practice - Writing Part 2



Appendix B





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