



MICHIGAN LANGUAGE ASSESSMENT

MYLE

Bronze

Reading & Writing Lesson Plans
July 2019





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Bronze

Lesson plans

Pre A1 Bronze Reading & Writing Part 1 – Teacher's Notes

Description

This activity gives students practice in matching words to pictures in the form of a game.

Time required:	🕒 15–20 minutes.
Materials required:	<ul style="list-style-type: none"> ▪ <i>Student's Worksheet (one copy for each student and one copy for the teacher). If possible, enlarge the Teacher's copy. Cut out the pictures and sentences on the Teacher's worksheet 📄</i> ▪ <i>scissors ✂ / glue / Blu-Tack</i> ▪ <i>YLE Sample Tests can be downloaded from the website 🖨</i> <p>MYLE Sample Tests</p> <ul style="list-style-type: none"> ▪ <i>Please download the Sample Test for this lesson.</i>
Aims:	<ul style="list-style-type: none"> ▪ <i>to introduce students to Part 1 of the Pre A1 Bronze Reading & Writing test and to the task type</i> ▪ <i>to give practice in reading words carefully and matching them to the correct pictures.</i>

Procedure

1. Introduce the activity

- Display the 6 enlarged pictures from the teacher's worksheet on the board.
- Display the 10 sentences down one side of the board. Don't read them aloud. Give students reading and thinking time.

2. Matching activity

- Now, stick 1 sentence under each picture, using Blu-Tack, but do not stick it under its correct picture.

For example:

Put ***This is a clock*** under the picture of the **camera**. Do not put any of the sentences under the correct picture. Do not read the sentences aloud.

(You will have 6 sentences under the pictures and 4 sentences left down one side of the board.)

- Invite students to come to the board, one at a time, to change over 2 sentences so that 1 is correct. Point to one of the pictures each time and ask the student to find the correct sentence that describes this picture. The student then changes the 2 sentences.

For example:

Point to the picture of the **ball**. The sentence ***This is a ball*** is under the picture of the **car**. The student changes the sentences so that ***This is a ball*** is under the **ball** and the sentence which was under the **ball** is now under the **car**.

It doesn't matter if it's the wrong sentence at the moment.

- Continue pointing to different pictures and inviting different students to change the sentences each time until they are all correct.

Remind students that the sentence they need will either be under a different picture or down the side of the board.

- Ask different students to read the sentences aloud.
- Now, take the 4 sentences that are left down the side of the board. Stick 1 under a picture.

For example:

Put ***This is a bike*** under the picture of the **tiger**. Don't read the sentence aloud. Ask students *Yes or no?* They answer *No* altogether.

- Finally confirm the correct answers.

3. Student's Worksheet

- Hand out a copy of the **Student's Worksheet** to each student. Tell them to cut out the 6 pictures and the 10 sentences.
- Ask the students to play the game in pairs. Remind them that they have to put an incorrect sentence under each picture and that their partner has to change the sentences so that each picture matches the sentence.

Monitor the students and help as necessary.

4. Sample Task

- Hand out a copy of the **Sample Task** to each student. Remind them to read the instructions and the sentences carefully.
- ⌚ Give them **3–5** minutes to do the task.

For the Reading & Writing test, it's important to train students to get used to a limited amount of time for each part, as in the test they need to manage the time themselves.

- Check answers with the class.

5. Important information to give to the students

At the end of the activity, tell students that in the test:

- they have to make their checks ☒ and X's ☒ very clear
- they should not leave any answers blank. If they are not sure of an answer at the end of the test, they should guess. They may be right and they won't lose any points for a wrong answer.

Suggested follow-up activities

- Students stick the 6 pictures in their notebooks using glue. They choose 1 sentence to stick under each picture. They choose some which are correct and some which are incorrect. Then they put a check or an X next to the sentence to show if it is correct or not.
- The games described in Steps 1 and 2 above can be repeated with other sets of sentences and different pictures. This is a good way to review new language.

Pre A1 Bronze Reading & Writing Part 1 – Answer Key

Key to Sample Task

Part 1 5 marks

1 ✗

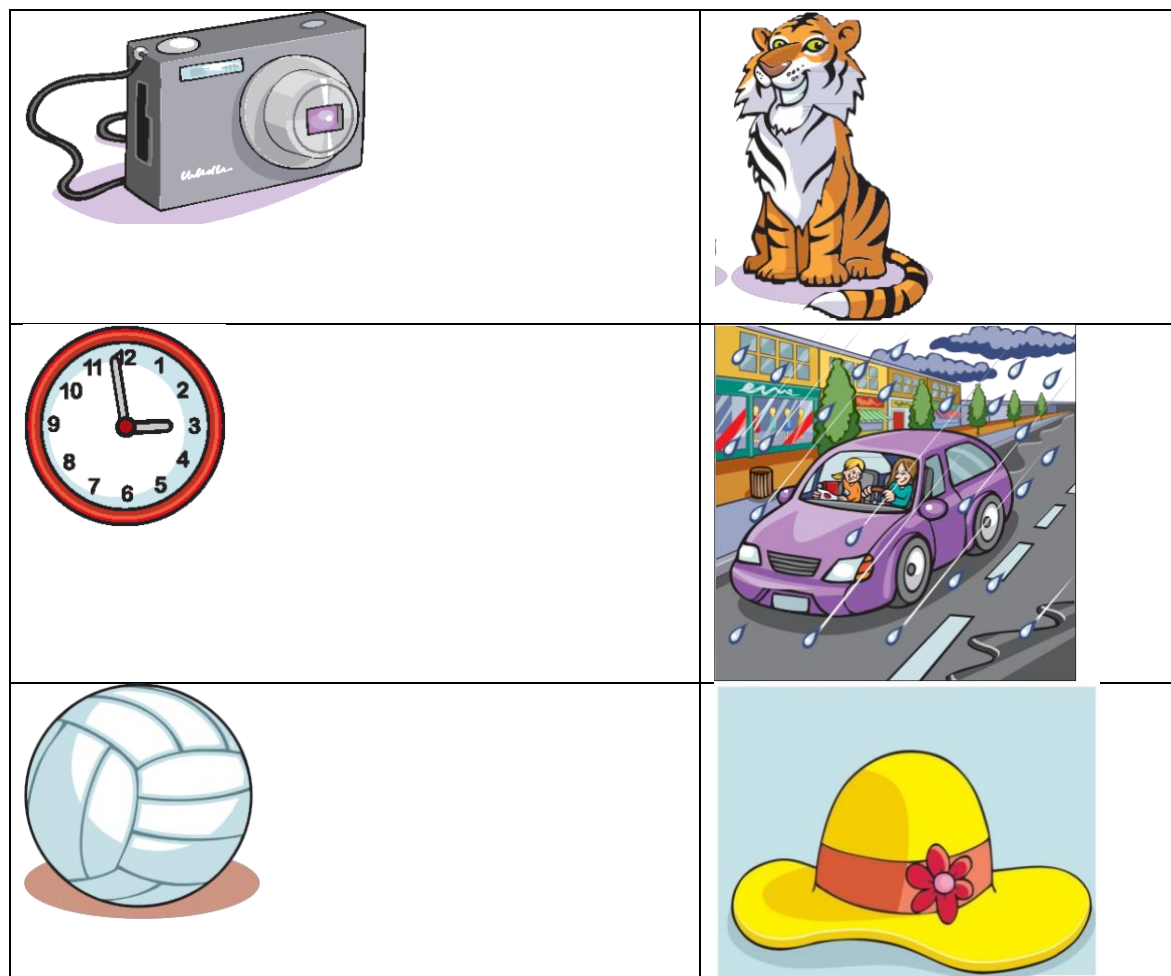
2 ✓

3 ✓

4 ✗

5 ✓

Pre A1 Bronze Reading & Writing Test 1 – Student's Worksheet



This is a camera.	This is a doll.
This is an elephant.	This is a clock.
This is a computer.	This is a tiger.
This is a car.	This is a hat.
This is a ball.	This is a bike.

Pre A1 Bronze Reading & Writing Part 1 – Sample Task

Original can be found in the Pre A1 Bronze Reading & Writing Sample Test, which can be downloaded from:

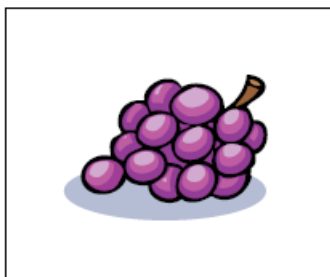
[MYLE Sample Tests](#)

Part 1

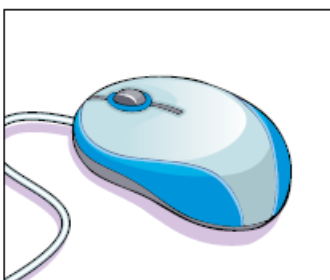
– 5 questions –

Look and read. Put a tick (✓) or a cross (X) in the box.
There are two examples.

Examples



These are grapes.



This is a house.



Questions

1



This is a helicopter.



2



This is a clock.

☐

3



These are shells.

☐

4



This is a sock.

☐

5



These are chairs.

☐



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Pre A1 Bronze Reading & Writing Part 2 – Teacher's Notes

Description

This activity gives students practice in giving one-word answers to questions about something they can see.

Time required:	🕒 10–15 minutes.
Materials required:	<ul style="list-style-type: none"> ▪ a picture and seven sentences on an OHT (overhead transparency) / interactive whiteboard (IWB) / large paper (see Before the lesson below) ▪ YLE Sample Tests can be downloaded from the website 🖨
MYLE Sample Tests Please download the Sample Test for this lesson.	
Aims:	<ul style="list-style-type: none"> ▪ to introduce students to Part 2 of the Pre A1 Bronze Reading & Writing test and to the task type ▪ to encourage close reading and observation.

Before the lesson

1. Prepare 7 sentences about a picture in a unit of your course book which students have already studied. Of these sentences, 3 should contain incorrect information. See below for examples.
2. Write the 7 sentences on a large piece of paper for display/on an OHT/on the computer for use with the interactive whiteboard.
3. Number them 1–7.
4. The first sentence should be correct, the second incorrect.

The sentences you prepare about the picture should include a range of language from the Pre A1 **Bronze grammar and structures list** (see the *Pre A1 Starters, A1 Silver, A2 Gold* 2018 Handbook for Teachers here:

[MYLE Sample Tests](#)

e.g. present continuous, *have*, action verbs, prepositions, sports, *there is/there are*.

For example:

- *The girl is playing with a dog.*
 - *The woman has brown hair.*
 - *There are six people in the picture.*
5. The incorrect sentences should be grammatically correct but factually wrong, though one element of the sentence might be true, e.g. *The man in the boat is talking on the phone.* (In fact it's a woman in the boat who is talking on the phone.)

Procedure

1. Introduce the activity

- Tell students to look at the picture you have chosen from the course book. ⌚ Give them 1 minute to study it.
- Display the large piece of paper/OHT /IWB with the sentences written on it on the board or the wall.
- Cover sentences 3–7.
- Tell pupils to read the first 2 sentences silently and to decide if the sentences give right ☒ or wrong ☐ information about the picture. Don't read the sentences aloud.
- Students check their answers in pairs.
- Check answers with the class.
- Write **Yes** after the correct sentence and **No** after the incorrect one.

2. Complete the activity

- Tell students to close their course books.
- Display sentences 3–7. Don't read them aloud.
- Students work in pairs trying to remember the picture and decide which sentences are right and which are wrong. Make sure students don't look at the picture in their course books.
- Pairs write the answers clearly (**Yes** or **No**) on a piece of paper / their notebooks for sentences 3–7.

Note that in the test students do not have to do the task from memory. They can look at the picture as they write their Yes/No answers.

3. Checking answers

- Pairs swap papers/notebooks with another pair.

- Tell students to open their course books, look at the picture and check the answers.
- Pairs then correct the work of the other pair and return their papers.

It's important that children get used to writing their answers clearly, so that in the test they are easy to understand (it's best if they print words rather than use cursive writing). If they change their mind, they should put a line through their first answer and write the new answer next to it.

4. Sample Task

- Hand out a copy of the **Sample Task** to each student.
- Remind them to read the instructions and the sentences carefully, and to look at the picture.
- ⌚ Give them **3–5** minutes to do the task.

For the Reading & Writing test, it's important to train students to get used to a limited amount of time for each part, as in the test they need to manage the time themselves.

- Check answers with the class.
- Ask students, in pairs, to correct sentences 2, 3 and 5, to make them right about the picture.

5. Important information to give to the students

At the end of the activity, tell students that in the test:

- they have to look at the picture very carefully, take time to read the sentences and write their **Yes** or **No** answers **clearly**
- they should not leave any answers blank. If they are not sure of an answer at the end of the test, they should guess. They may be right and they won't lose any points for a wrong answer.

Suggested follow-up activity

- Ask students to work in pairs and write 5 more sentences about this picture or about another picture in a unit of the course book which they have already studied.
- They write the sentences on a piece of paper and then swap with another pair for them to look and answer using **Yes** or **No**.

Pre A1 Bronze Reading & Writing Part 2 – Answer Keys

Part 2 5 marks

- 1 yes
- 2 yes
- 3 no
- 4 yes
- 5 yes

Key to Correction of Sentence

Sentence 3 – Some of the children are dancing.

Pre A1 Bronze Reading & Writing Part 2 – Sample Task

Original can be found in the Pre A1 Bronze Reading & Writing Sample Test, which can be downloaded from:

[MYLE Sample Tests](#)

Part 2

– 5 questions –

Look and read. Write **yes** or **no**.



Examples

There are two armchairs in the living room. yes

The big window is open. no

Questions

- 1 The man has got black hair and glasses.
- 2 There is a lamp on the bookcase.
- 3 Some of the children are singing.
- 4 The woman is holding some drinks.
- 5 The cat is sleeping under an armchair.



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Pre A1 Bronze, Reading & Writing Part 3 – Teacher's Notes

Description

This activity gives students practice in spelling words when the letters of the words are given.

Time required: ⌚ 10–15 minutes.

Materials required: ▪ Pre A1 Bronze Sample Test downloaded from the website [MYLE Sample Tests](#)
Please download the **Sample Test** for this lesson.

Aims: ▪ to introduce students to Part 3 of Pre A1 Bronze Reading and Writing test and to the task type
▪ to encourage close observation.

Procedure

Note: No pictures are used in this class activity. However, in the test, pictures are always used (see **Sample Task**).

1. Set up the activity

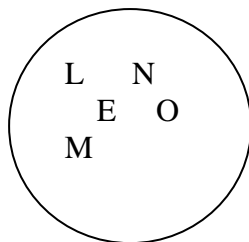
- Select six words from the same topic. These should be words which the students already know.
- Check that the words are on the [Pre A1 Bronze vocabulary list](http://www.cambridgeenglish.org/exams/young-learners-english/starters/preparation/2018-update/).
<http://www.cambridgeenglish.org/exams/young-learners-english/starters/preparation/2018-update/>
- Make sure the words are varied in length.

For example:

If you choose words from the topic FOOD – *chicken, grape, sausage, bread, potato, lemon*.

- On the board draw a small circle for each word and write the letters in jumbled order inside each circle.

For example:



- Number the circles 1–6.

2. Introduce the activity

- Do one example with the class.
- If they have no idea what the word is, give them a clue by telling them the topic that the word is from.
- Ask a student to come and write the word correctly under the circle. Elicit what the word family is.
- Write this at the top of the board.

3. Complete the activity

- Put students into pairs.
- They decode the other words and write them on a piece of paper.

It's important that children get used to writing their answers clearly, so that in the test they are easy to understand. (It's best if they print words rather than use cursive writing).

- Pairs swap papers with another pair. They should keep their course books and vocabulary books closed.

4. Checking answers

- Elicit the answers for circles 2–5 from the class and write each word under its circle.
- Ask students to spell out the word for you to write it. You could quickly revise some spelling patterns in English.

For example:

- **ck** for the /k/ sound in the middle and at the end of words, e.g. *chicken, sock*
 - the **vowel-consonant-e** pattern, as in *grape, bike*
 - **g-e** (to change *g* from hard to soft), as in *sausage, orange*
 - **ch, /tʃ/**, as in *chicken, french fries*.
- In pairs, children now check the work of the students they swapped papers with. Remind students that they are checking for correct spelling and for clearly written letters.

5. Sample Task

- Hand out a copy of the **Sample Task** to each student.
- Ask students what extra help they have in the task to help them with the exercise. **Answer** – *the pictures*.
- Look at the example with the students. Ask why there are dashes/lines _ _ _ on the page. **Answer** – *one dash is for each letter*.

This is to encourage children to print their answers and to make sure they use all the letters that are given

- Remind students to read the instructions and to think about the spelling of each word carefully.
- ⌚ Give them **3–5** minutes to do the task.

For the Reading & Writing test, it's important to train students to get used to a limited amount of time for each part, as in the test they need to manage the time themselves.

- Check answers with the class.

6. Important information to give to the students

At the end of the activity, tell students that in the test:

- they should not leave any answers blank. If they are not sure of an answer at the end of the test, they should guess at spelling the word. They may be right and they won't lose any points for a wrong answer.

Suggested follow-up activities

- Ask students to work in pairs and choose another topic/word family, e.g. *animals* / *the home* / *school*. They should choose 6 words from this topic and draw circles with the words jumbled up just as the teacher did on the board. They then give these circles to another pair to see if they can spell the words from the circles correctly.
- The teacher can repeat Steps 1–4 of this lesson plan to revise vocabulary at the start/end of lessons.

Pre A1 Bronze Reading & Writing Part 3 – Answer Key

Key to Sample Task 1

Part 3 5 marks

- 1 duck
- 2 mouse
- 3 hippo
- 4 monkey
- 5 chicken

Pre A1 Bronze Reading & Writing Part 3 – Sample Task

Original can be found in Pre A1 Bronze Reading & Writing Sample Test, which can be downloaded from:

[MYLE Sample Tests](#)

Part 3

– 5 questions –

Look at the pictures. Look at the letters. Write the words.

Example



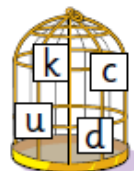
s n a k e



Questions

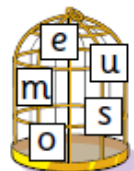
1





2





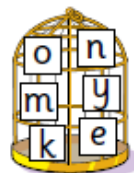
3





4





5







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Pre A1 Bronze Reading & Writing Part 4 – Teacher's Notes

Description

This activity gives students practice in blank fill activities, with a focus on sentence-level reading for meaning.

Time required:	🕒 15 minutes.
Materials required:	<ul style="list-style-type: none"> Student's Worksheet, one copy for each student in the class 📄 YLE Sample Tests can be downloaded from the website 🖨️
	MYLE Sample Tests
Aims:	<ul style="list-style-type: none"> Please download the Sample Test for this lesson. to introduce students to Part 4 of the Pre A1 Bronze Reading & Writing test and to the task type to give students practice in using a model to write a short text.

Procedure

1. Introduce the activity

- Introduce the activity by telling students they are going to find out some information about a girl.
- Hand out a copy of the **Student's Worksheet** to each student. Ask students to quickly find the girl's name (*Jane*).
- Ask children to read the instructions and check their understanding of the instructions by asking some questions.

For example:

- *How many words are there in the box?*
- *Where do you write the words?*

Do not read the instructions, the text or the words aloud.

Student's Worksheet – complete the activity

- Now ask students to cover the words in the box with a book or piece of paper.
- They should read through the whole text once.
- With a partner, they should try to guess what the words in the blanks might be.
- After a few minutes, ask students for their guesses and the reasons for them.

This is a good approach for students to take in the test, as it will help them to select the right answers.

- Now students work individually, looking at the words in the box and writing them in the blanks.

Remind students to make sure they copy the words *correctly* – they should spell correctly in the Reading & Writing test.

- When they have finished, tell students to read the whole text through to themselves to make sure that it makes sense before they check their work in pairs.

It is important for students to practice checking their work for the test.

2. Checking answers

- Check answers with the class, making sure students understand the reason for any mistakes they made.
- Focus on important words in the sentence if necessary.

For example:

- for *giraffe* the key word is *animal*
- for *rice* the key words are *eating* / *chicken*.

3. Sample Task – introducing the task

- Hand out a copy of the **Sample Task** to each student. Ask the following questions:
 - *How many spaces are there? (5)*
 - *How many words are there in the box? (8; one is used for the example)*
 - *How many extra words are there? (2)*
 - *What is the title of the text? (Lizards, also the picture and the last sentence of the text give this information).*

- Ask the following questions, in the students' own language if necessary. These questions will advise them on how to complete the task.
 - *What do you do first?* (**read the text and think about possible answers**)
 - *What do you do second?* (**read the words in the box and decide which words go where**)
 - *You have to be careful to ...?* (**copy the words correctly**)
 - *What's the last thing to do?* (**read the whole text again**).

4. Sample Task – complete the task

- ⌚ Give them **5–7** minutes to do the task.

For the Reading & Writing test, it's important to train students to get used to a limited amount of time for each part, as in the test they need to manage the time themselves.

- Check the answers with the class.

5. Important information to give to the students

At the end of the activity, tell students that in the test:

- they should not leave any answers blank. If they are not sure of an answer at the end of the test, they should guess. They may be right and they won't lose any points for a wrong answer.
- the students have to write their answers clearly, so that in the test they are easy to understand, (it's best if they print words rather than use cursive writing). If they change their mind, they should put a line through their first answer out and write the new answer next to it.

Suggested follow-up activity

- Use the text about Jane as a model for your students to write a text of their own. If necessary, write the text in the fill-in-the-blank form on the board for students to copy and personalise.

(This is the second task on the Student's Worksheet)

<p><i>My name is _____. I live in a _____ with my family. I've got _____. My favorite color is _____ and my favorite animal is a/an _____. I like eating _____ and _____. I love playing _____ but I don't like _____.</i></p>
--

Pre A1 Bronze Reading & Writing Part 4 – Answer Keys

Key to Student's Worksheet

1. brothers
2. color
3. giraffe
4. rice
5. tennis

Key to Sample Task

Part 4 5 marks

- 1 spiders
- 2 legs
- 3 tail
- 4 trees
- 5 sand

Pre A1 Bronze Reading & Writing Part 4 – Student's Worksheet

Read this. Choose a word from the box. Write the correct word next to the numbers 1–5. There is one example.

brothers	rice	giraffe	color	apartment	tennis
----------	------	---------	-------	----------------------	--------

My name is Jane. I live in an apartment with my family. I have two (1) _____.
My favorite (2) _____ is green and my favorite animal is a (3) _____.
I like eating chicken and (4) _____. I love playing (5) _____ but I don't like swimming.

Now write some sentences like this about yourself. Use Jane's information to help you.

My name is _____

Pre A1 Bronze Reading & Writing Part 4 – Sample Task

Original can be found in the Pre A1 Bronze Reading & Writing Sample Test, which can be downloaded from:

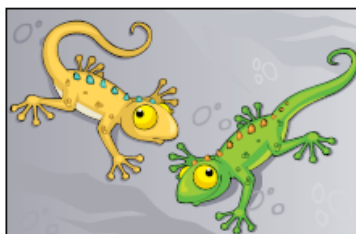
[MYLE Sample Tests](#)

Part 4

– 5 questions –

Read this. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

Lizards



Lots of lizards are very small animals but some are really big.

Many lizards are green, grey or yellow. Some like eating (1)..... and some like eating fruit.

A lizard can run on its four (2)..... and it has a long (3)..... at the end of its body.

Many lizards live in (4)..... but, at the beach, you can find some lizards on the (5)..... Lizards love sleeping in the sun!

Example



animals



tail



balloon



trees



legs



spiders



teacher



sand



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Pre A1 Bronze Reading & Writing Part 5 – Teacher's Notes

Description

This activity gives students practice in reading and answering questions, with a particular focus on the use of one-word answers.

Time required: ⌚ 10–15 minutes.

Materials required:

- Student's Worksheet, one copy for each student in the class 📄
- Pre A1 Bronze, A1 Silver, A2 Gold Sample Tests can be downloaded from the website 💻

[MYLE Sample Tests](#)

Please download the **Sample Test** for this lesson.

Aims:

- to introduce students to Part 5 of the Pre A1 Bronze Reading & Writing test and the task type
- to give students practice in providing a personal response to questions.

Procedure

1. Introduce the activity

- Tell the students they are going to read some questions and then answer them. Tell them that they will be doing this activity individually, not in pairs.
- Write the following instructions for the activity on the board:
 - Read questions 1–5.
 - Write a one-word answer for each question.

Don't read the instructions aloud.

- Demonstrate the concept of *one-word answers* using an example.

For example:

Ask a student *What's your favorite fruit?*

Students answer using one word, e.g. *orange*.

Tell the class that these are the instructions for this activity.

2. Student's Worksheet

- Hand out the **Student's Worksheet** to each student.
- Tell them to read the questions silently and write one-word answers for each one. Don't read the questions aloud.
- Put students into pairs or groups of three. They compare their answers and check that their partners have understood the questions correctly, have used one word each time and that the spelling is correct.
- Check answers around the class.
- Ask students to spell out the words. Students should spell words correctly in the test. Remind students that they can write a number (e.g. 8) as an answer instead of trying to spell the number and doing it incorrectly. (They can do this for question 2 on the Student's Worksheet.)

3. Sample Task – introducing the task

- Hand out a copy of the **Sample Task** to each student.
- In pairs, students look at the three pictures and together they try to tell the story of what is happening.

They should not look at the sentences yet.

- When they have finished, elicit as many different sentences as possible about each picture from the class.

Students need to practice looking carefully at the pictures to find important information to answer the questions.

- Now ask students to look at the questions. Ask the students how many words there should be in their answers. (**one**)
- Point out that sometimes there are some words printed before the answer, as in question 2 on the Student's Worksheet (show them this).
- Ask them for other examples of this in the Sample Task. (**1, 2, 4**)

4. Sample Task – complete the task

- Look at the two example questions and answers. Ask students how many words are in each answer. (**one only**)
- Students are now going to do this task on their own. They should make sure they read each question carefully and that their answers are only one word.
- ⌚ Give them **5–7** minutes to do the task.

For the Reading & Writing test, it's important to train students to get used to a limited amount of time for each part, as in the test they need to manage the time themselves.

- Check the answers with the class.

5. Important information to give to the students

At the end of the activity, tell students that in the test:

- they should not leave any answers blank. If they are not sure of an answer at the end of the test, they should guess. They may be right and they won't lose any points for a wrong answer.
- the students have to write their answers clearly, so that in the test they are easy to understand (it's best if they print words rather than use cursive writing). If they change their mind, they should put a line through their first answer and write the new answer next to it.

Suggested follow-up activity

- Using other pictures from the course book, the teacher could spend a few minutes during each class asking students to look carefully at the picture. The teacher then asks the students questions about this picture, similar to those in the Sample Task, reminding students to give one-word answers.

Pre A1 Bronze Reading & Writing Part 5 – Answer Key

Key to Sample Task

Part 5 5 marks

- 1 spiders
- 2 chair
- 3 shoe(s)/slipper(s)
- 4 (a/the) (blonde) girl/sister/daughter
- 5 garden/(back)yard
outside
door (frame)/(way)

Pre A1 Bronze Reading & Writing Part 5 – Student's Worksheet

Read questions 1–5. Write a one-word answer for each question.

1. Who is sitting next to you?

2. How old are you?

I am _____

3. What is the teacher doing now?

4. How many lessons do you have today?

5. What color are your eyes?

6. What is your favorite hobby?

Pre A1 Bronze Reading & Writing Part 5 – Sample Task

Original can be found in the *Pre A1 Bronze Reading & Writing Sample Test*, which can be downloaded from:

[MYLE Sample Tests](#)

Part 5

– 5 questions –

Look at the pictures and read the questions. Write one-word answers.



Examples

Where are the people? in the Kitchen

How many children are there? two

Questions

- 1 What are the children playing with? some toy



2 What is Mum standing on? a

3 Where is the spider? on Mum's



4 Who is pointing? the

5 Where are the children? in the