

## A1 Movers Speaking Part 4

### Description

This lesson plan has been designed to help students prepare for A1 Movers Speaking Part 4. 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 review and practise *Wh-* questions. They make an origami chatterbox and use it to practise asking and answering personal questions.

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**Time required:** 45 minutes (can be extended or shortened as required)

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- Materials required:**
- Prepared presentation/PowerPoint slides
  - Questions worksheet (see below - sent to parents in advance and printed if possible)
  - Chatterbox template (see below - sent to parents in advance and printed if possible). Alternatively, children can use a blank sheet of A4 paper.
  - Ask parents to give their child a pair of scissors and four coloured pencils to use in class, if possible.
  - An example chatterbox that you've made, with different *Wh-* questions behind each number (see below)
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- Aims:**
- to review and practise *Wh-* questions
  - to practise asking and answering personal questions in preparation for A1 Movers Speaking Part 4 task
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### Procedure

Lesson Stages	Online options
Greet the students as they arrive.	Check they know how to switch their audio and video on.
<b>Warmer</b> Play an <b>online game</b> to put words in order to make questions. Students say the words in the correct order, then you click on the bubbles.	Share your screen and sound.
<b>Questions - matching</b> Display the worksheet (see <b>Materials</b> ). The questions are from the online game in the warmer. Point at and say the first question: " <i>How old are you?</i> " Point at the answer [10], and the line that goes between them. Read the second question: " <i>What's your name?</i> "	Share your screen. Use your mouse to point. Use Annotate or Paint to draw the arrow.

Point at the answers in turn, encouraging children to tell you which answer matches the question. Draw a line between the answer [Fred] and the question.

Children match the questions with answers. They can check with a partner.

Choose some questions to ask students. They reply with an answer that's true for them.

**Answers** (see **Materials**)

**For extra support**, include more examples by drawing lines to reduce the amount of matching.

**To add challenge**, remove the answers, and ask students to think of their own answers.

**If you can monitor students safely**, use breakout rooms for the pair check.

Share your screen with the answers or draw them as you elicit answers.

### Make a chatterbox

#### Demonstration

Show the example chatterbox you've made and/or a picture:



Image from <https://www.youtube.com/watch?v=SAhillTxUYA>

Ask students to cut out the big square on their worksheet (see **Materials**).

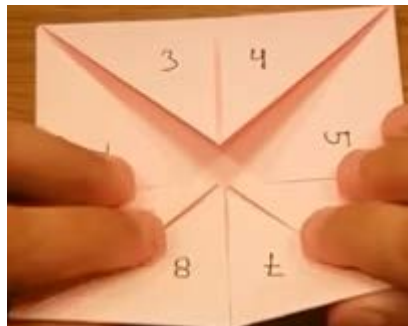
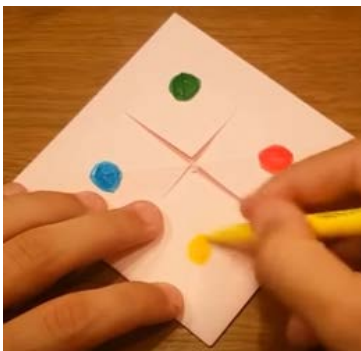
Demonstrate how to make the chatterbox. You could do this yourself, or play the **video** (0:00-1:05).

For written instructions, check this **website**.

#### Folding and writing

Help students make their own chatterbox. Show the first part of the video clip again, then pause, demonstrate and ask students to copy.

Students draw spots of colour and write numbers:



Hold up your chatterbox. Share your screen to show the picture.

Ask them to hold up their square when they finish.

Share your screen and sound.

Ask children to hold up their chatterbox after each stage so you can make sure everyone is at the same stage.

Images from <https://www.youtube.com/watch?v=SAhllTxyUYA>

They write *wh*- questions under the flaps. The example in the video doesn't have questions, it has statements, but you can see where to write them:



Image from <https://www.youtube.com/watch?v=WpsmrQdN0Do>

**For extra support**, children can use questions from the worksheet. If you have students who will find the craft activity difficult, you could contact their parents in advance to show them how to make the chatterbox.

**To add challenge**, children can write some or all of their own questions. You could write *Wh*- question words on the board and elicit some examples.

### Speaking – chatterbox

#### Preparation for speaking

Ask students to read their questions aloud before starting the speaking activity. Ask the other students to listen and raise their hand if they have written the same question. Model and drill where they have pronunciation problems. Praise students for good spelling and pronunciation.

Demonstrate how the chatterbox works. Hold yours up and show children how to move it (like in the video from 1:05). Get them to copy you.

Ask students to choose a colour. Spell out the colour they choose, moving the chatterbox as you say each letter, like in the video (from 1:05). Ask them to choose a number, and unfold your chatterbox. Ask the question to one of the students.

Repeat a couple of times. Encourage children to choose different numbers, for different questions.

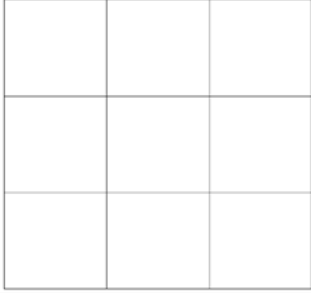
#### Speaking

Divide students into pairs. Set the task: *“Play chatterbox – ask and answer questions.”*

Hold your chatterbox up to the camera.

Children hold up their chatterboxes and move it so you can see they know what to do.

**If you can monitor students safely**, use breakout rooms. If not, do this as a whole class activity – students take it in turns to hold up their

<p>Students take it in turns to play the speaking game, the same way you showed them in the demonstration.</p> <p><b>For extra support</b>, demonstrate the game again before students work with their partner.</p> <p><b>Optional extension</b> – change pairs and repeat the activity.</p>	<p>chatterbox for the class the same way that you did in the demonstration. They can ask the question to several other students in the class.</p>
<p><b>Optional extension - Consolidation x0</b></p> <p>Draw a grid on the board, like this:</p>  <p>Write a number in each square, or write other words you would like students to practise (a different word in each square). For example, animals, adjectives etc.</p> <p>If students don't know how to play, show them either by drawing on the board or by playing <b>online</b>.</p> <p>Divide students into two groups O and X.</p> <p>Ask a student from group O to pick a square. Give them a task. If they get it right, they 'win' the square. Draw an O in it. Then it is group X's turn.</p> <p>Each time students pick a square, give them a different task. Your tasks could include:</p> <ul style="list-style-type: none"> <li>“<i>Spell</i> [word]”</li> <li>“<i>Say...</i>” [write the word for students to say]</li> <li>“<i>Answer the question</i>” [ask them a <i>Wh-</i> question]</li> </ul> <p>You could include grammar or pronunciation errors that you noticed during this lesson, or other common errors that your students make.</p> <p>The first team to make a row of 3 wins the game.</p> <p><b>If you are short of time</b>, do a shorter feedback or error correction after the speaking game, instead of this longer activity.</p>	<p>Share your screen. Use your mouse to point.</p> <p>Use Annotate to draw the x or o, or draw a coloured box over the word in PowerPoint.</p>
<p><b>Homework</b></p> <p>You could share the link to the <b>online game</b> with parents for more practice of question word order.</p> <p>Children could play chatterbox with their parents or siblings to practise asking and answering personal questions.</p>	

## Materials

### Questions - matching

2<sup>nd</sup>  
April

England

Fred

1. How old are you?

10

2. What's your name?

3. When's your birthday?

4. Where do you live?

Yes,  
a cat.

5. How many brothers and  
sisters have you got?

2  
brothers

6. Have you got any pets?

7. What's your favourite colour?

blue

1  
hour

8. Do you like learning English?

9. What's the weather like  
today?

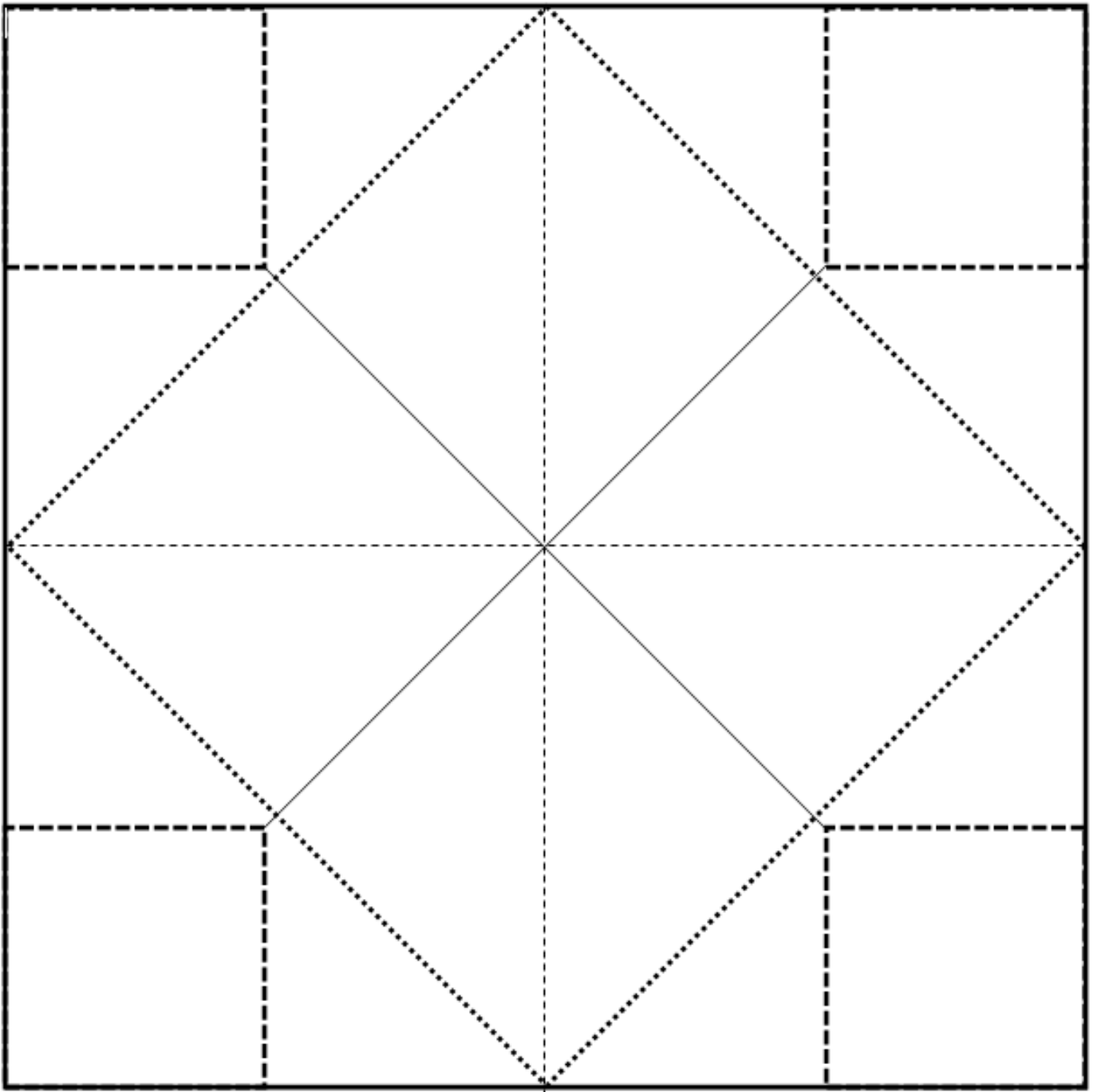
Yes,  
I do

10. How much homework do  
you do?

It's  
sunny

Questions - matching (Answers)

1. How old are you?	10
2. What's your name?	Fred
3. When's your birthday?	2 <sup>nd</sup> April
4. Where do you live?	England
5. How many brothers and sisters have you got?	2 brothers
6. Have you got any pets?	Yes, a cat.
7. What's your favourite colour?	blue
8. Do you like learning English?	1 hour
9. What's the weather like today?	Yes, I do
10. How much homework do you do?	It's sunny



Source: <https://www.tes.com/teaching-resource/chatterbox-template-6258533>