

## A1 Movers Listening Part 4

### Description

This lesson plan has been designed to help students prepare for A1 Movers Listening Part 4. 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 complete a Listening Part 4 task (multiple choice). They review and practise vocabulary for describing appearances through an online game, matching, and speaking and drawing games.

<b>Time required:</b>	45 minutes (can be extended or shortened as required)
<b>Materials required:</b>	<ul style="list-style-type: none"> <li>A1 Movers sample task (see below - sent to parents in advance and printed if possible)</li> <li>Prepared presentation/PowerPoint slides</li> <li>Describing people worksheet (see below - sent to parents in advance and printed if possible)</li> <li>Ask parents to provide children with scrap paper, and coloured pencils if possible.</li> <li><b>Audio recording - A1 Movers Listening Part 4 exam</b></li> </ul>
<b>Aims:</b>	<ul style="list-style-type: none"> <li>to review and practise vocabulary to describe appearances</li> <li>to complete a practice A1 Movers Listening Part 4 task</li> </ul>

### Procedure

Lesson Stages			Online options
Greet the students as they arrive.			Check they know how to switch their audio and video on.
<b>Warmer – guessing game</b> Cover each picture on the sample task sheet. Slowly reveal each picture. Students shout out what they can see as the picture is revealed. Use this game to elicit/check key vocabulary for the listening task:			Share your screen. You could draw a box to cover each picture in PowerPoint or by using Annotate. Click and drag to reveal the picture. Send the worksheet to parents in advance to print/open on the students' screen.
Example: sea, sharks, fish, dolphins	1. piano teacher, moustache, thin, fat	2. pirate, clown, doctor	
3. beach, waterfall, forest	4. getting dressed, eating breakfast, waking up	5. table tennis, long jump, skating	

<p>Model and drill the words, so that children are prepared to hear them in the listening.</p> <p><b>For extra support</b>, write the words under the pictures as you elicit them.</p> <p><b>Optional extension</b></p> <p>Cover the picture again and ask children what they can remember. For example: <i>“How many sharks are there?” “What colour is his jacket?”</i></p>	
<p><b>Listening</b></p> <p><u>Example</u></p> <p>Show the example task. Read the question aloud <i>“What is the DVD about?”</i> Say: <i>“Listen to the example. Don’t write.”</i></p> <p>Play the audio. (Start at <i>“Part 4.”</i> (15:48) Stop after <i>“Can you see the tick?”</i> (16:29)). As you hear the key words <i>fish</i> and <i>sharks</i> on the audio, point to the different pictures. When you hear <i>“No, it’s about a boy and some dolphins”</i> point to the ticked box on the sheet. Repeat if necessary so that children understand they need to tick what is true according to the audio, not just tick the words they hear.</p> <p><u>Listening</u></p> <p>Set the task: <i>“Listen and tick”</i>.</p> <p>Play the audio. (Start at <i>“Now you listen and tick the box”</i> (16:30). Stop after <i>“And her sister got one too”</i> (19:02).</p> <p>Play the audio again. Children can check their answers in pairs.</p> <p><b>Answers</b></p> <p>1. B, 2. C, 3. A, 4. B, 5. C</p> <p>If necessary, play the audio as you check answers, stopping after each answer and checking with students what they ticked.</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 put a mark by the pictures they hear (all of them).</p> <p>Point out that in this task they should tick only <u>one</u> box for each question. The second time they listen they need to identify which is the answer to the question. For the example:</p> <p><i>“What, <u>sharks</u> and <u>fish</u> and things?”</i></p> <p><i>“No, it’s about a boy and some <u>dolphins</u>”</i></p>	<p>Share your screen and use your mouse or Annotate to highlight.</p> <p><b>If you can monitor children safely</b>, use breakout rooms for the pair check.</p> <p>Ask students to hold up their worksheets so you can see their answers.</p> <p>Share your screen to check answers.</p>
<p><b>Vocabulary – describing people</b></p> <p>Play the online game <b>Which person</b> to ‘test’ appearance vocabulary and see how much your students know. You could move your mouse over different options, asking <i>“Is it this one?”</i> (yes/no). You could divide them into teams and involve different students by asking members from different teams each time.</p> <p>Reinforce the new vocabulary by showing the pictures from the Describing appearances worksheet one by one (see <b>Materials</b>), asking <i>“What’s this?”</i></p>	<p>Share your screen and sound.</p> <p>Share your screen.</p>

<p>Model and drill to help students with words they find difficult to pronounce. Make sure they are putting the stress in the correct place on <i>moustache</i>. Write new vocabulary on the board.</p>	<p>Use a shared whiteboard or document you can type in.</p>
<p><b>Matching</b></p> <p>Display the Describing appearances worksheet. Read the first sentence: “<i>He has short brown hair. He’s fat.</i>”</p> <p>Ask: “<i>Which picture is it?</i>” You could point to the pictures in turn and ask “<i>Is it this one?</i>” (Yes/no) Students draw lines to match the sentences to the pictures.</p> <p><b>To add challenge</b>, children could write the sentences under the correct picture. They could also write sentences to describe the people in the pictures that don’t have a sentence. You could review <i>He/she has/has got... He/She is wearing...</i></p> <p><b>Answers</b> (see <b>Materials</b>)</p>	<p>Share your screen and use your mouse to point.</p> <p>You or the children could draw lines using Annotate when checking answers.</p>
<p><b>Listen and draw/describe and draw</b></p> <p>Model the activity. Tell students to listen, draw and colour.</p> <p>Give instructions for children to draw and colour a face. For example: “<i>Draw a face with two eyes, a nose and a mouth. This is a man. He has curly black hair. He’s wearing green glasses. He doesn’t have a moustache or a beard. He’s got blue eyes.</i>”</p> <p>Repeat parts of your description if they didn’t understand well.</p> <p>Ask children to hold up their drawings. Praise them for good listening. Repeat parts of the description if they misunderstood (for example if they drew a beard or moustache, praise them for hearing the words, but clarify that the man <i>doesn’t have</i> them.)</p> <p>Ask students to draw and colour a face. Put them into pairs. They take it in turns to describe their drawing (without showing their partner!) To check they can compare drawings.</p> <p>You could extend this activity by putting students into groups of 3 or 4, or by swapping pairs.</p> <p><b>For extra support</b>, put appearance words on the board to remind them that they can include some of these things.</p> <p><b>To add challenge</b>, students could draw a person, to practise other vocabulary like <i>fat/thin, tall/short, old/young</i>, clothes, and even activities.</p> <p>As well as consolidating appearance vocabulary and colours, this also helps to prepare children for Listening Part 5 (listen and colour).</p>	<p>Children hold up their drawings to the camera</p> <p>Use breakout rooms</p>
<p><b>Optional extension - Guess who</b></p> <p>Display the <i>describing people</i> sheet. Describe one of the people. Children listen and say which picture you are describing. For example: “<i>He has short hair. He’s tall and thin. He’s waving. He’s got curly pink hair.</i>” (<i>clown</i>)</p> <p>Let students lead the activity – they choose a picture and describe it and the rest of the class guess which picture it is.</p>	<p>Children could hold up their worksheet and point to the picture being described, or use Annotate.</p>

<p>You could do the same with photos from the internet, or children could describe each other.</p>	<p>You could do this as a group work activity in breakout rooms.</p>
<p><b>Homework</b></p> <p>Children could complete the Homework worksheet (see <b>Materials</b>) to practise vocabulary to describe appearance.</p> <p>You could share the link for the <b>Word Fun app</b> with parents to help children practise a range of vocabulary.</p>	

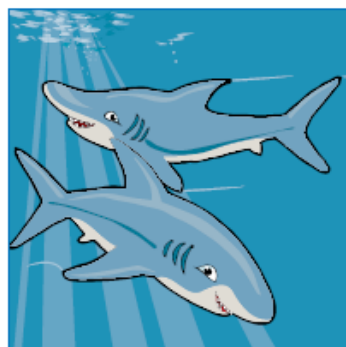
## Materials

Listen and tick (✓) the box. There is one example.

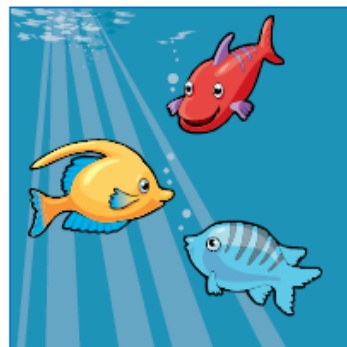
What is the DVD about?



A ☒



B ☐



C ☐

1 Who is Vicky's piano teacher?



A ☐



B ☐



C ☐

2 What clothes does Nick want to wear at school today?



A ☐



B ☐



C ☐

3 Where did Peter find the shell?



A ☐



B ☐



C ☐

4 What is Daisy doing now?



A ☐

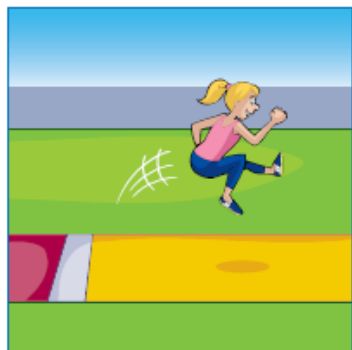


B ☐



C ☐

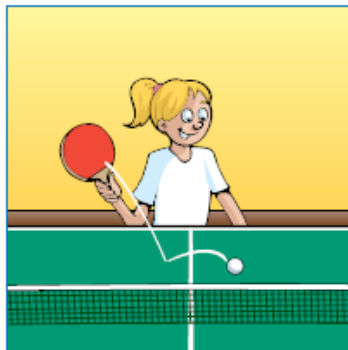
5 What sport did Anna get a cup for?



A ☐



B ☐



C ☐

## Audio script

### Part 4.

Look at the pictures.

Listen and look.

There is one example.

PAUSE 00'03"

**R** What is the DVD about?

PAUSE 00'03"

**Fch** Dad, come and watch this DVD with me.

**M** What's it about?

**Fch** It's a story about the sea.

**M** What – sharks and fish and things?

**Fch** No, it's about a boy and some dolphins.

PAUSE 00'03"

**R** Can you see the tick?

Now you listen and tick the box.

PAUSE 00'03"

[REPEAT FROM HERE]

**R** One. Who is Vicky's piano teacher?

PAUSE 00'03"

**Fch** Oh, look. There's my piano teacher.

**Mch** The man with the moustache?

**Fch** Yes. And he's very thin.

PAUSE 00'03"

**R** Two. What clothes does Nick want to wear at school today?

PAUSE 00'03"

**Mch** Mum, we can go to school in funny clothes today. You know, like a pirate or something.

**F** Great. What do you want to wear, Nick?

**Mch** I want to wear those clown clothes from my birthday.

**F** They're dirty. I know. Get your dad's white coat and you can be a doctor.

**Mch** OK. (reluctantly)

PAUSE 00'03"

**R** Three. Where did Peter find the shell?

PAUSE 00'03"

**F** This shell's beautiful, Peter. You can find lots of beautiful shells on the beach.

**Mch** Yeah, and sometimes you find them near waterfalls.

**F** That's right.

**Mch** Yeah. But I found this one in a different place. In a big forest. Isn't that great?

**F** Wow, I am surprised.

PAUSE 00'03"

**R** Four. What is Daisy doing now?

PAUSE 00'03"

**F** Is Daisy getting dressed? We must go.

**M** She's eating her breakfast.

**F** Oh, that's good.

**M** Yes. I woke her up when you were in the bathroom.

PAUSE 00'03"

**R** Five. What sport did Anna get a cup for?

PAUSE 00'03"

**Fch** Mum, Anna got a cup today for sport.

**F** Did she? She's very good at skating. Was it for that?

**Fch** No it was for table tennis.

**F** That's great.











**Fch** Yes. And her sister got one for the long jump, too.

PAUSE 00'03"

**R** Now listen to Part 4 again.













## Describing people

			
			
		<ol style="list-style-type: none"> <li>1. He has short brown hair. He's fat.</li> <li>2. She has long fair hair. She's young.</li> <li>3. She has short brown hair. She's tall.</li> <li>4. He has glasses, a moustache and grey hair.</li> </ol>	



## Describing people - Answers

			
		2. She has long fair hair. She's young.	
			
1. He has short brown hair. He's fat.			
			
4. He has glasses, a moustache and grey hair.	3. She has short brown hair. She's tall.		

## Homework

What does Doctor Peter look like? Read the text. Look at the pictures. Write the correct words on the lines. Then draw a picture of Doctor Peter. There is one example.

### Sentences

Doctor Peter is not fat

or (1) \_\_\_\_\_.

His blonde hair is (2) \_\_\_\_\_,

not (3) \_\_\_\_\_.

He has a (4) \_\_\_\_\_

but no (5) \_\_\_\_\_.

A picture of Doctor Peter



Example



1



2



3



4



5

1. thin  
2. curly  
3. straight  
4. moustache  
5. beard  
Check that the child's picture includes the features described in the text.