



A1 Movers Listening Part 5

Description

This lesson plan has been designed to help students prepare for A1 Movers 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 colours, and complete a Listening Part 5 task (listen, colour and write).

Time required:	45 minutes (can be extended or shortened as required)
Materials required:	▪ A1 Movers sample task (sent to parents in advance and three copies printed per learner if following Option 1 of the Picture dictation) ▪ Ask parents to provide children with scrap paper, and coloured pencils if possible. ▪ Audio recording - A1 Movers Listening Part 5 exam
Aims:	▪ to review and practise colours ▪ to complete a practice A1 Movers 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.
Warmer - Think of 5 things Divide students into four groups. Let each group choose a colour. Tell them to think of five things which are that colour. Everyone in the group should write the same list. For example, <i>things that are red: tomato, blood, stop light, lips</i> etc. Tell them that the other students are going to try to guess what they wrote, so they should try to think of things that are not obvious. To add challenge, ask them to think of 10 things. To play the game, work as a whole class. Ask one group to be quizmasters. They say their colour (e.g. blue) and then ask the other groups in turn to say one thing that is [blue]. As the groups guess, the quizmasters listen and tick the things their classmates guess. Allow a few minutes for this. Monitor to make sure they ask a different person each time. At the end of the time, the quizmasters get one point for each word on their list that their classmates didn't guess.	If you can safely monitor them, put students into breakout rooms to write their lists. If not, they can do this in pairs, sending ideas through private chat, or individually. For extra support, instead of asking students to think of things 'on the spot', give them time to prepare in breakout rooms (1-2 minutes).

Repeat, with a different group as quizmaster each time. The team with the most points wins. You might also want to review the meaning and pronunciation of colours that appear in the listening (<i>orange, grey, blue, red, pink</i>). You could hold up coloured pencils, asking “<i>What colour is it?</i>” or ask students to “<i>Show me something [blue]/a [blue] pencil</i>”. If children need to move, send them on a mini-scavenger hunt to “<i>Find something blue</i>” etc.	You/your students could hold things up to the camera for others to see. You might want to check with parents in advance if a scavenger hunt is appropriate in their home.
Listening <u>Preparation</u> Display the picture from the sample task. Elicit/check key vocabulary for the listening task: <i>towel, cloud, rock, leaf, kite</i>. Model and drill the words, so that children are prepared to hear them in the listening. Elicit and check other vocabulary items in the picture too. <u>Example</u> Say: “<i>Listen to the example. Don’t colour or write.</i>” Play the audio. (Start at 21:31 - “<i>Part 5.</i>” Stop after 22:13 - “<i>This is an example</i>”). When you hear “<i>The girl’s got a wet towel in her hand. Colour that please...Make it orange,</i>” point to the towel in the picture. Repeat if necessary so that children understand they need to colour/write according to what they hear. <u>Listening</u> 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!). Play the audio. (Start at 22:15 - “<i>Now you listen and colour and write</i>”. Stop after 25:00 - “<i>Thank you! Well done!</i>”) Play the audio again. Children can check their answers in pairs. If necessary, play the audio as you check answers, stopping after each answer and checking with students what they coloured. Give lots of praise and encouragement for good tries and correct answers. For extra support, 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>”. Reassure 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.	Share your screen. Send the sample task to parents in advance of the lesson to print, or for learners to display on their screens. Share your sound and your screen. Use your mouse or Annotate to point. Use breakout rooms for the pair check. Ask students to hold up their worksheets so you can see what they coloured/wrote. They could also type what they wrote in the chat. You could use Annotate or Paint to colour the picture as you elicit answers.
Picture dictation Tell students they are going to create their own picture now. <u>Option 1: Children colour other items in the picture of the sample task</u> (they will need another two copies to work in a pair, three copies to work in groups of three). Give the instructions: “<i>Choose five other things in the picture and colour them.</i>”	

They do this alone and should keep this a secret. 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. Students check by revealing their pictures to compare. <u>Option 2: Children draw their own picture</u> Children can draw their own picture. Give the instructions: • <i>Choose a place (for example, a school, a park, a station, a zoo)</i> • <i>Choose things to draw in that place. These could be people or things. Draw at least 8 things.</i> If children have devices, they can use drawing software like Paint to create a picture. When they finish, make a copy (or 2) of their blank pictures. Give the next instruction: “Choose 5 things in your picture and colour them.” When the pictures are ready (and still secret!), divide students into pairs or groups of 3 and hand out the copies you made. Students take it in turns to give instructions, listen and draw, just as in Option 1. Optional extension Swap groups and students repeat the activity with another partner. This is good practice of listening and colouring for Listening Part 5. Feedback 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.	If you choose this option, make sure you have a way for students to share their picture they create with you/their partner during the class e.g. they save it and share in a private chat message. They also need to be able to colour electronically – see below. You could put them in breakout rooms. Students either share their picture as an attachment in the chat, or share their screen in their breakout room. Their partner listens and colours it electronically, using Annotate or by opening it in an application like Paint. You/students could use Annotate to correct errors.
Homework Students could write a description of the picture that they created in the Picture dictation. Or, if they did Option 1 in this lesson, they could do Option 2 or 3 for homework and send to you. In the next class they could do the instruction-giving and colouring in groups.	

Materials

A1 Movers Listening Part 5 – Sample task

Listen and colour and write. There is one example.



Audio script

Part 5.

Look at the picture.

Listen and look.

There is one example.

PAUSE 00'03"

M Can you colour this mountain picture now?

Fch Yes! Those children went for a swim in the lake, I think.

M That's right. The girl's got a wet towel in her hand.
Colour that please.

Fch OK.

M Make it orange.

PAUSE 00'03"

R Can you see the orange towel? This is an example.
Now you listen and colour and write.

PAUSE 00'03"

[REPEAT FROM HERE]

R One

M Now, I'd like you to colour the rock. Can you see it?

Fch Yes. It's on the ground.

M That's right. Colour it with your blue pencil, please.

Fch OK! ... I can see a lizard on it!

M Yes! Me too!

PAUSE 00'15"

R Two

Fch Can I colour a cloud now?

M All right. Colour the cloud that's got the sun behind it.

Fch Can I colour it pink?

M Yes. That's a very good idea.

Fch Great!

PAUSE 00'15"

R Three

Fch I love the panda! The girl looks really surprised to see it!

M Yes, she does! I'd like you to colour a leaf now.

Fch The one in the panda's mouth?

M No. Colour the one at the top of the picture. It's on the tree. Make it red.

Fch OK.

PAUSE 00'15"

R Four

Fch Can I do some writing too?

M Yes. I'd like you to write the word 'Windy'!

Fch Where? On the kite?

M Yes please! Kites like that kind of weather!

PAUSE 00'15"

R Five

M And now, colour the boy's sweater.

Fch All right. Can I colour it yellow?

M That's a nice colour but I'd like you to make it brown, please.

Fch Oh! OK.

M Thank you! Well done!

PAUSE 00'15"

R Now listen to Part 5 again.

Answers

- 1 Colour rock on ground – blue
- 2 Colour cloud with sun behind it – pink
- 3 Colour leaf at top of tree – red
- 4 Write 'WINDY' on kite
- 5 Colour boy's sweater – brown



