



A1 Movers Speaking Part 1

Description

This lesson plan has been designed to help students prepare for A1 Movers Speaking Part 1 where they describe differences. This lesson plan can be delivered face to face or online. The 'online options' column gives teachers ideas about how the stages could be adapted for teaching online.

In this lesson students develop confidence responding to spoken descriptions of pictures before describing them themselves and then finally, creating their own 'spot the difference' activities for classmates. Further practice is provided with an additional A1 Movers Speaking Part 1– Describing Differences task.

Time required:	40 – 60 minutes
Materials required:	▪ Pictures ▪ Handout 1 ▪ Handout 2 (sample task)
Aims:	▪ To review A1 Movers vocabulary ▪ To help students identify places, people and objects from a written description

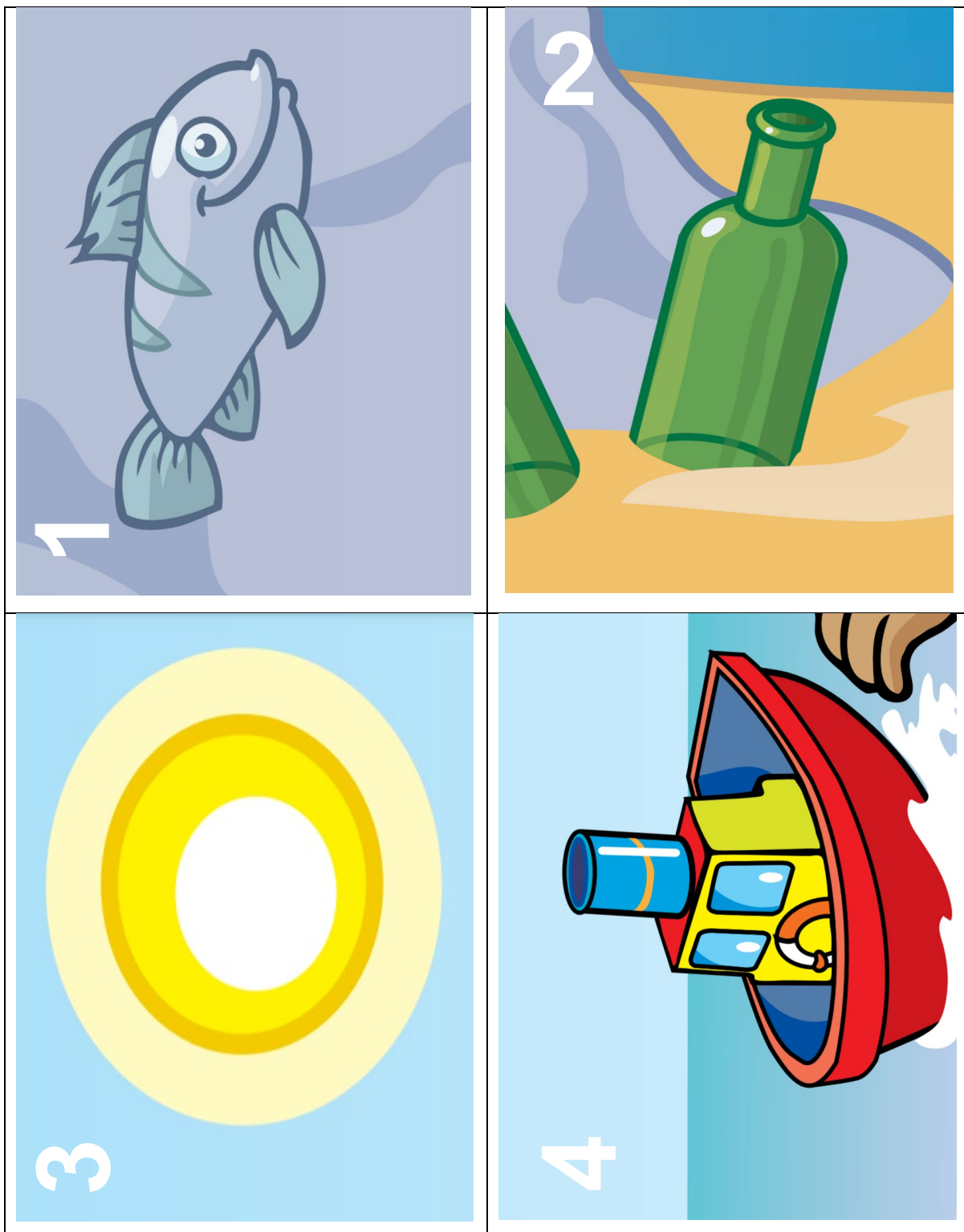
Procedure:

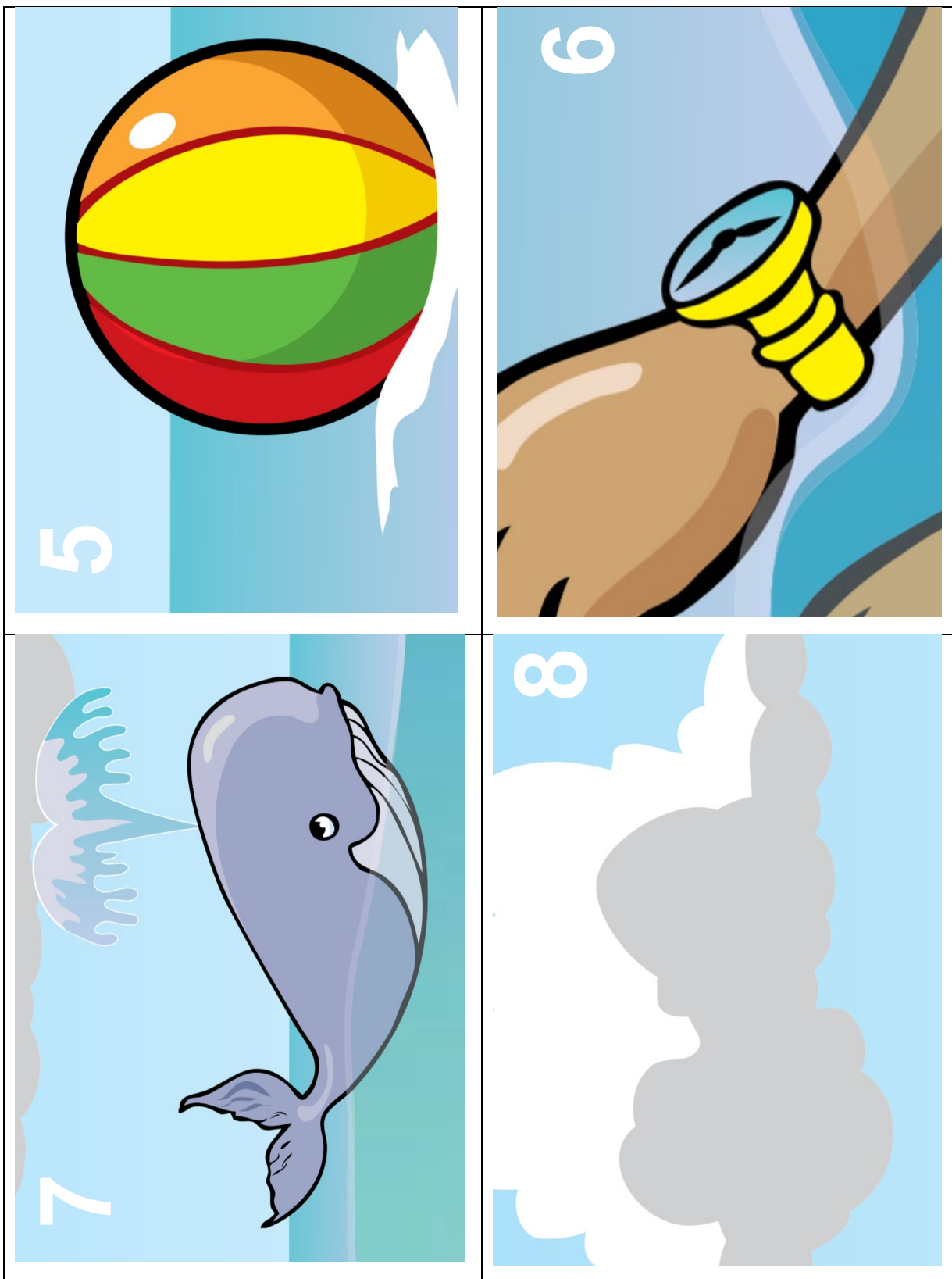
Lesson Stages	Online options
Welcome Greet students and ask them how they are.	Ask your students to do this by turning their microphones on.
Vocabulary challenge Put students into groups. Cover Pictures 1-8 with a sheet of paper, then when holding them up (so all students can see them) slowly move the covering sheet of paper to reveal a small part of a flashcard image. Ask students to guess what the picture is. Award points to the first group to guess correctly, repeat with the other flashcard pictures.	Use your platform's whiteboard to display the picture – and a drawing object to cover it. Otherwise, print Pictures and use another sheet of paper to do this stage over your webcam
Listening actions Display Pictures 9 and 10 , side-by-side on the board. Read the following descriptions to students. Ask them to: • touch their left ear with their left hand if the sentence describes <u>Picture 9</u>.	Display the pictures on a collaborative whiteboard such as the one on your video platform. Demonstrate the actions with your webcam. If your platform enables students to safely use their

• touch their nose with their right hand if the sentence describes <u>Picture 10</u>. • touch their head with both hands if the sentence describes both pictures. Descriptions: 1. There are fish in front of a rock. (Both) 2. There are 5 fish in front of a rock. (Picture 9) 3. There are 4 fish in front of a rock. (Picture 10) 4. A girl is in the sea. (Both) 5. The girl has a yellow watch. (Picture 9) 6. There are 2 bottles. (Both) 7. A girl is playing with a boat. (Picture 10) 8. The bottles are behind a rock. (Picture 10) 9. There is a whale. (Both) 10. There are two clouds. (Picture 10) Choose a student to point to the objects described. Highlight language used to describe the position of objects (in front of / behind / next to).	webcams, then ask them to do so for this stage. Otherwise, allow students to follow along at home. Pause and give thinking time before showing the correct actions and highlighting the relevant area on your whiteboard.
Board slaps (listening race) Draw a square under Pictures 9 and 10. Write “both” inside it. Put students into teams. Ask them to choose team names. Write these on the board. Choose one student from each team to come to the board (try to choose students with a similar level of English). Demonstrate, then begin the activity: Describe something in the pictures (reuse the descriptions from the previous stage). Students try to win a point for their team by being the first to slap the correct picture or “both”. Award points to the first student who correctly slaps the right picture. Change the students representing their team regularly.	Continue to display the flashcard images on a collaborative whiteboard. Put students into teams, giving each a different colour. Students race to circle the picture you describe, winning a point for their team. Repeat with other pictures.
Now you do it! Put students into small groups (3-5 students), giving each a copy of Handout 1. Show students how to repeat the previous activity within their groups: Using Handout 1 a student gives a description, while the others race to slap the correct picture. The first group member to win 3 points becomes the ‘describer’, and play continues.	Choose a strong student to turn on their microphone and describe something from one or both of the pictures. Other students race to say (in the chat) which picture is being described.
Make your own ‘Spot the difference’ activity (Optional extension activity)	Using your webcam, show students some objects you have arranged.

Arrange things from a pencil case (or other objects in the room). If possible, take a photo of the scene. Tell students to close their eyes as you (re)move a few objects. If possible, take a photo of the new scene. Ask students to open their eyes and describe what has changed. When they have identified all the differences, record yourself describing them (with your phone's voice recorder). Ask students to describe what you just did (took 'before' and 'after' photos of a scene, before recording a description of the differences). Tell students they can make their own for (optional 'fun') homework. Ask parents to send you their two photos to be incorporated within the next class.	Give them 10 seconds to memorise the scene. Turn off your webcam, change the arrangement, and then turn it back on again, asking for suggestions about how it changed. Ask students to create their own 'Spot the difference' activity, by taking two photos of a scene. Ask parents to share the pictures with you so they can be added to a shared space, for example a Padlet (www.padlet.com). When complete, share the link with students and ask them to complete each other's 'Spot the difference' activities.
Exam practice Provide additional exam practice with Handout 2. Put students in pairs and ask them to take turns describing the differences between the pictures.	Ask students to do this individually, recording their efforts (which can be shared with the teacher and feedback provided).

Pictures







Handout 1 | Which picture?



both

Handout 2 | Sample task

TEST ONE



MOVERS SPEAKING. Find the Differences



