



A1 Movers Speaking Part 2

Description

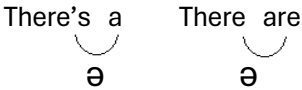
This lesson plan has been designed to help students prepare for A1 Movers Speaking Part 2. It can be delivered face to face or online. The ‘online options’ column gives teachers ideas how the stages could be adapted for teaching online.

In this lesson, students review and practise food/eating vocabulary and *There’s a/There are* through a crossword and speaking game. They then practise describing pictures to tell a story.

Time required:	45 minutes (can be extended or shortened as required)
Materials required:	▪ A1 Movers sample task (sent to parents in advance and printed if possible) ▪ Pictures ▪ Listen and draw worksheet (sent to parents in advance and two copies printed if possible)
Aims:	▪ to review and practise food/eating vocabulary ▪ to review and practise <i>There’s a/There are</i> ▪ to complete a practice A1 Movers Speaking Part 2 task telling a story from pictures

Procedure

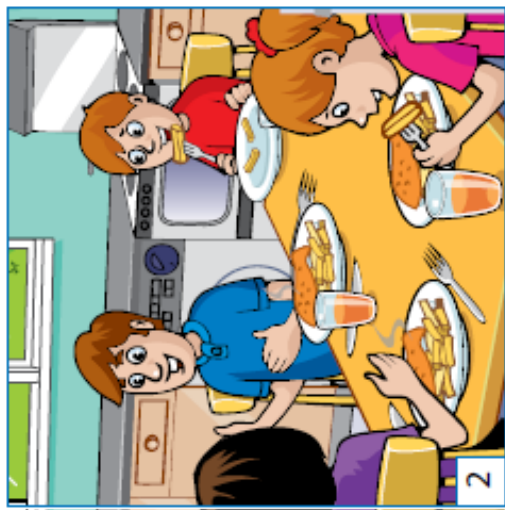
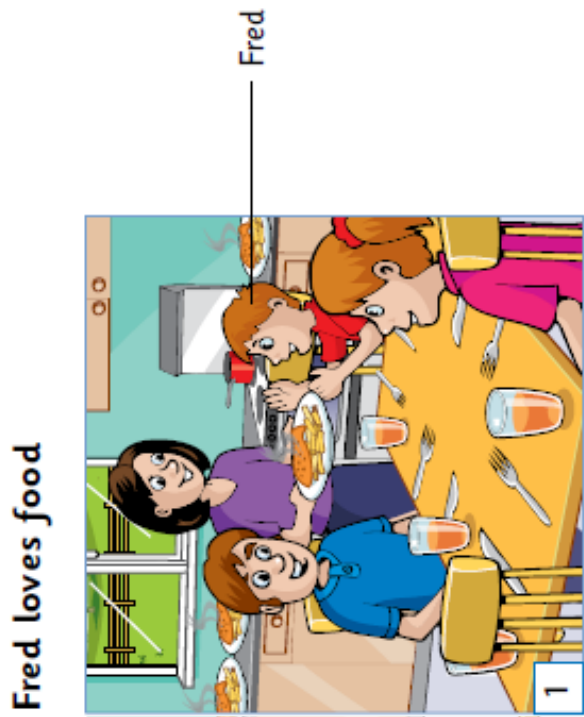
Lesson Stages	Online options
Greet the students as they arrive.	Check they know how to switch on their audio and video.
Warmer – memory game Show part of the party picture on page 9 of the A1 Movers wordlist picture book. Give learners one minute to look at the picture and remember as many things as they can.  After one minute put learners in pairs to share what they remembered. Elicit some ideas from a range of learners. Show the picture again and elicit some of the key food and tableware vocabulary e.g. <i>plates, glasses, sandwiches, lemonade, cake</i> etc. Ask: “What’s your favourite food? What do you eat for breakfast/lunch/dinner?”	Share your screen. Children could type into the chat (you can check their spelling this way too!)

Grammar – there’s a /there are Display the Pictures very quickly. Ask students: “<i>What did you see?</i>” They say what they remember. Repeat, showing the picture again very quickly. Keep going until they’ve got them all. Alternatively, show the picture for a few seconds, then hide it. Ask students to write the items they saw. Now tell the students to close their eyes. Cover one of the items. Show the picture again. Ask “<i>What’s missing?</i>” Students say the missing item. Repeat with different food items. Show the whole picture. Say: “<i>There’s a bowl. There are some carrots</i>” When you say “<i>There’s a...</i>” hold up one finger. When you say “<i>There are...</i>” Hold up more than one finger. Repeat, pointing to other food items in the picture. Model and drill the sentences naturally to show the linking and weak forms: There’s a There are  Check understanding. Point to the picture of a bowl. Say: “<i>a bowl. ‘There’s a’ or ‘There are’?</i>” (<i>There’s a bowl</i>) Repeat with other items in the picture. Use your fingers to remind children about singular/plural.	You could ask students to type in the chat, if they are writing the food they see. You could draw a box in PowerPoint or by using Annotate
Speaking task Display the first picture from the Sample task. Point to things in the picture. Elicit “<i>There’s a .. There are...</i>” This gives children some practice of the grammar, and checks key vocabulary for the speaking task. Point to the boy. Ask “<i>Who’s this?</i>” (<i>Fred</i>) You could use the examiner script: “<i>These pictures show a story. It’s called, ‘Fred loves food’. Look at the pictures first. (Pause) Fred’s at home with his family. They’re in the kitchen and Mum’s giving him his dinner.</i>” Put learners into pairs and get them to describe the pictures and tell the story together. For extra support, go through each picture in turn, asking questions, for example: “<i>Tell me about this picture</i>” “<i>What’s Fred doing?</i>” “<i>What’s Fred’s dad doing?</i>” “<i>Is he happy?</i>” Bring the group back together and ask for volunteers to share their ideas for the story.	Share your screen. Use your mouse to point. If you can monitor students safely, use breakout rooms for the pair work.
Optional extension - Describe and draw This practises food vocabulary and <i>There’s a/There are</i>, and prepositions of place. Display the grid (Listen and draw worksheet). Say: “<i>Listen and draw.</i>” Describe the location of some different food items in your picture. As you speak, draw them on your worksheet (by hand, or on a screen that students can’t see). For example:	Share your screen.

<i>“In the middle square, there are two apples. Below the apples, there’s a glass of water...”</i> Children listen and draw the food items in their grids. Check by showing your completed grid. Children show what they drew in their grids. For extra support, number the squares and say <i>“In number 1, there’s a...”</i> etc. To add challenge, let children lead the activity. First, ask them to draw different food items in a clean grid (or other vocabulary, if you want them to practise something else). Divide children into pairs. They take it in turns to describe their grid. Their partner listens and draws. They check by comparing drawings. Encourage them to use <i>“There’s a / There are...”</i>	Children hold up their drawings to the camera Use breakout rooms. Alternatively, as a whole class, nominate some children to describe their pictures for others to draw.
Homework You could share the link to the Monkey Puzzle game with parents for more practice of identifying things in pictures. You could also share the link to the Movers word list picture book so that children can practise describing pictures with their parents (page 8-9 goes well with this lesson). Children could write a sentence to go with each picture of the story.	

Materials

Sample task



Pictures

There's a ... There are...



Listen and draw

