



A1 Movers Digital

A1 Movers Speaking Part 2 extension

Description

This lesson plan has been designed to help students prepare for A1 Movers Speaking, extending on Part 2 to describe a picture. 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 identify pictured objects and actions before creating a story to connect a series of pictures. Further practice is provided with an additional ‘A1 Movers Speaking task.’

Time required:	40 – 60 minutes
Materials required:	▪ Pictures ▪ Handout 1 (Comic strip template) ▪ Handout 2 (Comic strip cut outs) ▪ Handout 3 (Sample exam task) ▪ Scissors and glue
Aims:	▪ To review A1 Movers vocabulary ▪ To help students describe a picture and tell a story.

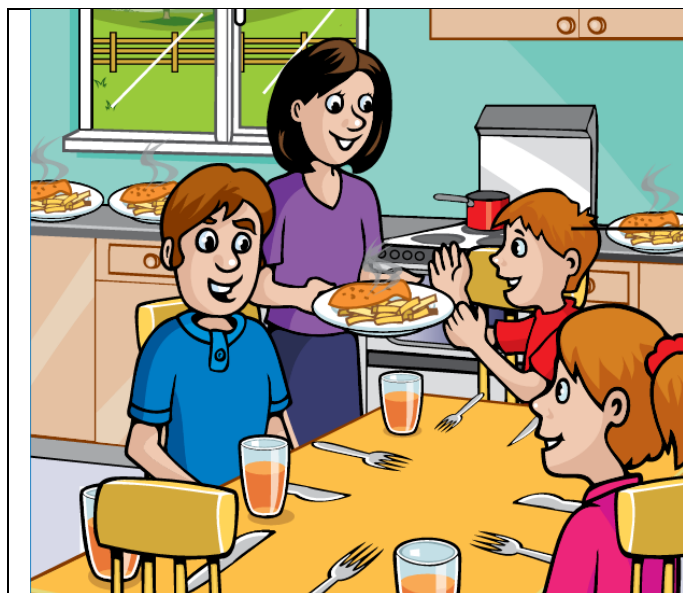
Procedure

Lesson Stages	Online options
Welcome Greet students and demonstrate a greeting game: Greet a learner: “Hello, I’m [your name] and my favourite food is [your favourite food], how about you?” Use a learner who’ll find the task easier. For example, “Hello I’m Marta and my favourite food is pizza, how about you?” Encourage the student to introduce themselves to another student in the same way. Repeat until everyone has shared their name and favourite food.	Ask your students to do this by turning their microphones on.
Setting the scene Put learners into groups (AAA, BBB, CCC). Give each group a copy of picture 1.	

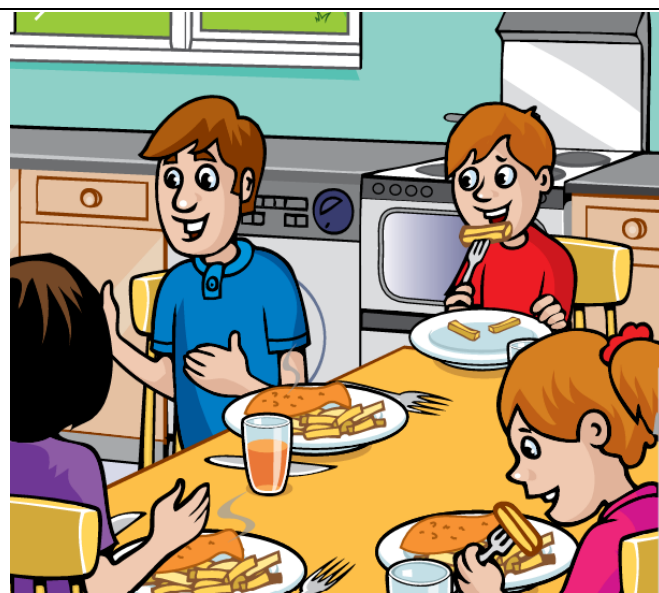
Ask students to discuss and tell you: • Who the people are: <i>a family; mother, father and children</i> • Where they are: <i>they are in the kitchen of their house</i> • What they are doing: <i>they are having a meal, the woman is standing and bringing food, the others are sitting and talking</i>	Using your platform's chat, ask students the three questions.
Vocabulary race Ask learners to point to the table. Demonstrate pointing to the table on the board. Repeat with 'girl' and 'window'. Tell the class they will do the same activity in their groups. Compete activity, checking the correct answers after each word: <i>fish, family, father, boy, chips, chair, T-shirt, mother, drink</i> (you can add more).	Share the picture using your platform's whiteboard – or by holding it up to your webcam. Point to part of the picture and ask students to type the name of the object onto the chat but don't send. Say 3, 2, 1, send! And learners enter their answer in the chat.
Describing pictures Give each group another picture (Picture 2, 3 or 4) so groups are discussing different pictures. Ask them if their new picture is the same as the first picture (it is similar – but different). Tell groups to discuss their new picture. They should think about: • Where things are • What each person is doing. Display the pictures in front of the whole class (but not in order), asking students to describe what is happening – and to guess what may happen next.	Do this as a whole-class activity, displaying one picture at a time (but not in order). Ask students to complete the sentences in the chat: • <i>The boy is...</i> • <i>The girl is...</i> • <i>The woman is...</i> • <i>The man is...</i> Or raise their hands to say a sentence.
Telling a story Make new groups with students who discussed each of the pictures (ABC, ABC, ABC). Display the four pictures. Ask students to individually think about the best order for them. Tell students to share their ideas with their group – before agreeing on a story. Ask for some ideas. Then ask the class to suggest some possible dialogue (what may the characters say?)	If you are able to safely manage breakout rooms then use them in this stage so students can discuss a possible storyline. Otherwise ask students to think individually, before asking for volunteers to turn on their microphones and

	share ideas with the whole class.
Making a comic strip Give students a copy of Handout 1, together with individual copies of the pictures and a selection of speech bubbles (Handout 2). Ask students to add the pictures and speech bubbles to Handout 1 to create their own comic strip. Dialogue should be added to the speech bubbles – provide support. Fast finishers can be encouraged to extend the story (boxes 5 and 6).	This stage can be completed as an individual assignment outside of a ‘live’ lesson. Alternatively share Handouts with parents so students can complete them with scissors and glue. Photos of completed comic strips can be added to a shared space, for example a Padlet (www.padlet.com).
Reading comic strips Display the comic strips around the class, being sure to praise those who have made an effort (not just the ‘best’ ones). Ask students to read the other comic strips, marking the feedback sections with a smiley face if they thought it: • was funny • had a nice story • used interesting words or good English. Congratulate students and ask them to collect their comic strips.	Ask students to read and comment on each other’s comic strips, giving feedback on what they liked about each.
Exam practice 1. Provide additional exam practice with Handout 3. Put students in pairs and ask them to take turns to tell the story. 2. Share ideas as a whole class. Emphasise there is no ‘correct’ story just encourage making links between the pictures.	Add images from Handout 3 to a shared document (www.padlet.com), and ask parents to post voice recordings of their child describing each image as replies.

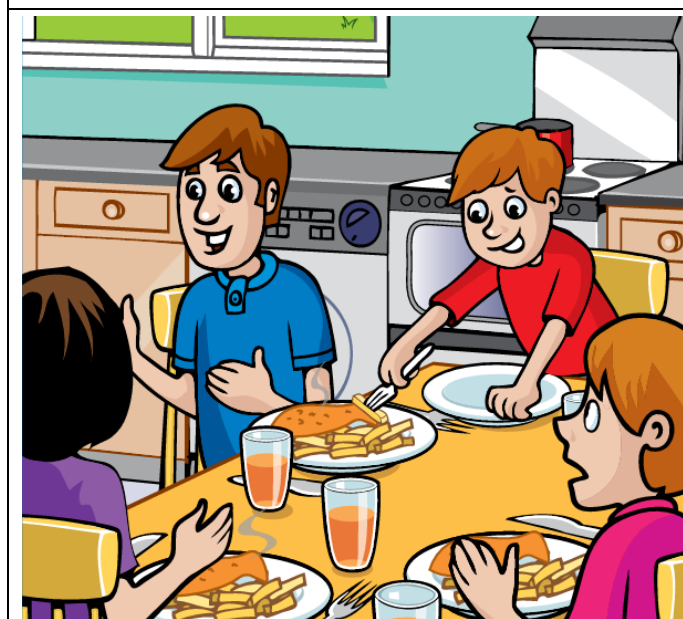
Pictures



1



2



3



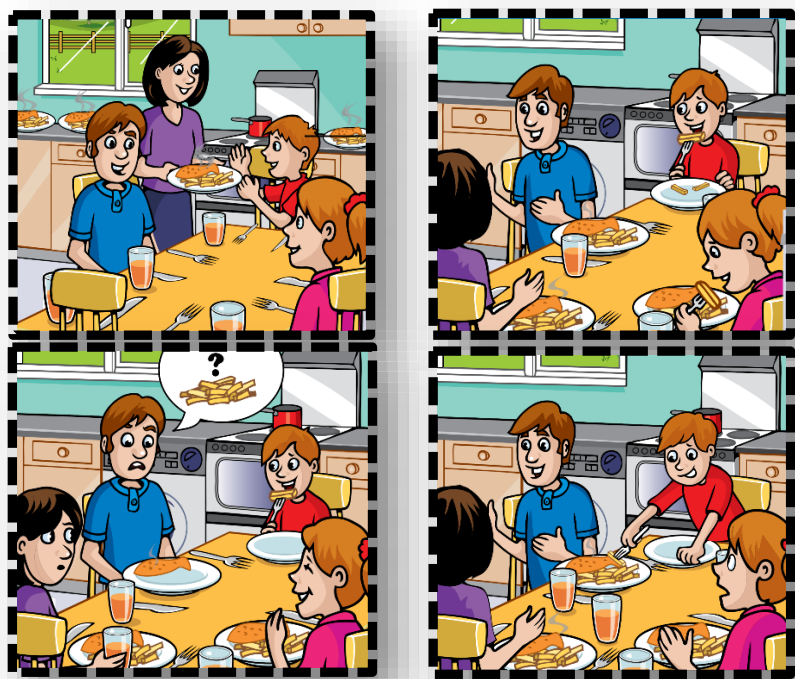
4

Handout 1 | Comic strip template

1.	2.	3.
4.	5.	6.

Feedback		
It's funny!	I like the pictures/story.	It uses good words.

Handout 2 | Comic strip cut outs



Handout 2 | Comic strip cut outs

Below the comic strip, there are 12 empty speech bubbles arranged in a 3x4 grid, intended for students to write dialogue for the comic panels.

Handout 3 | Sample test

