



A1 Movers Digital

A1 Movers Speaking Part 4

Description

This lesson plan has been designed to help students prepare for A1 Movers Speaking Part 4. This lesson plan 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 *Wh-* questions. They make an origami chatterbox and use it to practise asking and answering personal questions.

Time required:	45 minutes (can be extended or shortened as required)
Materials required:	▪ Questions worksheet (sent to parents in advance and printed if possible) ▪ Chatterbox template (sent to parents in advance and printed if possible). Alternatively, children can use a blank sheet of A4 paper. ▪ Ask parents to give their child scissors and four coloured pencils to use, if possible. ▪ An example chatterbox that you've made, with different <i>Wh-</i> questions behind each number
Aims:	▪ to review and practise <i>Wh-</i> questions ▪ to practise asking and answering personal questions in preparation for A1 Movers Speaking Part 4 task

Procedure

Lesson Stages	Online options
Greet the students as they arrive.	Check they know how to switch their audio and video on.
Warmer – Stand up if... Make sentences using the questions on the worksheet . For example, ' <i>Stand up if... you are ten years old. / ...you've got a pet. / ...you've got a sister. / ...your favourite colour is blue.</i> ' Learners stand up if the sentence is true for them. Include some silly sentences to make it more memorable: <i>...if you have a pet elephant, if you are 100 years old.</i> This activates the vocabulary in the questions.	Learners can stand up or raise their hands.
Questions - matching Display the worksheet . Point at and say the first question: " <i>How old are you?</i> " Point at the answer [10], and the line that goes between them. Read the second question:	Share your screen.

“<i>What’s your name?</i>” Point at the answers in turn, encouraging children to tell you which answer matches the question. Draw a line between the answer [Fred] and the question. Children match the questions with answers. They can check with a partner. See Answers. Choose some questions to ask students. They reply with an answer that’s true for them. For extra support, include more examples by drawing lines to reduce the amount of matching. To add challenge, remove the answers, and ask students to think of their own answers.	Use your mouse to point. Use Annotate or Paint to draw the arrow. If you can monitor students safely, use breakout rooms for the pair check. Share your screen with the answers or draw them as you elicit answers.
Make a chatterbox <u>Demonstration</u> Show the example chatterbox you’ve made and/or a picture. Ask students to cut out the big square on their Chatterbox template. Demonstrate how to make the chatterbox. You could do this yourself, or play the video (0:00-1:05). For written instructions, check this website. <u>Folding and writing</u> Help students make their own chatterbox. Show the first part of the video clip again, then pause, demonstrate and ask students to copy. Students draw spots of colour and write numbers: They write <i>wh</i>- questions under the flaps. The example in the video doesn’t have questions, it has statements, but you can see where to write them. For extra support, children can use questions from the worksheet. If you have students who will find the craft activity difficult, you could contact their parents in advance to show them how to make the chatterbox. To add challenge, children can write some or all of their own questions. You could write <i>Wh</i>- question words on the board and elicit some examples.	Hold up your chatterbox. Share your screen to show the picture. Ask them to hold up their square when they finish. Share your screen and sound. Ask children to hold up their chatterbox after each stage so you can make sure everyone is at the same stage.
Speaking – chatterbox <u>Preparation for speaking</u> Ask students to read their questions aloud before starting the speaking activity. Ask the other students to listen and raise their hand if they have written the same question. Model and drill where they have pronunciation problems. Praise students for good spelling and pronunciation.	Hold your chatterbox up to the camera. Children hold up their chatterboxes and move it

Demonstrate how the chatterbox works. Hold yours up and show children how to move it (like in the video from 1:05). Get them to copy you. Ask students to choose a colour. Spell out the colour they choose, moving the chatterbox as you say each letter, like in the video (from 1:05). Ask them to choose a number, and unfold your chatterbox. Ask the question to one of the students. Repeat a couple of times. Encourage children to choose different numbers, for different questions. Speaking Divide students into pairs. Set the task: <i>“Play chatterbox: ask and answer questions.”</i> Students take it in turns to play the speaking game, the same way you showed them in the demonstration. For extra support, demonstrate the game again before students work with their partner. Optional extension – change pairs and repeat the activity.	so you can see they know what to do. If you can monitor students safely, use breakout rooms. If not, do this as a whole class activity – students take it in turns to hold up their chatterbox for the class the same way that you did in the demonstration. They can ask the question to several other students in the class.
Optional extension – Consolidation: noughts and crosses Draw a 3x3 grid on the board. Write a number in each square, or write other words you would like students to practise (a different word in each square). For example, animals, adjectives etc. If students don’t know how to play, show them either by drawing on the board or by playing online. Divide students into two groups O and X. Ask a student from group O to pick a square. Give them a task. If they get it right, they ‘win’ the square. Draw an O in it. Then it is group X’s turn. Each time students pick a square, give them a different task. Your tasks could include: “Spell [word]” “Say...” [write the word for students to say] “Answer the question” [ask them a <i>Wh-</i> question] You could include grammar or pronunciation errors that you noticed during this lesson, or other common errors that your students make. The first team to make a row of 3 wins the game. If you are short of time, do a shorter feedback or error correction after the speaking game, instead of this longer activity.	Share your screen. Use your mouse to point. Use Annotate to draw the x or o, or draw a coloured box over the word in PowerPoint.
Homework Learners could play chatterbox with their parents or siblings to practise asking and answering personal questions.	

Materials

Worksheet: Question matching

2nd
April

England

1. How old are you?

10

2. What's your name?

Fred

3. When's your birthday?

4. Where do you live?

5. How many brothers and sisters
have you got?

Yes,
a cat.

6. Have you got any pets?

Two
brothers

7. What's your favourite colour?

One
hour

8. Do you like learning English?

blue

9. What's the weather like today?

Yes, I
do.

10. How much homework do
you do?

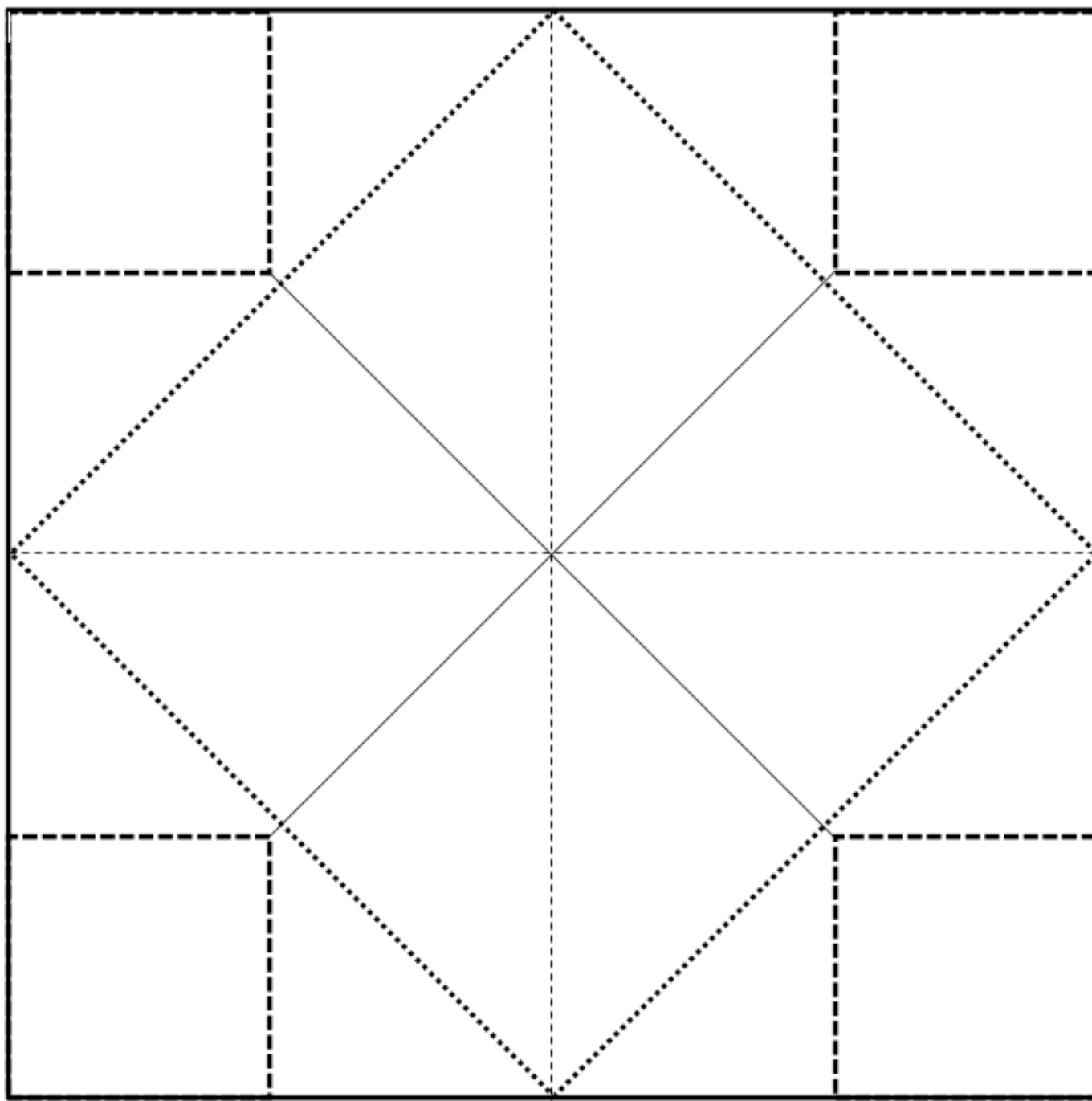
It's
sunny.



Questions – matching (Answers)

1. How old are you?	10
2. What's your name?	Fred
3. When's your birthday?	2 nd April
4. Where do you live?	England
5. How many brothers and sisters have you got?	Two brothers
6. Have you got any pets?	Yes, a cat.
7. What's your favourite colour?	blue
8. Do you like learning English?	Yes, I do.
9. What's the weather like today?	It's sunny.
10. How much homework do you do?	One hour

Chatterbox template



Source: [tes.com](https://www.tes.com)

cambridgeenglish.org/starters

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