

A1 Movers Speaking Part 2 extension – describing a picture

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 – Describing a picture’ task.

Time required:	40 – 60 minutes
Materials required:	<ul style="list-style-type: none"> ▪ Pictures ▪ Handout 1 (Comic strip template) ▪ Handout 2 (Comic strip cut outs) ▪ Handout 3 (Sample exam task) ▪ Scissors and glue (face to face students), or link to jigsaw: https://im-a-puzzle.com/a1_movers_speaking_describing_a_picture_7hdDFVBI.puzzle (online students)
Aims:	<ul style="list-style-type: none"> ▪ To review A1 Movers vocabulary. ▪ To help students describe a picture and tell a story.

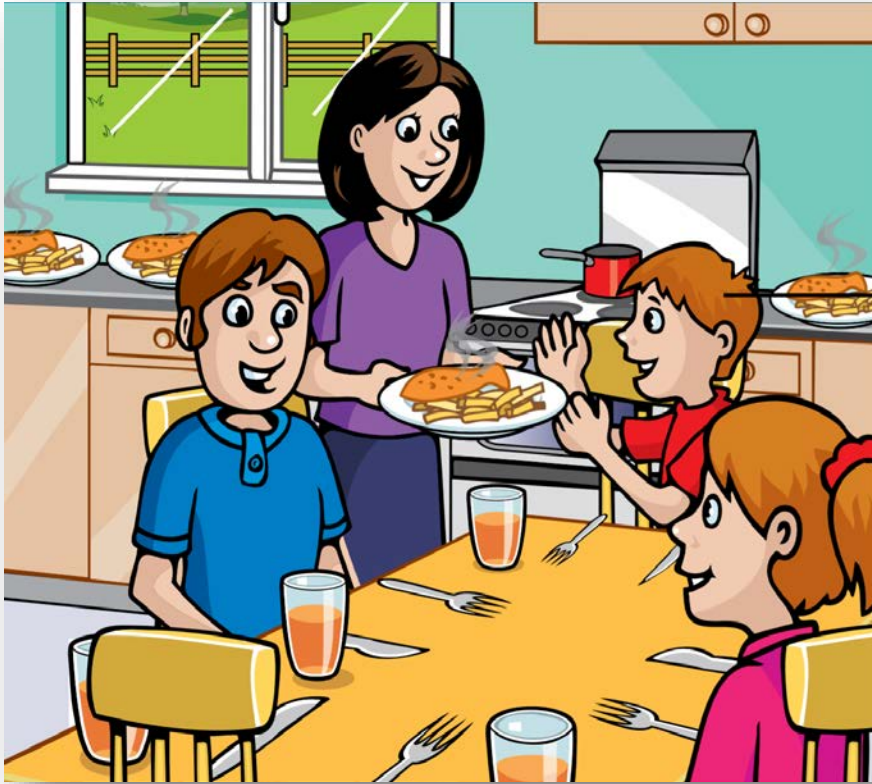
Procedure:

Lesson Stages	Online options
<p>Welcome</p> <p>Greet students and demonstrate a greeting game:</p> <p>Direct greeting to a strong student: “Hello, I’m [your name] and my favourite food is [your favourite food], how about you?”</p> <p>For example, “Hello I’m Marta and my favourite food is pizza, how about you?”</p> <p>Encourage the student to introduce themselves to another student in the same way.</p> <p>Repeat until everyone has shared their name and favourite food.</p>	<p>Ask your students to do this by turning their microphones on.</p>
<p>Setting the scene</p> <p>Put students into groups of 3 or 4 (grouping children of a similar ability level).</p> <p>Give each group a cut-up version (a jigsaw) of <u>Picture 1</u>, ask them to use the glue, sticking the pieces onto a sheet</p>	<p>Share the jigsaw link with students. Ask them to complete the puzzle</p>

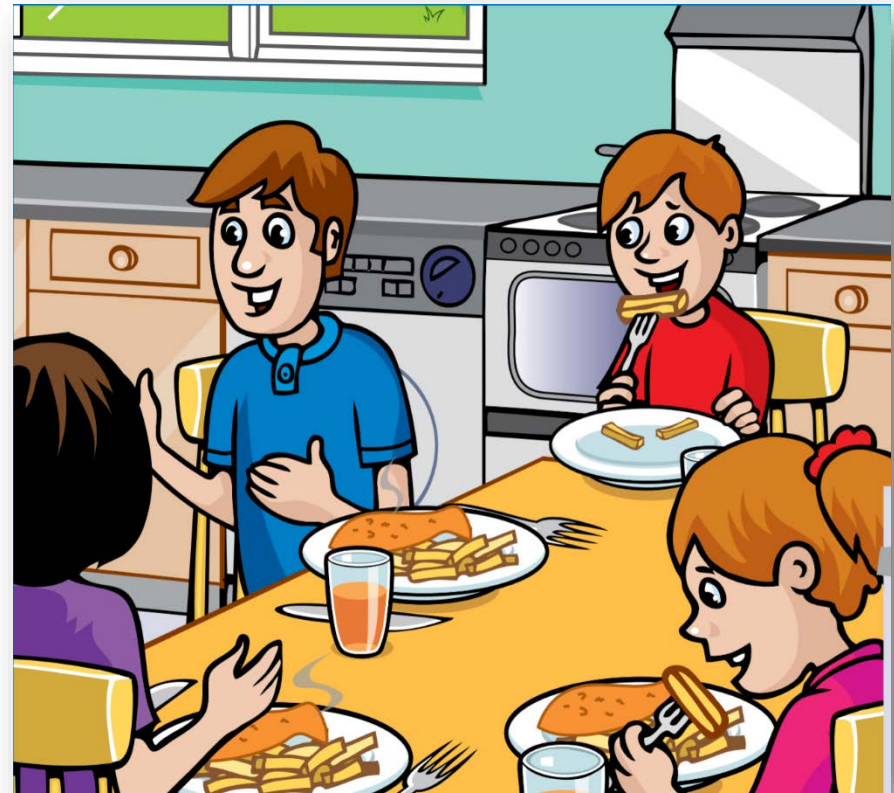
<p>of paper to make the picture.</p> <p>Show the class <u>Picture 1</u> so they can check their answers.</p> <p>Ask students to discuss and tell you:</p> <ul style="list-style-type: none"> • Who the people are: <i>a family; mother, father and children</i> • Where they are: <i>they are in the kitchen 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> 	<p>individually.</p> <p>Using your platform's chat, ask students the three follow up questions.</p>
<p>Vocabulary race</p> <p>Display <u>Picture 1</u> and choose two strong students. Ask them to point to the table. Award a point to the fastest student. Repeat with 'girl' and 'window'. Tell the class they will do the same activity in their groups.</p> <p>Compete activity, checking the correct answers after each word:</p> <p>fish, family, father, boy, chips, chair, T-shirt, mother, drink (you can add more).</p> <p>Congratulate each group's winner.</p>	<p>Put students into groups containing a range of ability levels.</p> <p>Share the picture using your platform's whiteboard – or by holding it up to your webcam.</p> <p>Choose one student from each group (of a similar ability level).</p> <p>Point to part of the picture and ask students to race to type the name of the object. Award points to the first correct answers.</p> <p>Choose new students and repeat.</p>
<p>Describing pictures</p> <p>Give each group another picture (<u>Picture 2, 3 or 4</u>). Ask them if their new picture is the same as the first picture. (it is similar – but different).</p> <p>Tell groups to discuss their new picture. They should think about:</p> <ul style="list-style-type: none"> • Where things are. • What each person is doing. <p>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.</p>	<p>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:</p> <ul style="list-style-type: none"> • The boy is... • The girl is... • The woman is... • The man is...
<p>Telling a story</p> <p>Make new groups with students who discussed each of the pictures.</p> <p>Display the four pictures. Ask students to individually think about the best order for them.</p> <p>Tell students to share their ideas with their groupmates – before agreeing on a story.</p> <p>Ask groups to share their ideas. After listening to each group's story, ask the class to suggest some possible dialogue (what may the characters say?)</p>	<p>If you are able to safely manage breakout rooms then use them in this stage so students can discuss a possible storyline.</p> <p>Otherwise ask students to think individually, before asking for volunteers to turn on their microphones and share ideas with the whole class.</p>

<p>Making a comic strip</p> <p>Give students a copy of <u>Handout 1</u>, together with individual copies of the pictures and a selection of speech bubbles (<u>Handout 2</u>).</p> <p>Ask students to add the pictures and speech bubbles to <u>Handout 1</u> to create their own comic strip. Dialogue should be added to the speech bubbles – provide support.</p> <p>Fast finishers can be encouraged to extend the story.</p>	<p>This stage can be completed as an individual assignment outside of a ‘live’ lesson. Alternatively share <u>Handouts</u> with parents so students can complete them with scissors and glue.</p> <p>Photos of completed comic strips can be added to a shared space, for example a Padlet (www.padlet.com).</p>
<p>Reading comic strips</p> <p>Display the comic strips around the class, being sure to praise those who have made an effort (not just the ‘best’ ones).</p> <p>Ask students to read the other comic strips, marking the feedback sections with a smiley face if they thought it:</p> <ul style="list-style-type: none"> • was funny • had a nice story • used interesting words or good English. <p>Congratulate students and ask them to collect their comic strips.</p>	<p>Ask students to read and comment on each other’s comic strips, giving feedback on what they liked about each.</p>
<p>Exam practice</p> <ol style="list-style-type: none"> 1. Provide additional exam practice with <u>Handout 3</u>. Put students in pairs and ask them to take turns describing the individual pictures. 2. Share ideas as a whole class, encouraging students to make links between the pictures and make a story. 	<p>Add images from <u>Handout 3</u> to a shared document (www.padlet.com), and ask parents to post voice recordings of their child describing each image as replies.</p>

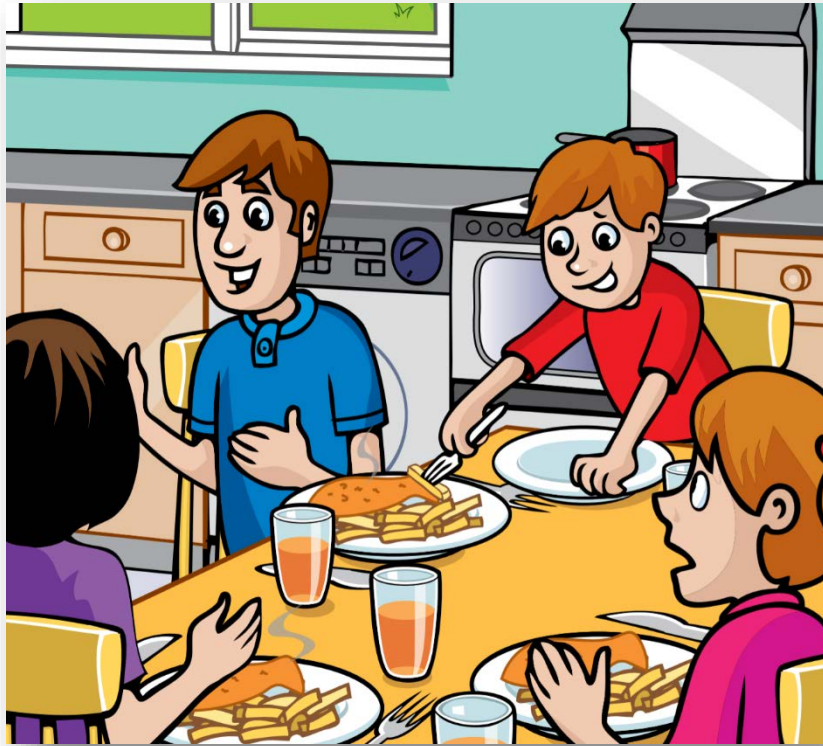
Pictures



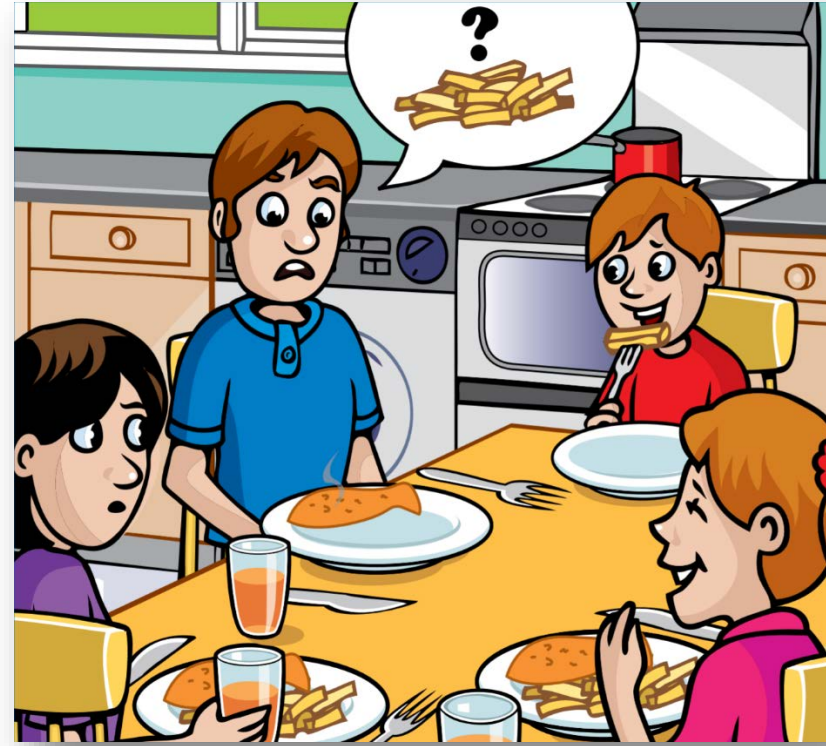
(Picture 1)



(Picture 2)



(Picture 3)



(Picture 4)

Handout 1 | Comic strip template

1	2	3
4	5	6

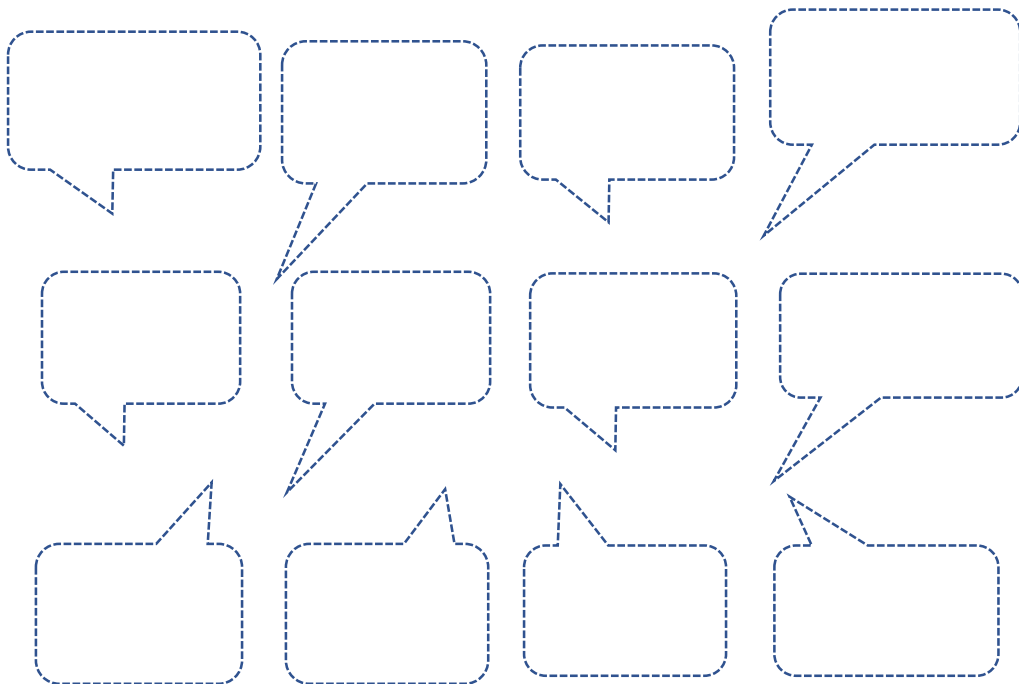
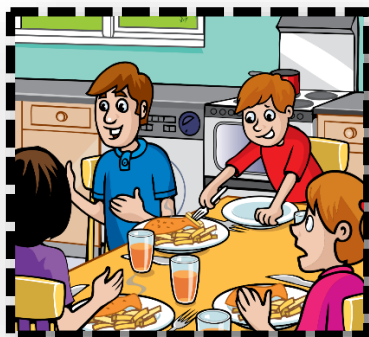
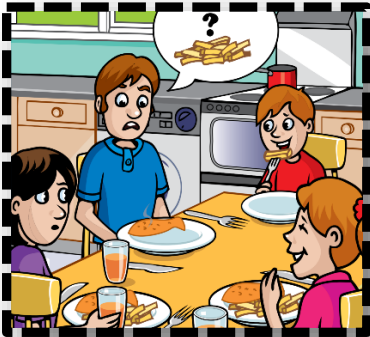
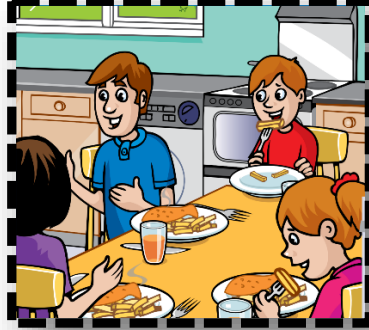
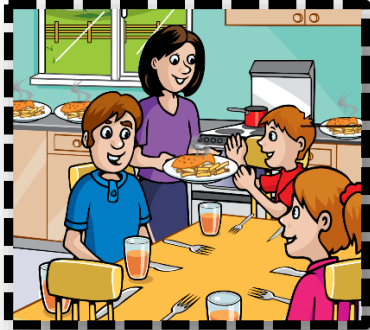
Feedback (from other students)

It is funny!

I like the pictures (or story)

It uses good words.

Handout 2 | Comic strip cut outs



Handout 3 | Sample test

