



Lesson plans

A1 Movers Speaking Part 1 – Teacher’s Notes

Description

This activity gives students practice in talking about differences between two pictures.

Time required: ⌚ 15–20 minutes.

Materials required: ▪ *Student’s Worksheet (one copy for each pair of students)* 📄 .

Aims:

- *to introduce students to Part 1 of the A1 Movers Speaking test and to the task type*
- *to encourage students to work together*
- *to practise language of asking someone to repeat themselves.*

Procedure

1. Introduce the activity

- Before the lesson, choose a picture, in colour, from a previous unit in your course book, which shows a scene in which different things are happening.
- Tell the students that they are going to talk about pictures today and then they are going to try part of the A1 Movers Speaking test.

2. Useful language

- On one side of the board, write some questions the examiner will ask at the beginning of the test, e.g.:
 - *What’s your name?*
 - *How old are you?*
- On the other side of the board, write some different sentence stems that may be useful for describing what you can see, e.g.:
 - *Here, there is / there are ...*
 - *It’s raining / windy / sunny*
 - *The man / woman / boy is eating a banana*

3. Practice

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- Tell students to practice asking their classmates their name and age. Model with one or two students to start.
- Tell students to look at the picture you chose before the lesson and to tell you what they can see. Provide a few examples, if necessary.
- Elicit about ten or twelve sentences from students depending on the detail in the picture. Encourage them to look closely, using prompts if necessary.

4. For example:

5. **Teacher asks:** *Can you see the bike in the park?*

6. *Where is it?*

7. *What colour is it?*

8. **Students answer:** *The bike in the park is under the tree.*

9. *It is green and yellow.*

- Students should be able to describe a number of different aspects of the picture, e.g. *colour, size, number, appearance, activity, position.*

10. Student's Worksheet

- Put students into pairs. Hand out a copy of the **Student's Worksheet** to each pair.
- ⌚ Tell students to study the pictures for **2** minutes without speaking and to look for differences between them. (They can point to show their partner the differences, but they can't speak.)
- Tell students that there are 7 differences.
- **Note:** In the real test, students will have to identify 4 differences between the pictures.
- After **2** minutes, tell students they can talk about the differences in their pairs.
- Provide an example on the board to help them.

11. For example:

12. *In this picture / Here (pointing) the boy is ... but in this picture / here he is ...*

- ⌚ Give them about **4–5** minutes to talk about the differences. They don't have to write them down as they need to focus on speaking.
- Elicit the differences from different pairs. Prompt students to use appropriate classroom language when listening to each other.

13. For example:

➤ *I don't understand*

➤ *Can you repeat that, please?*

➤ *Sorry?*

- Stress to students that there is more than one way of talking about the differences.

14. For example:

➤ *The boy's eating a sandwich in this picture but in this one he's eating some chips.*



- *Here he's eating sandwich. Here he's eating chips.*
- *Here sandwich, here chips.*

15. Simple language is acceptable though you should encourage students to say more if they can.

16. Important things to remember

- At the end of the activity, ask the students the following questions:
 - *What should you say to the examiner at the start of the test? (Hello)*

17. You may also want to tell the students that there will be one examiner and one child in the test, i.e. **they will not do the test with a partner.**

- *How many pictures will you look at in Part 1 of the test? (2)*
- *How many differences do you have to find? (4)*
- *What should you say if you don't understand? (e.g. I don't understand / Can you repeat that, please? / Sorry?)*

18. This shows good knowledge of English.

19.

Suggested follow-up activities

- Students write the differences in their notebooks using the example you gave them in **Step 4.**
- The activity described in **Steps 1–3** is a useful activity to do with the class on a regular basis to get students used to looking for details and describing pictures.

20.

A1 Movers Speaking Part 1 – Answer Key

Key to Procedure Step 5

Possible answers:

- *In this picture it's cloudy. In this picture it's sunny. Or Here, there are clouds in the sky. Here, there aren't any clouds.*
- *The bottles in this picture are in front of the rock. There, they are behind the rock.*
- *The girl's playing with a ball in this picture. In that picture, she's playing with a toy boat.*
- *In this picture, the girl is wearing a watch. In that picture, she isn't wearing a watch.*
- *The boy is eating with both hands here. There he's eating with one hand.*
- *Here, there are five fish. Here, there are four fish.*

A1 Movers Speaking Part 1 – Student’s Worksheet

Original can be found in the A1 Movers Speaking Sample Paper, which can be downloaded from:

<http://www.cambridgeenglish.org/images/movers-sample-papers-2018-vol1.pdf>

Look at the two pictures.
How many differences can you find?



MOVERS SPEAKING. Find the Differences

A1 Movers Speaking Part 1 – Teacher Support Page

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Additional information about the A1 Movers Speaking test

There are three areas that are assessed in the A1 Movers Speaking test:

- **Reception** – listening and interaction
- **Production** – appropriacy, how quickly they respond, how much they say
- **Production** – pronunciation.

Each criterion carries a maximum mark of 3.

In the test, each student is taken into the examination room by an usher. The usher is someone who speaks the student's first language and who is possibly known to the student, e.g. a teacher. The usher explains the test format in the student's mother tongue, before taking the student into the examination room and introducing him/her to the examiner.

A1 Movers is aimed at students who have some experience of speaking English and probably also have some experience of test situations. A1 Movers builds on the foundations laid at Starters level by asking the students to give **more extended responses** (e.g. describing a picture) as well as **showing their comprehension** (understanding) of what the examiner says. Candidates may be asked questions such as *Where do you go after school?* or *Tell me about your favourite sport.*

At this level, candidates are expected to answer with greater expansion than at Starters level, and to answer reasonably promptly, although they will not lose marks for taking their time to think in tasks such as *Tell the Story* (Part 2), or *Find the odd-one-out* (Part 3).