



Lesson plans

A1 Movers Speaking Part 2 – Teacher’s Notes

Description

This activity gives students practice in describing pictures before they do a sample task from the A1 Movers Speaking test.

Time required: ⌚ 20–25 minutes.

Materials required:

- Sample Task, (one copy for each group of 3 students) 📄
- (Taken from **A1 Movers Sample Paper**)
- A1Movers Sample Paper downloaded from the website 🖨

<http://www.cambridgeenglish.org/exams/young-learners-english/movers/preparation/2018-update/>

Please download the **Sample Paper** for this lesson.

Aims:

- to introduce students to Part 2 of the A1 Movers Speaking paper and to the task type
- to give students practice in describing pictures
- to give students practice in using language asking for repetition and clarification.

Before the lesson

- Choose about **4 pictures** from the course book to practise descriptions.
- They do not have to be on the same page or even in the same unit, but they should be in units that students have already studied.
- Select pictures which **show people doing actions** and which **contain objects and colour**, e.g. a kitchen scene with a family eating breakfast or a café scene with people eating and ordering.

Procedure

1. Introduce the activity

- Greet the students by saying, e.g. *Hello, everyone*. Prompt students to reply *Hello* to you.
- Tell the students that they are going to talk about pictures today and then they are going to do a sample task from the A1 Movers Speaking test.
- Ask students to open their course books and look at the first picture you have chosen.

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- Depending on the ability of the class, either, ask different students to describe the picture for you, or provide a model by describing the picture for the class.

Use a range of the following structures:

- the present continuous of some action verbs
- the present simple of the verb *to be*
- *have got*
- the modals *can/can't* and *must/mustn't*
- expressions to describe simple feelings, e.g. *She is unhappy.*

If you describe the picture, then ask students to describe it back to you afterwards.

- Ask students to look at the other three pictures. In pairs they describe each of the pictures orally.
- Elicit descriptions from the students for **each** picture.
- Prompt students to use appropriate classroom language when listening to each other's descriptions, as well as using this language yourself.

For example:

- *I don't understand.*
- *Can you repeat that, please?*
- *Again, please.*
- *Sorry?*
- Encourage students to repeat what they have said **themselves**; don't repeat their sentences for them too quickly.
- The descriptions **do not have to be long**: 3 or 4 sentences are enough.
- Students should use the range of language you provided in the model. If students do not do this, prompt them by asking them questions, e.g. *Do you think he is happy? / Can he see the bird in the tree?*

2. Sample Task

- Divide the class into groups of three.
- Hand out a copy of the **Sample Task** to each group.
- Tell them that this is a task from the second part of the A1 Movers Speaking test.
- Tell students to look through the whole story silently first. Then ask them:
 - *How many pictures are there? (4)*
 - *Are the pictures connected? (Yes, they make a story.)*
 - *What do you think you have to do? (Children have to describe each picture in the story.)*

They do not have to show story telling skills or develop a narrative. For example, they do not have to use *first, then, next, after that*.

- Quickly elicit some of the things/people they can see in the pictures.
- Provide a description of the first picture (**the examiner provides this in the test**).
Fred is in the kitchen. It is dinner time. He's got fish and chips for dinner. His mum's saying 'Here's your dinner, Fred.'
- Students then continue to describe the pictures in their groups. Monitor and help with ideas if necessary.
 - Elicit the descriptions of the other three pictures first from one group of three, and then from another.
 - The descriptions do not have to be long, but should contain a range of structures as mentioned in **Step 1**.
 - If the rest of the class do not hear or do not understand something the other students say, prompt them to use the appropriate classroom language. (Again, see **Step 1**).

3. Important things to remember

- At the end of the activity, ask the students the following questions:
 - *How many pictures will you look at in Part 2 of the test? (4)*
 - *What should you say if you don't understand? (e.g. I don't understand / Can you repeat that, please? / Sorry?)*
This shows good knowledge of English.
- Remind students that:
 - they should take their time to look at the pictures and should not worry if they don't understand the 'story'; they should still try and describe what they can see
 - the examiner will start the story by talking about the first picture
 - they should try to talk about different things in the pictures, e.g. what people are doing, what they can/can't or must/mustn't do, how they are feeling
 - they can point to the pictures as they talk about them if they can't remember how to say something in English.

You may also want to remind 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.

Suggested follow-up activities

1. Students can work in pairs and write the story in their notebooks.
2. With other picture stories like this, you can cut up the pictures before you give them to groups of students. The groups sequence the pictures to make a story. When students do this activity, you may find that groups of students do not all end up with the same sequence or story. This is not a problem. It encourages students to be creative and to use a variety of language.

A1 Movers Speaking Part 2 – Answer Key

Key to Procedure Step 2

Possible answers:

- **Picture 2:** Fred and his family are at the dinner table. Fred's brother is chatting to his mum. Fred and his sister are eating their dinner. Fred only has three chips left.
- **Picture 3:** Fred hasn't got any dinner left. He looks hungry. He is taking some chips from his brother's plate. His brother can't see him because he is talking to his mum. His sister looks surprised.
- **Picture 4:** Fred's brother is looking at his plate. He must be angry. He doesn't know where his chips are. Fred's sister is laughing and Fred is eating chips. Fred's mum doesn't know what happened.

A1 Movers Speaking Part 2 – Sample Task

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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>

Fred loves food

Fred

MOVERS SPEAKING. Picture Story

TEST ONE

A1 Movers Speaking Part 2 – Teacher Support Page

Additional information about the A1 Movers Speaking test

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

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- **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).

