

A1 Movers Reading and Writing Part 2

Description

This lesson plan has been designed to help students prepare for A1 Movers Reading and Writing Part 2. 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 construct and read a dialogue. They do this by reading written descriptions before constructing their own. Further practice is provided with an A1 Movers Reading and Writing Part 2 task.

Time required: 40 – 50 minutes

Materials required:

- Flashcards
- Handout 1
- Handout 2
- A1 Movers Reading and Writing Part 2 (pages 44 & 45)
<https://www.cambridgeenglish.org/Images/423014-cambridge-english-young-learners-sample-papers-2018-volume-2.pdf>

Aims:

- To review A1 Movers vocabulary.
- To help students read a dialogue and select appropriate replies to questions about television and films.

Procedure:

Lesson Stages	Online options
<p>Welcome</p> <p>Greet the students.</p>	
<p>Vocabulary challenge</p> <p>Put students into groups.</p> <p>Cover <u>Flashcards</u> with a sheet of paper, then when holding them up (so all students can see them) slowly move the covering sheet of paper to reveal a small part of a flashcard image. Ask students to guess what the picture is.</p> <p>Award points to the first group to guess correctly, repeat with the other flashcard pictures.</p>	<p>Use your platform's whiteboard to display the picture – and a drawing object to cover it.</p> <p>Otherwise, print <u>Flashcards</u> and use another sheet of paper to do this stage over your webcam.</p>
<p>Meeting Daisy and Paul</p> <p>Introduce the characters, Daisy and Paul using the picture at the top of <u>Handout 2</u>. Ask:</p> <ul style="list-style-type: none"> • Who is Paul? (the boy) Who is Daisy? (the girl) 	<p>Share <u>Handout 1</u> with students' parents before the lesson, so they can print and provide</p>

<ul style="list-style-type: none"> • Are they teachers? (no, pupils/children) • Are they in school? (no, walking to school) • Are they friends? (yes) • Are they talking? (yes) <p>Tell students they will see some sentences from Daisy and Paul's conversation. They will see some pictures too. They must match the pictures and sentences.</p> <p>Give out <u>Handout 1</u>. Ask students to match the pictures to the sentences. Do an example together.</p> <p>Ask students to compare and explain their answers to a partner.</p> <p>Check answers, asking students which words helped them match the picture.</p>	<p>copies of the worksheets.</p> <p>Alternatively display <u>Handout 1</u> on a collaborative whiteboard (for example, https://jamboard.google.com/) and ask students to respond to you questions in the chat before drawing lines between the pictures and Paul's questions.</p>
<p>Daisy's replies</p> <p>Tell students the sentences on <u>Handout 1</u> are part of a conversation (2 people talking). Ask students if they can see Daisy and Paul's words (no, only Paul's).</p> <p>Write "What did you do last night, Daisy?" on the board.</p> <p>Ask students if this is a question about now, or the past (the past), then ask students to suggest possible replies. Write suggestions on the board, making corrections if necessary.</p> <p>Put students into teams. Tell students they will have a competition, trying to think of Daisy's other replies.</p> <p>Display another of Paul's sentences/questions from <u>Handout 1</u>. Give teams 2 minutes to think of Daisy's reply. You could ask students to tell you the reply, or very strong ones to write it. Award points accordingly:</p> <ul style="list-style-type: none"> • A good idea - 1 point (they thought of something) • A correct reply – 2 points (it is grammatically correct) • You can also give extra points for interesting or longer replies. <p>Repeat with Paul's other questions/sentences from <u>Handout 1</u>, totalling up points and celebrating winners at the end.</p>	<p>If you are able to safely manage breakout rooms, use them for this stage so students can share ideas and discuss answers.</p> <p>Otherwise, after giving individual thinking time, choose a different student to share their reply to each question – either by turning on their mics and speaking, or typing suggestions into the chat.</p>
<p>Exam task</p> <p>Give a copy of <u>Handout 2</u> to students.</p> <p>Tell them that only one of Daisy's replies is correct. Two are incorrect. Students must circle the correct one. Do the example together before asking students to complete the task individually.</p> <p>Ask students to compare and explain their answers to a partner.</p> <p>Check answers. Make a note of questions that lots of students found difficult and follow up in future lessons.</p>	<p>Share handouts with parents, or students through your platform before the lesson.</p> <p>If students are unable to write on printed handouts, ask them to look at a copy on their screen while writing answers in a notebook.</p>

<p>Disappearing dialogue</p> <p>Tell students they will practise speaking. Ask students to choose whether they want to be Paul or Daisy. Split them into two groups.</p> <p>Display the dialogue on the board and ask the groups to say their lines after you. Be as expressive as possible (make it fun!) and encourage students to copy your gestures.</p> <p>Repeat several times, but each time remove/cover a few more words, so students speak more independently without a script.</p>	<p>Ask students to choose a role: Paul or Daisy.</p> <p>Prompt 'Pauls' to say their lines (from <u>Handout 2</u>) a few times after you, but with their microphones turned off. Repeat with 'Daisys'.</p> <p>Tell students to read through the whole dialogue. Turn students' microphones on/off so 'Pauls' and 'Daisys' can be heard at the right times.</p> <p>Repeat with different students.</p>
<p>Homework / extension task</p> <p>Ask students to complete a further A1 Movers Reading and Writing Part 2 test:</p> <p>https://www.cambridgeenglish.org/Images/423014-cambridge-english-young-learners-sample-papers-2018-volume-2.pdf (pages 44 & 45)</p>	

Flashcards



Curly hair



A cinema (watching a film/movie)



Watching something funny



A pirate

Handout 1 | Match the pictures

1. **Paul:** What did you do last night, Daisy?

2. **Paul:** Did you see the film about pirates?

3. **Paul:** Which was your favourite pirate in the film?

4. **Paul:** Was he the one with long, curly hair?

5. **Paul:** I like films which are funny.

6. **Paul:** How about going to see 'Treasure Train' at the cinema?
That's very funny.

7. **Paul:** Let's ask Fred to go with us.

A.



B.



C.



D.



E.



F.



G.



Part 2

– 6 questions –

Read the text and choose the best answer.



Example

Paul: What did you do last night, Daisy?

- Daisy:**
- A I watched television.
 - B I'm watching television.
 - C I don't watch television.

Questions

1 **Paul:** Did you see the film about pirates?

- Daisy:**
- A Yes, so do I.
 - B Yes, it was great.
 - C Yes, that's him.

Answers: Handout 1 | Match the pictures

1. **Paul:** What did you do last night, Daisy?

A.



2. **Paul:** Did you see the film about pirates?

B.



3. **Paul:** Which was your favourite pirate in the film?

C.



4. **Paul:** Was he the one with long, curly hair?

D.



5. **Paul:** I like films which are funny.

E.



6. **Paul:** How about going to see 'Treasure Train' at the cinema? That's very funny.

F.



7. **Paul:** Let's ask Fred to go with us.

G.



Handout 2 | **Exam task**

Example: A

1: B

2: C

3: B

4: A

5: B

6: A