

A1 Movers Listening Part 3

Description

This lesson plan has been designed to help students prepare for A1 Movers Listening Part 3. This lesson plan can be delivered face to face or online. The 'online options' column gives teachers ideas on how the stages could be adapted for teaching online.

In this lesson, students review and practise family vocabulary through a wordsearch and recognition practice. They complete a Listening Part 3 task (matching) and follow up with speaking practice.

Time required: 45 minutes (can be extended or shortened as required)

- Materials required:**
- A1 Movers sample task (see below - sent to parents in advance and printed if possible)
 - Prepared presentation/PowerPoint slides
 - Family wordsearch worksheet (see below - sent to parents in advance and printed if possible)
 - A picture of your family, or a picture of a famous/cartoon family.
 - Ask parents to provide children with scrap paper or a board pen and homemade mini whiteboard (blank paper in a plastic sleeve) that can be wiped clean
 - **Audio recording - A1 Movers Listening Part 3 exam**
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- Aims:**
- to review and practise family vocabulary
 - to complete a practice A1 Movers Listening Part 3 task
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Procedure

| Lesson Stages | Online options |
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| Greet the students as they arrive. | Check they know how to switch their audio and video on. |
| <p>Warmer - family wordsearch</p> <p>Display the wordsearch. Point to the example. Students find the other family words and cross them off the word list as they find them.</p> <p>For extra support, circle more words as examples so that children have fewer words to find.</p> <p>To add challenge, remove the word list. Students try to find family words and write the words they find under the puzzle. You could set a time limit to see how many they can find in 2 minutes, for example.</p> | <p>Share your screen.</p> <p>Send the worksheet to parents in advance to print/open on the students' screen.</p> <p>Students can do the wordsearch individually. Or, as a class, you could use Annotate and they can</p> |

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| <p>Answers (see Materials)</p> <p>As you check answers, model and drill the words. This helps to prepare students for the next activity.</p> <p>Ask questions to check understanding. For example: <i>“Is a cousin a boy or a girl or both?”</i> (both - a boy or a girl) <i>“Who is your uncle’s wife?”</i> (aunt) <i>“Your grandmother and grandfather are your ...?”</i> (grandparents)</p> <p>For extra support, point to the pictures on the worksheet to support your questions. For example, <i>“This is a mother and this is her...?”</i> (son)</p> | <p>draw lines/highlight the words as they find them.</p> <p>Students can type the words in the chat as they find them in their puzzle.</p> <p>Use your mouse to give hints about where the hidden words are.</p> | | | | |
| <p>My family story</p> <p>Show a family photo or choose an image of another family from the internet.</p> <p>Tell students you are going to tell a story about your family (or another family). When they hear a family word (like the ones from the wordsearch) they give you a signal to stop. Ask them which family word they heard.</p> <p>Tell your story naturally but slowly enough for learners to pick out the family words. You could make your story funny, use an animal family, a cartoon family, or a famous family that your students know.</p> <p>The story could go something like this:</p> <p><i>“I’m going to tell you about some people in my family that you can see in this photo. First of all, the person on the left is my brother, Mohammed, he’s a teacher and he lives in...”</i> Children should signal for you to stop when they hear <i>“brother”</i>.</p> <p>For extra support, display family words on the board as you tell the story.</p> <p>To add challenge, don’t display the words. Students write the word(s) they hear.</p> <p>This helps students with word recognition of family members and prepares them for the listening task.</p> <p>Optional game – for more recognition practice</p> <p>Write the family member words on the board where children can reach them. Divide students into two (or more) groups, A and B, with no more than 8 students in each. Children line up in their groups in front of the board. Say a family word. The children at the front run to the board and try to be the first one to touch the word they heard.</p> <p>Children can take it in turns to be teacher, and lead the activity by saying the words.</p> | <p>To signal they have heard a word, children could:</p> <ul style="list-style-type: none"> - raise hands (physically or virtually) - stand or jump up - say ‘Stop!’ or another word they choose - clap - Use Annotate to stamp on the whiteboard <p>Children could type the word they hear in the chat, on scrap paper, or on a mini whiteboard.</p> <p>If you are displaying the word, they could use Annotate to circle the word they heard. Or, they could say it.</p> <p>Children could copy the words onto their scrap paper or mini whiteboard and race to be the first to circle and hold up the word, or type it in the chat.</p> | | | | |
| <p>Listening</p> <p><u>Preparation - vocabulary</u></p> <p>Display pictures A to H from the task, one by one. For each picture, ask <i>“What’s this?”</i> to elicit key vocabulary for the listening task:</p> <table border="1" data-bbox="92 1865 1177 1951"> <tr> <td data-bbox="92 1865 635 1910">A cooking</td> <td data-bbox="635 1865 1177 1910">B dancing, music</td> </tr> <tr> <td data-bbox="92 1910 635 1951">C walking in the mountains</td> <td data-bbox="635 1910 1177 1951">D swimming pool</td> </tr> </table> | A cooking | B dancing, music | C walking in the mountains | D swimming pool | <p>Students could write on paper/mini whiteboard. Or, they could type using Annotate.</p> |
| A cooking | B dancing, music | | | | |
| C walking in the mountains | D swimming pool | | | | |

| | |
|------------------|-------------------------|
| E skates | F movies, cinema, films |
| G fishing, river | H sailing boat |

Model and drill the words, so that children are prepared to hear them in the listening.

For extra support, write the words under the pictures as you elicit them.

Listening - example

Tell students that they are going to listen to a teacher and a boy talking about family hobbies. Show the question sheet. Say: *"Listen to the example. Don't write."*

Play the audio. (Start at 10:30 - *"Part 3."* Stop after *"Can you see the letter H?"* - 11:22). As you hear *uncle* and key words *parents* and *sailing boat* on the audio, highlight picture H and the answer H in the box on the sheet.

Listening

Set the task: *"Listen and write a letter in each box"*.

Play the audio. (Start at 11.23 - *"Now you listen and write a letter in each box"*. Stop after *"Yes, I do"* - 13:29).

Play the audio again. Children can check their answers in pairs.

Answers (see **Materials**)

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|--------------|---|
| Her uncle | G |
| Her son | F |
| Her cousin | D |
| Her brother | B |
| Her daughter | A |

If necessary, play the audio as you check answers, stopping after each answer and checking with students what they wrote.

Give lots of praise and encouragement for good tries and correct answers.

For extra support, the first time you play the audio, ask children to tick the hobbies they hear (all of them). For some people, they will hear more than one hobby mentioned.

Point out that there is only one box for each person. The second time they listen they need to identify which one is the hobby. For example, for the brother the audio is:

"What's his favourite hobby? Walking in the mountains? I know you do that sometimes"

"No. He loves dancing."

Share your screen and use your mouse or Annotate to highlight.

Share your computer sound.

Use your mouse or Annotate to highlight.

If you can monitor children safely, use breakout rooms for the paircheck.

Ask students to hold up their worksheets so you can see their answers. If it's unclear, ask parents to send a photo of the answers afterwards.

Share your screen to check answers.

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| <p>Choose one or more of the following activities to consolidate the lesson:</p> <p>Speaking – answering questions</p> <p>Show the pictures A to H.</p> <p>Point at the different items in the pictures. Ask questions about the pictures, followed by personal questions. For example: <i>“What’s this? What colour..? How many..? Do you have..? Do you like...?”</i></p> <p>Involve all children by alternating a whole class question with a personal question. For example, Picture A point at the boots:</p> <p><i>“Class, what are these?” (boots)</i></p> <p><i>“[name], what colour are the boots?”</i></p> <p><i>“Class, do you have boots?” (Yes/no)</i></p> <p><i>[another name], What colour are your boots?”</i></p> <p>This helps to prepare students for the speaking tasks (describe a question, answer personal questions).</p> <p>You could do the same with the pictures of people on the question sheet.</p> <p>Speaking game – describe it/Guess who</p> <p>Describe one of the pictures. Children listen and say which picture you are describing. For example: <i>“It’s inside. There’s a screen. People are sitting” (F – cinema).</i></p> <p>You could do the same with the pictures of people on the question sheet, to practise vocabulary for describing people.</p> <p>To add challenge, children can describe a picture for the rest of the class to guess. Or, they can ask each other questions about the pictures in pairs, like <i>“Do you like...ing? Why?”</i> You could elicit and write the questions on the board to help.</p> | <p>Use breakout rooms.</p> |
| <p>Homework</p> <p>Students could create their own wordsearch (see Materials), using words from today’s lesson. Ask parents to send you a photo of the wordsearch. You can then distribute them to other students and they can do each other’s. They could also create their own wordsearch online, for example using this website.</p> <p>For extra listening practice, send the monkey puzzle game to parents to help children practise listening and identifying free time activities.</p> | |

Materials

Family wordsearch

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| V | O | D | K | U | A | G | R | W | C | S | Y | V | T | F |
| Y | F | R | G | G | M | E | M | A | H | H | F | N | Z | |
| U | R | C | R | L | Z | V | H | G | Z | B | O | U | E | Q |
| R | E | V | E | R | E | H | T | O | M | D | N | A | R | G |
| E | T | N | T | F | P | D | O | I | R | C | O | U | A | Y |
| H | H | O | S | Y | C | A | M | Z | L | P | S | N | P | R |
| T | G | S | I | W | S | Q | R | E | E | G | E | T | D | E |
| A | U | D | S | T | W | D | L | E | Z | D | Z | C | N | T |
| F | A | N | C | N | I | L | Y | K | N | L | I | V | A | H |
| B | D | A | G | R | A | N | D | F | A | T | H | E | R | G |
| F | D | R | Y | P | C | O | U | S | I | N | R | E | G | U |
| N | N | G | I | P | W | J | J | C | Y | D | Y | F | P | A |
| N | A | J | J | I | N | Q | L | W | O | K | B | P | Q | D |
| I | R | U | Y | Y | T | R | E | H | T | O | R | B | G | W |
| V | G | N | W | O | F | T | K | A | N | Q | D | R | P | F |

brother

sister

father

mother

parent

son

daughter

uncle

aunt

cousin

grandmother

grandfather

grandparent

grandson

granddaughter



Part 3

– 5 questions –

Mrs Castle is telling Sally about the people in her family and about their different hobbies. Which is each person's favourite hobby?

Listen and write a letter in each box. There is one example.



her parents



her uncle



her son



her cousin



her brother



her daughter



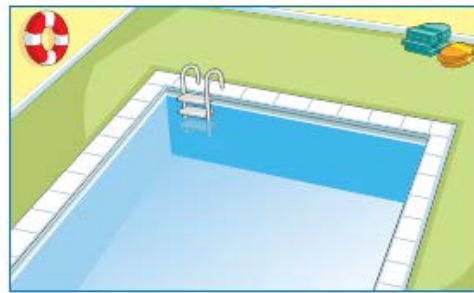
A



B



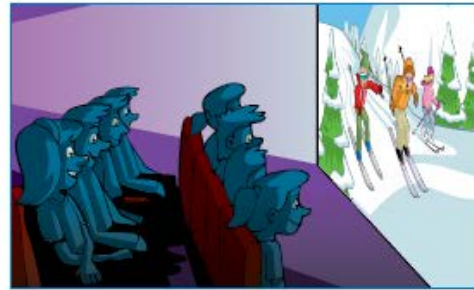
C



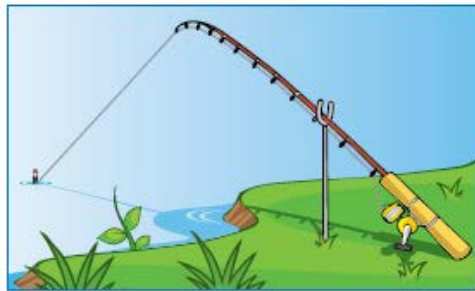
D



E



F



G



H

Audio script

Part 3

Listen and look.

There is one example.

PAUSE 00'03"

R Mrs Castle is telling Sally about the people in her family and about their different hobbies. Which is each person's favourite hobby?

PAUSE 00'03"

Fch Hello, Mrs Castle.

F Hello Sally ... Oh I'm tired. I went to see my parents today. They never stop talking! They told me all about their new sailing boat! They love going to different places in it. It's their favourite hobby!

PAUSE 00'03"

R Can you see the letter H? Now you listen and write a letter in each box.

PAUSE 00'03"

[REPEAT FROM HERE]

Fch What does your son like doing, Mrs Castle? He's in my class at school, I think.

F That's right! He loves movies ... but not watching them on TV ... At the cinema. He often goes with his friends. He likes funny films most. Do you?

Fch Not always ...

PAUSE 00'03"

F I've got a daughter too.

Fch I didn't know that!

F Well, she's three years older than you. We bought her some new skates for her birthday. She's really good, but she enjoys cooking most of all!

Fch Wow!

PAUSE 00'03"

F My uncle enjoys being outside more than inside! He catches me a fish for dinner every weekend! That's his favourite hobby. He lives near a river now. He moved there last year.

Fch Wow!

F Yes. He likes it there. It's easier for him to get to his favourite place really quickly now.

PAUSE 00'03"

Fch Have you got any brothers or sisters?

F I've got a brother.

Fch What's his favourite hobby? Walking in the mountains? I know you do that sometimes ...

F No. He loves dancing. He's got lots of great music at home. He goes to classes on Saturday evenings, too!

PAUSE 00'03"

F I've got a cousin, too. I really like him. He makes me laugh. He loves sport.

Fch Does he?

F Yes. He can swim really well ... on his back or his front. He goes to the pool in Hall Road. Do you go there sometimes?

Fch Yes, I do.

PAUSE 00'03"

R Now listen to Part 3 again.

Answer Key – listening

Her uncle G

Her son F

Her cousin D

Her brother B

Her daughter A

Family wordsearch – Answers

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| V | O | D | K | U | A | G | R | W | C | S | Y | V | T | F |
| Y | F | R | G | G | G | M | E | M | A | H | H | F | N | Z |
| U | R | C | R | L | Z | V | H | G | Z | B | O | U | E | Q |
| R | E | V | E | R | E | H | T | O | M | D | N | A | R | G |
| E | T | N | T | F | P | D | O | I | R | C | O | U | A | Y |
| H | H | O | S | Y | C | A | M | Z | L | P | S | N | P | R |
| T | G | S | I | W | S | Q | R | E | E | G | E | T | D | E |
| A | U | D | S | T | W | D | L | E | Z | D | Z | C | N | T |
| F | A | N | C | N | I | L | Y | K | N | L | I | V | A | H |
| B | D | A | G | R | A | N | D | F | A | T | H | E | R | G |
| F | D | R | Y | P | C | O | U | S | I | N | R | E | G | U |
| N | N | G | I | P | W | J | J | C | Y | D | Y | F | P | A |
| N | A | J | J | I | N | Q | L | W | O | K | B | P | Q | D |
| I | R | U | Y | Y | T | R | E | H | T | O | R | B | G | W |
| V | G | N | W | O | F | T | K | A | N | Q | D | R | P | F |