

A2 Flyers Speaking Part 1

Description

This lesson plan has been designed to help students prepare for A2 Flyers Speaking Part 1. 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 complete a Speaking Part 1 task (find the differences between two pictures). They practise using contrastive stress to prepare for this.

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

Materials required:

- A2 Flyers sample task Find the difference 1A and 1B, and 2A and 2B (see below - sent to parents in advance)
- Prepared presentation/PowerPoint slides

Aims:

- to practise using contrastive stress
- to complete a practice A2 Flyers Speaking Part 1 task

Procedure

Lesson Stages	Online options
Greet the students as they arrive.	Check they know how to switch their audio and video on.
<p>Warmer – Draw and guess</p> <p>Draw one of the key words on the board (see below). Students say the word when they know the answer.</p> <p>Assign another key word to a student. They draw the word for the rest of the class to guess. Continue like this to involve other students.</p> <p>Model and drill any words where the students have difficulty with pronunciation. Write the words on the board as the students guess them.</p> <p>Key words: <i>drinks, fruit, scissors, brush, cake, magazines, toys, books, train.</i></p> <p>This checks understanding of key words needed for the first spot the difference speaking activity</p>	<p>Share your screen. Draw on a shared whiteboard or in an application like Paint or Powerpoint.</p> <p>You could assign a key word by sending it in a private chat message to a student. Students could also type their guesses in the chat.</p>
<p>Pronunciation - contrastive stress</p> <p>Show the Find the difference 1A picture (see Materials).</p>	Share your screen.

Ask “Where’s the...?” to help students identify the key words from the warmer in the picture (*drinks, brush, magazines, toys, books*).

Now show picture 1A and 1B at the same time. Point to 1A, saying “This is **your** picture”. Point to 1B, saying “This is **my** picture.” Say these two sentences, exaggerating the stressed words/syllables as below.

“In **your** picture there’s a woman holding scissors.” (pointing to the first picture)
 “In **my** picture, she’s holding a **brush**.” (point to the second picture)

Ask students: “Which words are stressed? Why?” (*my and brush; to show what’s different*) Use gesture to show the stress. Model and drill the contrastive stress:

my... **my** picture... in **my** picture
brush... a **brush**... she’s holding a **brush**
 In **my** picture she’s holding a **brush**

For extra support, write the example sentences on the board and highlight the stress (underline or use a different colour).

Say another sentence about the first picture: “In this picture, there are magazines on the table.” Elicit the contrastive stress in the sentence “In **my** picture, there’s a **cake**”. Model and drill again, to highlight contrastive stress.

Students can say where the things are, or point using Annotate.

Use your mouse to point.

Speaking task

Show both picture 1A and 1B. Say a sentence about 1A, for example: “In my picture, there are magazines on the table.” By now, students should be ready to say how their picture is different, using contrastive stress: “In **my** picture, there’s a **cake** on the table.”

Continue, until they have identified all the differences between the pictures.

Answers

1A	1B
It’s five o’clock.	It’s half past four.
The woman is holding a brush.	The woman is holding scissors.
The girl on the sofa is the same size as the boy.	The girl on the sofa is taller than the boy.
She’s wearing short trousers.	She’s wearing long trousers.
The man in the green jacket is carrying drinks.	The man in the green jacket is carrying a bowl of fruit.

Share your screen

Students could raise their hand, physically or virtually when they see a difference.

There's a man wearing a blue striped shirt.	There's a man wearing a red striped shirt.	
He's pointing at a cloud.	He's pointing at the sun.	
There are magazines on the table.	There's a cake on the table.	
The box of books on the right.	The box is empty.	
There's nothing on the floor next to the box of toys.	There's a train on the floor next to the box of toys.	
The woman behind the desk is typing.	The woman behind the desk is talking on the phone.	
The man wearing headphones has brown hair.	The man wearing headphones has blonde hair.	
<p>To add challenge, show only picture 1A. Make sure you have picture 1B where students can't see it, but you can. Say some sentences that are the same in both pictures, and some that are different. Students raise their hand if they can see a difference between what you say and what they see in their picture. Ask them to say the difference.</p>		
<p>Speaking task 2</p> <p>For more practice, students can complete another sample speaking task (see worksheets <i>Find the differences 2A and 2B</i> in Materials). You could do this as a whole class activity or in pairs. You could set a time limit.</p> <p>For extra support, check understanding of key words by showing one of the pictures and asking "<i>What's this?</i>" (the same way you did for 1A and 1B).</p> <p>Answers</p> <p>Colour of guard's uniform, time on clock, dinosaur's tail, 1 or 2 gloves, child is awake/asleep, striped/spotted jacket, staircase, spider/mouse under chair, picture of camels/horses, man and women walking towards/away, scarf on lion, colour of umbrella.</p>		<p>If you can safely monitor them, put students into breakout rooms,</p>
<p>Optional extension</p> <p>Game – correct the sentences</p> <p>Read out a 'wrong' sentence. For example: "<i>There are three colours in the rainbow.</i>" Ask students: "<i>What's wrong?</i>" encourage them to say the correct sentence: "<i>There are seven colours in the rainbow.</i>" Encourage them to use contrastive stress.</p>		

<p>Repeat with other examples, like the ones below, or use other sentences personalised to your students. Each time, make sure students use contrastive stress when they correct you:</p> <p><i>Cats have got three legs.</i> <i>You eat breakfast in the evening.</i> <i>Elephants are very small animals.</i> <i>Football is a really interesting food.</i></p> <p>For extra support, display the sentences as you say them.</p> <p>Divide students into pairs. Set the task: “<i>Write five ‘wrong’ sentences</i>”.</p> <p>The sentences could be ‘wrong’ general facts (like in the previous examples) or personal ones, for example <i>My name is... I’m ... years old. My teacher is called...</i> or other facts particular to your lesson, for example <i>It’s sunny today. Yesterday we watched a video in class. There are 10 students in this class today.</i></p> <p>Join pairs to make groups of four. They take it in turns to read them to a partner who listens, and corrects the sentence. Alternatively, pairs can take it in turns to read their sentences for the whole class to correct.</p>	<p>You could ask students to close their eyes while the other students share their screen or hold their sentences up to the camera for you to see.</p> <p>Use breakout rooms both for the preparation and playing the game.</p> <p>Alternatively, students could type their ‘wrong’ sentences in the chat.</p>
<p>Homework</p> <p>Students can write sentences to describe the differences between pictures 1A and 1B and/or 2A and 2B.</p> <p>You could also send parents the link to this spot the difference game for children to practise saying the differences between two pictures (the pictures are also provided in Materials as the Optional Speaking extension activity)</p>	

Materials

Find the differences 1A



Find the differences 1B



Find the differences 2A



Find the differences 2B

