



## Lesson plans

### A1 Movers Listening Part 1 – Teacher’s Notes

#### Description

This activity gives students practice in distinguishing between male and female names from the A1 Movers vocabulary list. The activity is in two parts: in the first part they hear the names and respond, in the second they read the names and classify them.

**Time required:** ⌚ 25 minutes.

**Materials required:**

- Student’s Worksheet, one copy for each student
- A1 Movers Sample Paper downloaded from the website  <http://www.cambridgeenglish.org/exams/young-learners-english/movers/preparation/2018-update/>
- A1 Movers Listening Part 1 recording

**Aims:**

- to introduce students to the range of names used in Part 1 of the A1 Movers Listening test
- to give practice in hearing and reading names
- to focus on different ways of describing a person in a picture.

#### Procedure

##### 1. Introduce the activity

- Tell the students that they are going to play a game. You are going to call out a name and they are going to respond in the following way:

If it’s a **boy’s** name, they put up their **right** arm.

If it’s a **girl’s** name, they put up their **left** arm.

If the name can be used for **boys and girls**, they put up **both** arms.

##### 2. Game

Demonstrate the activity by calling out three names from the following list at random, (choose a girl’s name, a boy’s name and a name that can be used for both):

**Boys:** Ben / Jack / Jim / John / Peter / Tony / Paul

**Girls:** Anna / Daisy / Jane / Lucy / May / Sally / Mary

**Both:** Alex / Pat / Sam / Kim / Nick

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Continue the activity calling out names quickly one after another for students to respond. Notice which names the students are not sure about and repeat these during the game.

## Introduce the Sample Task

- Hand out the **Sample Task** to each student (A1 Movers Listening Part 1, which you downloaded).
- Ask students, *How many names are there on the page?*  
**(Answer – 7: 4 above and 3 below the picture.)**
- Tell students to look carefully at the picture and to decide which are girls' names, which are boys' names and which could be either.
- Tell students to check their ideas with another student.
- Tell students to take out a pencil and a ruler.
- Ask students to read the instructions at the top of the page silently to themselves, and to look at the example given on the page.
- Ask them the following questions to check that they understand what they have to do:
  - *Will you read or listen?* (**Listen**)
  - *Do you have to write anything?* (**No, we have to draw lines**)
  - *Where do you have to draw the lines?* (**Between a name and one of the people in the picture**)
- Ask students to look at the example answer (**Sally**). Elicit as many sentences as possible describing Sally.

For example:

- *She has blond hair.*
- *She is opening a present.*
- *She's wearing a blue T-shirt.*
- *She's wearing glasses.*
- *She's sitting at the table.*

**Establish that the dialogue they hear may describe what a person looks like, their clothes, what they're doing or where they are, to help them identify who the person is.**

### 3. Complete the Sample Task

- Play or read the example dialogue only. Check with students what information is given in the dialogue which helps them decide which girl is Sally (**Answer – the girl who’s opening a present // her hair is blond**).
- If necessary, repeat the example dialogue.
- Tell students that they will now listen to the rest of the dialogue and draw lines between five more names and children. **There is one name they will not need.** Play or read the dialogue once, then allow students to check their answers in pairs before you play or read the dialogue again.
- Check answers with the whole class. If necessary, refer back to the dialogues to identify what information tells them the answer. Make sure students realise they must listen to the whole dialogue before they choose their answer, as the information may come in more than one place.

### 4. Important things to remember

- Students have to read the names silently before they start so that they know which names they will hear.
- Students will hear a dialogue/conversation between an adult and a child.
- Students need to listen very carefully to each description to decide which person is being described.
- Students will hear each dialogue **twice**.
- There is one extra name which they will **not** need to use.

### Suggested follow-up activities

- This activity uses only some of the names children need to know for the A1 Movers test. In subsequent lessons, repeat Steps 1 and 2, making sure you change the list of names to include the other names from the **Pre A1 Starters and A1 Movers vocabulary lists** (in the **Cambridge English: Young Learners 2018 Handbook for Teachers** here: <http://www.cambridgeenglish.org/exams/young-learners-english/movers/preparation/2018-update/>)
- Hand out the **Student’s Worksheet**. Students work in pairs to place the names in the correct column. When students have finished, compare answers in pairs. Draw a grid on the board as on the Student’s Worksheet. Elicit answers from the students and write the names in the columns on the board. Check students pronounce them correctly.

## A1 Movers Listening Part 1 – Answer Keys

### Key to Student's Worksheet

**Girls' names:** *Ann, Anna, Daisy, Jane, Jill, Lucy, Mary, May, Sally, Sue, Vicki*

**Boys' names:** *Ben, Bill, Fred, Jack, Jim, John, Nick, Paul, Peter, Tom, Tony*

**Both:** *Alex, Kim, Pat, Sam*

### Key to Sample Task

#### Part 1 5 marks

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*Lines should be drawn between:*

- 1 Nick boy carrying birthday cake, not walking carefully
- 2 Ben boy sitting on mat, playing with toy truck
- 3 Paul man carrying sandwiches
- 4 Mary woman cleaning table
- 5 Jane woman climbing tree, putting lamps on it

## Transcript for Step 4:

**Original can be found in the A1 Movers Listening Sample Paper, which can be downloaded from:**  
<http://www.cambridgeenglish.org/images/movers-sample-papers-2018-vol1.pdf>

### Look at Part 1.

Now look at the picture.

Listen and look. There is one example.

Fch Look, Grandpa. My friend's family are in the garden.

M What's your friend's name?

Fch It's Sally. Can you see her? She's got glasses.

M Is she opening a present?

Fch That's right. It's her birthday today

R Can you see the line? This is an example. Now you listen and draw lines

R One

M That boy's carrying the birthday cake. It's very big.

Fch That's Nick.

M He's not walking very carefully with it.

Fch I know. Oh dear!

R Two

M Is that boy your friend's brother?

Fch Which boy?

M He's sitting on the mat.

Fch Oh, yes. And he's playing with a toy truck.

M That's right.

Fch That boy's name's Ben. He's Sally's cousin

R Three

M I know that man. Look at his hat.

Fch You mean the man with the sandwiches?

M Yes. He's called Paul.

Fch He's got lots.

M Yes. People get hungry at parties

R Four

M And is that your friend's mum?

Fch The woman who's cleaning the table?

M Yes.

Fch That's right. Her name's Mary.

M That table's very dirty.

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Fch Yes. That's because it's always outside.

R Five

M Look at that woman!

Fch Where?

M She's putting something in the tree.

Fch Oh, that's Aunt Jane. She's putting some lamps there for this evening.

M What a nice party!

R Now listen to Part 1 again.



## A1 Movers Listening Part 1 – Sample Task

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

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

### Part 1

– 5 questions –

Listen and draw lines. There is one example.



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