



Lesson plans

A1 Movers Listening Part 2 – Teacher’s Notes

Description

This activity gives students practice in listening for names, spellings and other information. They also have to complete a short message.

The activities are designed to be spread over 2 lessons.

Time required: ⌚ Lesson 1: 15 minutes
⌚ Lesson 2: 10 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 2 recording

Aims:

- to introduce students to Part 2 of the A1 Movers Listening paper and to the task type
- to give students practice in understanding prompts in note form.

Procedure – Lesson 1

1. Introduce the activity

- Ask students who likes going to sports centres and what sports they like to do there.
- Tell the students that they are going to listen and make some notes about Sam’s visit to the sports centre.
(This may be a good opportunity to revise whether **Sam** is a boy’s or girl’s name – it can be both.)
- Write the six prompts from the **Student’s Worksheet** on the board.
- Focus students on number 1: *When?*
- Write the following on the board: *he did when go?*
- Tell the students that this is the question in jumbled order.

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- Elicit the question from the class – *When did he go?*
- Do the same for the other prompts using the following jumbled questions:
 - *sports were different many there how?* (**How many different sports were there?**)
 - *favourite what sport was his?* (**What was his favourite sport?**)
 - *exciting most was the what sport?* (**What was the most exciting sport?**)
 - *the thing best was what?* (**What was the best thing?**)
 - *sports the of centre is name what the?* (**What is the name of the sports centre?**)
- You could also try and elicit possible questions from the students **before** writing up the questions in jumbled word order by only giving them the prompts from the worksheet.
- Erase the full questions as well as those in jumbled order, but leave the six prompts (e.g. *1. When?*) on the board.

2. Student's Worksheet

- Hand out a copy of the **Student's Worksheet** to each student.
- Focus students on the prompts, e.g. *When?*
- Elicit the questions again.
- Tell the students **NOT** to write the questions on the lines.
- Tell them they are going to listen and then write short answers.
- Elicit guesses for some of the questions from students.

For example:

- 1. *Saturday*
- 2. *20*

This will help the students understand what you mean by 'short answers'.

3. Listening exercise – the text

- Tell the students they are going to hear the text twice.
- Read the text through, pausing briefly after the // marks in the text below.
- Try not to use your voice to indicate where the answers are.

Last Sunday, Sam went to visit the new Sports Centre with his family. // It's a big sports centre, the biggest in his town and you can do seventeen different sports there. // Sam likes doing lots of different sports and on Sunday he went swimming, played tennis and watched a game of football. His favourite was tennis. // He told his friends the most exciting sport was skating. // Sam and his family were at the sports centre all morning and they ate lunch in the café. Sam had pasta and salad and said the food was the best thing

about the day! // Oh, yes, the name of the sports centre is the Lake Sports Centre, that's spelt l-a-k-e.


- Read the text again, pausing briefly in the same places.
- After the second listening, students check their answers in pairs.
- Check with the class using open pairs: one student asks the questions, e.g. *When did he go?*, and another student answers, e.g. *Sunday*.
- Ask another student to spell *Sunday* for you and write it on the board next to its prompt as they do so.
- Repeat for the answers to the other five questions.

4. Important things to remember

- they need to read the question prompts before they listen
- they are going to hear the information in a dialogue
- there is one piece of information in each part of the dialogue
- they write **short** answers, **not full sentences**
- they write numbers not words, e.g. **17** not **seventeen**
- they hear the recording **twice**.

Procedure – Lesson 2

5. Sample Task

- Hand out a copy of the **Sample Task** to each student.
- Point out that this is similar to the task you did the previous lesson and quickly review the key points from **Step 4** above. Try eliciting the key points first before reminding students of them.
- Focus students on the notepad.
- First they should silently read the question prompts, then in pairs compare ideas as to what the full question for each prompt might be.
- Elicit their ideas and also elicit some possible answers.
-  Tell students to take out a pencil.
- Play the recording or read the tapescript aloud to the class.
- Students check their answers in pairs.
- Repeat the recording.
- Check answers with the class.

A1 Movers Listening Part 2 – Answer Keys

Key to Student's Worksheet

1. Sunday
2. 17
3. tennis
4. skating
5. food
6. lake

Key to Sample Task

Part 2 5 marks

- 1 H-I-L-L
- 2 89/eighty-nine
- 3 parrot(s)
- 4 café
- 5 burger(s)/hamburger(s)

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>

Part 2. Listen and look. There is one example

F Come quickly, children. The train's waiting to take us to the zoo.

Mch Great, Mrs White. It's exciting going to the zoo.

F Yes. And I love going by train.

Mch Me too.

R Can you see the answer? Now you listen and write.

R One

Mch Is the zoo called 'Jungle' something?

F That's right. It's Jungle Hill.

Mch Jungle what?

F Hill. That's H-I-double L.

Mch OK.

R Two

Mch Are there hundreds of different animals at the zoo?

F Not so many. It says in this book there are 89 different kinds of animals.

Mch 89?

F Yes. And they all have to have food every day.

R Three

Mch Are there tigers?

F Yes.

Mch Can we give food to them?

F No, we can't. But we can give food to the parrots.

Mch Great. I love parrots. They're very funny

R Four

Mch Where can we buy food for them?

F At the zoo store.

Mch Where's that?

F Next to the café.

Mch Next to the café? OK. I'd like to go and do that.

R Five

Mch Can we eat at the zoo?

F You've got your lunch with you, I think.

Mch Yes, my mom gave it to me.

F Well, you can eat that at the zoo and then in the evening, on the train, we can buy burgers and lemonade.

Mch Burgers and lemonade. Great! My favourites.

R Now listen to Part 2 again.

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A1 Movers Listening Part 2 – Student's Worksheet

 Read the notes.

 Listen and write.

The Sports Centre

Sam went to the sports' centre last weekend.
Listen and write.

1. When? _____

2. How many different sports? _____

3. Favourite sport? _____

4. Most exciting sport? _____

5. Best thing? _____

6. Name of sports centre: _____ *Sports Centre*

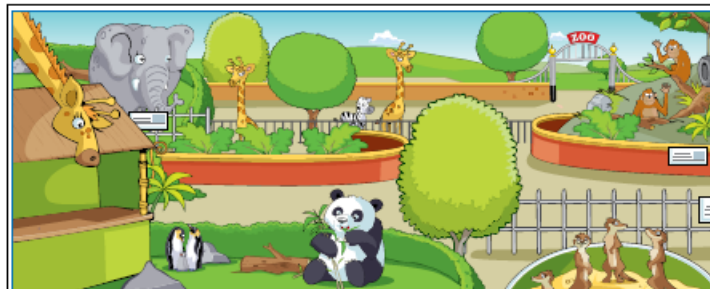
A1 Movers Listening Part 2 – Sample Task

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Part 2 – 5 questions –

Listen and write. There is one example.



Going to the zoo

- Going to zoo today by: train
- 1 Name of zoo: Jungle
- 2 Number of different kinds of animals:
- 3 Can give food to:
- 4 Animal food in store next to:
- 5 Food on train: and lemonade