

Lesson plans

A1 Movers Reading & Writing Part 1 – Teacher's Notes

Description

This activity gives students practice in matching definitions (sentences explaining the meanings of words) to pictures, with particular emphasis on identification of helpful words in the sentences.

Time required: 🕒 20 – 25 minutes.

Materials required:

- *Student's Worksheets 1 and 2 (one of each worksheet per pair of students)* 📄
- *scissors ✂.*

Aims:

- *to introduce students to Part 1 of the A1 Movers Reading & Writing paper and to the task type*
- *to encourage close reading of definitions and use of helpful words.*

Procedure

1. Introduce the activity

- Give students a definition of something in the school for them to guess the word.

For example:

(Definition given by teacher) – *This is a place in the school where you can use computers and find books to take home*

(Answer given by students) – *library*

- Write the above example on the board. Elicit definitions from students for other places in the school or in their houses. Encourage them to use phrases such as:
 - *This is a place where ...*
- *You can here*
- *This is (e.g. next to ...) ...*
- Write one or two of their better definitions on the board.
- Try not to use the word **definition** with your students. Tell them that they are trying to write sentences that help others to guess the word they are thinking of.

2. Student's Worksheet 1

- Divide the class into pairs.
- Hand out **Student's Worksheet 1** and scissors to each pair.
- Ask them to cut out the 5 sentences.
- Now tell them to read the sentences silently, and in pairs try to guess what the answer for each one might be.
- Ask for their ideas but do not confirm if they are correct in their guesses.

3. Student's Worksheet 2

- Hand out **Student's Worksheet 2** to each pair.
- Ask them to cut out the eight pictures.
- In pairs, students match each sentence to a picture by placing it next to each picture.
- Tell them that they don't need to use all the pictures. There are three extra pictures.
- Ask each pair of students to check their answers with another pair before they write the correct word on the line at the end of each sentence.
- Remind students to copy the words **clearly**, making sure they are **easy to read** (they should print their letters, not write in joined-up writing, which can be difficult for examiners to read), and the **spelling must be correct**.

4. Check answers with the class

- One student from a pair reads the definition sentence and the other says the word, including the article (**a/an**), if it is given.
- (For more information on **articles**, please see the Teacher Support Page at the end of this document.)
- Ask the rest of the class if they agree with the answer before saying if it is correct or not.

5. Focus on *helpful words*

- Ask students to look at the definition sentence from Step 1 of the lesson on the board.
- Ask them which words helped them to find the answer.
- Underline them (e.g. *place/use computers/find books*). Tell students that we call these **helpful words** (words that help us).
- Ask students to find and underline the helpful words in the sentences from **Student's Worksheet 1**.
- Discuss as a class the words they underlined and why. Draw students' attention to sentence 1 to emphasise the importance of finding all the helpful words.
- In **sentence 1**, the helpful words are *helps people/hospital*. It's important that students look at all the helpful words because there are two people to choose from in the exercise (*a driver* and *a nurse*). If they don't read the sentence fully, they could easily focus only on *helps people* and choose **a driver**, which is incorrect.

6. Important points to notice

- Find out what else students notice about the activity by asking the following questions. They may give you different ideas but make sure they notice the points below:

a) *How many pictures are there? (8)*

b) *How many definitions are there? (5) (plus the example)*

There are more pictures than definitions

c) *Look at the example definition, and question 1 and picture 3. What is the same about them? (people: sometimes definitions are quite similar)*

d) **What do you do to answer the questions? (Students have to copy the word correctly, including the article (a/an), if it is there. This has to be copied in the space given after each question.)**

e) Tell students that in the test they are given one example.

7. Extra practice

- In their pairs, students write sentences for the two extra pictures.
- Remind them to include helpful words but not to make it too easy. Go around the class and check their work.
- If there is time, pairs can take turns to read their sentences to the class for the class to vote on the best ones.

Suggested follow-up activity

- Further classwork or homework: students can write definition sentences of six to eight nouns from the current unit of their textbook.
- They swap sentences with another student and write/find the answers.

A1 Movers Reading & Writing Part 1 – Answer Keys

Key to Procedure Step 5

1. This person helps people who aren't well in hospital.
2. Some people put milk or lemon in this drink.
3. There are lots of cars, buses and people in this busy place.
4. You can put cheese or meat between bread to make this.
5. This is part of a farm where you often see vegetable plants.

Key to Procedure Step 7 (*possible answers*)

- This place is in the sea. It can have trees and beautiful flowers. (***an island***)
- This person helps people who need to travel by car. (***a driver***)

Key to Student's Worksheets 1 and 2

Part 1 5 marks

- 1 a nurse
- 2 tea
- 3 a city
- 4 a sandwich
- 5 a field

A1 Movers Reading & Writing Part 1 – Student's Worksheet 1

- **Cut out the five sentences.** ✂
- **With your partner, try and guess the answer for each one.**
- **Do not write anything on the line!** ✖✎

✂-----

1. This person helps people who aren't well in hospital. _____

✂-----

2. Some people put milk or lemon in this drink. _____

✂-----

3. There are lots of cars, buses and people in this busy place. _____

✂-----

4. You can put cheese or meat between bread to make this. _____





cambridgeenglish.org/flyers

✂-----

5. This is part of a farm where you often see vegetable plants. _____

✂-----

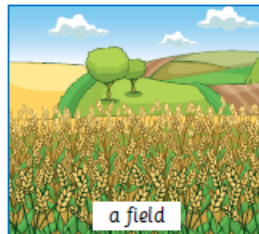
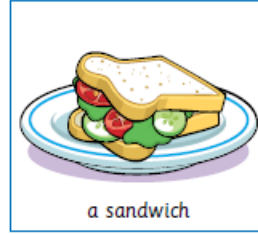
A1 Movers Reading & Writing Part 1 – Student’s Worksheet 2

- **Look and read.**  
- **Cut out the pictures.** 
- **Choose the correct picture for each sentence and place the sentence under the picture.**
- **Then copy the picture words in the space after each sentence.** 

Part 1

– 5 questions –

Look and read. Choose the correct words and write them on the lines. There is one example.



A1 Movers Reading & Writing Part 1 – Teacher Support Page

Countable/Uncountable nouns

- A **countable** noun has a singular and plural form, e.g. *book/books*.
- An **uncountable** noun does not have a plural form, e.g. *information*, NOT ~~an information~~.

Articles

- Countable nouns take the **indefinite article**, either **a** or **an**.
- We use **a** when a noun begins with a consonant sound, e.g. *a book*.
- We use **an** when a noun begins with a vowel sound, e.g. *an orange*.