



## Lesson plans

### A1 Movers Reading & Writing Part 2 – Teacher's Notes

#### Description

This activity gives students practice in matching questions to appropriate responses.

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**Time required:** ⌚ 25 minutes.

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**Materials required:**

- *two-line dialogues written on slips of paper (see **Before the class** for details)*
- *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/>

*Please download the **Sample Paper** for this lesson.*

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**Aims:**

- *to introduce students to Part 2 of the A1 Movers Reading & Writing paper and to the task type*
- *to focus on links in dialogues*
- *to give practice in close and silent reading.*

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#### Before the class

- Write **one part** of some two-line dialogues onto each piece of paper.
- There should be **one** piece of paper with **half a dialogue** on it for **each student** (you can repeat the two-line dialogues if necessary).

For example:

- *Do you like chocolate? / Yes, I do.*
- *Can you swim? / Yes of course.*
- *Would you like a drink? / No thank you.*
- *Shall we ride our bikes? / Yes, let's!*
- *What colour are your socks? / They're red.*
- *How many brothers and sisters have you got? / Two.*

**Therefore, if you have 20 students in the class, you would have 10 dialogues,**

[cambridgeenglish.org/movers](http://cambridgeenglish.org/movers)

with each half of a dialogue written on one piece of paper.

## Procedure

### 1. Activity

- Give each student one half of a dialogue you've prepared.
- If you have an odd number of students, give one slip to two children to work together.
- Tell the students they must find the other half of their dialogue, and must help each other as well.
- ⌚ Allow **3 or 4** minutes for this.
- Ask each pair of students to read their dialogue out loud.

**Point out that we answer in different ways depending on the question. Tell them that the next activity will give them some practice with this.**

### 2. Student's Worksheet

- Hand out the **Student's Worksheet** to each student in the class.
- Tell them to read **question 1** and elicit the answer from the class (**a**).
- Ask the students where they might use/hear question 1 and its response (e.g. *at the doctor's*).
- Ask the students to try and think of questions for the other two responses for question 1.

For example:

- *What's your brother's name?*
- *What day is it tomorrow?*

- Tell students to choose the **best answer** for the other seven questions.
- They first do this individually and then they compare their answers in pairs.
- When checking answers with the class, ask them where each question and response might be used. (**See the Answer Key on page 4 for possible answers.**)

### 3. Extension activity

- Look at question 2 and the two **wrong** responses.
- Ask the students to think of some possible questions for responses **a**) and **b**).

For example:

- a) *Shall we have some cake?*
- b) *Can you ride a horse?*

- Put students into pairs. Name the pairs, e.g. **lions, tigers** and **sharks** (or similar).

- **Lion** pairs write questions for the wrong answers in questions 3 and 4.
- **Tiger** pairs write questions for the wrong answers in questions 5 and 6.
- **Shark** pairs write questions for the wrong answers in questions 7 and 8.
- Go around the class and give help where it is needed.

**There will be more than one possible answer for each one.**

- Put students into groups made up of **one lion, one tiger and one shark**. They take turns to read their questions and responses to the other students in their group, who decide if they are appropriate or not.

#### 4. Sample Task

- Hand out the **Sample Task** to each student.
- Give them time to look at the picture, which will give them the context, and to silently read the instructions.
- Tell students that in the exam, the questions and responses are part of **one long dialogue**.

**Note that the prompt may be a question, as in this task, or a statement.**

- ⌚ Give them a maximum of **8 minutes** to do the task.

**For the Reading & Writing test, it's important to train students to get used to a limited amount of time for each part, as in the test they need to manage the time themselves.**

- Check answers with the class.
- Focus on **important** words which helped them to decide on the correct answer. (**See the Answer Key on pages 4-5 for possible answers.**) Remind them never to leave an answer blank. At the end of the test, if they still don't know the answer they should guess.

#### 5. Important information to give to the students

At the end of the activity, tell students that in the test:

- They can only choose **one** answer.
- They must not leave any answers blank. If they are not sure of an answer at the end of the test, they should guess. They may be right and they won't lose any marks for a wrong answer.

#### Suggested follow-up activities

- Dialogue writing is good practice. Give students one part of a dialogue and ask them write the rest and then act it out. Use pictures to stimulate dialogues.
- Copy a transcript of a short dialogue from the course book so you can cut the lines up. Give the jumbled-up dialogue to students.
- They then try to put them in order before they listen to the correct dialogue.

# A1 Movers Reading & Writing Part 2 – Answer Keys

## Key to Procedure steps

### Step 2 (Possible answers)

1. at the doctor's, at the hospital
2. at school, at the library
3. teacher to student, friends talking about holiday
4. outside, parent to child
5. teacher asking student
6. friend inviting a friend
7. teacher/adult asking a child
8. teacher to student, friends talking about pets

### Step 3 (Possible answers)

- |                                      |                                   |
|--------------------------------------|-----------------------------------|
| 3. a) Do you like skating?           | c) Could you swim in the lake?    |
| 4. a) Did your mum make that jacket? | c) What colour is your dad's car? |
| 5. a) Do you like this song?         | b) Were you at home yesterday?    |
| 6. b) Where's the cinema?            | c) Why do you want to go home?    |
| 7. a) Have you got a computer?       | b) Can you help me?               |
| 8. b) How old is your dog?           | c) What colour is your dog?       |

### Step 4

1. Did you see.../ Yes, it was great.
2. Which...favourite pirate? / Ben Bluebeard
3. Was he...? / Yes, that's right.
4. I like.../Me too.
5. How about...? (Making a suggestion) / What a good idea! (Responding to suggestions)
6. Let's ask Fred... (Making a suggestion) / Ok, we can phone him. (Responding to suggestions)

## Key to Student's Worksheet

- |      |      |      |      |
|------|------|------|------|
| 1. a | 2. c | 3. b | 4. b |
| 5. c | 6. a | 7. c | 8. a |

## Key to Sample Task

1. B
2. C
3. B
4. A
5. B
6. A

## A1 Movers Reading & Writing Part 2 – Student's Worksheet

 Read and choose the best answers for number 1–8.

1. What's the matter?

- a) I've got a stomach-ache.    b) He's called Peter.    c) On Saturday.

2. Shall I help you carry the books?

- a) Yes, let's.    b) Yes, I can.    c) Yes please.

3. Did you climb the mountain on your holiday?

- a) Yes, I do.    b) Yes, I did.    c) Yes, I could.

4. Why are you wearing a jacket?

- a) No, I bought it.    b) Because I'm cold.    c) It's green.

5. What was the weather like last Friday?

- a) Yes, I like it.    b) No, I wasn't.    c) It was cloudy.

6. I'd like to go to the cinema.

- a) So would I.    b) It's next to the hospital.    c) I'm tired.

7. Do you have to go to bed at nine o'clock?

- a) No, I haven't.    b) No, I can't.    c) No, I don't.

8. What's your dog called?

- a) Ben.    b) It's three years old.    c) It's black and white.



- 2     **Paul:**                 Which was your favourite pirate in the film?
- Daisy:**             A    I liked it best.  
                                  B    She was a pirate.  
                                  C    Ben Bluebeard.
- 3     **Paul:**                 Was he the one with long, curly hair?
- Daisy:**             A    No, he hasn't.  
                                  B    Yes, that's right.  
                                  C    He's got one.
- 4     **Paul:**                 I like films which are funny.
- Daisy:**             A    Me too.  
                                  B    It's all right.  
                                  C    Do they?
- 5     **Paul:**                 How about going to see 'Treasure Train' at the  
                                  cinema? That's very funny.
- Daisy:**             A    It's nice.  
                                  B    What a good idea!  
                                  C    Fine, thank you.
- 6     **Paul:**                 Let's ask Fred to go with us.
- Daisy:**             A    OK, we can phone him.  
                                  B    OK, that's Fred's.  
                                  C    OK, he can ask us.

