



## Lesson plans

### A1 Movers Reading & Writing Part 3 – Teacher's Notes

This activity gives students practice in working with a gapped text and helps them with good exam strategy. It then gives them practice in completing an exam task and helps them to think about reasons for the correct answers.

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**Time required:** ⌚ 20–25 minutes.

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

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**Aims:**

- to introduce students to Part 3 of the A1 Movers Reading & Writing paper and to the task type
- to encourage students to read beyond the adjacent words when completing gaps in a text.

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#### Procedure

##### 1. Introduce the activity

- Ask students if anyone watched a film/movie at the weekend.
- If they did, ask them for the names of the films and a short summary of what the film was about.
- If no-one in the class watched a film, tell them that you did, and tell the students the title and the story in brief. (**Remember to prepare this before the class in case none of the students watched a film!**)
- Tell the students that they are going to read a text about a film.

##### 2. Student's Worksheet

- Fold the Student's Worksheets along the dotted line before handing them out.
- **Tell students not to open out the sheet.**
- Hand out the **Student's Worksheet** to each student.

- Tell the students **not** to look at the instructions for now, but to read through the text **quickly** and to tell you the sea animals mentioned (**dolphins**). They should **ignore the gaps** in the text.
- Ask them to read the instructions silently to themselves. Then ask the following questions:
  - *How many words do you need for each gap? (1)*
  - *Where are the words you should choose from? (in the box)*
  - *Can you write a word that isn't in the box? (No)*

Tell students to look at the spaces in the text, thinking about what kind of word is missing in each sentence.

- Remind them to read the words **before and after the space** when they are thinking about the kind of word that's missing.
- Students **don't** read the text aloud.
- Do the first gap together as an example.

*It was called 'Jim and the dolphin' and it was about a boy, Jim, who lived with his grandparents in a 1) \_\_\_\_\_ by the sea.*

- Ask students what the important words are in the sentence, which help you to decide what could go in the gap.
  - **lived ..... in a .....**

*We need a noun following **a**. People usually live in a house/flat/village/town/city.*

Accept any possible answers at this stage.

- Students work in pairs. Monitor and give guidance if necessary but don't tell students the answers.
- When they have made their guesses, they can unfold their worksheet and look at the words in the box.
- They should now choose their answers from these words.

### 3. Check answers with the class

- Check with the class by asking for the word in each gap and writing it on the board.
- Encourage students to check they have copied each word clearly and correctly.
- For each word, ask the students how they knew that this was the correct word. (**See the Answer Key on page 4.**)

**Note that it is not only the word/s nearest the gap which help you to identify the correct answer. Students also have to consider the sentences which come before and after as well as the text as a whole.**

- Ask students for a good way of checking whether the words they have chosen are the right ones (**read the text through for the general meaning after they have filled the gaps to check it sounds right**).

- Ask general comprehension questions to check understanding of the text as a whole:
  - *Where did Jim live? (in a house/near the sea)*
  - *Who did he live with? (his grandparents, his dog and cat)*
  - *How did he get to school? (he walked)*
  - *What animal did he want to see? (a dolphin)*
  - *What did he do when he saw the animal? (he swam with it)*
  - *What did Fred do at the end of the film? (he cried)*
  - *Do you think it's a good film? (depends on student)*

#### 4. Sample Task

- Hand out the **Sample Task** to each student.
- Ask students what is similar to the task they have just done, and what is different.
 

**Similarities:** *a story with 5 gaps and 1 example; 9 words in the box; 1 word only for each gap.*

**Differences:** *the words in the box have pictures; question 6 asks children to choose a name for the story*
- Tell students they are going to practise doing the task as if it was the test.
- They must read everything silently and should do the same with this story as they did with the story about Jim:
  - 1) read the whole story first and try to think what words could fill the spaces
  - 2) look at the words in the box and choose the correct one
  - 3) read through the whole story at the end to see if sounds OK.
- ⌚ Give them a maximum of **5 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 decide on the correct answer.
- Discuss their reasons for choosing the title.

**(See the Answer Key on page 4)**

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

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

- They can only use **each word** from the box **once**.
- 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.
- Remind students that although there are 9 words in the box, **1 has already been used** as an example, and there are **only 5 spaces in the text**, so there will be **3 words which they will not need to use**.

- 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**.

## A1 Movers Reading & Writing Part 3 – Answer Keys

### Key to Procedure steps

#### Step 2

1. This is a noun and is somewhere people 'live in'.
2. This is a noun and from the context we can guess that it's another animal.
3. This is a verb in the past tense and comes before the 'ing' form *walking*.
4. This is a verb in the infinitive following *want to*.
5. This is a word that comes before months, and is an adjective, possibly a number.
6. This is a word that goes before the bare infinitive *go*, so could be a) a modal or b) an adverb. The context and the options make the choice clear (**modal**).

#### Step 4 and Sample Task

Question	Answer	Important words
1.	website	(noun) Find pictures // Look on
2.	ideas	(noun) Work with a friend // Talk about your different...
3.	frightened	(adjective) of // mouth open // big teeth
4.	hopping	(gerund) good at // kangaroos
5.	cleverest	(superlative adjective) strongest // the...in the class
6.	A lesson about animals	Different animals // Bears // A lion //Kangaroos

#### Key to Student's Worksheet

1. house
2. cat
3. liked
4. see
5. two
6. must



## A1 Movers Reading & Writing Part 3 – Student’s Worksheet

Read the story.  Look at the words in the box. 

Choose a word from the box. Write the word next to numbers 1–6. 

Hi, my name is Fred. I want to tell you about a film I saw at the cinema last Saturday. It was called ‘Jim and the dolphin’ and it was about a boy, Jim, who lived with his grandparents in a 1) \_\_\_\_\_ by the sea. Jim didn’t have many friends but he wasn’t sad because he had his grandparents and his dog and his 2) \_\_\_\_\_. He was happy. Jim had to walk on the beach to go to school every day. Sometimes it was cold and rainy. Sometimes it was hot and windy. But Jim 3) \_\_\_\_\_ walking on the beach because he could look at the sea and dream about dolphins. Jim wanted to 4) \_\_\_\_\_ a dolphin very much. One hot day, he saw a dolphin. Jim ran to the water and swam with the animal. For 5) \_\_\_\_\_ months, Jim swam with the dolphin every day and they were like brothers. When the cold weather came, the dolphin swam away to find hotter water. I cried at the end of the film. It was a good film. You 6) \_\_\_\_\_ go and see it.

-----fold here-----

cat	liked	saw	must	
house	see	eat	two	film

## A1 Movers Reading & Writing Part 3 – Sample Task

*Original can be found in the A1 Movers Reading & Writing Sample Paper, which can be downloaded from:*

<http://www.cambridgeenglish.org/images/movers-sample-papers-2018-vol1.pdf>

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

## Part 3

– 6 questions –

Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

Jane loves reading about different animals in her school ..... library .....

Last Friday, Jane's teacher told the class to find pictures of animals.

'Look on the (1) ..... I told you about yesterday,' she said. 'Work with a friend. Choose a really strong animal but talk about your different (2) ..... first.'

Jane worked with Paul. 'Bears are great,' Paul said. 'Let's find a picture of a bear in a river. They're really good at catching fish! Or a lion? People are (3) ..... of those. Let's find a picture of a lion with its mouth open! I like seeing its big teeth.'

'What about kangaroos?' Jane said. 'They have longer and stronger tails than bears or lions. It's their tails that make them really good at (4) ..... ! Their back legs are the strongest, too.'

Paul looked at Jane. 'OK! You're right again, Jane!' he said. 'You're the (5) ..... girl in the class!'

**Example**



library



website



frightened



hopping



address



surprised



cleverest



bounce



ideas

**(6) Now choose the best name for the story.**

**Tick one box.**

Paul's favourite bear

Jane's new teacher

A lesson about animals