

Lesson plans

A1 Movers Reading & Writing Part 4 – Teacher’s Notes

Description

This activity gives students practice in matching sentences in preparation for doing multiple-choice exercises.

In the second lesson, students do an exam task.

Time ⌚ Lesson 1: 20 minutes

required: ⌚ Lesson 2: 20 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/>

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

Aims:

- to introduce students to Part 4 of the A1 Movers Reading & Writing paper and to the task type
- to draw students’ attention to the position of grammatical words in sentences.

Procedure – Lesson 1

1. Introduce the activity

- Write the word **Elephants** on the board and see what students can tell you about them.
- Accept any information. It doesn’t matter whether or not the information is the same as in the texts they will read.
- This introduction will help them to understand what they are going to read.

2. Student’s Worksheet – introducing the activity

- Tell students they are going to read some information about elephants.
- Hand out a copy of the **Student’s Worksheet** to each student.
- Ask students to fold the page in half vertically along the line in the middle of the page.
- Students now read the sentence halves in **column A**.
- With a partner, they think about how the sentences might be finished. They should try to use the clues in the first half to help them.

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- Ask the students to give you some ideas. Pay particular attention to the language clues.
(See the Answer Key on page 4.)

3. Student's Worksheet – complete the activity

- Ask students to unfold their worksheets.
- They can now see the second halves of the sentences.
However, these are not in the right order.
- Students must try to match the two halves.
- Tell students to read **all** the sentence halves **before they start**.
- They should read silently and complete the task on their own.
- ⌚ After about **4** minutes, put students into pairs for them to check their work.
- ⌚ After another **2** minutes, put pairs together for a final check.
- Check answers with the class.
- Find out from students what **new information** they learnt about elephants from reading the text.
- Students **write the complete text** in their notebooks.

Procedure – Lesson 2

4. Sample Task – introducing the task

- In the following class, hand out a copy of the **Sample Task** to each student.
- Give them time to look at the task. Ask the students the following question:
 - *What is the title of the text?* (**Dolphins**)
 - *What can you see in the picture?* (**Dolphins**)
- Tell the students to read the text through quickly and to tell you *something dolphins (can) do* (**learn things quickly, make noises/talk, play, jump**)

Using the title, pictures, and reading through the text once before they try to answer any questions, are all very good exam strategies for this part of the test.


5. Sample Task – complete the task

- Students read the instructions for the task.
- Check that they know what they have to do (**complete the text by choosing 1 word from the 3 words given for each space**).
- ✎ Ask students to take out a coloured pencil.
- They should read the text more carefully and try to complete the spaces **without looking** at the words on the right. (You may want them to fold the task in half or cover one side with a book so they can't look at the options.)
- They should write their guesses using their coloured pencil.

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- When they have finished, they can compare with a partner.
- Monitor, and remind them that, just as when they were working on the text about elephants, they need to think about the clues that the text gives them and to read the words **before and after** the space.

Don't give any more information at this stage.

- Now tell students to find a different coloured pencil  and to look at the words on the right of the text (the 3 choices for each space).
- Students complete the task, without reading the text aloud.
- ⌚ Give them a maximum of **10** 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.

- When they have finished, students check and discuss their answers in **groups of 3 or 4**. They should:
 - read their whole text through to see if it sounds right
 - compare their guesses with their final answers
 - check if their friends have copied the words clearly and correctly.

- Check answers with the class.

- When going through the answers, focus on how the students knew which word was correct and they decided that others were incorrect.

(See the Answer Key on page 4.)

6. Important information to give to the students

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

- All the language they need to complete the sentences is given; they do not need to think of the answer themselves.
- 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 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 4 – Answer Keys

Key to Procedure Step 2

1. *parts* is followed by *of ...*; *live* must be followed by a place where elephants live.
2. *kinds of* is followed by a plural noun.
3. The comparative *smaller* in the first part needs to be followed by *than ...* in the second.
4. The first part needs to be followed by a plural verb.
5. *eat grass* must be followed by a word related to the topic of an elephant's food
6. The adjective *big* needs to be followed by a plural noun, (if it was to be followed by a singular noun, the first sentence would read ... **a very big** ...).
7. The second part of the sentence could either be a noun (which it is in this example) or a clause with either **to + infinitive** or **verb + ing**.
8. *live* is usually followed by *in*, as in this example.

Key to Student's Worksheet

- | | | | |
|------|------|------|------|
| 1. g | 2. d | 3. h | 4. b |
| 5. e | 6. a | 7. c | 8. f |

Key to Procedure Step 5 and Sample Task

| Question | Answer | Reasons |
|----------|---------|---|
| 1. | than | <i>Smaller</i> is a comparative adjective and is followed by <i>than</i> |
| 2. | quickly | You need an adverb which describes the verb <i>learn</i> – <i>how</i> do they learn? |
| 3. | out | <i>of</i> is preceded by <i>out</i> to make a preposition and describe where the dolphins jump. <i>In</i> is the opposite of <i>out</i> . |
| 4. | who | A relative clause to add more information about and identify the <i>people</i> – the ones <i>who sail boats</i> . |
| 5. | swim | <i>They</i> is followed by a verb (present simple because of <i>come</i>). |

A1 Movers Reading & Writing Part 4 – Student’s Worksheet

Match these sentence halves. Then write the text in your notebook.

| A | B |
|--------------------------------------|--|
| 1. Elephants live in different parts | a) trees. |
| 2. There are two kinds of | b) are bigger. |
| 3. Asian elephants have smaller ears | c) people. |
| 4. African elephants | d) elephants, the Asian elephant and the African elephant. |
| 5. Elephants eat grass, | e) leaves and flowers. |
| 6. They can carry very big | f) in forests. |
| 7. But African elephants don’t like | g) of the world. |
| 8. They live | h) than their African cousins. |

A1 Movers Reading & Writing Part 4 – 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>


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Part 4
– 5 questions –

Read the text. Choose the right words and write them on the lines.

Dolphins



Example Dolphins are part of the whale family. They
1 are smaller most whales and they have
small teeth.

Dolphins are very clever animals. They learn things very
2 and a dolphin can make noises to 'talk'
to another dolphin.

Dolphins live with their families. They like to play in the water and
3 to jump of the water and back in again.

4 A lot of people sail boats say that
dolphins like to be near people. They come very near to boats and
5 sometimes they with the boats for days.

| Example | in | of | by |
|----------------|-------|---------|----------|
| 1 | then | that | than |
| 2 | quick | quickly | quickest |
| 3 | out | from | up |
| 4 | which | what | who |
| 5 | swam | swim | swimming |