



## Lesson plans

### A1 Movers Reading & Writing Part 5 – Teacher's Notes

#### Description

This activity gives students practice in understanding how sentences with similar or the same meanings can be written in different ways.

In the second lesson, students do an exam task to practise.

**Time required:** ⌚ Lesson 1–20 minutes  
⌚ 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 5 of the A1 Movers Reading & Writing paper and to the task type
- to give students practice in simple sentence transformation.

#### Procedure – Lesson 1

##### 1. Game

- Begin by playing a game of **sentence tennis**.
- Divide the class into two teams or, if your class is very large, four or six teams.  
**There must be an even number.**
- One team 'serves' by giving a simple sentence, e.g. *I like pizza*.
- The other team must 'return' by saying the same thing, but in a different way, e.g. *'I love pizza'* or *'Pizza is my favourite food'*.
- It doesn't matter if the meaning is not identical, but it should be very close.
- Each team must serve or return **within 30 seconds** or they lose the point.
- If the second team returns successfully, i.e. if their sentence is grammatically correct and similar or the same in meaning, they win the point and it is their turn to serve.
- If they can't return, i.e. they can't think of a sentence or their sentence is wrong, the server wins the point and serves again.

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

**The teacher is the umpire in case there is a disagreement.**

- ⌚ Allow the game to continue for **3 or 4** minutes.

### 1. Student's Worksheet – introducing the activity

- Tell the class they are going to look at ways of saying the same thing in different ways, in preparation for Part 5 of the A1 Movers Reading & Writing test.
- Hand out a copy of the **Student's Worksheet** to each student.
- Ask them to read sentences labelled **a) only** for numbers 1–6.
- Check comprehension by asking some questions.

For example:

- *What sport did Jane play? (tennis)*
  - *Why did she go to the doctor? (because she hurt her leg)*
  - *Did she watch a film? (No, she played a computer game with her brother.)*
  - *What did they have for dinner? (fish and chips)*
- Now ask students to read the instructions for the activity and to look at all of question 1.
  - Check they understand what they have to do. **(Using the words that are given, write the sentences again so they have the same meaning.)**
  - Write *On Friday* on the board, and ask students how they could finish the sentence so that it means the same as the sentence in 1a). **(Jane played tennis with her friends.)**

### 2. Student's Worksheet – complete the activity

- Students now complete the rest of the activity individually.
- Do not read the sentences aloud (or ask the students to do so).

**It is important for the Reading & Writing paper that they practise silent reading.**

- Divide the students into pairs or small groups so that they can compare, check and discuss their work.
- Remind students that each sentence b) should mean the same as sentence a) above it.
- Ask students for their answers.
- Write all the correct b) sentences on the board.
- Underline the text that was given and then discuss with students how they decided on the other words each time. For example:

**Jane wanted to see a film but she couldn't find a good one.**

**Wanted** is followed by a *noun* or *to + infinitive*;  
**one** (pronoun) can be used instead of a noun  
(in this case, **the film**).

**(See the Answer Key.)**

## Procedure – Lesson 2

### 3. Sample Task – introducing the task

- In the following class, hand out a copy of the **Sample Task** to each student.
- Tell them to look at the task and to tell you what is different about this task from the activity they did before.

#### Differences:

- there are 3 pictures
  - there are 3 longer texts followed by the questions
  - there are 7 questions in total
  - the story has a title
  - they can use 1, 2 or 3 words in each space.
- In pairs, ask students to look **only** at the **title of the story** and the **3 pictures**.
  - With their partner, they should discuss what they think the story will be about and what is happening in each picture.

### 4. Sample Task – complete the task

- Now tell students to read through the texts without trying to complete the task.
- They should read silently.
- When they have finished, they can discuss with their partner whether their ideas about the story were right or not.
- Finally, students work individually to complete the sentences.
- Go through the examples to remind them that the sentences must have the **same meaning** as the text.
- ⌚ 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.

### 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 in the text.

They must not leave any answers blank.

If they are not sure of an answer, they should guess.

They may be right and they won't lose any marks for a wrong answer.

## A1 Movers Reading & Writing Part 5 – Answer Keys

### Key to Student's Worksheet

1. **b)** On Friday Jane played tennis with her friends.
2. **b)** Jane hurt her leg and she went to the doctor.
3. **b)** Jane wanted to see a film but she couldn't find a good one.
4. **b)** When her brother came home they played a computer game.
5. **b)** Jane's mum wanted to have some fish and chips.

### Key to Procedure Step 3

1. There are two actions here which students have to sequence.
2. These are also two actions, but rather than joining the sentences with 'and' as in sentence 2, here the students have to use 'after' correctly and invert the two actions.
3. Students have to understand that 'watch' and 'see' are synonyms here, that 'one' is used as a pronoun for film and that the two sentences are joined by 'but'
4. These two actions are joined using 'when' to indicate the sequence of events
5. The direct suggestion 'Let's ..... ' in the first sentence is reported using **want to** followed by infinitive. Students do not have to repeat 'said Jane's mum'.

### Key to Sample Task

1. quiet
2. (all) (the) animals
3. (noisy) trucks
4. work (outside)
5. her parents/her mum and dad/her mother and father
6. tired (and/but happy)/happy (and/but tired)
7. best farmer



## A1 Movers Reading & Writing Part 5 – Student’s Worksheet

 Write each sentence again.

Check that the meaning is the same each time.

1a) Jane played tennis with her friends on Friday.

1b) On Friday \_\_\_\_\_.

2a) Jane went to the doctor because she hurt her leg.

2b) Jane \_\_\_\_\_ and \_\_\_\_\_ to the doctor.

3a) Jane wanted to watch a DVD. Jane couldn’t find a good film.

3b) Jane \_\_\_\_\_ see a film but she \_\_\_\_\_ a good one.

4a) Jane’s brother came home and they played a game on the computer.

4b) When her \_\_\_\_\_ came home they \_\_\_\_\_ a computer game.

5a) ‘Let’s have some fish and chips!’ said Jane’s mum.

5b) Jane’s mum wanted to \_\_\_\_\_.

## A1 Movers Reading & Writing Part 5 – 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)



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## Part 5

– 7 questions –

Look at the pictures and read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words.

### Daisy at the farm



Daisy's family lived in a flat in the city, but every weekend they drove to the countryside to see Daisy's grandparents. They lived on a farm.

In the car, last Saturday, the family talked about the farm.

'It's so quiet there!' Daisy's mum said.

'I like working outside!' her father said.

'I love helping Grandpa with all the animals,' Daisy said. 'Look! Here we are!'

### Examples

Daisy's home was in ..... the city .....

Daisy's family went to the ..... countryside ..... by car every weekend.

### Questions

- 1 Daisy's mother liked the farm because it was a ..... place.
  - 2 Daisy enjoyed working with ..... on the farm.
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They were surprised when they saw six noisy trucks on the farm. And when they got out of the car, it started to rain. It was cold, too.

'Oh dear!' Daisy's mum said. 'It's very noisy here, today.'

'And I can't work outside in this rain,' Daisy's father said.

'Well, you two can sit and have tea with Grandma,' said Daisy. 'But I have to help Grandpa with the cows and sheep!'

- 3 There were some ..... outside the house when they drove into the farm.
- 4 Daisy's dad didn't want to ..... in the wet weather.
- 5 Daisy told ..... to go and have tea with her grandmother.



Daisy worked all afternoon in the cold, wet weather. She gave the cows their dry grass, washed some sheep and carried vegetables.

After dinner, Daisy was tired but happy. 'The best farmer in your family isn't your dad or your mum. It's you, Daisy!' her grandfather said.

'That's good because I want to be a farmer like you one day, Grandpa,' Daisy answered!

6 Daisy was ..... after all her work outside.

7 Grandfather said Daisy was the ..... in her family!