



Lesson plans

A1 Movers Reading & Writing Part 6 – Teacher’s Notes

Description

This activity gives students practice in completing sentences, answering questions and writing two sentences of their choice about a large picture.

Time required: ⌚ 60 minutes.

Materials required: ▪ YLE Sample Papers can be downloaded from the website 🖨

<http://www.cambridgeenglish.org/exams/young-learners-english/fmovers/preparation/2018-update/>

Aims:

- to introduce students to Part 6 of the A1 Movers Reading & Writing paper
- to give students practice in completing sentences about a picture
- to give students practice in answering questions about a picture
- to help students with ideas and structures to support students when they write sentences about a picture

Procedure

1. Introduce the activity

- Ask different students about their home and where they play: *Do you live in a house or in an apartment? Does your home have a garden? Is there a park where you can play with your friends?*
- Tell students to close their eyes and to imagine they are playing in a garden with their family or with their friends. Say *Listen. Don't speak. It's sunny and you are having fun! What are you doing?* Pause for ten seconds or so then say *Open your eyes now! Tell your partner what you are doing!* Students talk in pairs.
- Ask different students what their partners are doing in their imagined garden. Write some of their ideas on the board, helping with vocabulary if necessary.
- Review *some of us* and *lots of us* and then write on the board:
In our dream garden, some of us were
Lots of us were but no-one was
- Ask students to suggest ways to complete the sentences about their dream gardens.

2. Sample Task – introduce the task

- Hand out a copy of the Sample Task (the picture sheet only) to every pair of students in the class. By sharing the worksheet, each student will feel they have the support of their classmate in coming up with ideas. But in this particular task, where there will be alternative answers, pair work will also help students understand the importance of respecting others' ideas as being as valid as their own. In addition, the most important factor is that the sentences students create are comprehensible (see *Assessment Criteria* at the end of this document).

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- Ask students to look carefully at the picture.
- Write on the board: **w d s**
- Point to the letters and say: *Work quickly and quietly with your partner. How many things can you see in the picture that begin with these letters?* Explain to students they should only write single words, e.g. *window*, and elicit a word for each letter. Say *Write the words now!* Students race to write as many words as possible. Give students one or two minutes to do this, then check answers and spellings. Ask *'How many words have you got for w, d, s?'*
 Suggestions: **w**: window, water, wall
d: dog, dolphin, drink, door
s: sky, skirt, shorts, shirt
- Familiarise the students with what is happening in the pictures by using a short *yes/no/we don't know* activity. Students work in pairs. Explain that they should write **yes** for correct statements, **no** for incorrect statements and **we don't know** if the picture doesn't show that information. Model this by saying *There is a red car. / The brown dog is hungry. / The door is closed.* Students respond by saying: *yes / no / we don't know.*
- Give each pair a copy of the first worksheet (the ten questions about the picture). Pairs write their answers. Check answers. See key. To challenge strong students or fast-finishers, ask them to correct any 'no' sentences.
- Pairs write two more sentences about the picture. Tell students that their sentences can have *yes, no* or *we don't know* answers. Pairs swap with another pair who writes the answers. Pairs then return their question sheets for feedback.

3. Sample Task – preparation

- Give students the second worksheet (the sentence completions and questions about the picture). This worksheet will show students that more than one answer is usually possible for each item.
- Students read the three sentence completions and three questions then, in pairs, they decide if each possible answer for each item is correct or incorrect. Explain that sometimes two or all of the possible answers will be correct. Say *Put a tick in the box if the answer is right. Put a cross in the box if it is wrong.* Demonstrate by doing it as a whole class.
- In pairs, students put a tick or a cross next to each of the suggested answers.
- Check answers. See key.
- Discuss why all the right answers are correct to make sure students understand that there will be different ways to complete the sentences and answer the questions about the picture. Ask students what is different about the correct answers (numbers of words/added adjective etc). You could also discuss why the wrong answers are incorrect. Again reiterate the importance of making sentences comprehensible.
- Students can work in pairs or individually. Say *Now let's write two correct sentences about this picture. You can choose which part of the picture you write about.*
- Tell students they should NOT copy sentences that the task has used in the sentence completions or the answers to the questions. They should find something new to say. Also, the sentences MUST be about the task picture!
- Give learners two or three minutes to write their sentences. Walk around and help with vocabulary if necessary. Don't focus on errors that do not impede understanding. For more information about how the task is assessed, see *Assessment Criteria* at the end of this document.
- Ask different students to read out one of their sentences. Praise those that are short and accurate as well as longer, more ambitious answers, as long as they are comprehensible. Both deserve a good mark.

4. Complete the sample task

- Give students the copy of the sample task items. Students read the instructions.
- Point to items 1-4 and ask *Can you write more than one word?* (yes!)
- Point to items 5 and 6 and ask *Can you choose what to write about?* (yes!)
- Students complete the task in pairs or on their own.
- Check answers to 1-4. See the answer key suggestions.
- Check students' own sentences (items 5 and 6). Ask a few students to read out one of their sentences or to write one of their sentences on the board. Again, make sure students understand that there will be no 'right' or 'wrong' answer as long as the sentence is about this picture is understandable and isn't copied from items 1-4.
- Working in pairs or groups, students imagine what these people or animals are saying/thinking/doing. Ask, for example:
 - What is the woman saying to the brown dog? What is the dog's answer?*
 - What is the boy on the bike thinking?*
 - What does the blonde girl want to do?*
 - The father is busy inside the house. What is he doing and why isn't he outside?*
- Students imagine that this is the middle picture in a short story. What happened before this and what happened afterwards? Groups discuss and write two 'before' and two 'after' sentences and share these with the class.

5. Ideas for extending the activity

- Working in pairs or groups, students imagine what these people or animals are saying/thinking/doing. Ask, for example:
 - What is the woman saying to the brown dog? What is the dog's answer?*
 - What is the boy on the bike thinking?*
 - What does the blonde girl want to do?*
 - The father is busy inside the house. What is he doing and why isn't he outside?*
- Students imagine that this is the middle picture in a short story. What happened before this and what happened afterwards? Groups discuss and write two 'before' and two 'after' sentences and share these with the class.

6. Follow up ideas

Idea 1

- Students imagine they are staying with this family on holiday. They write a postcard to their parents telling them about their day.

Idea 2

- Students play a short sentence game that relates to objects or people in the picture. For example, you could begin by saying: *This is a bike.* Students then take turns to repeat your sentence and add another short sentence on theme. For example:

Student A *This is a bike. It's yellow.*

Student B *This is a bike. It's yellow and it's new.*

Student C *This is a bike. It's yellow and it's new. It's the boy's bike.*

Student D *This is a bike. It's yellow and it's new. It's the boy's bike. His name is Fred.*

Student E *This is a bike. It's yellow and it's new. It's the boy's bike. His name is Fred. Fred rides it to school.*

Student F *This is a bike. It's yellow and it's new. It's the boy's bike. His name is Fred. Fred rides it to school. He rides it really quickly!*

- The game ends when a student can't remember the previous sentence(s), but encourage the class to support each of their classmates!

Idea 3

- In pairs, students make plans about how to spend a sunny afternoon with some other friends. They decide:
where they want to go
what they want to do
what their friends must bring
- Students then write an invitation text to their friends. The text should include the three pieces of information.
- Pairs exchange texts and write replies.

A1 Movers Reading & Writing Part 6 – Student’s worksheet 1

Yes, No or We don’t know! Write your answers.

1. The mother is drinking some orange juice.
2. There are more than two dogs.
3. The father is asleep upstairs.
4. You can see some fields behind the garden.
5. The brown dog is good at swimming.
6. The flowers are all red.
7. Someone is sitting at the table.
8. The bike and the child’s helmet are yellow.
9. It’s four o’clock in the afternoon.
10. The boy who is jumping is wearing red shorts.

Now write two sentences about the picture for another pair to answer.

1.
2.

A1 Movers Reading & Writing Part 6 – Student’s worksheet 2

Look at the picture.

Put a tick in the box for the right answers.

Put a cross in the box for the wrong answers.

Complete the sentences.

1. One person is riding a
- A yellow bike.
 - B bike.
 - C his motorbike.
2. Someone has opened the
- A top window.
 - B back of the car.
 - C door.
3. The brown dog is playing in the
- A water.
 - B cold water.
 - C funny, little pool.

Answer the questions.

4. Who is carrying the drinks?
- A the daughter
 - B the older sister
 - C a girl
5. Where is the black and white dog?
- A It is in the pool.
 - B It is under the tree.
 - C It is near the flowers.
6. What is the weather like?
- A It’s hot and sunny.
 - B It is raining.
 - C Two clouds.



A1 Movers Reading & Writing Part 6 – Answer Keys

Key to Procedure Step 2

1. no 2. no 3. we don't know 4. yes 5. we don't know
6. no 7. no 8. yes 9. we don't know 10. no

Key to Procedure Step 3

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

Keys to Sample Task (suggestions only)

1. trousers / jeans
2. black and white / white and black
3. She is carrying some drinks. / She is walking into the garden.
4. The flowers are next to the door. / They are under the tree.
5. A dog is watching the children. / A boy and a girl are jumping.
There is a red car next to the house. / There is a table and chair in the garden.



A1 Movers Reading & Writing Part 6 – Sample Task

Original can be found in the *Cambridge English: Flyers Reading & Writing Sample Paper*, which can be downloaded from:

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

Part 6 – 6 questions –

Look and read and write.



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A1 Movers Reading & Writing Part 6 – Sample Task

Examples

The dog is playing in some water

What's the mother wearing? a purple shirt

Complete the sentences.

1 The boy on the bike is wearing grey

2 One dog is brown and one dog is

Answer the questions.

3 What's the girl in the black skirt doing?

.....

4 Where are the flowers?

.....

Now write two sentences about the picture.

5

6

A1 Movers Reading & Writing Part 6 – Assessment Criteria

A total of 10 marks are available for this part.

Questions 1 and 2

Candidates can score a maximum of one mark for each of questions 1 and 2.

One mark is awarded for a response that provides an accurate representation of the picture.

Questions 3-6

Candidates can score a maximum of two marks for each of questions 3-6.

One mark is available for a response which is comprehensible.

One mark is available for a response which is an accurate representation of the picture.

Candidates are expected to write two different sentences for questions 5 and 6, and these should be distinct from sentences provided earlier on in the task, i.e. for questions 1-4.