

## Lesson plans

### Pre A1 Starters Reading & Writing Part 4 – Teacher's Notes

#### Description



This activity gives students practice in gap fill activities, with a focus on sentence-level reading for meaning.

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**Time required:** ⌚ 15 minutes.

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**Materials required:**

- Student's Worksheet, one copy for each student in the class 
- YLE Sample Papers can be downloaded from the website 

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

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**Aims:**

- Please download the Sample Paper for this lesson.
- to introduce students to Part 4 of the **Pre A1 Starters** Reading & Writing paper and to the task type
- to give students practice in using a model to write a short text.

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#### Procedure

##### 1. Introduce the activity

- Introduce the activity by telling students they are going to find out some information about a girl.
- Hand out a copy of the **Student's Worksheet** to each student. Ask students to quickly find the girl's name (*Jane*).
- Ask children to read the instructions and check their understanding of the instructions by asking some questions.

For example:

- *How many words are there in the box?*
- *Where do you write the words?*

**Do not read the instructions, the text or the words aloud.**

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

## Student's Worksheet – complete the activity

- Now ask students to cover the words in the box with a book or piece of paper.
- They must read through the whole text once.
- With a partner, they should try to guess what the words in the gaps might be.
- After a few minutes, ask students for their guesses and the reasons for them.

**This is a good approach for students to take in the test, as it will help them to select the right answers.**

- Now students work individually, looking at the words in the box and writing them in the gaps.

**Remind students to make sure they copy the words *correctly* – they must spell correctly in the Reading & Writing test.**

- When they have finished, tell students to read the whole text through to themselves to make sure that it makes sense before they check their work in pairs.

**It is important for students to practise checking their work for the test.**

## 2. Checking answers

- Check answers with the class, making sure students understand the reason for any mistakes they made.
- Focus on important words in the sentence if necessary.

For example:

- for *giraffe* the key word is *animal*
- for *rice* the key words are *eating / chicken*.

## 3. Sample Task – introducing the task

- Hand out a copy of the **Sample Task** to each student. Ask the following questions:
  - *How many spaces are there? (5)*
  - *How many words are there in the box? (8; one is used for the example)*
  - *How many extra words are there? (2)*
  - *What is the title of the text? (Lizards, also the picture and the last sentence of the text give this information).*

- Ask the following questions, in the students' own language if necessary. These questions will advise them on how to complete the task.
  - *What do you do first?* (read the text and think about possible answers)
  - *What do you do second?* (read the words in the box and decide which words go where)
  - *You have to be careful to ...?* (copy the words correctly)
  - *What's the last thing to do?* (read the whole text again).

#### 4. Sample Task – complete the task

- ⌚ Give them **5–7** 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 the answers with the class.

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

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

- 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.
- the students have to write their answers clearly, so that in the test they are easy to understand, (it's best if they print words rather than use joined-up writing). If they change their mind, they should put a line through their first answer out and write the new answer next to it.

#### Suggested follow-up activity

- Use the text about Jane as a model for your students to write a text of their own. If necessary, write the text in gapped form on the board for students to copy and personalise.

**(This is the second task on the Student's Worksheet)**

My name is \_\_\_\_\_. I live in a \_\_\_\_\_ with my family. I've got \_\_\_\_\_. My favourite colour is \_\_\_\_\_ and my favourite animal is a/an \_\_\_\_\_. I like eating \_\_\_\_\_ and \_\_\_\_\_. I love playing \_\_\_\_\_ but I don't like \_\_\_\_\_.

# Pre A1 Starters Reading & Writing Part 4 – Answer Keys

## Key to Student's Worksheet

1. brothers
2. colour
3. giraffe
4. rice
5. tennis

## Key to Sample Task

### Part 4 5 marks

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- 1 spiders
- 2 legs
- 3 tail
- 4 trees
- 5 sand

## Pre A1 Starters Reading & Writing Part 4 – Student’s Worksheet

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

brothers    rice    giraffe    colour    flat    tennis

My name is Jane. I live in a flat with my family. I’ve got two (1) \_\_\_\_\_. My favourite (2) \_\_\_\_\_ is green and my favourite animal is a (3) \_\_\_\_\_. I like eating chicken and (4) \_\_\_\_\_. I love playing (5) \_\_\_\_\_ but I don’t like swimming.

Now write some sentences like this about yourself. Use Jane’s information to help you.

My name is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Pre A1 Starters Reading & Writing Part 4 – Sample Task

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

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

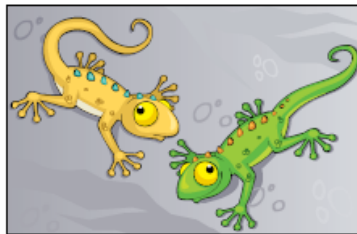
[cambridgeenglish.org/starters](http://cambridgeenglish.org/starters)

## Part 4

– 5 questions –

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

### Lizards











Lots of lizards are very small ..... *animals* ..... but some are really big.

Many lizards are green, grey or yellow. Some like eating (1)..... and some like eating fruit.

A lizard can run on its four (2)..... and it has a long (3)..... at the end of its body.

Many lizards live in (4)..... but, at the beach, you can find some lizards on the (5)..... Lizards love sleeping in the sun!

Example			
			
animals	tail	balloon	trees
			
legs	spiders	teacher	sand