

## A1 Movers Reading and Writing Part 6

### Description

This lesson plan has been designed to help students prepare for the A1 Movers Writing task – Part 6. This lesson can be delivered face to face or online. You can use the lesson plan as a starting point and create your own PowerPoint slides to support the lesson. If you are teaching with an online platform, use the functionality available to you and that you feel comfortable using.

Students play a game to start thinking about useful vocabulary in the lesson. Students then listen to the teacher reading some statements about a picture and must decide if they are true or false. They then use these sentences as a model to correct the false statements. They then complete a similar task to one found in the A1 Movers Reading and Writing exam.

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**Time required:** 35-40 minutes (can be extended or shortened as required)

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**Materials required:**

- Prepared presentation/PowerPoint slides
- Student worksheet (see below)
- Link to [cambridgeenglish.org Sample Papers](https://www.cambridgeenglish.org/Images/young-learners-sample-papers-2018-vol1.pdf)  
<https://www.cambridgeenglish.org/Images/young-learners-sample-papers-2018-vol1.pdf>

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**Aims:**

- To revise vocabulary for colours, clothes and musical instruments
- To practise writing sentences
- To complete a similar task to A1 Movers Reading and Writing Part 6.

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### Procedure

Lesson Stages	Online options
Welcome students – ask them to say hello to confirm they can see and hear you.	If your platform allows you to see your students, ask them to also wave and check everything is working as it should be.
<p><b>Warmer – Part 1:</b> to expose students to vocabulary for clothes, colours and musical instruments</p> <p>Tell students that they are going to play the lists game. They will have 90 seconds to think of as many words as they can on a specific topic. Set the time for the first topic. When the time is up, ask students how many words they wrote down. Start with the student who had the fewest and ask for their words, then ask other students to add to the list and see how many words they can get in total, as a class.</p>	<p>You could use an <b>online timer</b></p> <p>Add words to your shared screen as you hear them so</p>

<p>Do this for each category.</p> <ol style="list-style-type: none"> <li>1. Colours</li> <li>2. Items of clothing</li> <li>3. Musical Instruments</li> </ol> <p>Part 2: Personalise the language: Once all students have the full lists, ask them to take a moment to think about their favourite thing in each category (favourite colour, favourite instrument and favourite item of clothing).</p> <p>Ask if any students play any musical instruments.</p>	<p>students can see the list growing.</p> <p>Ask students to put their hands up if they want to share their answers.</p>
<p><b>Exposing students to sentence structure</b></p> <p>Show students the picture (see materials below). Ask some very general questions such as:</p> <p>Where are the students? What do you think they are doing?</p> <p>Accept all suggestions.</p> <p>Tell students they have 1 minute to look closely at the picture. When the timer is up, tell students you are going to say some statements about the picture, and they have to decide if they are true or false.</p> <p>Tell students to stand up but so they can still see the picture. Listen to the statements. If the statement is TRUE, they WAVE to the camera; if the statement is FALSE, they put their ARMS BY THEIR SIDES.</p> <p>Read aloud to the students:</p> <ol style="list-style-type: none"> <li>1. The girl with the black hair is drawing. (False)</li> <li>2. The girl in the pink trousers is singing. (True)</li> <li>3. The man in the blue jacket is wearing glasses. (True)</li> <li>4. The boy at the back is playing the drums. (False)</li> <li>5. The table is green. (False)</li> <li>6. A girl is dancing. (True)</li> <li>7. There is a red guitar (True)</li> <li>8. There are five guitars in the picture. (False)</li> </ol>	<p>Display the picture on your presentation slide or whiteboard.</p> <p><b>Set an online timer.</b></p>
<p><b>Reading and writing practice</b></p> <p>Tell students they are going to practise writing sentences. Students have to look at the sentences that were false and correct them. Students should write</p>	<p>Students could write their</p>

<p>the whole sentence.</p> <p>Do one together as an example: The girl with the black hair is <b>drawing</b> (<i>The girl with the black hair is <b>writing</b></i>)</p> <p>Answers: The boy at the back is playing the <b>piano</b>. The table is <b>yellow</b>. There are <b>two</b> guitars in the picture.</p>	<p>sentences by hand in their notebooks, or they could type their sentences into a document to upload onto the platform you are using.</p>
<p><b>Look and read and write (exam focus) – individual work</b></p> <p>Now, students are going to look at the same picture and answer some questions about it on their worksheet (see materials below).</p> <p>This activity has been created as an example scaffolded exam task, moving from responses at word level to writing short sentences.</p> <p>Tell students that they can refer to the sentences in the previous activity to help them write their sentences.</p> <p>Differentiation:</p> <p>Weaker students can do sentences 1-4.</p> <p>Stronger students can do sentences 1-6.</p> <p>(You could do 2 questions at a time and bring students together for feedback between each stage of if you think students can work through all the questions alone, you can give them more time.)</p>	<p>Materials could be sent out before the class to students' parents to print out OR students could type directly into the word document if it's emailed or uploaded to the platform for students to download.</p> <p>Show the picture on Powerpoint or presentation slide as a visual support.</p> <p>If parents are at home and sitting with their child during the lesson, you could recommend they move away from the computer to complete this activity to have a break from the screen. This may not be possible for all students.</p>
<p><b>Feedback/checking</b> – whole class activity</p> <p>Nominate individuals to give their responses. (see Answer Key below)</p>	<p>Have a prepared slide with the key. Reveal answers one by one.</p> <p>You could ask students to send their worksheets to you to look at after the lesson in more detail.</p>
<p><b>Homework/extension</b></p> <p>Ask students to find a picture at home – this could be from a book, a magazine from a website or anywhere! Tell students to write 4 sentences about the picture where some of the sentences are true and some are false. In the next lesson, students can share pictures and give their sentences to a partner to</p>	

correct!

And/Or: Show students the Monkey Puzzles game on the Cambridge English website : **<https://www.cambridgeenglish.org/learning-english/games-social/monkey-puzzles/>**

Encourage them to go on and play some games at home!

## A1 Movers Reading and Writing Part 6

### Student worksheet

#### Look and read and write



Complete the sentences.

1. The boy singing on stage is wearing a purple .....
2. One bag is brown and one bag is .....

Answer the questions.

3. What's the girl in the pink trousers doing?  
.....
4. Where is the drum?  
.....

Now write two sentences about the picture.

5. ....
6. ....

### Answer Key

Complete the sentences.

1. The boy singing on stage is wearing a purple .....**T-shirt / top**.....
2. One bag is brown and one bag is .....**pink**.....

Answer the questions.

3. What's the girl in the pink trousers doing?

... Singing. / She is singing. / The girl is singing....

4. Where is the drum?

.....In front on the stage / by the stage / at the front on the stage....

Now write two sentences about the picture. (Accept any 2 sentences that are true)

5. ....  
.....
6. ....