



## A1 Movers Reading and Writing Part 4

### Description

This lesson plan has been designed to help students prepare for A1 Movers Reading and Writing Part 4. This lesson plan can be delivered face to face or online. The ‘online options’ column gives teachers ideas how the stages could be adapted for teaching online.

In this lesson, students complete an A1 Movers Reading and Writing Part 4 task (multiple-choice cloze). To prepare for this they learn some facts about dolphins.

|                            |                                                                                                                                                              |
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| <b>Time required:</b>      | 45 minutes (can be extended or shortened as required)                                                                                                        |
| <b>Materials required:</b> | <ul style="list-style-type: none"> <li>▪ <b>A1 Movers sample task</b> (sent to parents in advance and printed if possible)</li> </ul>                        |
| <b>Aims:</b>               | <ul style="list-style-type: none"> <li>▪ to discuss facts about dolphins</li> <li>▪ complete a practice A1 Movers Reading and Writing Part 4 task</li> </ul> |

### Procedure

| Lesson Stages                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Online options                                                                                                                                                                                                                |
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| Greet the students as they arrive.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Check they know how to switch their audio and video on.                                                                                                                                                                       |
| <b>Warmer</b><br>Display picture from the sample materials. Ask: “ <i>What are they?</i> ” (dolphins) Ask: “ <i>Have you ever seen a dolphin? Where?</i> ”<br>Ask students what they know about dolphins. Put them in pairs to discuss.<br><b>For extra support</b> , write questions on the board:<br><i>Are dolphins friendly or dangerous?</i><br><i>What do they eat?</i><br><i>What can they do?</i><br><i>Would you like to see one? Why/why not?</i><br>Elicit ideas from the students. It doesn’t matter if they don’t know, the point is to get them thinking about the lesson topic. | Share your screen.<br><br><b>If you can monitor students safely</b> , put them in breakout rooms. If not, do the activity as a whole class, asking different children the questions and “ <i>Do you agree? Why/why not?</i> ” |
| <b>Speaking (and optional listening) - dolphin facts</b><br>Write these dolphin facts on the board. Put students into pairs. Ask them to decide if they are true or false.<br><i>Dolphins sleep with one eye open.</i>                                                                                                                                                                                                                                                                                                                                                                         | Share your screen.<br>Use breakout rooms.                                                                                                                                                                                     |

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| <p><i>Dolphins have names for each other.</i></p> <p><i>Dolphins can't smell.</i></p> <p>As a class, elicit ideas. Ask them why they think the facts are true or false. All the facts are true!</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>Reading and writing</b></p> <p><u>'Meeting' the text</u></p> <p>Display the text in the <b>Sample task</b>. Set one or two 'gist' questions – you could ask students what they <i>think</i> the answers are before reading. Tell students not to worry about the gaps. Give students 1 minute to find the answers in the text. For example:</p> <p><i>Do dolphins live on their own or with their family? (with their family)</i></p> <p><i>Can dolphins talk to each other? (yes)</i></p> <p><i>Do dolphins like people? (yes)</i></p> <p><u>Vocabulary</u></p> <p>Use the picture in the <b>sample task</b> to elicit/check understanding of <i>whale</i>.</p> <p><u>Reading and writing task</u></p> <p>Display the question options in the <b>sample task</b>. Read aloud the first sentence and show how the example word 'of' is from the options.</p> <p>Read the next part of the text: "<i>They are smaller ..... most whales</i>". Point to the three options for this gap in turn and reject them ("<i>Do we say 'smaller then? No! 'smaller that'? No! 'smaller than'? Yes!</i>") Write <i>than</i> in the gap. Set the task: "<i>Choose the correct words. Write them on the lines</i>" Children work individually, then check their answers with a partner.</p> <p>Remind students to be careful to choose a word from the correct set of options.</p> <p><b>For extra support</b>, do more than one example as a whole class. If this is the first time children have seen this type of task, they might need lots of help. Give them lots of praise and encouragement.</p> <p><b>Answers</b></p> <p>1. than 2. quickly 3. out 4. who 5. swim</p> <p>When checking answers, ask questions to check understanding. For example, "<i>Why do we say 'jump out' here? Because then they 'jump back in,'</i>" "<i>Why do we say 'who' here? Because we are talking about 'people.'</i>"</p> <p><b>For extra support:</b> If a lot of children struggle with some of the answers, you might decide to briefly review a grammatical point, for example:</p> <p>Adverb of frequency (sometimes/always/usually) + present simple verb</p> <p>Verb + adverb</p> <p>Give other examples of these grammatical patterns, and elicit other examples too.</p> | <p>Send the worksheet to parents in advance to print/open on the students' screen.</p> <p>You could highlight the information using your mouse, or Annotate.</p> <p>Share your screen</p> <p>Share your screen and use your mouse to point.</p> <p>Use breakout rooms for the pair check.</p> <p>You/your students could write answers on the screen using Annotate, or in the chat.</p> |

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| <p><b>Optional extension</b></p> <p><b>Interview with a dolphin</b></p> <p>Children think of questions they would like to ask a dolphin. They can write them.</p> <p>If you have a toy dolphin, you could get students asking their questions in turn for it to ‘answer’. If not, model the activity by pretending to be the dolphin and answering their questions.</p> <p>Alternatively, put children into pairs. They take it in turns to be the dolphin and answer their partner’s questions.</p> <p><b>For extra support</b>, give them a choice of questions (for example: <i>What’s your favourite food? Where do you live? Do you go to school?</i>), and/or allow preparation time in pairs or groups.</p> | <p>Use breakout rooms</p> |
| <p><b>Homework</b></p> <p>Children could complete the <b>Homework</b> worksheet to practise another Reading and Writing Part 4 task.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                           |

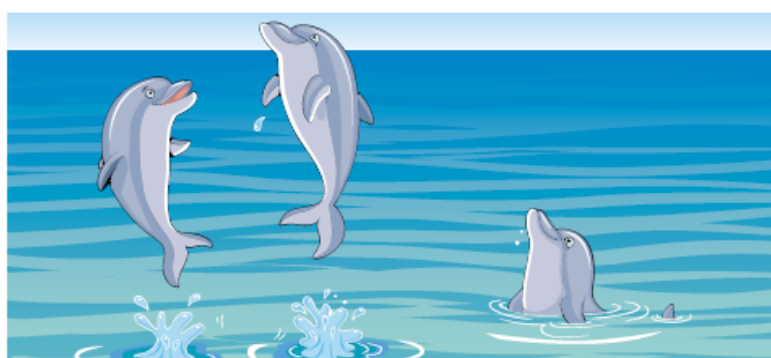


## Materials

### A1 Movers Reading and Writing Part 4 sample task

**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



## Homework

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



Everyone likes going on holiday. What kind of holiday do you like?  
Some people (1) \_\_\_\_\_ going to the beach. Some people  
(2) \_\_\_\_\_ to go to the city. A different holiday is to (3) \_\_\_\_\_  
to the jungle. This kind of holiday is very (4) \_\_\_\_\_ because you can  
(5) \_\_\_\_\_ many beautiful animals.

### Word bank

| Example | go        | going  | goes       |
|---------|-----------|--------|------------|
| 1.      | enjoyed   | enjoys | enjoy      |
| 2.      | like      | liking | liked      |
| 3.      | travelled | travel | travelling |
| 4.      | exciting  | excite | excited    |
| 5.      | seeing    | saw    | see        |

## Answers

1. enjoy
2. like
3. travel
4. exciting
5. see

Source: **A1-Movers-classroom-activities** p.12

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