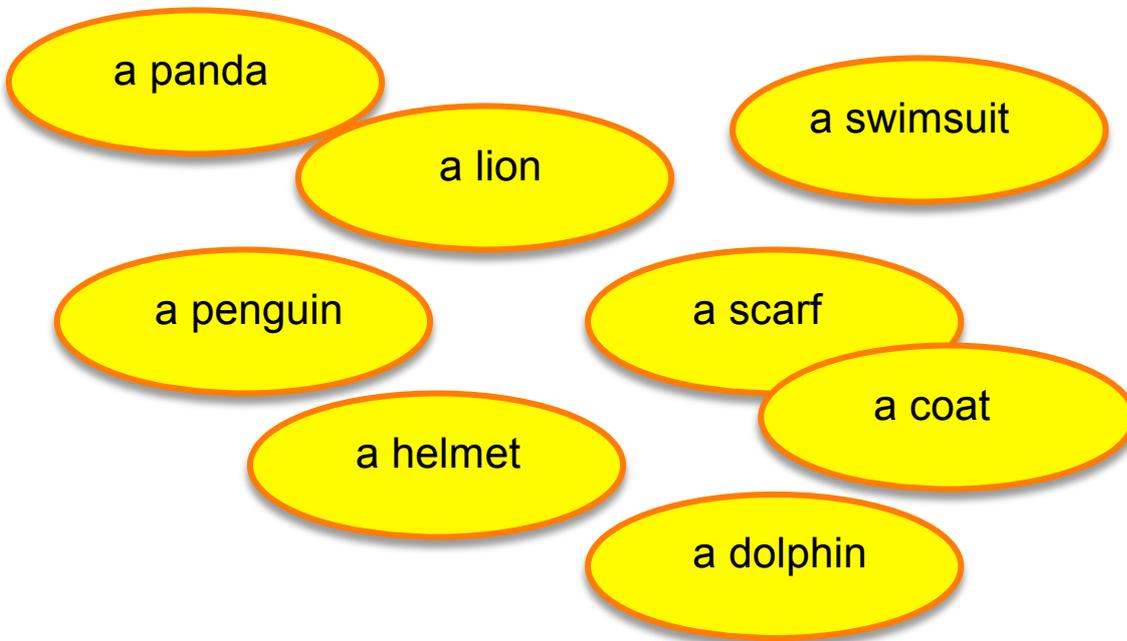


Test prep worksheet for **Movers**.

Look and read. Choose the correct words and write them on the lines. You only need six answers. Don't worry!



You can wear this on your head when you ride a bike.

.....

This animal lives in the sea and it is good at jumping.

.....

You can put this around your neck in cold weather.

.....

You must take this with you to wear in the pool!

.....

This is big and like a bear but it is black and white.

.....

Some people are afraid of this because it has lots of big teeth!

.....

Talk about the four different animals that you can see here, too.  
What do you know about each one?

In the reading and writing test part one, children will see a list of six definitions. The choices are shown as drawings and their words are given.

There is also an example, e.g.

*This bird is black and white and it is good at swimming. ... a penguin...*

Here, there are no pictures and there is no example, but the choices and the definitions are all at Movers level. The talking task is an extra activity.

## After the test prep

- As I've suggested, ask learners to find the four animal words and to write them on a separate piece of paper.
- In pairs, learners then quickly write them in order of size. Say *Write the smallest one first and the biggest one last.*
- Put learners in small groups. Give each group four half sheets of coloured card if possible (or just four half sheets of plain paper).
- Ask *What do you know about each of these animals? Talk about your ideas and write some of them down.*
- Learners write notes about the four different animals. Leave them to work until they begin to run out of enthusiasm or ideas. Accept funny or personal answers as well as predictable factual ones, e.g.  
*Katya knows a story about a penguin that could talk.*  
*Penguins put their eggs between their legs so they don't get cold.*
- Ask learners about their favourite animals. This question often appears in the Movers speaking test. Ask different learners *Why do you like it?*
- Do a survey. Learners gather information and feedback the answers to two questions: *What is the most popular wild animal/pet in your class?*

## Writing task

Quickly revise 'because' and adverbs/quantifiers like 'really' 'very much' 'a lot' or 'most' if necessary. Note that because 'love' is really strong, we don't often make that verb stronger in a context like this. But it is common to hear someone say *I really love ...*

On their own/in pairs or for homework, learners write four sentences (about four different animals) they like adding why they like it, e.g.

*I like whales most because they are huge and clever and they can make amazing noises.*

*I love rabbits because I like their funny tails.*

*I really like sharks because they are scary!*

*I like kangaroos a lot because they are very good at jumping.*

Encourage dictionary use (online or in books) to find any words they need or walk around and help with ideas and vocabulary.

When learners have written their sentences, they take turns to read out their own favourite sentence. Focus on fluency and courage here! Note any Save important mistakes for a feedback grammar moment later on.

Make sure you congratulate the class by saying *Well done, everyone!*