A1 Movers: words and simple meanings

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Models are examples. Accept other accurate responses. Give feedback on task completion, clarity and suitable language. Extension tasks are unscored unless stated.

1. 1 C; 2 E; 3 A; 4 D; 5 B. Each meaning matches one word.

2. 1 ears; 2 towel; 3 hospital; 4 drives; 5 umbrella. These are familiar word meanings, not an official Movers test item set.

3. Possible answers: kitchen - cup, table; school - book, board. Accept other sensible familiar items.

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Read a story: the little plant

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1. 1 On Friday. 2 Near the classroom window. 3 The leaves were dry. Accept equivalent short accurate answers.

2. 4 A new green leaf. 5 The days. 6 Each child / the children. The teacher asked the class to care for the plant.

3. B. The story is about bringing a plant to the classroom and sharing its care. A short explanation such as "It is about the plant" is acceptable at this level.

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Build sentences and a short message

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1. 1 took; 2 are; 3 was; 4 watering; 5 look. Yesterday signals the past; children takes are; one plant takes was; is + -ing; must + base verb.

2. 1 The plant is near the window. 2 Do you like flowers? 3 It needs some water. Check capitals and final punctuation.

3. Model: Hi Mina, Please help me with our plant on Monday. Give it some water. Keep it near the window. Thank you! Accept other clear messages with an action and a time.

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Speak, ask and tell a little story

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Models are examples. Accept other accurate responses. Give feedback on task completion, clarity and suitable language. Extension tasks are unscored unless stated.

1. Models: I read after school. I like rice and vegetables. I play with my sister. Yesterday I played a game. Accept different relevant understandable answers and support the past-time answer after the attempt if needed.

2. Model: On Saturday I went to the park. I played with a ball. Then I lost it under a tree. A kind child found it. I thanked him and felt happy. Accept other logical stories using the given ideas.

3. Models: Where did you play? Who found the ball? Feedback: appropriate question words, understandable questions and a relevant response to the partner. This is supportive EWS feedback, not a Cambridge score.

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