

Test prep worksheet for **Movers**.

Look at the two pictures. Can you see some differences?

Talk about the differences.



Say,

*Here .....*

*but here .....*

In the speaking test, the examiner will show the child the two pictures and give an example, e.g.

*'Here the bed is brown but here, it's blue.'*

**Note:** The pictures will usually only show four other differences but in this example there are more.

The examiner will then ask the child to describe the four other differences. The examiner will prompt the child by saying, e.g.

*'Here, the lamp is red.'*

The child should then say,

*'Here, it's /the lamp is green.'*

**Other differences in this pair of pictures are:**

There are four / two pencils on the floor.

There is a red circle around the number four / nine.

It is three / seven o'clock.

The mouse is under the bed / on the chair.

The baseball cap is blue / yellow.

I can see some / can't see any music on the computer.

The poster is bigger / smaller.

The moon is yellow / pink.

There are two / three stars above the bed.

### After the activity

- Learners could colour the shoes, the mouse, the clock and the desk and then write a sentence or tell the class about their colours, e.g. *In my picture, the shoes are brown, the mouse is pink, the clock is orange and the desk is black.*
- Learners imagine what else is under the bed and in the desk. Accept funny answers as well as predictable ones, e.g. *There's a baby elephant / a book under the bed.*
- On a new sheet of paper, pairs list as many things they can see in the picture adding, if possible, their choice of adjective, e.g. *We can see a cool lamp, an old teddy bear, a funny clock, some long pencils, a nice computer and a large tennis racket.*

### Writing, reading, listening and speaking

Quickly revise common prepositions if necessary (above, behind, below, between, in, in front of, on, under).

On their own, learners write three sentences about where something is in the picture. Write an example on the board, e.g. *I am on the bed.* Read it out. Learners listen and guess the answer: *You are the teddy bear!*

When learners have written their sentences, they work in pairs taking turns to read out / listen and guess the answers.