

## Test prep worksheet for **Movers** or low **Flyers**

Read the story. Choose a word from the box.

I go and see my grandparents every Saturday. I often ride there on my ...bike..... . My grandfather makes really cool chocolate cakes and my grandmother is great because she likes doing all kinds of exciting things. But last weekend when I was with them, Grandma hurt her arm. We got into Grandpa's car and he **1**..... us very quickly to see Doctor Safe.

The doctor looked at Grandma's arm. 'Did you fall down the stairs?' he asked.

'Oh no,' Grandma answered. 'There are no stairs in our home.'

The doctor looked at her arm again very **2**..... . 'So, did you carry too much shopping?' he asked.

'Oh no,' Grandma answered. 'I've got very strong arms.'

'So, did you hurt it when you were in the garden?' he asked.

'No. I **3**..... lots of vegetables in my garden but I didn't hurt it there.'

The doctor smiled. 'Then how did you hurt your arm? Please tell me.'

'I fell down in the park. My grandson and I really like roller **4**..... there!'

'Well!' the doctor said. 'You are the only grandmother that I know who enjoys doing that!'

He put a long white bandage on her arm and said, 'No more sport for you this **5**..... , OK?'

'Seven days with no sport! Oh dear! But it isn't **6**..... to fly a kite or climb a tree. Can I do those things?' Grandma asked.

'No!' the doctor said, 'You can't!'

'Don't worry!' Grandpa said. 'We can go and see movies at the **7**..... and you can watch tennis on the TV and eat lots and lots of my brilliant chocolate cake.'

'Fantastic!' I said. 'Can I do that, too?'

My grandparents both **8**..... very loudly. 'Yes, you can!' they said.

**bike**   **skating**   **carefully**   **grow**   **dangerous**   **laughed**  
**week**   **first**   **little**   **drove**   **cinema**   **map**

## Please note

This is almost twice as long as the story your students will find in the Movers or Flyers Read/Write Part 3. Because it's longer, there are 8 gaps instead of 5 and more words to choose from. At Movers, learners have illustrations to help them choose the missing words. At Flyers they don't, of course. I designed this task so it would be useful and fun practice at both levels. The only word above Movers level is 'bandage' which is on the Flyers word list. The grammar structures are all pitched at Movers level.

## Tip

The missing words at both levels are nouns, verbs, adjectives or adverbs.

## Reading and writing – Grandma's story preparation

- In pairs or on their own, learners read the story without completing the gaps. Ask a few general questions about the story in open class.
- Learners then complete the text. Tell them to cross out each word as they use it. Make sure learners understand that they won't need to use three of the words in the box.
- When you are checking answers, say *Well done! Great! Fantastic!* Ask the class to choose a title for the story. Write their suggestions on the board. Let the class vote for the title they would like to use.
- Encourage pairs to change the story by writing their own choice of one or more words in the gaps. Some might like to add a picture.

**Answers:** drove, carefully, grow, skating, week, dangerous, cinema, laughed

## After the activity – using imaginations

- Ask '*Who is 'I' in the story?*' Pairs or groups invent details to describe the grandson (age, hobbies, appearance, good at.. etc)
- Ask the class to imagine they are in the doctor's room watching and listening to the scene. Ask them to complete two statements and an 'I wonder' kind of question. These should probably begin with:  
*I can see... .                      I think... .                      What ...?*  
Feedback in open class if that suits your situation. This kind of task shows learners that there isn't only one answer that is correct, which is very empowering for them and helps learners to recognise that having different opinions and ideas is perfectly OK!
- Make sure learners understand that we use **can** for ability but also for permission (as in this story) then have an affirmation moment! Ask learners to write a list of ten things that they can do (ability but don't penalise for white lies or wildly imaginative ideas!). They should start each affirmation with '*I can...*' Ask them not to include their name on their list.  
You could then display their lists so everyone can read them. You'll probably find that if someone says '*Wow! This person can do this!*' the writer will proudly say, '*That's me!*'