



PART 1 — MY SUMMER SNAPSHOT BINGO

Listen to your teacher. When you hear something on your bingo card, circle the picture! Can you get 3 in a row?

	★ FREE SPACE	

Now circle the things **you** did this summer!

 Swam in the sea	 Rode a bicycle	 Went on holiday	 Ate ice cream
 Played sports	 Read books	 Celebrated a birthday	 Played with an animal

Now write two sentences about your summer:

1. In summer I _____
2. My favourite thing was _____

PART 2 — PICTURE MEMORY

Look at the pictures below and unscramble the letters to write the correct word.

1. LEHA EPTN			5. YERSRWATRB		
2. ETCIKHN			6. PSEIDR		
3. MBLULEAR			7. URMJPE		
4. IYCCELB			8. LGYPANDURO		

PART 3 — SPOT THE MISTAKE!

Detective time! Each sentence has ONE mistake. Can you find it and fix it?

1. She have a red bicycle. → _____
2. There is five apples on the table. → _____
3. The cat are sleeping on the sofa. → _____
4. I going to school every day. → _____
5. He don't like vegetables. → _____



PART 4 — DRAW & DESCRIBE!

Draw your favourite thing from the summer in the box below. Then tell your partner about it:

- ☐ This is _____
- ☐ I like it because _____
- ☐ It is (colour/size/shape) _____

TEACHER'S GUIDE

What Do You Remember? — Movers, Back-to-School Diagnostic

Purpose: This worksheet is designed as a low-pressure, motivating first-day activity that doubles as an informal diagnostic — giving you a quick snapshot of each student's listening, vocabulary, grammar, and speaking level before term planning begins.

PART 1 — SUMMER BINGO (Listening Diagnostic)

Read the script aloud in random order (not left to right on the grid) so students must truly listen rather than guess by position.

Script:

"This summer, lots of children did different things. Listen carefully...

Some children swam in the sea or in a pool. 🏊

Some children went on holiday. ✈️

Some children played with an animal, like a dog. 🐶

Some children read a book. 📖

Some children rode a bicycle. 🚲

Some children had a birthday this summer. 🎂

Some children ate ice cream — yum! 🍦

And some children played sports, like football. ⚽"

Read twice: once at normal pace, once more slowly. Pause after each line.

What to watch for:

- Circles the wrong picture → word/vocabulary recognition gap
- Circles nothing → processing speed or confidence issue
- Circles correctly and quickly → on track

Then have students complete the two personal sentences ("In summer I... / My favourite thing was..."). Compare what they *heard* (bingo) with what they *write about themselves* — a nice receptive vs. productive cross-check.

PART 2 — PICTURE MEMORY (Vocabulary Check)

Covers core Movers vocabulary sets: animals, clothes, food. Any consistent gaps here flag specific vocabulary to revisit in week one.

Part 2 — Picture Memory (ANSWERS):

1. elephant
2. kitchen
3. umbrella
4. bicycle
5. strawberry
6. spider
7. jumper

8. playground

PART 3 — SPOT THE MISTAKE! (Grammar Check)

Targets: present simple 3rd person -s, there is/are + plurals, present continuous. This is your clearest diagnostic section — track which structures trip up the most students across the class, not just individuals, to prioritize your first grammar review lessons.

Part 3 — Spot the Mistake (ANSWERS):

1. She **has** a red bicycle.
2. There **are** five apples on the table.
3. The cat **is** sleeping on the sofa.
4. I **am going** to school every day. (*or "I go to school every day" if teaching present simple instead*)
5. He **doesn't** like vegetables.

Part 4 — Draw & Describe: No fixed answers — assess informally using the speaking notes above (fluency, "because" clause use, willingness to speak).

BONUS ACTIVITY — TRUE OR FALSE LINE-UP (*optional, whole-class movement game*)

If you have extra time or want a more energetic warm-up before or after the worksheet, try this:

Students stand in the middle of the room. If a sentence is **TRUE**, they move to the window side; if **FALSE**, to the door side.

1. Elephants are small animals. (*False*)
2. You wear a jumper when it's cold. (*True*)
3. A strawberry is a vegetable. (*False*)
4. Spiders have six legs. (*False — eight!*)
5. You can ride a bicycle in a swimming pool. (*False*)
6. Summer comes before winter. (*True*)

After each round, ask 1–2 students: "*Why do you think that?*" to prompt a full sentence.

What to watch for: Hesitation before moving = comprehension gap. Confident movement but no justification when asked "why" = speaking/production gap — a different issue worth noting separately.