

## Pre A1 Starters Speaking – describe a picture

### Description

This lesson plan has been designed to help students prepare for Pre A1 Starters Speaking Parts 1-2. This lesson plan can be delivered face to face or online. The 'online options' column gives teachers ideas how the stages could be adapted for teaching online.

In this lesson, students revise and practise prepositions of place to prepare for Speaking Part 1. They practise answering questions about a picture and a toy to prepare for Speaking Part 1 and 2.

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**Time required:** 45 minutes (can be extended or shortened as required)

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- Materials required:**
- Pre A1 Starters sample task (see below - sent to parents in advance and printed if possible)
  - Prepared presentation/PowerPoint slides
  - Where is monkey? worksheet (see below - sent to parents in advance and printed if possible)
  - A small toy animal or doll (to use for demonstrating prepositions of place)
  - Ask parents to provide children with scrap paper or a board pen and homemade mini whiteboard (blank paper in a plastic sleeve) that can be wiped clean
  - Ask parents to provide children with a small toy that they will use during the lesson
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- Aims:**
- to review and practice prepositions of place
  - to answer questions about a picture
  - to describe a toy
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### Procedure

Lesson Stages	Online options
Greet the students as they arrive.	Check they know how to switch their audio and video on.
<p><b>Warmer</b></p> <p>Hold up your toy and say: “<i>This is...</i>” Put the toy on your head. Ask: “<i>Where’s...?</i>” (<i>on your head</i>). Move the toy around to elicit other prepositions of place (<i>under, next to, behind, in front of, between</i>). Model and drill the prepositions each time.</p> <p>Play games to check understanding:</p> <ul style="list-style-type: none"> <li>- Ask children to hold up their toy. Say: “<i>Put it <u>on your head</u>” “<u>under your</u></i></li> </ul>	<p>Make sure your camera clearly shows the position of the toy.</p> <p>Children hold up their toys to the camera.</p>

<p><i>hand</i>” “<u>next to your face</u>” etc.</p> <ul style="list-style-type: none"> <li>- Put your toy in different places. Children say where it is.</li> <li>- Let children lead the activity. They take it in turns to put the toy in a different place. The other children say where it is.</li> </ul>	
<p><b>Prepositions of place</b></p> <p>Display the worksheet. Point to the monkey and then the box, asking “<i>What’s this?</i>” to elicit these words.</p> <p>Point to picture 1. Ask: “<i>Where’s monkey?</i>” (<i>between the boxes</i>) Point to the word ‘between’.</p> <p>Point to picture 2. Ask: “<i>Where’s monkey?</i>” (<i>next to the box</i>) Point to the words in the box, one by one, asking: “<i>Is this ‘next to?’</i>”. Write ‘next to’ underneath number 2.</p> <p>Children write the other prepositions next to the correct pictures.</p> <p><b>Answers</b></p> <p>1. between, 2. next to, 3. in ,4. in front of, 5. on, 6. behind, 7. under</p> <p>If children had difficulty, return to the warmer to reinforce meaning of prepositions.</p>	<p>Send the worksheet to parents in advance to print or display on their screen, and share your screen.</p> <p>Use your mouse/Annotate to point.</p> <p>Use Annotate or type the words under the pictures.</p> <p>Ask children to share their screen or hold up their worksheets so you can check.</p>
<p><b>Optional extensions (to do here and/or after the speaking activity)</b></p> <p><b>Picture dictation</b></p> <p>Dictate a simple picture to consolidate prepositions of place. Children listen and draw on paper or mini whiteboard.</p> <p>For example: “<i>Draw a chair. Draw a ball under the chair. Draw a cat on the chair. Draw a table next to the chair, etc.</i>”</p> <p>You can use this to review vocabulary that children have learnt recently. If children have coloured pencils, you could ask them to colour their picture too.</p> <p><b>Listen and move</b></p> <p>If children need a break, play another game with prepositions that requires physical movement. Ask children to stand up. Give directions, for example:</p> <p>“<i>Put your hands on your head. Put your hands under your feet. Put your hands behind your back, etc.</i>”</p> <p>This also reviews parts of the body.</p>	<p>Ask students to hold up their paper/mini whiteboard so you can see their drawings. You could also draw on a piece of paper and hold it up to the screen.</p>
<p><b>Speaking</b></p> <p>Display the picture (see <b>Materials</b>)</p> <p><u>Part 1</u></p> <p>Ask: “<i>Where’s the [table]?</i>”</p> <p><b>For extra support</b>, prompt by pointing to different things and asking: “<i>Is this the</i></p>	<p>Share your screen.</p> <p>Use your mouse or Annotate to point.</p> <p>Children use Annotate to point or hold up their</p>

<p>...?" (yes/no)</p> <p><b>To add challenge</b>, ask children "What's this?" to identify different items and practise prepositions.</p> <p>Ask different children each time, making sure everyone is involved. You could ask one question to one child and then the next question to the whole class, for example:</p> <p>"[name], where's the...?"</p> <p>"Children, is the... big or small?"</p> <p><u>Part 2</u></p> <p>Point at something in the picture. Ask "What's this?"</p> <p>Ask "How many [children] are there?" (3) "What's the [man] doing?" (reading) to practise other questions children need to understand and answer to succeed in Part 2 of the speaking exam.</p> <p><b>For extra support</b>, prompt by asking "Is it a...?" "Are there [2 children]?" (yes) "Is the [man] reading?" (yes).</p> <p>Again, make sure children are involved by nominating different children and moving from individual questions to whole class questions.</p>	<p>picture and point.</p>
<p><b>Describe it</b></p> <p>Model the activity first. Hold up your toy. Say: "This is ... It's [colour]. It's [big/small]. I like it." Model and drill.</p> <p>Starting with a strong student, say: "Tell me about your toy". Give lots of support, prompting and encouragement for anything the children can say, for example if they say the colour of the toy, that is a good start.</p> <p>This also helps to prepare children for questions that start "Tell me about..".</p>	<p>Hold the toy up to the camera.</p> <p>Share your screen.</p>
<p><b>Optional extension</b></p> <p>Do the <b>optional activities from earlier</b> or repeat the warmer game to review prepositions.</p>	
<p><b>Homework</b></p> <p>Send the Homework worksheet (see <b>Materials</b>) to parents for children to complete. Encourage parents to ask children questions about the pictures to help them to practise speaking.</p> <p>Share this <b>activity</b> with parents for children to practise Speaking Part 1 (listening to instructions and placing picture cards on a picture scene).</p>	

## Materials



## Where is monkey?

Choose from:

in front of    next to    behind    in  
~~between~~    under    on



2



3



1 between



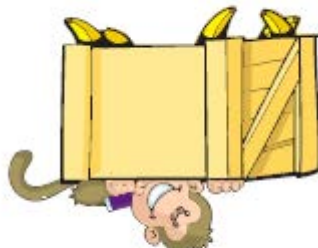
4



5



6



7

Source: Cambridge Pre A1 Starters wordlist picture book p.24

## Homework

Look at the pictures and answer the questions. Write one word answers.

### Examples

Where are the children? at the zoo

What colour is the elephant? grey



### Questions

What is the elephant looking at? two -----



What is the girl pointing at? a -----

How many goats can you see? -----

What colour is the frog? -----

What is the boy pointing at? a -----



1. mice
2. crocodile
3. three/3
4. green
5. lizard