

Pre A1 Starters Listening Part 1

Description

This lesson plan has been created to help students prepare for Pre A1 Starters Listening Part 1. This lesson plan can be delivered face to face or online. The 'online options' column gives teachers ideas on how the stages could be adapted for teaching online.

In this lesson students review and practise colours vocabulary, and answer questions about a picture. They complete a Listening Part 1 task (listen and draw lines).


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

- Materials required:**
- Pre A1 Starters sample task picture (see below - sent to parents in advance and printed if possible)
 - Prepared presentation/PowerPoint slides
 - Colours worksheet (see below - sent to parents in advance and printed if possible)
 - If possible and appropriate, ask parents to provide children with coloured pencils to use during the lesson
 - Realia or coloured pencils to show examples of things that are different colours (e.g. fruit, books, clothes)
 - Pre A1 **Starters Audio** file
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- Aims:**
- to review 10 colours
 - to complete a practice Pre A1 Starters Listening Part 1 task
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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>Warmer – what colour is it?</p> <p>Hold up an item from your realia (or a coloured pencil). Ask: “<i>What colour is it?</i>” Add support by asking “<i>Is it [red]?</i>” (Yes/no)</p> <p>Repeat with other items. Model and drill the colours that children have difficulty with: <i>It’s purple, It’s green</i> etc.</p> <p>Say: “<i>Show me something [red]</i>”. Children hold up or point to a crayon or other item of that colour.</p> <p>Let students lead the activity now: one child says “<i>Show me [green]</i>” and the other children have to hold up or point to something of that colour.</p>	<p>Send the colours worksheet to parents beforehand to print out or display on the children’s screens.</p> <p>Children hold up an item to the camera. If they don’t have coloured items to hand, they can hold up the printed sheet of colours and point to the colour you say. If they don’t have a printed copy, share one on your</p>

<p>Let children lead the other activity too:</p> <p>For stronger classes/students: Drill the question “<i>What colour is it?</i>” They take it in turns to hold up an item and ask “<i>What colour is it?</i>” The other students shout out the answer.</p> <p>For more support, children can just hold up the item and the other children say the colour.</p>	<p>screen and they can use Annotate to ‘point’.</p>
<p>Vocabulary – colours</p> <p>Display the worksheet. Point to the first coloured circle and ask: “<i>What colour is it?</i>” (<i>red</i>)</p> <p>Show the words. Point to different words. Ask “<i>Is this [red]?</i>” (<i>yes/no</i>)</p> <p>Point to the spaces under the red circle. Say: “<i>Write ‘red’ here</i>” – write in the spaces, showing children there is one letter for each space.</p> <p>Children write the other words next to the correct colours. They can check their answers in pairs.</p> <p>Elicit and check answers – (see Materials).</p> <p>Optional extensions (to do here and/or after the listening)</p> <p>Ask students to draw something for each colour e.g. “<i>Draw something red</i>” could be an apple, a traffic light etc. They can use coloured pencils for this</p> <p>For stronger classes, say a colour. Students shout out things that are that colour. Help with vocabulary and translate into English as necessary.</p> <p>Model: “<i>My favourite colour is...</i>” Ask: “<i>What’s your favourite colour?</i>”</p> <p>Review clothes e.g. “<i>What colour is your t-shirt/shirt/skirt?</i>” or “<i>Stand up if you’re wearing black shoes</i>”</p> <p>Sing a rainbow song, like this one. Scroll down until you find this image:</p> 	<p>Share your screen. Point to different colours with your mouse.</p> <p>If you have Annotate, children can use this to stamp on the colours as you say them. If not, they can hold up the sheet and point to the colours as you say them.</p> <p>Use Annotate to write the words under the colours.</p> <p>Share your screen with the answers. Ask children to share their screen or hold up their worksheets so you can check what they have written.</p>
<p>Listening</p> <p><u>Preparation</u></p> <p>To get children ready to listen, ask them questions about the picture (see materials). Point to things in the picture. Ask: “<i>What’s this? What colour is it? Point to the bike. Point to the tree.</i>” Elicit or teach the following vocabulary which is key for the listening task, modelling and drilling so that children will be able to recognise it when they hear it:</p>	<p>Share your screen.</p> <p>Children point by holding up their worksheet, or by using Annotate, or you can point to different things on the screen and ask <i>yes/no</i> questions e.g. “<i>Is this a blue bike? Is this a yellow T-shirt?</i>”</p>

<p><i>ducks, kite, book, tree, bike, cats, boy, girl</i></p> <p><u>Listening – example</u></p> <p>Tell the students to look at the picture and listen to the example.</p> <p>Play the audio (from “<i>Look at Part 1</i>” Stop after “<i>This is an example</i>”). Point to Pat, the cats, and the line as the audio refers to them.</p> <p><u>Listening 1</u></p> <p>Tell students they will hear about 5 more people. They need to listen and draw a line from the name to the person in the picture. Elicit that there are 6 names, so one of the names will have no line.</p> <p>Play the audio (from “<i>Here’s a photo...</i>” Stop after “<i>He loves it</i>”).</p> <p>Ask students to compare their answers with a partner. Do not check answers yet. Tell them not to worry if they didn’t draw, they can listen again.</p> <p><u>Listening 2</u></p> <p>Tell students they will hear the listening again. Play the audio (from “<i>Now listen to Part 1 again</i>”. Stop after “<i>That is the end of Part 1</i>”)</p> <p>Ask students to check again with their partner.</p> <p>Finally, play the audio again, stopping to elicit and check answers (see Materials). Give lots of praise for correct answers and good guesses. For example, identifying the name is a good start, even if they drew the line to the wrong place on the picture.</p> <p>If students had difficulty with any of the answers, play or read part of the audio script aloud and point to the names and picture at the same time.</p> <p>Alternative for extra support</p> <p>You may wish to set this additional first listening task:</p> <p><i>Listen and tick the names you hear.</i></p> <p>This will eliminate the extra name which can be a distractor. Or, students could write a number next to the names they hear. Then the second listening task is to draw a line from the name to the person in the picture.</p> <p>Give children lots of praise for what they got right.</p>	<p>Use your mouse or Annotate to highlight Pat, the cats and the line in the example.</p> <p>You could ask students to use Annotate to draw lines from the names to the pictures. You won’t know who drew what (unless you get them to choose different colours), but you can see how many children have understood. Or, ask them to hold their worksheets up so you can see.</p> <p>Children could share their answers in the chat.</p> <p>Share your screen to show the answers, or write them over the question sheet using Annotate. You could nominate students to use Annotate to write the answers.</p>
<p>Optional extension</p> <p>Repeat the vocabulary games or song from the Optional Extensions section above. Or play a game with the picture “<i>Who can find...first?</i>”</p>	
<p>Homework</p>	

You could set the Practice worksheets, to practise colours and clothes (see **Materials**).

Materials

Listen and draw lines. There is one example.

Sue

Ann

Lucy

Nick



Pat

Jill

Dan

Tapescript

R = rubric	Fch = Female child
F = Female adult	Mch = Male child
M = Male adult	

R Hello. This is the Cambridge English Starters Listening sample test.

[MUSIC]

Look at Part 1.

Look at the picture.

Listen and look.

There is one example.

PAUSE 00'03"

Mch Here's a photo of me and my friends in the park, Miss Box.

F Oh yes! Who's that? The boy with the cats.

Mch His name's Pat. He's holding one cat in his arms! Pat loves animals.

F That's good.

PAUSE 00'03"

R Can you see the line? This is an example.

Now you listen and draw lines.

PAUSE 00'03"

[REPEAT FROM HERE]

R **One**

F There's a girl here, too. She's behind the pear tree!

Mch Yes. She's funny. Her name's Lucy.

F And what's Lucy doing behind that tree?

Mch Sorry! I don't know. Playing a game?

PAUSE 00'05"

R **Two**

Mch And there's Jill. She's got some bread in her hand.

F Is she giving it to the ducks?

Mch Yes! Jill loves ducks.

F Me too!

PAUSE 00'05"

R **Three**

F That's a great kite!

Mch Yes, that's Dan's kite.

F Is Dan the boy in the red T-shirt?

Mch Yes, that's right.

PAUSE 00'05"

R **Four**

F One person is reading. What's her name?

Mch The girl with the book?

F Yes.

Mch That's my friend Ann. Reading is Ann's favourite hobby.

PAUSE 00'05"

R **Five**

F And what's that boy's name? The boy on the bike.

Mch That's Nick. Nick's in my class at school.

F Oh! He's got a nice bike!

Mch I know! It's new. He loves it.

PAUSE 00'05"

R Now listen to Part 1 again.

PAUSE 00'03"

[REPEAT PART 1 WITH ONLY 00'03" PAUSES]

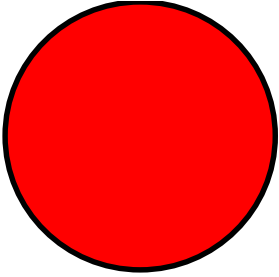
That is the end of Part 1.

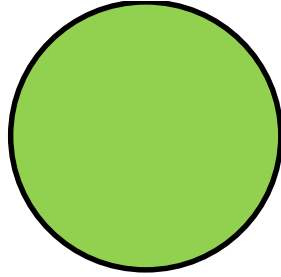
Answer key

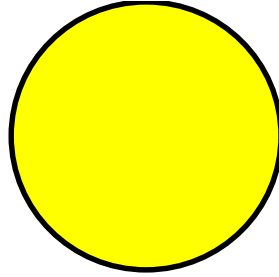
- 1 Lucy girl behind tree
- 2 Jill girl feeding ducks
- 3 Dan boy with kite
- 4 Ann girl reading
- 5 Nick boy on bike

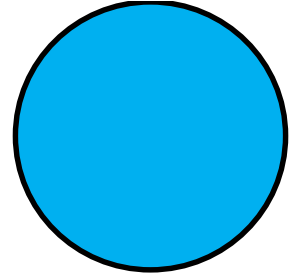
Colours

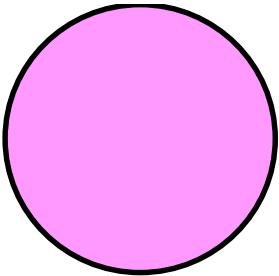
Write the colours.

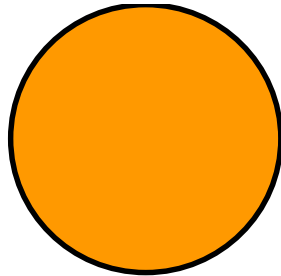


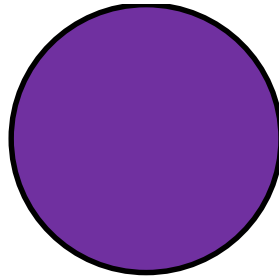


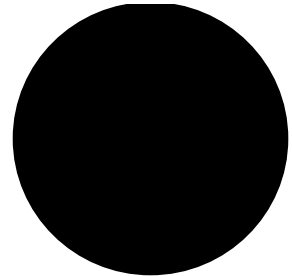


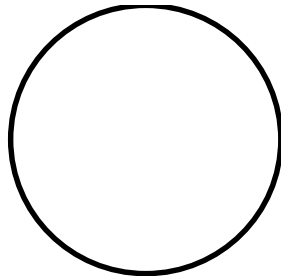


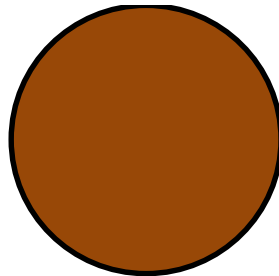






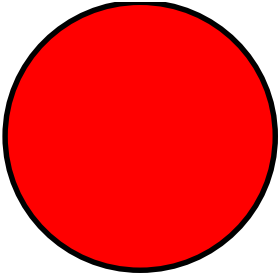




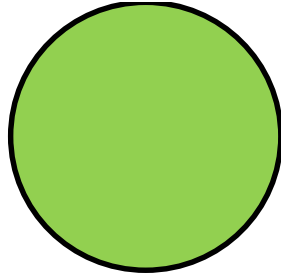


green	red	brown	white	yellow
purple	orange	pink	black	blue

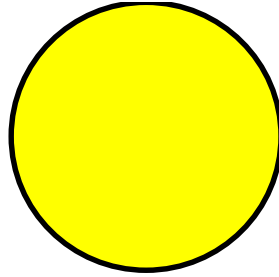
Colours – Answers



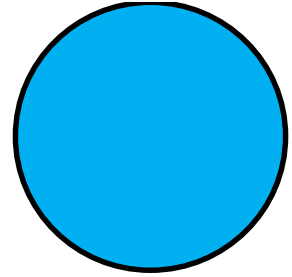
red



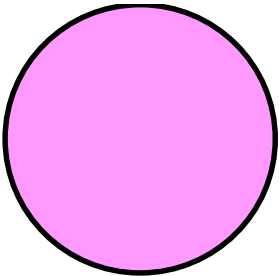
green



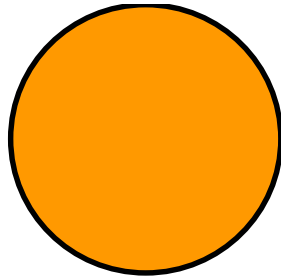
yellow



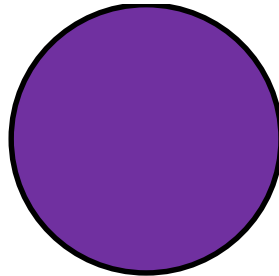
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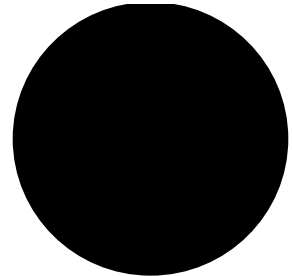
pink



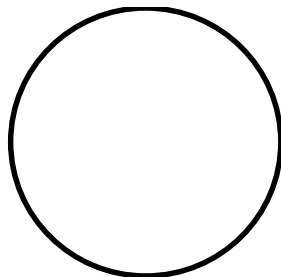
orange



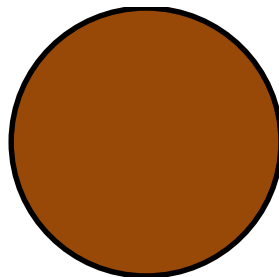
purple



black



white



brown

Practice - colouring

Colour the clothes in the clothes shop. There is one example.

Example

The t-shirt is black.

Sentences













1. The dress is orange.
2. The trousers are blue.
3. The jacket is green.
4. The skirt is purple.
5. The hat is yellow.



Practice – writing

What do the friends choose in the clothes shop? Write on the lines.
Look at the picture of the clothes shop above for the colours. There is one example.

Example

			Grace chooses a <u>black</u> <u>t-shirt</u>
1.			Sam chooses
2.			Jill chooses an
3.			Nick chooses a
4.			Kim chooses a
5.			Ben chooses a

Source: <https://www.cambridgeenglish.org/Images/475823-cambridge-english-pre-a1-starters-classroom-activities.pdf> p.13

Practice colouring – Answers



1. Orange



5. Yellow



2. Blue



3. Green



Example
Black



4. Purple

Practice writing – Answers

1. Sam – blue trousers
2. Jill – orange dress
3. Nick – yellow hat
4. Kim – purple skirt
5. Ben – green jacket

Source: <https://www.cambridgeenglish.org/Images/475823-cambridge-english-pre-a1-starters-classroom-activities.pdf> p.15