



Pre A1 Starters Listening Part 2

Description

This lesson plan has been designed to help students prepare for Pre A1 Starters Listening Part 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 review and practise numbers 1-15. They practise spelling dictation, and complete a Listening Part 2 task (listen and write numbers/names).

Time required:	45 minutes (can be extended or shortened as required)
Materials required:	- Pre A1 Starters sample task (see below - sent to parents in advance and printed if possible) - Prepared presentation/PowerPoint slides - Find 5 differences worksheet and/or Pets worksheet (see below - sent to parents in advance and printed if possible) - 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 - Pre A1 Starters Audio (listen from 5.20)
Aims:	- to review numbers - to practise dictation of letters - to complete a practice Pre A1 Starters Listening Part 1 task

Procedure

Lesson Stages	Online options
Greet the students as they arrive.	Check they know how to switch their audio and video on.
Warmer – clapping game Clap your hands slowly 3 times. Stop and ask: <i>"How many claps?"</i>	Encourage children to hold their hands up towards the camera as they clap

Now clap again a little more quickly. Stop and wait for students to say the number of claps. If they don't, prompt them with the question. Repeat with different numbers of claps (up to 15). You can speed up, slow down, include small pauses and then start again (for fun!). Let children lead the activity. They clap a certain number of times (they decide how many) and then the other children say the number of claps. Alternatively, or as an extension, you could also get them to write down the number of claps they hear on a piece of paper and hold it up so that you can check. For extra support Before the game, do a quick review of numbers 1-15. Count on your fingers and get students to do the same. Model and drill pronunciation. Count up and down. You could also use number flashcards. Show different numbers of fingers and ask them to say how many they can see. Ask individual students to hold up different numbers of fingers and the rest of the class shout out how many they can see.	so the other children can see, in case the 'claps' are difficult to hear. Children hold their paper/mini whiteboard up to the camera. Or, they could type the number in the chat.
Context Show the picture from the sample listening task (see Materials). Point and ask: <i>"Where is it?" (school/classroom) "Who's this?" (teacher, student/girl)</i> Point to the picture and ask a couple of questions to review numbers. For example, <i>"How many pencils are there?" (3) "How many computers are there?" (1)</i> You could also take the opportunity to review colours. For example: <i>"Point to a red book." "What colour is the girl's T-shirt?" "How many green books are there?"</i>	Send the picture to parents in advance if possible and/or share your screen.
Listening <u>Preparation</u> Tell the students you are going to spell some names. Say: <i>"Listen and write"</i>. Spell K-I-M slowly, letter by letter. Ask students to hold up their paper so you can check what they wrote. Point to the girl in the picture. Say: <i>"This is Kim"</i>. Repeat with other names (e.g. <i>Ben, Dan, Grace, Alex</i>). Include letters your learners find difficult. If children had difficulty hearing or confused certain letters, review them, and model/drill for pronunciation. This will help to prepare them for the listening activity.	Students could write on paper/mini whiteboard. Or, they could type using Annotate.



Show the questions. Use the pictures to elicit/check <i>house</i> and <i>horse</i> if necessary. Read each question and ask “<i>Letter or number?</i>” to help children to identify the kind of information they need to listen for. Highlight the key words (<i>How old, name, number</i>). <u>Listening - example</u> Tell students that they are going to listen to the teacher and girl talking. Show questions 1 and 2. Read them aloud. Say: “<i>Listen to the example. Don’t write.</i>” Play the audio (from 5.20). (Start at “<i>Hello, I’m new in class</i>”. Stop after “<i>Thank you</i>”). As you hear the name and age on the audio, highlight the answers on the sheet. <u>Listening</u> Set the task: “<i>Listen and write numbers or words</i>”. Play the audio. (Start at “<i>One. What’s your family name, please?</i>”. Stop after “<i>Great</i>”). Play the audio again. Repeat for a 3rd time if necessary. Answers Play the audio, stopping after each answer and check with students what they wrote. 1. WALL, 2. SUN, 3. 15/fifteen, 4. TIGER, 5. 7/seven Give lots of praise and encouragement for good tries and correct answers.	Share your screen and use your mouse or Annotate to highlight. Share your computer sound. Use your mouse or Annotate to highlight. Ask students to hold up their worksheets so you can see their answers. If it’s unclear, ask parents to send a photo of the answers afterwards. Share your screen to check answers.
Choose one or more of the following 3 activities to consolidate the lesson: Optional dictation practice Show the Pets worksheet (see Materials). Model the activity: point to one of the animals and say: “<i>This is my pet. His name is Fire. F-I-R-E. He’s 6 years old. Write his name and age.</i>” Ask students to hold up their paper/whiteboard for you to check. Say: “<i>Choose a pet. Write a name and age for your pet.</i>”	Students write on paper/whiteboard or in the chat.

Students take it in turns to spell the name and age of their pet. The other students listen and write what they hear. They hold up their papers to check. The student who dictated confirms the right name/spelling/age. You could also use the worksheet to review animal vocabulary. For stronger classes, model the questions “<i>What’s his/her name?</i>” <i>How old is he/she?</i>” Students take it in turns to ask the questions to another student. Everyone listens and writes down the pet’s name and age.	
Find 5 differences Show the sample speaking task picture again. Pre-teach key vocabulary (<i>book, pencil, shoe</i>) if you didn’t already do this before the listening. Show the Find 5 differences worksheet (see Materials). If students have a printed copy, give them time to find the differences. If not, do the activity as a whole class. Answers (see Materials) The differences are all to do with numbers, so there is further practice as you elicit answers.	You/your students can use Annotate to circle the differences. Or, elicit the differences and show the answer sheet.
Optional extension – spelling dictation Dictate a simple sentence by slowly spelling out each letter, for example: <i>I L-I-K-E C-A-T-S</i> Students listen and write the letters they hear. Ask them to say the sentence. Repeat with a different sentence if necessary to help them understand the activity. Ask students to write their own simple sentence. They take it in turns to dictate the letters, one by one. The other students listen and write the letters, and then say the sentence. For extra support Ask students to write one word, and then spell it out for the rest of the class.	Students can write on scrap paper or use the mini-whiteboard and hold up what they wrote to the camera. Or, they can type in the chat.
Homework Students could write sentences about the sample task picture or practise their listening by playing a game with their parents.	



Materials



Examples

What is the new girl's name?

Kim
.....

How old is the new girl?

8
.....

Questions

1 What is Kim's family name?

2 Where does Kim live? inStreet

3 What number is Kim's house?

4 What is the name of Kim's horse?

5 How old is Kim's horse?



Source: <https://www.cambridgeenglish.org/Images/425841-starters-flash-cards.pdf>

[cambridgeenglish.org/starters](https://www.cambridgeenglish.org/starters)

CORWRD/24152/1125 © 2026 Cambridge University Press & Assessment
This material may be photocopied (without alteration) and distributed for classroom use
provided no charge is made. For further information see our Terms and Conditions.



CAMBRIDGE
English

Audio script

Part 2.

Look at the picture.

Listen and write a name or a number.

There are two examples.

PAUSE 00'03"

Fch Hello. I'm new in class.

M What's your name, please?

Fch Kim.

M Is that K-I-M?

Fch Yes. Kim.

PAUSE 00'03"

M How old are you, Kim?

Fch I'm 8 today.

M 8 today? Happy birthday!

Fch Thank you.

R **One**

M What's your family name, please?

Fch It's Wall. W-A-L-L.

M Wall? (ha, ha) That's my name, too.

Fch Is it?

M Yes.

PAUSE 00'10"

R **Two**

M Where do you live, Kim?

Fch In Sun Street.

M Sun Street?

Fch Yes. S-U-N. It's behind the zoo.

M Oh yes.

R **Three**

M What number's your house?

Fch It's 15.

M 15. Oh, is it that house with the big garden?

Fch Yes, it is. And it's got a pink door!

PAUSE 00'10"

R **Four**

M What have you got in your bag?

Fch Apples for my horse. I go to see him with my friend.

M What's your horse's name?

Fch Tiger. That's T-I-G-E-R.

M Tiger?!

Fch Yes, it's a funny name for a horse but I like it.

PAUSE 00'10"

R **Five**

M How old is your horse?

Fch He's seven.

M Seven?

Fch Yes. And he can run and jump.

M Great!

Answer Key – listening

- | | | | |
|---|------------|---|-----------|
| 1 | W-A-L-L | 4 | T-I-G-E-R |
| 2 | S-U-N | 5 | 7/seven |
| 3 | 15/fifteen | | |



Pets



Source: <https://www.cambridgeenglish.org/Images/425841-starters-flash-cards.pdf>

[cambridgeenglish.org/starters](https://www.cambridgeenglish.org/starters)

CORWRD/24152/1125 © 2026 Cambridge University Press & Assessment
This material may be photocopied (without alteration) and distributed for classroom use
provided no charge is made. For further information see our Terms and Conditions.



CAMBRIDGE
English

Find 5 differences



cambridgeenglish.org/starters

Find 5 differences – answers

