



Pre A1 Starters Reading and Writing Part 5

Description

This lesson plan has been designed to help students prepare for Pre A1 Starters Reading and Writing Part 5. 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 will practise spelling common words, describing pictures and focus on question words prior to doing Part 5 of the test.

The lesson can be delivered as one 45-minute lesson, or it can be broken up into shorter lessons if delivering it online.

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

Materials required:

- **Pre A1 Starters sample task** – gap fill story (below)
- **Vocabulary game** (see warmer below)
- **At home picture** (see materials below)

Aims:

- To practise spelling common words from the wordlist
- To focus on prepositions when describing a picture
- To review and practise question words in context
- To practise Part 5 of Pre A1 Starters Reading and Writing

Procedure

Lesson stages	Online options
Greet the students. Ask them a few questions to get their attention e.g. <i>What day is it today? What did you have for breakfast?</i> Use names, especially if you can see that they are distracted.	Check that all students can hear you and that you can hear them. Tip: Ask students to mute their microphones when they are not talking to avoid background noise and echo.
Warmer	Students can play this game on a computer, laptop or smart

Students play the vocabulary game – Things in a Home. Show each question and elicit answers from learners.	phone if they want to play it again after the class.
Spelling game Tell students you want them to guess a word and that it is a room in a house. They must find the answer by guessing the letters in the word. Students suggest a letter one at a time. On screen show as many dashes as letters missing from a word e.g. 7 for <i>kitchen</i> ----- If a student suggests a letter that is in the word, add it to the word on screen e.g. _ i t _ _ e n The student who adds the final letter is the winner! Play the game using the following words: An animal (6 letters, spider) The green place outside a house (6 letters, garden) You are sitting on one (5 letters, chair) You can revise words from previous lessons, too, in this way. The words practised above come up in the test, so this is helping them prepare. Extra support: If this is too difficult for your students, give them the first letter of the word.	The students can practise using the chat box and typing in the letter they have chosen.
Answering questions about a picture Display the ‘at home’ picture (see materials below). Ask a variety of questions. Make sure some elicit prepositions of place: Eg: Is this the kitchen? <i>No, it’s the bathroom.</i> Where is the boy? He’s <u>in</u> the bath. Look at the living room. Where are grandma and the boy? <i>They are <u>on</u> the sofa.</i> Where is the boy standing on his hands? <i>He’s <u>in</u> the garden.</i> What is mum doing in the kitchen? <i>She’s cooking.</i> How many people are in the house? etc.	Share the poster on your screen for students to see.
Question words Ask students to prepare four flashcards with the words <i>Who / What / Where</i> and <i>How many</i> written on them. They can be on scrap paper or card. Tell students to hold them up and show you.	Ask students to hold up their flashcards to the camera to show you.

Tell them to put them on the table in front of them, so they can see them. Elicit what kind of answers you get when you ask questions using those words. What kind of answer do you get when you ask a Who question? usually a person, a name or e.g. boy, woman, grandma. Elicit from students what kind of answer they would get when you ask: • a <i>Where question?</i> a place, e.g. at school, in the park, in my bedroom • a <i>What question?</i> maybe an action or a thing, e.g. What are you doing? Drawing / What is on the table? A cake. • a <i>How many question?</i> – a number, e.g. two, twenty Extra support: Put the groups of answers (above) on the board and ask them to match them to the correct question word – who/what/where/how many etc. Explain you are going to show them a question and answer (one at a time) and the question word is missing. They will have 20 seconds to read the question and answer and then when you say ‘Go’, they must lift up the question word(s), so that you can see them. Make sure they are clear about why an answer is correct or not. is in the kitchen? Mummy. (Who) is the girl in the bedroom doing? Sleeping. (What) are the birds? On the roof. (Where) people are in the garden? Three. (How many) colour is the sofa? Yellow. (What) is the boy in the yellow T-shirt? In the garden. (Where) people are watching TV? Two. (How many) is waving? The girl in the purple jacket. (Who)	Display on screen one at a time. Students should hold up their answers to the camera.
Optional Extension for online teaching Play a guessing game.	Tip: Your students might need a break, depending on the length of the lesson.

Ask students questions (using the questions words focussed on previously) about things in the room you are working from and/or your home, if it is safe to do so. e.g. <i>How many chairs are in my room? What colour is my cat?</i> Once they have guessed, show them the correct answer by directing your camera to the subject of the question. Ask students to think of / write one question about their room / home, again if it safe to do so. Allow 2 – 3 minutes for this. Nominate students to ask the rest of the class their question, let the class guess, then the student asking the question shows the class the ‘answer’. This could be a game to end the lesson or if you feel your students need a break in the middle of class, you could play this between any of the above stages.	Concentrating online is hard work. Think about adding some little games or time away from the screen.
A scaffolded approach to answering the questions in the exam Ask students to look at the sample task (see materials) you have sent them in advance of the lesson. Explain that you are going to do the questions together, but they should try to think of the missing words. First, display the big picture and ask students to say what they see in the picture. Go through the two examples, pointing out that the gap is filled by ONE word and the spelling is important and now you are going to answer the rest of the questions together. Go through each question, taking suggestions from the students, leading them to the correct answer and then asking them to spell out the answer together. Fill in the words in the gap. Celebrate once you have finished by doing a little celebration dance together or high fiving each other.	Display the practice task on screen.
Homework Ask students to write two more questions and answers about the picture in the practice task and share with you (or the class). Ask students to take a photo or draw a picture of their kitchen and write down as many words for things they can see in the picture, taking care to get the spelling right. This could be part of a personalised dictionary. Students can use such picture and wordlists and collect them together to become a dictionary they refer to (and show their parents).	

Materials

Sample task

Look at the pictures and read the questions. Write one-word answers.



Examples

Where are the people? in the kitchen

How many children are there? two

Questions

1 What are the children playing with? some toy



2 What is Mum standing on? a

3 Where is the spider? on Mum's



4 Who is pointing? the

5 Where are the children? in the

Answer key

Part 5 5 marks

- 1 spiders
- 2 chair
- 3 shoe(s)/slipper(s)
- 4 (a/the) (blonde) girl/sister/daughter
- 5 garden/(back)yard
outside
door (frame)/(way)



At home



Source: **Pre A1 Starters wordlist picture book**