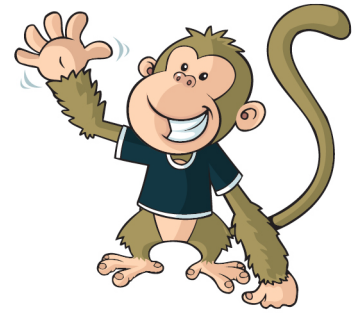




Pre A1 Starters Speaking Part 3

Description

This activity gives students practice in giving short answers to questions about pictures and in giving personal responses. To give all the students some practice answering questions about a picture, you should repeat this activity over several lessons with different students each time.

Time required:	5 minutes over several lessons
Materials required:	▪ Student Worksheet (one copy for each student plus one set cut for the teacher) ▪ scissors and glue
Aims:	▪ to introduce students to Part 3 of the Pre A1 Starters Speaking paper ▪ to encourage students to respond to personal questions.

Procedure

Set up the activity

- Hand out the [Student worksheet](#) to each student.
- Give each student some scissors and glue. Tell them to cut out the 8 cards.
- To review the vocabulary, ask students to hold up the different cards in turn, e.g. *Hold up the frog*.
- Ask students to stick the pictures into their notebooks, using glue, leaving space under the pictures to write two sentences. They don't write the sentences yet.
- Now, divide the class into groups of four.
- Set all the groups, except one, an activity from their activity book that they can do on their own for about five minutes, e.g. *a word search, a colouring activity, a sentence-matching activity*.

Activity

- Greet the students at the beginning of the activity. Say *Hello (name)* to different students in turn and have them greet you in return.
- This is an important aspect of the Pre A1 Starters Speaking test and being able to respond to the examiner at the start of the test helps to put the children at ease.
- Work quietly with one group of four. Put a card in front of different students in turn and ask questions. Move from factual questions to personal questions and then to short descriptions.

For example:

- *What's this?*

- *Do you like orange juice?*
- *What's your favourite drink?*

- *What's this?*
- *Do you like carrots?*
- *What colour is it?*

- *What's this?*
- *Have you got a hat?*
- *What colour is it?*

- *What's this?*
- *Have you got a blue t-shirt?*
- *Do you like wearing t-shirts?*

- You should ask each student three or four questions about four of the cards.
- If a student doesn't understand your question, prompt him/ her to use appropriate classroom language, e.g. *I don't understand / Can you repeat that, please? / Sorry?*
- If a student gives a wrong answer, don't say *No, that's wrong*. Try to be encouraging and nod and repeat the question or ask another question.
- Once every student in the group has answered some questions, ask them to write two sentences under each picture. For example:
 - *This is a frog. I like frogs.*
 - *I've got a toy robot. My robot is blue.*
- Repeat the steps above in following lessons, working with a different group of four (or fewer) students each time until all the students have had a turn to answer questions about the pictures and write sentences underneath them.

Important things to remember

- When all the students have done the activity, review it briefly by eliciting/telling them:
- In this part of the test they are using the same pictures as they used in Part 2.
- In this part (Part 4), they have to answer the examiner's questions about four of the pictures.
- They don't need to answer in complete sentences. They can just use a few words.



- Remind them of the language they can use to ask the examiner to repeat the question, e.g. *I don't understand / Can you repeat that, please? / Sorry?*, and that using this language when they don't understand shows how good their English is.

Suggested follow-up activity

- It's important to give students this type of practice on a regular basis. You can use pictures in your course book, or other materials such as [posters](#).
- After a classroom activity from the course book in which students have worked with a picture, ask them some factual questions about objects in the picture, e.g. *What's this?* (e.g. a pizza) and then some more personal response questions, e.g. *Do you like pizza?*
- You can also use sets of flashcards, but make sure they represent words from the [Pre A1 Starters vocabulary list](#).



Pre A1 Starters Speaking Part 3 – Student Worksheet

Cut out the pictures and stick them in your notebook.



Original can be found in the [Pre A1 Starters Speaking Sample Paper](#)

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