

Lesson plans


Pre A1 Starters Listening Part 2 – Teacher’s Notes

Description

This activity gives students practice in demonstrating their understanding when they hear the letters of the alphabet.

Time required: ⌚ 10–15 minutes.

Materials required:

- the 26 letters of the alphabet written clearly on small cards – one letter for each pupil in the class (if you have more than 26 students, repeat some of the letters)
- Pre A1 Starters Sample Paper downloaded from the website 

<http://www.cambridgeenglish.org/exams/young-learners-english/starters/preparation/2018-update/>

- *Pre A1 Starters Listening Part 2 recording*

Aims:

- to introduce students to Part 2 of the Pre A1 Starters Listening paper and the task type
- *to enable students to practise spelling simple words and to encourage them to listen carefully to the spelling of words.*

Procedure

1. Before the lesson

- Before the lesson, prepare the alphabet cards and choose eight to ten simple nouns (including names).
 - Check that the words are on the **Pre A1 Starters vocabulary list**. (See the Pre A1 Starters, A1 Movers, A2 Flyers 2018 Handbook for Teachers here: <http://www.cambridgeenglish.org/exams/young-learners-english/starters/preparation/2018-update/>)
- Make sure you can spell each one using the alphabet cards you have prepared.

2. Alphabet practice

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

- Hand out the alphabet cards at random, one to each pupil in the class.
- If you have **fewer** than 26 students, give some students more than one card.
- If you have **more** than 26 students, repeat some of the letters.
- As you give each student their card, say the letter of the alphabet for them to repeat.
- Practise the alphabet with the whole class.

Do it in chorus: *a, b, c, d*, etc.

When students hear their letter, they hold up their card.

3. Activity

- Spell out one of the words you selected in **Step 1**, e.g. *c-a-t*.
- As you say each letter, the student(s) with the letter hold up their card. They continue to hold up their cards until you have finished spelling the word.
- Then, ask students what the word is.
- Repeat **the above** for the other words you have chosen.
- Collect in the cards.
- Spell out the same words again. However, this time the students write them in their notebooks.
- They check in pairs before you check with the class.
- Ask the students to tell you each word and its spelling and then write it on the board.

4. Sample Task – introducing the task

- Hand out the **Sample Task**. Tell students to look carefully at the questions before they listen and write.
- Tell students that they are going to hear two people talking to each other and that they have to listen to find the answer to the questions.
- Tell them that some answers are **names** and some are **numbers**.
- Ask students:
 - *Which answers will be names? (1, 2 & 4)*
 - *Which answers will be numbers? (3 & 5)*
- Ask children to look at the examples.
- The **second** example is a **number**. Point out that it's written as a numeral, not in letters.

Children do not have to write numbers out in full, and they should be encouraged to write in numerals to avoid worries about spelling.

Remind students that they will always hear each part twice.

5. Sample Task – complete the task

- Tell students to take out a pencil.

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- Play the recording or read the transcript aloud to the class. If you read it aloud, read it twice.
- Ask students to check their answers in pairs.
- Check answers with the class.

Suggested follow-up activities

Activity 1

- Put students into groups of three or four.
- They take turns to spell out their names.
- The other students in the group write down the name as it is dictated.
- This activity gives practice with spelling and with use of capital letters at the beginning of proper nouns.

For more information on *proper nouns*, please see the Teacher Support Page at the end of this document.

Activity 2

- Play **Bingo** with letters of the alphabet and with numbers 1–20 (which they may hear in the Pre A1 Starters Listening test). This game is fun and will give students practice in hearing letters and numbers and associating them with the written form of that letter/number, quickly.

Pre A1 Starters Listening Part 2 – Answer Key

Key to Sample Task

Part 2 5 marks

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

Transcript for Step 5:

Original can be found in the Cambridge English: Starters Listening Sample Paper, which can be downloaded from:

<http://www.cambridgeenglish.org/images/starters-sample-papers-2018-vol1.pdf>

Part 2

Look at the picture.

Listen and write a name or a number.

There are two examples.

Fch Hello. I'm new in class.

M What's your name, please?

Fch Kim.

M Is that K-I-M?

Fch Yes. Kim.

M How old are you, Kim?

Fch I'm 8 today.

M 8 today? Happy birthday!

Fch Thank you.

R Can you see the answers? Now you listen and write a name or a number.

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.

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?

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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!

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.

R Five

M How old is your horse?

Fch He's seven.

M Seven?

Fch Yes. And he can run and jump.

M Great!

R Now listen to Part 2 again.

That is the end of Part 2.

YLE Starters Listening Part 2 – Sample Task

Original can be found in the *Cambridge English: Starters 2018 Sample Papers*, which can be downloaded from:

<http://www.cambridgeenglish.org/exams/young-learners-english/starters/preparation/2018-update/>

Part 2

– 5 questions –

Read the question. Listen and write a name or a number.

There are two examples.



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?

LE Starters Listening Part 2 – Teacher Support Page

An easy way of understanding what **proper nouns** are is to compare them with **common nouns**.

A **common noun** refers to the general name of things, while a **proper noun** is more specific. It gives you the actual name of the person / place / thing.

See the table below for some examples:

Common Noun	Proper Noun
a man	Peter
a woman	Sarah
a company	McDonald's
a mountain	Everest
a country	England
a river	the Nile
a city	Cambridge
a holiday	Christmas
a building	Empire State Building
a language	English

Proper nouns always begin with a **capital letter**.