

Lesson plans


Pre A1 Starters Listening Part 3 – Teacher’s Notes

Description

This activity gives students practice in listening to descriptions and choosing one of three possible options.

Time required: ⌚ 10–15 minutes.

Materials required:

- three A4- or A5-sized cards; write a large **A** on one, a large **B** on the second and a large **C** on the third
- 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 3 recording

Aims:

- to introduce students to Part 3 of Pre A1 Starters Listening paper and to the task type
- to encourage close observation.

Procedure

1. Introduce the activity

- Use the following action verbs which are taken from the *Pre A1 Starters vocabulary list* <http://www.cambridgeenglish.org/images/351849-y1e-starters-word-list-2018.pdf>

drink / drive / eat / jump / paint / play / read / run / sing / sleep / swim / take a picture/ photo / walk / write

- Ask three students to come to the front of the class. Hand each one a card, **A**, **B** and **C**.
- Whisper a different action to each student.

For example:

- *You are eating.*
- *You are sleeping.*
- *You are swimming.*

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- They put down their cards and *mime* their actions, one after another.

They **don't speak** and the class **don't shout out**.

- Tell the three students to hold up their cards.
- Say a sentence, e.g. *This student is sleeping*.
- Ask the students in the class to write down in their notebooks the letter, **A**, **B** or **C**, for the mime that matches what you have said.
- Then ask students to put up their hands to give you the correct answer.
- Elicit an answer from one student and check with the rest of the class if they think this is correct.
- Confirm or give the correct answer.

In this example the correct answer would be B.

2. Activity

- Repeat **the above procedure** four more times with **three** different students and **three** different verbs each time.

3. Sample Task – introducing the task

- Hand out the **Sample Task**.
- Direct students to each set of three pictures.
- Tell them that they will hear two people talking and that they have to listen and decide which picture is correct. Before they listen, ask the students the following questions:
 - *Which pictures show different actions? (question 2)*
 - *Which picture shows different objects? (question 3)*
 - *Which pictures show different animals? (example question, not question 4 which shows different dogs)*
 - *What does question 5 show? (different descriptions of a girl)*

Remind them to listen to each complete dialogue before they decide which picture to tick.

- Ask students to look at the example pictures. In pairs, they tell each other what they can see in the three pictures. Then play or read the example dialogue up to:
 - *F What is it? A fish?*
- Ask students which picture the woman is talking about. (**The third picture**)
- Now play/read the last part of the recording, which gives the answer.

Remind students that they mustn't choose the first answer they hear as there may be more information given in the conversation.

4. Sample Task – complete the task

- Go through the rest of the task. Before students listen to each dialogue, allow them a minute to describe what they can see in the pictures with their partner.
- Then play or read the dialogue and students tick the answer they choose with a pencil.
- If you read the transcript aloud, read it twice.
- Encourage children to compare their answers before they listen again.
- Ask students to check their answers in pairs.
- Then check answers with the class.

Additional information

- This task tests listening for specific information of various kinds. Children need to process the whole dialogue before they choose their answer. The answer may be in more than one part of the dialogue.

Suggested follow-up activity

- You can extend this activity to descriptions of clothes. This is only possible if your students **don't wear a school uniform**.
 - Use some of the following nouns and adjectives which are taken from the **Pre A1 Starters vocabulary list**

<http://www.cambridgeenglish.org/images/351849-yle-starters-word-list-2018.pdf>

glasses / jacket / jeans / shirt / shoes / skirt / socks / trousers / T-shirt / watch / black / blue / brown / green / grey (gray) / orange / pink / purple / red / white / yellow

- Ask three students to come to the front of the class. Choose three students who are wearing similar clothes, e.g. skirts, T-shirts, socks and shoes, but whose clothes are of different patterns and/or colours.
- Hand out the A, B, C cards. The three students hold these up.
- Describe what one student is wearing without using his/her name, e.g. *This student is wearing a red skirt and a blue and white T-shirt. This student has got grey socks and black shoes.*
- Ask the students in the class to write down A, B or C in their notebooks according to which student matches the description you gave. Then they hold up their hands to answer. Elicit an answer from one student and check with the rest of the class if they think this is correct. Confirm or give the correct answer.
- Repeat **the above procedure** a few more times with three different students each time.

Pre A1 Starters Listening Part 3 – Answer Key

Key to Sample Task

1. B
2. A
3. A
4. B
5. C

Transcript for Steps 3 and 4:

Original can be found in the Pre A1 Starters Listening Sample Paper, which can be downloaded from:

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

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

Part Three. Look at the pictures. Now listen and look.

There is one example.

R What animal has Alex got in his bedroom?

Fch Mum, Alex has got an animal in his bedroom.

F What is it? A fish?

Fch No, a lizard. Can I have one?

F OK. But please don't ask for a snake!

R Can you see the tick?

Now you listen and tick the box.

R One. Which picture are May and Sam looking at?

Fch This picture's nice, Sam. Who's in it?

Mch Mum, my grandpa and my cousin, Tom.

Fch Where's your dad and your grandma?

Mch They're not in this picture, May.

R Two. What are Mrs Good's class doing this afternoon?

M Where are your class this afternoon, Mrs Good? At their swimming lesson?

F No, they're in the playground.

M Are they playing football?

F Not today. They're taking photos for our class book

R Three. What is Mum's favourite fruit

Mch Mum, can we have this coconut?

F Well, they're very nice but I can't open them.

Mch What about these oranges?

F OK. They're my favourites. And let's have this pineapple too.

R Four. Which dog is Anna's?

Mch Is that your dog, Anna?

Fch No, my dog's dirty.

Mch Is it young?

Fch Yes. My brother's dog is that old one.

R Five. What is Lucy wearing?

F (shouting up the stairs) Lucy, your skirt's on the bed.

Fch Thanks, Mum but I don't want it. I'm wearing my jeans.

F And your new T-shirt?

Fch Yes. It's great!

R Now listen to Part 3 again.

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Pre A1 Starters Listening Part 3 – Sample Task

Original can be found in the Pre A1 Starters Listening Sample Paper, which can be downloaded from:

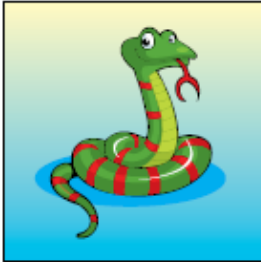
<http://www.cambridgeenglish.org/images/starters-sample-papers-2018-vol1.pdf>

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Part 3
– 5 questions –

Listen and tick (✓) the box. There is one example.

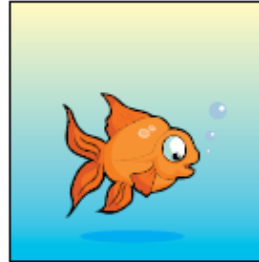
What animal has Alex got in his bedroom?



A



B



C

1 Which picture are May and Sam looking at?



A



B



C

2 What are Mrs Good's class doing this afternoon?



A



B



C

3 What does Tom want for his birthday?



A

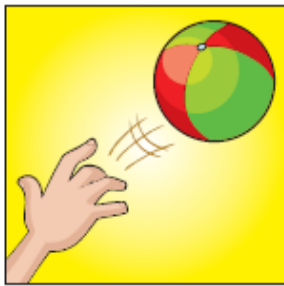


B

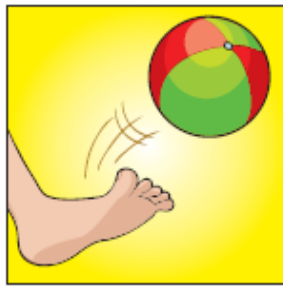


C

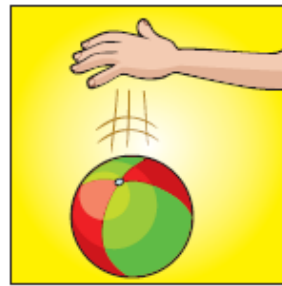
4 What can Tony do with the ball in the house?



A



B

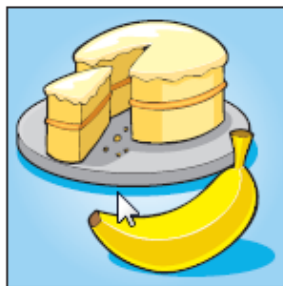


C

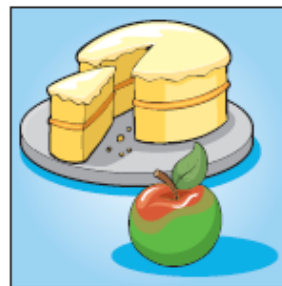
5 What cake can they make today?



A



B



C