

Lesson plans

Pre A1 Starters Speaking Part 4

A Practice Activity

The following activities are based on the student competencies needed for Pre A1 Starters, Speaking Part.

Pre A1 Starters, Speaking Part 4 requires candidates to do the following:

- understand personal questions on topics such as age, family, school and friends (there are no visual prompts);
- respond to personal questions with short answers, giving basic information about themselves.

STAGE ONE Warmer activity (5-10 minutes)

VERSION 1

Aims

To review a basic question structure: Do you like ...? and typical short answer Yes, I do. / No, I don't.

To provide personalised practice in a supportive group setting.

Procedure

- Teacher draws a happy face on one side of the board and a sad face on the other.
- Teacher models the activity by standing in a central position between the two faces and asking the question: "Do you like ice cream?" Then jumps to the side of the board with the happy face saying "Yes, I do". Repeat with a negative example: "Do you like bananas?" "No, I don't", jumping to the other side.
- Teacher invites two or three students to demonstrate the task, getting them to stand in a line in a central position. Remind learners there is not just one correct answer, it depends on their personal likes, they can have different answers. Ask further questions e.g. "Do you like chicken / milk / cheese / football / table tennis?". (You may want to have some pictures or flashcards to review vocabulary if necessary). Make sure they repeat the appropriate response ("Yes, I do." or "No, I don't.") as they jump to one side. Model and drill pronunciation and intonation clearly. Remind them to return to a central position after each response before the next question.
- The remaining students can now join the line and join in with the activity. Use a variety of items from the Pre A1 Starters wordlist (especially from the topics of food and drink; sports and leisure; animals; toys) to ask about what they like. Provide some extra support with pronunciation, modelling and drilling as necessary.

- Optional: Learners take turns to take on the teacher role and ask the question. Then they go to the end of the line as a new student takes over.
Provide support with pronunciation, modelling and drilling if necessary.
- Alternative: If you have a large class or not much space to move around, children could draw a happy face on one side of a sheet of paper and a sad face on the other side to hold up as they respond from their seats.

VERSION 2

Aims

To review the question structure: *Where do you...?* and typical short responses: *In the kitchen, in the living room, in the dining room, in my bedroom.*

To ensure learners understand the question and provide an opportunity for them to give a personalised response in a supportive group setting.

Procedure

- Teacher elicits different rooms in the house from learners: kitchen, bedroom, living room, dining room. (If these words are new, you may want to bring in some pictures or flashcards to help clarify). Model & drill pronunciation, chorally and individually.
- Teacher explains that each wall (or corner or specific allocated area) in the classroom represents one of these four rooms. Put up a picture of the room in each space to ensure this is clear. (These can be removed once the activity is underway).
- Teacher models the activity by asking the question: "Where do you sleep?", eliciting the response "in my bedroom" and moving towards the wall of the classroom that represents the bedroom.
- Teacher invites two or three students to demonstrate the activity, getting them to stand in the centre of the classroom. Remind learners there is not just one correct answer, it depends on what each one does personally, they can have different answers. Ask further questions e.g. "Where do you watch television?" Once they children have gone to the appropriate wall, repeat the question to each group and encourage them to respond: "Where do you watch television?" "In the living room / the kitchen / my bedroom." Remind them to move back to the centre of the classroom before the next question.
- The remaining students now join in. Ask questions using a variety of activities from the Pre A1 Starters wordlist e.g. *Where do you listen to music / read books / play with your toys / play board games / do your homework / eat breakfast / have dinner?* etc. Once they have gone to the appropriate wall for their response, remember to confirm by repeating the question to each group and encouraging them to respond together as a group "in the kitchen / the living room / the dining room / my bedroom" to make sure they have understood and allow an opportunity for a productive response.
- Optional: Instead of rooms in the house you could use at school, at home, in the park, in the playground. Ask questions like "Where do you play with your friends / play football / learn English / play basketball / fly a kite?" Etc.
- Alternative: If you have a large class or not much space to move around, children could simply point to the appropriate wall as they respond from their seats.

VERSION 3

Aims

To review the question structure: “Can you ...?” and typical short responses: “Yes, I can. / No, I can’t.”

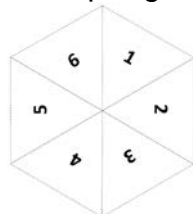
To provide personalised practice.

Procedure

- Teacher and students sit together in a circle. Teacher asks some example questions in open circle e.g. “Can you swim?” (use mime or gesture for visual support if necessary) and elicits possible responses: “Yes, I can. / No, I can’t”. Model and drill pronunciation and intonation of both question and answer a few times to ensure this is clear.
- Teacher then asks the student on the left “Can you swim?” Student responds “Yes, I can. / No, I can’t.” The student then asks the same question to the child to their left, who responds and asks the next child etc around the circle.
- Teacher continues asking further questions e.g. “Can you fly a kite / play table tennis / read in English / play the guitar / ride a bicycle / run / catch a ball / sing / draw pictures / play the piano?” Etc. As the activity progresses there is no need to wait until the question has passed the whole way round the circle to ask the next one. Speed up the activity as you go along.
- Optional: Give a learner a picture card of an activity, they ask the question to the child on their left, who responds and takes the card and asks the next child etc around the circle. Several cards and questions can go round the circle at the same time.

STAGE TWO Spin a topic: Craft & Pairs Speaking Activity (20-25 minutes)

[You will need to copy **Activity sheet one** onto stiff card and make one example as a functioning spinner: cut around the dotted outline and push a pencil through the centre of the spinner. You will also need: one copy of **Activity sheet one** copied onto stiff card for each child and coloured pencils or crayons (6 colours – blue, red, green, orange, purple, yellow) for children; scissors; one pencil per child; one set of **question cards** per group of 2-6 children.]



Aims

To ensure learners understand personal questions about different topics: themselves, school, home, sport, food, animals and toys.

To provide practice asking personal questions and responding with a short answer to give basic information about themselves.

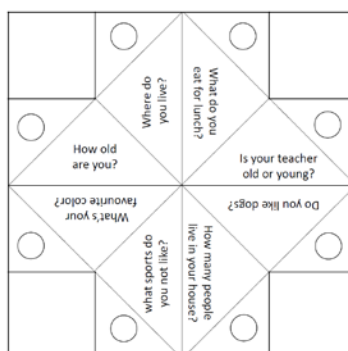
Procedure

- Teacher reminds students that they will have to answer questions about themselves in the final part of the Pre A1 Starters speaking test. Teacher elicits the topics they might be asked about (or reminds them if necessary): you, family, friends, home, school, sport, food, animals, toys etc and tells learners they are going to practice some questions.
- Teacher shows learners the spinner they have made before class and invites one learner to spin the wheel to choose a topic. Teacher asks that learner a question about that topic from the set of questions and prompts or encourages them as necessary. Remind learners that they can say “I don’t know” / “Sorry” / “Can you repeat that?” if they need extra help.
- Alternative: If you have access to PowerPoint in the classroom, you can use the attached spinner [**PowerPoint 1**]. In presentation mode, click on the word “SPIN” in the centre to activate and stop the wheel.
- The student who answered the question then invites another student to spin the wheel and choose a topic. The teacher gives the original student a question to ask on that topic, the second student responds. Demonstrate this a few times to ensure the task is clear.
- Tell students they are going to make their own spinner to practice with.
- Give one copy of activity sheet one to each learner; give out colours.
- Tell learners to colour part 1 blue, part 2 red, part 3 green, part 4 orange, part 5 purple and part 6 yellow.
- When they have done this, they should cut around the dotted line and then make a hole in the centre of the spinner and put a pencil through. The spinner is now ready to use.
- Give one set of question cards to each group of 2-6 students. These should be divided into 6 piles by topic and placed in the centre of the table.
- Learners work in pairs and take turns to spin their spinner to choose a topic, their partner then asks them a question on this topic from the appropriate pile of cards. They can ask their partner to repeat the question if necessary. They should put the question they have just asked to the bottom of the pile.
- Activity continues for at least ten minutes to ensure students get to practise understanding and responding to questions on a range of topics.
- Allow some time for whole class correction to focus on pronunciation, intonation and any questions learners found more difficult.

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STAGE THREE Speaking: Snap dragon mingle activity (25 – 30 minutes)

[You will need a paper copy of the snap dragon template cut out for each student, there are six examples on **activity sheets 2-7** + one example you have prepared beforehand. You will also need: coloured pencils or crayons (8 different colours – any from the Pre A1 Starters wordlist – black, blue, brown, green, grey, orange, pink, purple, red, white, yellow) for children.]



Aims

To provide practice asking personal questions and responding with a short answer to give basic information about themselves.

To ensure learners are familiar with and comfortable using and responding to greetings like “Hello”, “What’s your name?”, “Thank you”, “Goodbye” in short conversations.

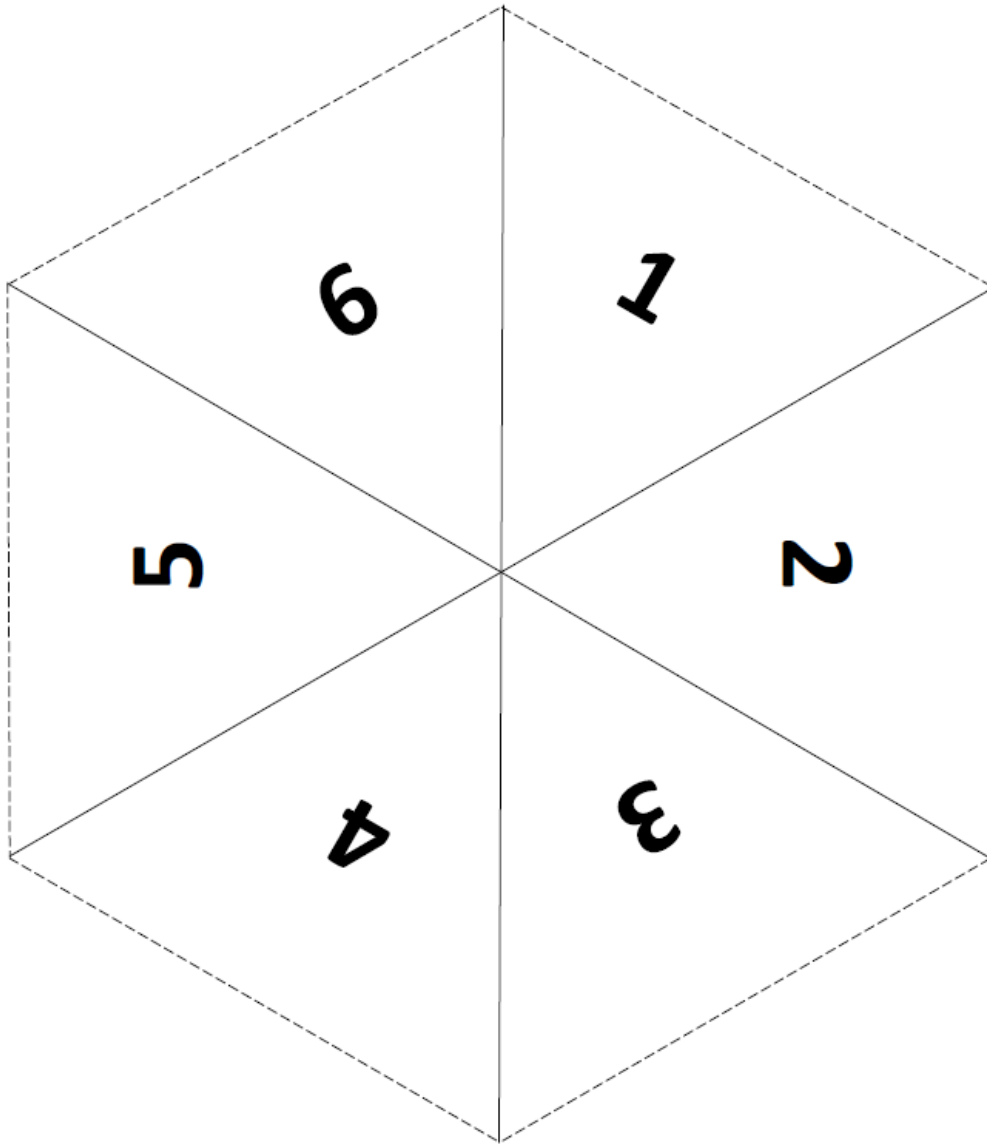
Procedure

- Teacher models a short conversation using the snap dragon they have prepared earlier with one student:
Teacher: Hello!
Student: Hello!
Teacher: What’s your name?
Student: I’m *Alex / My name is *Alex.
Teacher: Choose a number from 1-10.
Student: *Four
(Teacher opens and closes snap dragon four times)
Teacher: Choose a colour.
Student: *Green
(Teacher opens snap dragon and asks question under green spot)
Teacher: How old are you?
Student: *I’m eight (years old).
- Remind learners that they can say “I don’t know” / “Sorry” / “Can you repeat that?” if they need extra help.
- Two students model the task again using the teachers’ snapdragon.
- Repeat if necessary to ensure the procedure is clear for everyone.
- Give out a snap dragon template to each student and colours.
- Students colour each spot on the template a different colour.
- Model how to fold the snap dragon carefully, checking learners are following instructions at each step. (See **Folding Instructions**)
- Invite two students to repeat the demonstration of the task now that everyone has their snap dragon ready. Encourage learners to end the conversation saying: “Thank you. Goodbye”

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- Students mingle taking turns to ask and answer the questions with a partner, then changing partner.
- Allow some time for whole class correction to focus on pronunciation, intonation and any questions learners found more difficult.

Activity sheet one



Question cards

Sets need to be divided into piles of 6 topics, to simplify this you could either write the topic number on the backs of the cards or colour code these by printing them on coloured paper: 1-blue; 2-red; 3-green; 4-orange; 5-purple; 6-yellow.

**1
you**

What's your name?	How old are you?
Where do you live?	How many brothers & sisters have you got?
What's your favourite colour?	What's your friend's name?
Are your friends boys or girls?	Where do you play with your friends?

**2
school**

Is your school big or small?	How many children are in your class?
Who do you sit next to at school?	What's in your classroom?
How many teachers have you got?	Is your English teacher old or young?
Has your English teacher got long or short hair?	Is your teacher a man or a woman?

3
home

Is your house big or small?	How many rooms are there in your house?
How many people live in your house?	Where do you watch television?
Where do you eat dinner?	How many bedrooms are there in your house?
What's your favourite room in your house?	What's in your bedroom?

4
sport

What sport do you play?	What sport do you like?
What sport do you not like?	What's your favourite sport?
Do you like playing football?	Can you play table tennis?
Do you like swimming?	Can you ride a bike?

**5
food**

What do you have for breakfast?	What do you have for lunch?
What do you have for dinner?	What's your favourite food?
Do you like chicken?	Do you like milk?
Do you like fruit?	What food don't you like?

**6
animals
& toys**

Do you like animals?	What's your favourite animal?
Do you like dogs?	Have you got a pet?
What's your favourite toy?	Do you like playing with dolls?
Have you got a bike?	Can you fly a kite?

Activity sheet two

	<input type="radio"/>	Where do you live?	<input type="radio"/>	
<input type="radio"/>	How old are you?	What do you eat for lunch?	<input type="radio"/>	<input type="radio"/>
What's your favourite color?	<input type="radio"/>	Is your teacher old or young?	<input type="radio"/>	<input type="radio"/>
	what sports do you not like?	How many people live in your house?	<input type="radio"/>	
<input type="radio"/>		Do you like dogs?	<input type="radio"/>	
	<input type="radio"/>		<input type="radio"/>	

Activity sheet three

	<input type="radio"/>	How many brothers and sisters have you got?	<input type="radio"/>	
<input type="radio"/>	What do you do with your friends?	What's your favourite toy?	<input type="radio"/>	<input type="radio"/>
What's in your classroom?	<input type="radio"/>	Is your school big or small?	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	Do you like swimming?	<input type="radio"/>	
	<input type="radio"/>	Where do you watch television?	<input type="radio"/>	
	<input type="radio"/>	What do you eat for dinner?	<input type="radio"/>	

Activity sheet four

	<input type="checkbox"/>	What's your friend's name?	<input type="checkbox"/>	
<input type="checkbox"/>	Do you like milk?	Is your house big or small?	How many teachers have you got?	<input type="checkbox"/>
What's your favourite animal?	<input type="checkbox"/>	What food do you not like?	What's in your bedroom?	<input type="checkbox"/>
	<input type="checkbox"/>	Can you ride a bike?		<input type="checkbox"/>

Activity sheet five

	<input type="checkbox"/>	Are your friends boys or girls?	<input type="checkbox"/>	
<input type="checkbox"/>	Have you got a pet?	Who do you sit next to at school?	<input type="checkbox"/>	<input type="checkbox"/>
Where do you play with your friends?	<input type="checkbox"/>	How many rooms are there in your house?	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	What's your favourite food?	<input type="checkbox"/>	
<input type="checkbox"/>	Do you like playing football?	Can you fly a kite?	<input type="checkbox"/>	<input type="checkbox"/>

Activity sheet six

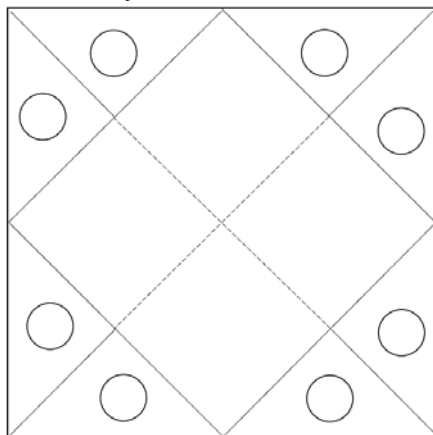
	<input type="radio"/>	How old are you?	<input type="radio"/>	
<input type="radio"/>	Is your teacher a man or a woman?	How many children are there in your class?	What's your favourite room in your house?	<input type="radio"/>
Can you play table tennis?	<input type="radio"/>	Have you got a bike?	Do you like animals?	<input type="radio"/>
	<input type="radio"/>	What sport do you like?		<input type="radio"/>

Activity sheet seven

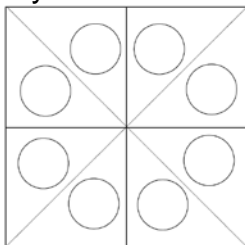
	<input type="radio"/>	What games do you play?	<input type="radio"/>	
<input type="radio"/>	What's in your classroom?	Has your English teacher got long or short hair?	<input type="radio"/>	<input type="radio"/>
Can you fly a kite?	<input type="radio"/>	Where do you eat dinner?	<input type="radio"/>	
	<input type="radio"/>	Do you like fruit?	<input type="radio"/>	
	<input type="radio"/>	What sport do you play?	Have you got a bike?	<input type="radio"/>
	<input type="radio"/>		<input type="radio"/>	

Folding instructions

1. Place the snap dragon face down
2. Fold the corners into the centre so you can now see the coloured spots



3. Turn over
4. Fold the corners into the centre so you can see the coloured spots again



5. Fold in half across the centre



6. Fold in half again



7. Put your index finger and thumb under each flap and push up gently to make the snap dragon
8. Open and close by moving your index fingers and thumbs.