

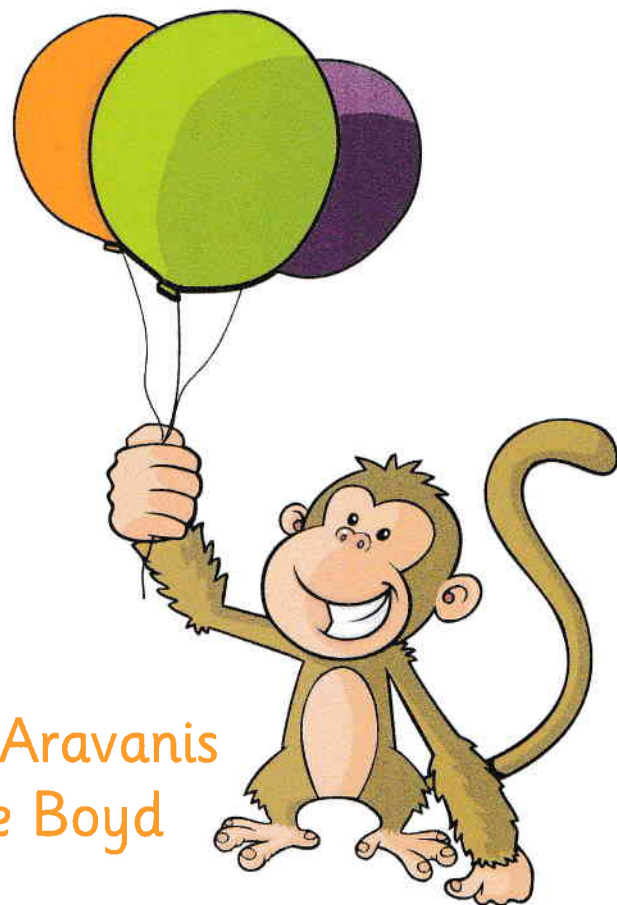
Pre A1 Starters

Practice
Tests

Plus *Teacher's Guide*

Second Edition

Teaching
not just testing



Rosemary Aravanis
with Elaine Boyd

Contents

Introduction	4
Teacher's Notes	
Test 1	8
Test 2	29
Test 3	45
Test 4	61
Test 5	77
Photocopiable worksheets	93
Pre A1 Starters grammar and structures list.....	107
Pre A1 Starters alphabetic vocabulary list.....	108

Listening Part 1

In this part, students listen and match names to people.

Warm-up

Activity 1

Aim: To practise activities.

Materials: TG p93 Worksheet 1

Procedure

- 1 Give out the worksheets.
- 2 Point to picture 1. Ask *What's the girl doing? (Sitting on a chair.)* Repeat with the other pictures.
- 3 Point to each picture again and get students to expand, e.g. *She's sitting on a chair.* Get students to repeat whole sentences.
- 4 Students work individually to look at the pictures and match them to the correct activities. Ask them to compare their answers in pairs.
- 5 Check answers with the class.

Answer Key

- | | |
|---------------|------------|
| 1 sitting | 5 playing |
| 2 working | 6 watching |
| 3 reading | 7 sleeping |
| 4 looking out | |

Activity 2

Aim: To practise following descriptions of what people are doing.

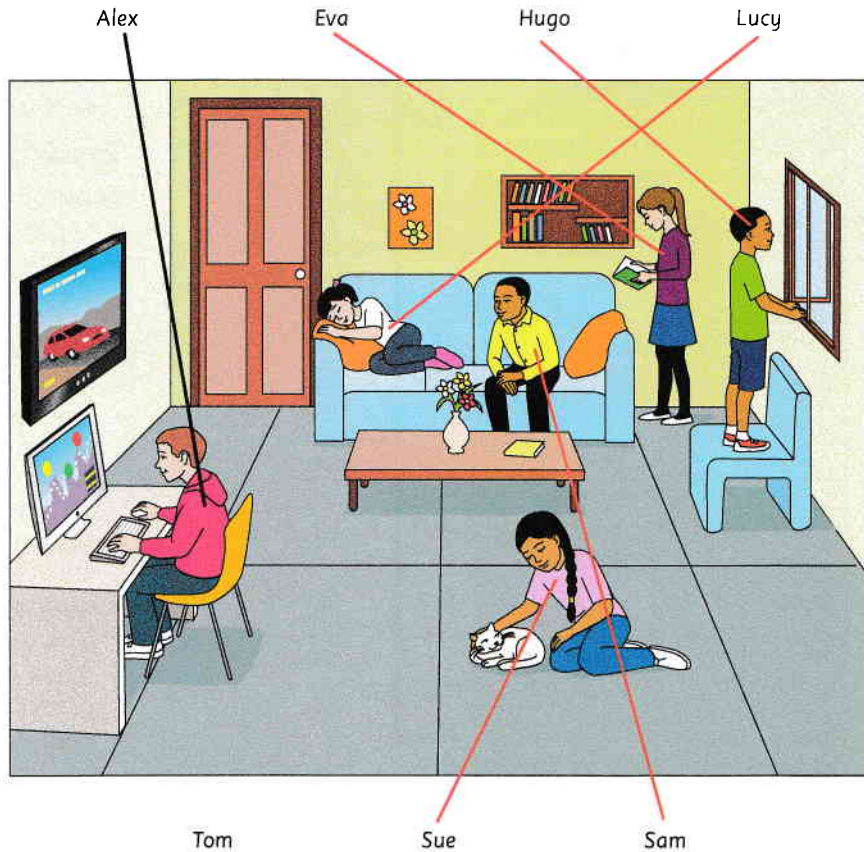
Materials: Books, writing materials, etc. (note the activity is mostly mime)

Procedure

- 1 Ask one student to 'do' an activity (e.g. sitting, writing, reading). Ask the class what he / she is doing.
- 2 Ask another student to mime an activity; the rest of the class guesses what he / she is doing. You can put a list of activity verbs on the board.

Part 1 – 5 questions –

Listen and draw lines. There is one example.



- 3 Put students into pairs, or groups of three, and ask them to take turns miming and guessing.

Extension

Give out copies of Worksheet 12 (page 104) and ask questions, e.g. *What's the man doing?* etc.

Do the test

Materials: SB page 5, Audio 1.1

- 1 Ask students to turn to SB page 5.
- 2 Point to each of the people in the picture in turn and ask *What's he / she doing?*

Get different students to answer, e.g. *She's sitting on the floor.*

- 3 Ask students to name all the items in the picture, e.g. computer, cat, sofa, chair.
- 4 Play the first part of Audio 1.1. Go through the example.
- 5 Play the rest of the recording. Students draw lines to match the people with the names.
- 6 Let students listen to the recording again. Check answers.

Audioscript 1.1

- R** = Rubric
F = Female adult
Mch = Male child

- R** **Look at Part One. Now look at the picture. Listen and look. There is one example.**
- F** Alex, Alex – where are you?
- Mch** I'm in my bedroom with my friends.
- F** What are you doing, Alex?
- Mch** I'm playing on my computer.
- R** **Can you see the line? This is an example. Now you listen and draw lines.**

One

- F** How many friends are there?
- Mch** Five!
- F** What are they doing?
- Mch** Lucy is here. She's sleeping on the sofa.
- F** Sleeping?!
- Mch** Yes, Lucy likes sleeping!
- R** **Two**
- F** Is your friend Sam there?
- Mch** Yes. He's sitting on the sofa and watching television.
- F** Sam watches television a lot!

R **Three**

- Mch** And Eva is here. She's reading a book.
- F** Is it your book?
- Mch** Yes, reading is Eva's favourite hobby.

- R** **Four**
- Mch** And my new friend, Hugo, is here.
- F** What's Hugo doing?
- Mch** Erm, he's standing on a chair looking out of the window!
- F** Oh dear! Ask him to get down.
- Mch** OK.
- R** **Five**
- F** Is Sue there? I know she likes our cat.
- Mch** Yes. Sue is sitting on the floor playing with the cat.
- R** **Now listen to Part One again.**

Answer Key ► SB page 5

Listening Part 2

In this part, students listen and write names or numbers.

Warm-up

Activity 1

Aim: To familiarise students with the English names that may appear in the Pre A1 Starters exam.

Materials: TG p94 Worksheet 2

Procedure

- Give out the worksheets. Read out the names in the first column so that students hear them, as well as read them. Students put a tick in the correct column according to whether it is a girl's name, a boy's name or both.

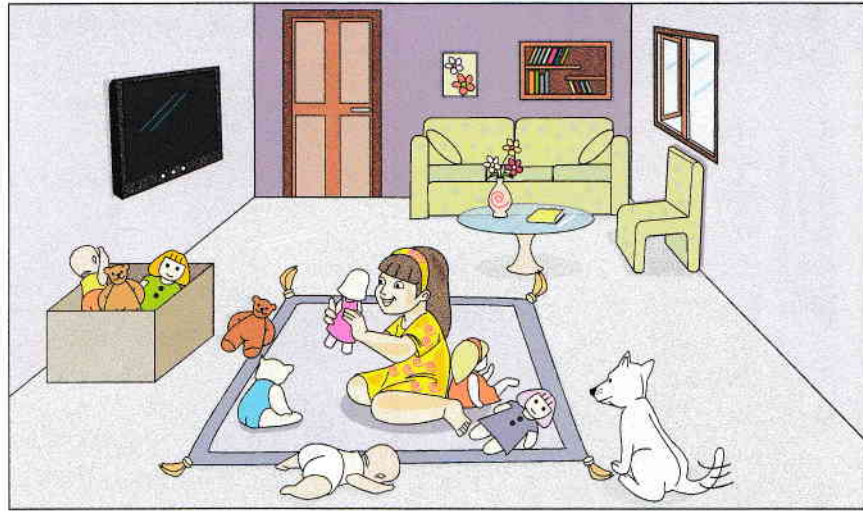
Answer Key

	Girl's name	Boy's name	Both girl's & boy's name
Alex			✓
Alice	✓		
Anna	✓		
Ben		✓	
Bill		✓	
Dan		✓	
Eva	✓		
Grace	✓		
Hugo		✓	
Jill	✓		
Kim			✓
Lucy	✓		
Mark		✓	
Matt		✓	
May	✓		
Nick		✓	
Pat			✓
Sam			✓
Sue	✓		
Tom		✓	

Test 1

Part 2 - 5 questions -

Read the question. Listen and write a name or a number.
There are two examples.



Examples

What is the girl's name?

Lucy

How old is she?

6

Test 1, Listening Part 2

- Spell out the names in random order, e.g. T-O-M. Students listen and write the names. Check by asking students to write each name on the board.
- Drill the names. Then ask students to work in pairs, saying the names to each other in turn.

Activity 2

Aim: To practise listening to names being spelt out.

Material: A list of your students' first names

Procedure

- Explain that you will spell out a name of someone in the class. The person whose name it is should put their hand up, e.g. P-E-T-E-R.
- Repeat this in a number of lessons. Choose five or six names each time.

Extension

- Spell out a simple word or a name. The class writes what they hear. Check their spelling.
- Divide students into pairs. Give each student a list of five words to spell for their

- 1 How many dolls has Lucy got? 13 / thirteen
- 2 What's the dog's name? Blue
- 3 Which class is Lucy in? 2 / two
- 4 What's the name of Lucy's school? Town School
- 5 How many children are in Lucy's class? 19 / nineteen

Test 1, Listening Part 2 7

partner. Their partner should not be able to see the words. Students take it in turns to spell out their words. Encourage them to say *Sorry?* or *Please repeat* if they need to. When they've finished they should compare what their partner has written with their list.

■ **Do the test**

Materials: SB pages 6 & 7, Audio 1.2

- 1 Ask students to turn to SB pages 6 & 7. Explain the task and make sure students understand they should write either a name or a number.

- 2 Play the first part of the recording. Go through the examples.
- 3 Read the rest of the questions together. Ask students to guess what type of information is missing (i.e. a name or a number).
- 4 Play the rest of the recording. Students listen and write answers.
- 5 Let students listen to the recording again. Check answers. Make sure students' handwriting is legible and that they have spelt the names correctly.

Audioscript 1.2

- R** = Rubric
F = Female adult
Mch = Male child

R **Part Two. Look at the picture. Listen and write a name or a number. There are two examples.**

- F** Hello, is this your sister?
Mch Yes. Her name's Lucy.
F Can you spell Lucy?
Mch It's L-U-C-Y.
F Very good! And how old is she?
Mch She's six now.
F Pardon?
Mch She's six.
R **Can you see the answers? Now you listen and write a name or a number.**

- One**
F She's got a lot of dolls!
Mch Yes, she's got thirteen.
F Thirteen? That is a lot.
Mch She likes dolls!!
R **Two**
F Is that her dog?
Mch Yes, his name's Blue.
F Can you spell that?
Mch Yes, I can. It's B-L-U-E.
R **Three**
F Which class is she in?
Mch She's in class two.
F Two?
Mch Yes. She's got a good teacher.
R **Four**
F What's the name of her school?
Mch She goes to Town School.
F Is that T-O-W-N?
Mch That's right.
R **Five**
F How many children are in her class?
Mch Nineteen.
F Nineteen children? That's a big class!
Mch Yes, it is.
R **Now listen to Part Two again.**

Answer Key ► SB page 7