

Activity 1: My English Class

Level:

CEFR A1

Time:

60 minutes

Resources:

▶ Handouts

Aims:

- ▶ To be able to gain meaning from text
- ▶ To raise learners' awareness of what to expect in Task 1 of the Reading exam, including circling their answers on the separate Answer Sheet
- ▶ To feel confident in recognising the use of pronouns and which person these refer to

Exam task focus: Task 1

Procedure

1. Tell learners they are going to talk about 'My English Class' (this is one of the topics in the Speaking & Listening Group Discussion, so they may already be familiar with it), and practise the first task of the Reading exam.
2. Set the context. Tell learners they need to ask you questions about one of your English classes - eg 'I teach three English classes – Entry 1, Entry 2 and Entry 3. Ask me about my Entry 3 class.'
3. Write down the (corrected) questions as they ask them. Give them clues if they're struggling to come up with some ideas E.g. place, number of learners, travel. Make sure you have covered the following questions at least, (and feel free to add as many more as the learners think of):
 - ▶ Where is the class?
 - ▶ What days is the class on?
 - ▶ What time does it start?
 - ▶ How many learners are there?
 - ▶ How do you travel to college?
 - ▶ ... (add any more suitable questions the students suggest)
4. Now put them in pairs and tell them to agree together on the answer to each of these questions for their own class. They should write a full sentence in reply to each question. Take feedback after a few minutes.
5. Give learners Handout Activity 1, which is an example of the kind of text they will find in Task 1. Ask them to read the text individually, and as they read to see if they can find the answers to the questions on the board (these may not all be there, depending on your own class's list of questions).
6. Take class feedback on the answers to each question:
 - Where is the class? Highdown College

- What days is the class on? Tuesdays and Wednesdays
 - What time does it start? 6 o' clock
 - How many learners are there? nine
 - How does he travel to college? By bus
7. Ask them who wrote this text (Hassan). Now check they understand who 'I' is each time (Hassan).
 8. Now ask them, in their pairs, to re-write each of the sentences that begins with 'I' using 'Hassan' in place of 'I'. Check each pair's answers to make sure they have changed the verb correctly to third person every time.
 9. Elicit which pronoun they should use for a man in place of 'Hassan', if they don't want to repeat the name every time. Ask the class to shout out the first sentence using 'He' in place of 'Hassan'. Continue this for the remaining sentences - see if you can get the class to chant each sentence in unison!
 10. Give them Handout Activity 2, which has questions in the style they will see on the exam, including the need to circle their final answers in a separate place. Check their answers:
 1. A
 2. B
 3. C

Also check that they have understood how to circle their answers on the separate answer boxes – explain that these will be on a different sheet in the exam (consider printing one out to show them here). Explain that they **MUST** use the separate answer sheet in the exam or their answers cannot be marked. (They can circle their answer on the exam paper first, but they must transfer the answer for it to be marked.)

11. Put them back in their pairs and give each pair a copy of Handout Activity 3. This sheet should be fairly self-explanatory, but make sure that they first write down the names of all of the people in the text:

Mustafa
Fatima
Chiara
Pedro
Hassan

Explain the game – the idea is that they take it in turns to say something they know about each of the people in the text, using the name or a pronoun if they continue to speak about the same person as their partner. The person who can't think of yet another sentence is 'out', meaning that the person who speaks last is the winner.

This should practise understanding the pronouns used in the text, as well as vocabulary, as the best way to extend the game is to say the same thing using different words. The exam will test them on their ability to understand the reference point of pronouns and to understand very simple synonyms (such as 'drive' for 'travel by car').

Make sure they realise they don't know anything about Mustafa, so they can't make any sentences up about him.

12. Finally, give them the last handout, which replicates Questions 4-6 of Task 1 in the Entry 1 Reading exam. This should be quite easy following the previous activity. Check their answers as a class, once again ensuring they have used the separate answer box to write their final answers. Focus learners' attention on the exam box at the bottom of the handout to explain how the lesson has helped to prepare them for Task 1 of the Trinity Entry Level 1 Skills for Life Reading exam.

Handout activity 1

Task 1

Hi Mustafa,

How are you? I'm well.

I'm studying English at Highdown College. I like it. The teacher is called Fatima. The class is on Tuesdays and Wednesdays. It starts at 6 o'clock. I take the bus. It is always late!

In my class there are 9 students. I sit next to Chiara and Pedro. Chiara comes from Italy. Pedro comes from Brazil.

Chiara lives in a house in Sellhall Street. She travels to college by car. She has two children.

Pedro lives in Minnow Road. He walks to college. He lives in a flat with two friends. He works at the hospital.

Please write soon!

Love,

Hassan

Handout activity 2

Questions 1-3

Choose one letter for each question. Circle the letter of your answer **in the answer box below**.

1. This text is about

- A a class
- B a teacher
- C a student

2. This email is to

- A Hassan
- B Mustafa
- C Fatima

3. Which sentence is correct?

- A Pedro is an English teacher.
- B Fatima takes the bus to work.
- C Chiara has got two children.

Please circle the letter of the best answer for each question. If you make a mistake, cross out the letter and circle your final answer.

Question	Answer
1.	A B C
2.	A B C
3.	A B C

Handout activity 3

Write down the names of all the people in the text:

1. _____

2. _____

3. _____

4. _____

5. _____

Play the Game!

What do we know about each of these people? Take it in turns with your partner to say a sentence about each of the people. The person who says the last sentence is the winner.

Example:

You: 'Fatima is a teacher at Highdown College.'

Your partner: 'Hassan enjoys his English class.'

Remember, you can say the same thing in different ways if you want to win the game. For example:

You: 'Fatima starts her lesson at 6 o' clock.'

Your partner: 'Fatima begins her class at 6pm.'

You: 'Fatima teaches on Tuesday and Wednesday evening.'

Be careful – there is one person we don't know anything about.

Handout activity 4

Questions 1-3

Choose a word from the box to complete the sentences. There is one word you don't need. Circle the letter of your answer **in the answer box below**.

- | |
|--|
| <p>A Fatima</p> <p>B Pedro</p> <p>C Mustafa</p> <p>D Hassan</p> <p>E Chiara</p> |
|--|

Example:A..... teaches English at Highdown College.

4. drives to college.
5. has a job in a hospital.
6. enjoys learning English.

4.	A	B	C	D	E
5.	A	B	C	D	E
6.	A	B	C	D	E

Exam hint

In task 1 of the Entry 1 Skills for Life Reading exam, you have to understand how pronouns work.

You need to know:

- ▶ I
- ▶ he
- ▶ she
- ▶ it