



# MICHIGAN LANGUAGE ASSESSMENT

# MYLE

## Bronze

Speaking Lesson Plans  
July 2019



Cambridge Assessment  
English



UNIVERSITY OF MICHIGAN



# MYLE

## Bronze

## Lesson plans

### Pre A1 Bronze Speaking Part 1 – Teacher's Notes

#### Description

This activity gives students practice in pointing to objects/pictures that they can see.

**Time required:** ⌚ 10 minutes.

**Materials required:**

- Sample Task (one copy for each student) 📄  
(Pre A1 Bronze Sample Test)
- Pre A1 Bronze Sample Test downloaded from the website 🖨️

[MYLE Bronze Sample Test Package](#)

**Aims:**

- to introduce students to Part 1 of the Pre A1 Bronze Speaking test and to the task type
- to practice quick physical response to instructions.

#### Procedure

##### 1. Introduce the activity

- Greet the students at the beginning of the activity. Say *Hello. What's your name?* to different students in turn and have them greet you in return.

**This is an important aspect of the Pre A1 Bronze Speaking test and being able to respond to the examiner at the start of the test helps to put the children at ease.**

- Use pictures and/or objects you have in the classroom for this game. Choose about 10 things before the start of the activity.

For example:

*door / floor / window / board / picture / desk / computer / bookcase / cupboard / wall*

- Demonstrate the game first. Tell the students to stand up. Give quick instructions, one after another. Students follow the instructions each time.

For example:

- *Point to the wall.*
- *Where's the door? Show me.*
- *Where are the windows?*
- *Point to the picture.*

## 2. Activity

- Play a game of 'Simon says' **using the language above.**

For example:

- *Simon says, 'Where's the floor?' Show me. (Students point to the floor.)*
  - *Point to the board. (Students **don't point**, because you didn't say *Simon says*.)*
- Demonstrate a quick game with the class.
- Play the game **as above**. Give instructions quickly one after another. Students listen and follow them only if you say ***Simon says***.
- Repeat the same instruction immediately sometimes to make it more fun and challenging.
- Students who:
  - a) do the action when you don't say *Simon says*
  - b) point to the wrong object/picture**have to sit down until the end of the game.**
- Stop the game when you have about four students standing. They are the winners.
- **Repeat the game using 8 flashcards** illustrating words from the ***Pre A1 Bronze vocabulary list***.  
[MYLE Bronze Vocabulary List](https://myle.cambridgeenglish.org/vocabulary/pre-a1-bronze-vocabulary-list/)
- Stick the flashcards around the room.

## 3. Sample Task

- Hand out the **Sample Task** to each student.
- Give them instructions to point at different objects and people in the picture.
- Use different structures.

For example:

- *Where's the phone?*
- *Where are the bananas?*
- *Point to the cupboards.*

**Students point to the appropriate part of the picture. They don't speak. In this part of the test, they don't need to say anything. They only need to point at things they can see in the picture.**

### **Important things to remember**

- At the end of the activity, ask the students the following questions:
  - *What should you say to the examiner at the start of the test? (Hello)*
  - *How many pictures will you look at in Part 1 of the test? (1)*
  - *What should you say if you don't understand? (e.g. I don't understand / Can you repeat that, please? / Sorry?)*

You could practice this by giving some instructions very quickly or quietly so that they have to ask you to repeat them.

- Make sure children know that it's good to ask for repetition in English in the test, and much better than sitting in silence because they don't know what to do.
- You may also want to tell the students that there will be one examiner and one student in the test, i.e. **they will not do the test with a partner.**

## Pre A1 Bronze Speaking Part 1 – Sample Task

*Original can be found in the Pre A1 Bronze, A1 Silver, A2 Gold Speaking Sample Test, which can be downloaded from:*

[MYLE Bronze Sample Test Package](#)





# MYLE

## Bronze

## Lesson plans

### Pre A1 Bronze Speaking Part 2 – Teacher's Notes

#### Description

This activity gives students practice in giving short answers to questions about a picture. To give all of the students some practice in answering questions about a picture, you should repeat this activity over several lessons with different students each time.

**Time required:** ⌚ 5 minutes over several lessons.

**Materials required:**

- Sample Task (one copy for each student)   
(Taken from Pre A1 **Bronze Sample Test**)
- Pre A1 Bronze Sample Test downloaded from the website   
[MYLE Bronze Sample Test Package](#)

**Aims:**

- to introduce students to Part 2 of the Pre A1 Bronze Speaking test and to the task type
- to encourage students to respond to questions
- to give students practice in using language asking for repetition and clarification.

#### Before the lesson

Prepare 12 questions to ask about the scene picture in the Sample Task, e.g.:

- How many people are there?
- What color are the chairs?
- What's this? (pointing to the toy boat)
- What color is the boy's t-shirt?
- What color is the table?
- How many shoes are there?
- How many oranges are there?
- What color are the cupboards?
- What's the man doing?
- What's the girl doing?



Students should be able to answer the questions using **one-word answers**.

## Procedure

### 1. Set up the activity

- Greet the students at the beginning of the activity. Say *Hello (name)* to different students in turn and have them greet you in return.

**This is an important aspect of the Pre A1 Bronze Speaking test and being able to respond to the examiner at the start of the test helps to put the students at ease.**

Divide the class into groups of four.

- For three of the groups, set an activity from their workbook or activity book that they can do on their own for about ⌚ 5 minutes, e.g., *a word search, a coloring activity, a sentence-matching activity*.

### 2. Sample Task

- Work quietly with one group of four.
- Hand them each a copy of the **Sample Task**. Elicit from/remind students that this is the same picture as the one they see in **Part 1** of the Pre A1 Bronze Speaking test.
- Do a quick **Point to** activity to review the vocabulary. Make sure you ask all the students in the group to point to one or more things in the picture.
- Using the questions you prepared before the lesson, ask each student in the group 3 questions about the scene. Remind them to give **one-word answers**.
- Ask the students at random: don't always ask the next student in the circle.
- If a student doesn't understand your question, prompt him/her to use appropriate classroom language, e.g. *I don't understand / Can you repeat, please? / Again, please? / Sorry?*
- If a student gives a wrong answer, don't say *No, that's wrong*. Try to be encouraging and nod and repeat the question or ask another question.
- Repeat **the steps above** in following lessons, working with a different group of four (or fewer) each time until all the students have had a turn to talk about the scene picture.

## Suggested follow-up activity

- It's important to give students this type of practice on a regular basis. You can use pictures in your course book, or other materials such as posters.

## Pre A1 Bronze Speaking Part 2 – Sample Task

Original can be found in the *Pre A1 Bronze Speaking Sample Test*, which can be downloaded from:

[MYLE Bronze Sample Test Package](#)

Bronze Speaking







# MYLE

## Bronze

## Lesson plans

### Pre A1 Bronze Speaking Part 3 – Teacher's Notes

#### Description

This activity gives students practice in giving short answers to questions about pictures and in giving personal responses. To give all the students some practice answering questions about a picture, you should repeat this activity over several lessons with different students each time.

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**Time required:** ⌚ 5 minutes over several lessons.

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**Materials required:**

- Student's Worksheet (one copy for each student)
- scissors ✂ / glue.

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**Aims:**

- to introduce students to Part 3 of the Pre A1 Bronze Speaking test and to the task type
- to encourage students to respond personally to questions.

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#### Procedure

##### 1. Set up the activity

- Greet the students at the beginning of the activity. Say *Hello [name]* to different students in turn and have them greet you in return.

**This is an important aspect of the Pre A1 Bronze Speaking test and being able to respond to the examiner at the start of the test helps to put the children at ease.**

- Hand out the **Student's Worksheet** to each student.
- Give each student some scissors ✂. Tell them to cut out the 8 cards.
- To review the vocabulary, ask students to hold up the different cards in turn, e.g. *Hold up the frog.*
- Ask students to stick the pictures into their notebooks, using glue, leaving space under the pictures to write two sentences. **They don't write the sentences yet.**
- Now, divide the class into groups of four.
- Set all the groups, except one, an activity from the workbook or activity book that they can do on their own for about ⌚ 5 minutes, e.g. *a word search, a coloring activity, a sentence-matching activity.*

## 2. Activity

- Work quietly with one group of four. Ask questions about the pictures to different students in turn, moving from factual questions to personal questions and then to short descriptions.

For example:

- *What's this?*
- *Do you like orange juice?*
- *Where can you find them?*
- *Do you like the carrots?*
- *Can you play a sport?*
- *Do you have (a hat)?*
- *What color is it?*
- *Do you have a blue t-shirt?*
- *Do you like wearing t-shirts?*
- *Do you like animals?*
- *Tell me about the pen?*

**You should ask each student four or five questions about three of the cards.**

- If a student doesn't understand your question, prompt him/ her to use appropriate classroom language, e.g. *I don't understand / Can you repeat, please? / Again, please? / Sorry?*
- If a student gives a wrong answer, don't say *No, that's wrong*. Try to be encouraging and nod and repeat the question or ask another question.
- Once every student in the group has answered some questions, ask them to write two sentences under each picture.

For example:

➤ *This is a frog. I like frogs.*

- *I have a toy robot. My robot is blue.*
- Repeat **the steps above** in following lessons, working with a different group of four (or fewer) students each time until all the students have had a turn to answer questions about the pictures and write sentences underneath them.

### **3. Important things to remember**

When all the students have done the activity, review it briefly by eliciting/telling them:

- In this part of the test they are using the same pictures as they used in Part 2.
- In this part (Part 4), they have to answer the examiner's questions about three of the pictures.
- They don't need to answer in complete sentences. They can just use a few words.
- Remind them of the language they can use to ask the examiner to repeat the question, e.g. *I don't understand / Can you repeat, please? / Again, please? / Sorry?*, and that using this language when they don't understand shows how good their English is.

### Suggested follow-up activity

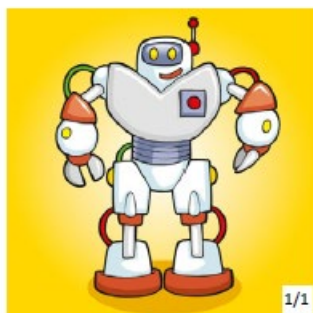
- It's important to give students this type of practice on a regular basis. You can use pictures in your course book, or other materials such as posters.
- After a classroom activity from the course book in which students have worked with a picture, ask them some **factual questions** about objects in the picture, e.g. *What's this?* (e.g., **a pizza**) and then some more **personal response** questions, e.g., *Do you like pizza?*
- You can also use sets of flashcards, but make sure they represent words from the **Pre A1 Bronze vocabulary list** available here:  
[MYLE Bronze Vocabulary List](#)

## Pre A1 Bronze Speaking Part 3 – Student's Worksheet

Original can be found in the Pre A1 Bronze Speaking Sample Test, which can be downloaded from:

[MYLE Bronze Sample Test Package](#)

Cut out the pictures and glue them in your notebook ✂ .







# MYLE

## Bronze

## Lesson plans

### Pre A1 Bronze Speaking Part 4

#### A Practice Activity

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

**Pre A1 Bronze, Speaking Part 4** requires test-takers 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 Warm-up 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 personalized 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 / soccer / ping pong?". (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 Bronze 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, modeling 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, modeling 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 personalized 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 center 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 the 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 center of the classroom before the next question.
- The remaining students now join in. Ask questions using a variety of activities from the Pre A1 Bronze 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 soccer / 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."

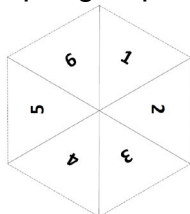
To provide personalized practice.

### 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 ping pong / 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 center of the spinner. You will also need: one copy of **Activity sheet one** copied onto stiff card for each child and colored pencils or crayons (6 colors – 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.

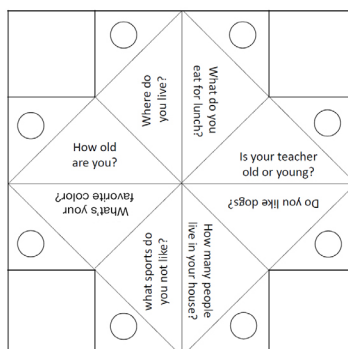
To provide practice asking personal questions and responding with a short answer to give basic information about themselves.

### Procedure

- Teacher reminds students that they will have to answer questions about themselves in the final part of the Pre A1 Bronze 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 center 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 colors.
- Tell learners to color 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 center 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 center 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 practice 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.

### 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: colored pencils or crayons (8 different colors – any from the Pre A1 Bronze wordlist – black, blue, brown, green, gray, 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.

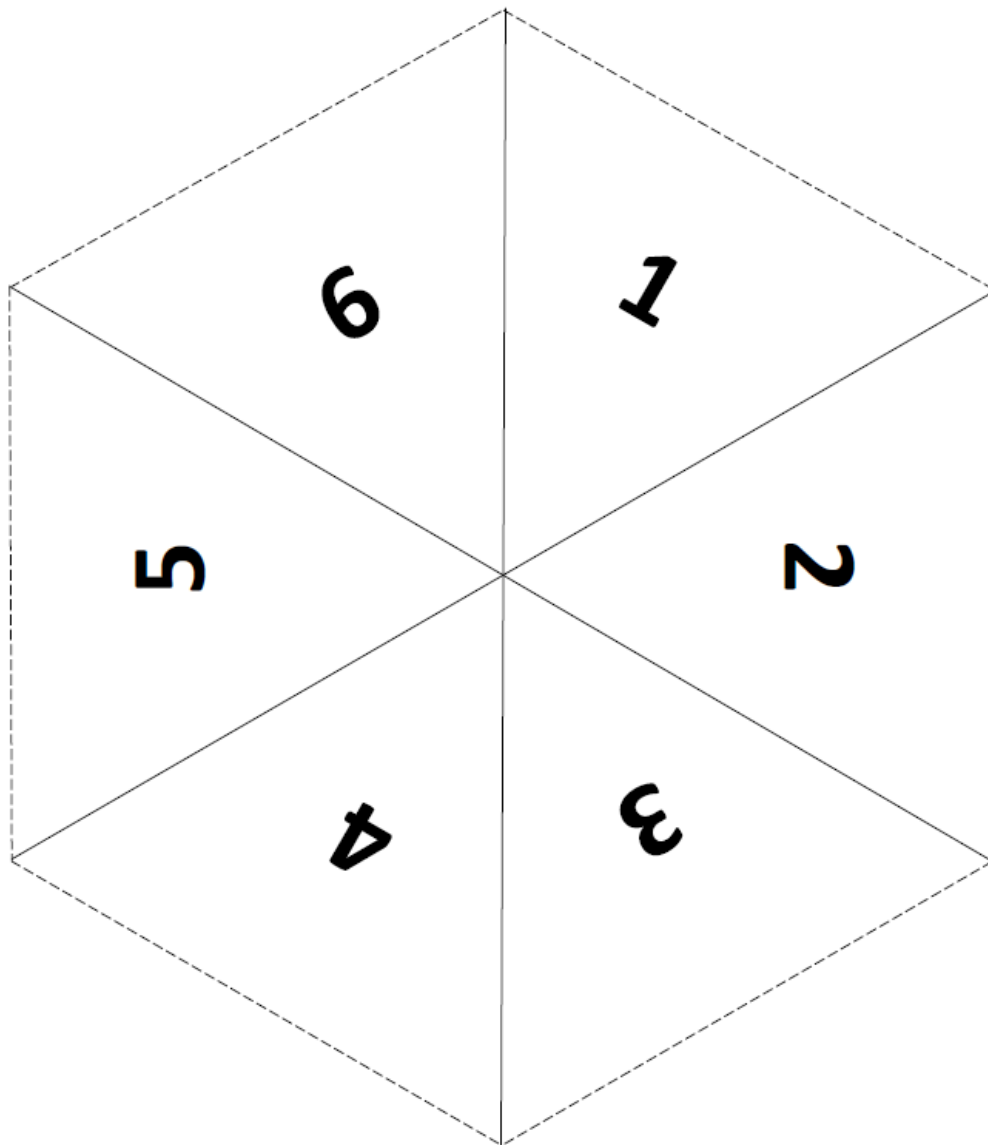
#### Procedure

- 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 color.  
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 colors.
- Students color each spot on the template a different color.
- 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”



- 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 color code these by printing them on colored 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 do you have?
What's your favorite color?	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 do you have?	Is your English teacher old or young?
Does your English teacher have 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 favorite 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 favorite sport?
Do you like playing soccer?	Can you play ping pong?
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 favorite 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 favorite animal?
Do you like dogs?	Do you have a pet?
What's your favorite toy?	Do you like playing with dolls?
Do you have a bike?	Can you fly a kite?

Activity sheet two

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



Activity sheet three

	<div>○</div> <div>How many brothers and sisters do you have?</div>	<div>○</div> <div>What's your favorite toy?</div>	
<div>○</div> <div>What do you do with your friends?</div>		<div>○</div> <div>Is your school big or small?</div>	
<div>○</div> <div>What's in your classroom?</div>	<div>○</div> <div>What do you eat for dinner?</div>	<div>○</div> <div>Do you like swimming?</div>	
	<div>○</div>	<div>○</div> <div>Where do you watch television?</div>	

Activity sheet four

	<div>○</div> <div>What's your friend's name?</div>	<div>○</div> <div>Is your house big or small?</div>	
<div>○</div> <div>Do you like milk?</div>		<div>○</div> <div>How many teachers do you have?</div>	
<div>○</div> <div>What's your favorite animal?</div>	<div>○</div> <div>Can you ride a bike?</div>	<div>○</div> <div>What's in your bedroom?</div>	<div>○</div> <div>What food do you not like?</div>
	<div>○</div>	<div>○</div>	

Activity sheet five

	<div>○</div> <div>Are your friends boys or girls?</div>	<div>○</div> <div>Who do you sit next to at school?</div>	
<div>○</div> <div>Do you have a pet?</div>		<div>○</div> <div>How many rooms are there in your house?</div>	<div>○</div>
<div>○</div> <div>Where do you play with your friends?</div>	<div>○</div> <div>Do you like playing soccer?</div>	<div>○</div> <div>What's your favorite food?</div>	<div>○</div>
	<div>○</div> <div>Can you fly a kite?</div>	<div>○</div>	

Activity sheet six

	<div>How old are you?</div>	
<div>Is your teacher a man or a woman?</div>	<div>How many children are there in your class?</div>	<div>What's your favorite room in your house?</div>
<div>Can you play ping pong?</div>	<div>Do you like animals?</div>	<div>Do you have a bike?</div>
	<div>What sport do you like?</div>	

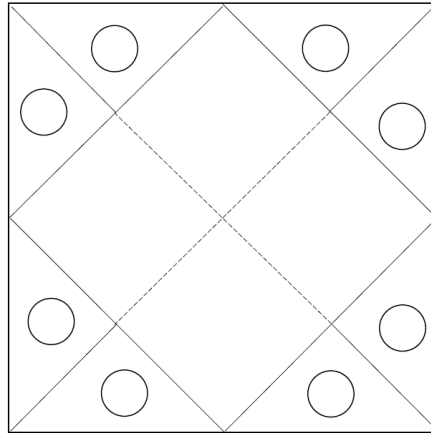
Activity sheet seven

	<div>What games do you play?</div> <div></div>	<div>Does your English teacher have long or short hair?</div> <div></div>	
<div>What's in your classroom?</div> <div></div>		<div>Where do you eat dinner?</div> <div></div>	
<div>Can you fly a kite?</div> <div></div>	<div>What sport do you play?</div> <div></div>	<div>Do you like fruit?</div> <div></div>	
	<div>Do you have a bike?</div> <div></div>		

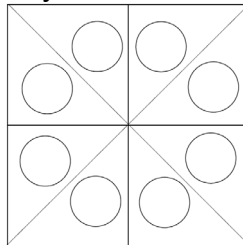


## Folding instructions

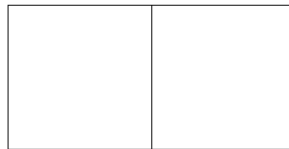
1. Place the snap dragon face down
2. Fold the corners into the center so you can now see the colored spots



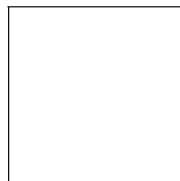
3. Turn over
4. Fold the corners into the center so you can see the colored spots again



5. Fold in half at the center



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.