

Activity 4: Topic brainstorm

Level:
Entry 1

Time:
45 minutes

Resources:
✓ Photographs
✓ Audio-recording device

Aims:

- ✓ To develop skills and knowledge in speaking and listening at Entry 1
- ✓ To consolidate learning of a range of question forms
- ✓ To practise describing people and/or places and answering a range of questions about them
- ✓ To practise expanding the topic to talk about daily life
- ✓ To focus on pronunciation

Sub-skill focus: active listening skills

Exam task focus: Component 1 Task 1

Procedure: Talking about people and places in daily life

- Learners each choose a picture from the E1 T1 Trinity College picture bank. Emphasise that for the purposes of their exam and for this activity, this picture represents their own friends/ family members/ home town, place of work etc. They should imagine their own daily life and their real friends/ family etc. when giving descriptions and answering questions.
- Ask learners to brainstorm key words relating to their picture. Aim to get learners to practise pronouncing these words and support correct pronunciation.
- Place learners in pairs. Task preparation – to show their photos and work together to brainstorm questions to ask each other about their photos. They can ask for descriptions, information about their partner's daily life and/or the people in the photos as appropriate. Encourage them to refer to the question bank created in Activity 1 for ideas and question forms.
- Allocate the paired learners roles A and B. Learner A shows Learner B their picture. Learner B asks Learner A to talk about their picture, comments on what Learner B says and asks further questions. Learner A should speak clearly and pronounce key words clearly. After 2-3 minutes ask learner A and B to swap roles. Learner B asks Learner A about their photo, talking for up to 3 minutes. Monitor the role plays and note feedback to offer learners at a later stage e.g. anonymised feedback on what went well and peer-correction of anonymised errors.
- The role plays could be practiced again with the same or different pictures. The interactions could be recorded so the pairs can watch or listen to them and work together on any possible improvements, either self-identified and/ or from tutor feedback.