

Activity 6: Entry 1 Familiarisation

Level:

Entry 1

Time:

90 minutes

Resources:

- ✓ Photobank
(<https://resources.trinitycollege.com/esol/photos>)
- ✓ Board
- ✓ Hand out: Entry 1 Familiarisation

Aims:

- ✓ Cooperative activities to practise all tasks
- ✓ To familiarise students with the format of the speaking and listening exam

Sub-skill focus: brainstorming, expanding ideas, speaking in full sentences, asking and answering questions, pronunciation

Exam task focus: Entry 1 – All components and tasks

Procedure: Entry 1 Familiarisation

Component 1 Task 1: Candidate photo

Choosing a photo

- Introduce the candidates to the idea of the photobank and access the pictures. Explain that the photos show themes such as family & friends, a place of work or study, a UK town or neighbourhood and free time activities. It's important that candidates realise that they should use the photo as a springboard to talk about their own family, town etc. Steer candidates away from describing the people in the photo.
- Ask candidates to look at the pictures in the chart. Go through the examples and ask candidates to write their own ideas. The purpose of the activity is for candidates to brainstorm ideas how then can personalise the photos. This should help them decide which theme they prefer. Let candidates browse the photobank again and choose a picture then expand on their ideas.

Speaking in full sentences

- Remind candidates of the assessment criteria and language items for the task. Recap / elicit the different verbs they can use. Ask candidates to do the gap fill exercise.

Answers:

1. Fatima can swim.
2. The shops are expensive.
3. Tomas is tall.
4. My daughter has got long hair.
5. My family can speak 3 languages.
6. My neighbourhood is safe.
7. My teacher is funny.
8. My town has got a museum.
9. Ahmed can cook.
10. My children are happy.

- Ask candidates to look at their notes from the first activity and try to write sentences. Check accuracy and pronunciation.

Component 1 Task 2: Examiner photo

Asking the examiner questions

- Explain that the examiner will show them a photograph of a person and they need to ask the examiner questions about that person. Go through the examples and let candidates add more questions. Do whole class feedback, put ideas on the whiteboard. Check accuracy and pronunciation.
- Further activity: in pairs, candidates look at different photos from the photobank and ask each other questions about the person in the photo.

Component 2 Task 3: Group discussion

Asking each other questions

- Explain the format of the group discussion: 2 candidates in separate physical and virtual rooms talking about free time, food & drink, healthy living, shopping, transport or your English class.
- Recap / explain the meaning and use of question words such as **'what', 'when', 'how', 'where', who'**.
- Go through the examples on the worksheet.
- Give candidates time to add more questions, then elicit ideas from the class. Focus on accuracy. The purpose of the activity is to give candidates ideas for expanding the topic to keep the discussion going.
- Put candidates in pairs and, using their notes to help them if necessary, go through the topics and have 4-minute discussions.




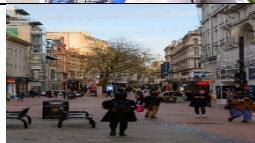
Hand out: Entry 1 Familiarisation

Component 1 Task 1: Candidate photo

Choosing a photo

You can choose a photo to talk about from [Trinity's photobank](#). The photos show family & friends, a place of work or study, a UK town or neighbourhood and free time activities.

Remember not to describe the picture. Use the picture to talk about your family or your town etc. Look at these pictures from the photobank. Who or what can you talk about for each picture? Write your ideas in the boxes. There are examples for you.

| | Example | Your ideas |
|---|---|------------|
|  | <i>My family – 4 people – wife, sons 7 and 4 years. From Poland. Wife doctor, ...</i> | |
|  | <i>Birmingham college. Esol class. Tuesday and Thursday. Students and teacher,....</i> | |
|  | <i>My family, 2 children, from Sudan. Ride bicycles in park, every Saturday. Play sport, watch TV</i> | |
|  | <i>Sheffield, house near city centre. Good neighbours. Shops, cafes,....</i> | |

Speaking in full sentences

Remember to speak in full sentences to describe your photo. Use verbs for example: 'be (**is / are**)'; '**have/has got**'; and '**can**'.

Put one of the verbs above in the gap to complete the sentence:

1. Fatima _____ swim.
2. The shops _____ expensive.
3. Tomas _____ tall.
4. My daughter _____ long hair.
5. My family _____ speak 3 languages.
6. My neighbourhood _____ safe.
7. My teacher _____ funny.
8. My town _____ a museum.
9. Ahmed _____ cook.
10. My children _____ happy.

You can use other verbs such as 'like', 'go', 'live' etc. Choose a picture from the photobank and make some sentences about it. Use some of the verbs above.

Component 1 Task 2: Examiner photo

Asking the examiner questions

Look at the examiner's photo. Make some questions you can ask about the man in the photo. There are some examples.



Other information

1. Who is he?
- 2.
- 3.
- 4.

Family

1. Is he married?
- 2.
- 3.
- 4.

Free time

1. What are his hobbies?
- 2.
- 3.
- 4.

Component 2 Task 3: Group discussion

Asking each other questions



In the group discussion, the examiner asks you to talk about free time, food & drink, healthy living, shopping, transport or your English class. Use question words such as **'what', 'when', 'how', 'where', 'who'** to make questions to ask your partner about the topics. There are some examples.

| Free time | Food and Drink | Healthy living |
|--|--|---------------------------------------|
| <i>When do you have free time?</i> | <i>What do you have for breakfast?</i> | <i>How do you stay healthy?</i> |
| Shopping | Transport | Your English class |
| <i>Where do you go shopping for clothes?</i> | <i>How do you travel to college?</i> | <i>Who is your favourite teacher?</i> |

Work with a partner and ask each other questions about the topics.