
SPEAKING ACTIVITIES FOR ASSESSMENT PURPOSES

Introduction

One of the biggest challenges for teachers is to locate suitable material for lessons that promote authentic use of the English language. We hereby hope to offer some practical ideas that teachers can use to plan tasks and activities that explicitly address speaking learning outcomes. In fact, the activities in this pack are directly linked to the speaking learning outcomes and skills which need to be assessed during scholastic year 20-21¹. For ease of reference, these outcomes are being presented in the tables below. There is certainly an overlap of skills between year groups, but this is in line with a spiral curriculum where concepts and skills are presented repeatedly throughout the curriculum, but with deepening layers of complexity across year groups. For assessment purposes, teachers are encouraged to refer closely to the Marking Criteria for Speaking relevant to their year group level (see pages 21 to 25).

Level 5 (Year 3 and Year 4)

| | | |
|-------------|--|--|
| Yr 3 | LS 5.17 I can give clear instructions to guide an activity | LS 5.13 I can ask questions and make simple contributions in a discussion. |
| Yr 4 | LS 5.11 I can in my own words, retell an audio or written text, ordering the main events in the correct order. | LS 5.9 I can use appropriate language and specific vocabulary fluently to suit different purposes when interacting with others. |

¹ Learning Outcomes that need to be ticked for Continuous Assessment in Year 3 and Year 4 can be found in the Guidelines for Scholastic Year 2020-2021. Available at:

https://curriculum.gov.mt/en/guidelines/primary/Documents/Primary_years_English.pdf

Skills that need to be ticked for Continuous Assessment in Year 5 and Year 6 can be found in the document entitled Continuous Assessment for Year 5 and Year 6 (Updated 2019-2020). Available at:

https://curriculum.gov.mt/en/new_syllabi/Documents/Yr03_to_Yr06_English/English_yr05_06_Continuous_Assessment_2019_2020.pdf

Level 6 (Year 5 and Year 6)

| | | | |
|--------|-------|--------|--|
| Yr 5/6 | 5.1.9 | 6.1.10 | Participating in role play using language to communicate with a purpose, e.g. simulated situations in small groups. |
| | 5.1.5 | 6.1.8 | Giving descriptions of characters, scenes, objects and pictures, e.g. oral contributions . |
| | 5.1.8 | 6.1.9 | Explaining the different steps of a simple procedure using precise instructions , e.g. explaining a simple recipe / how to take care of a pet or plant. |

The activities provided can be used as are, however, we firmly believe that they should be adapted with a group of learners in mind and we hope that teachers will feel confident enough to do the necessary changes so that the language used is age and level appropriate.

We have adapted the activities to fit within the current Covid-19 measures for schools. Therefore, most of the activities need to be carried out either within a whole class setup or if using pairs, it is important to maintain the 1.5m distance between each pupil as recommended. Additionally, and whenever possible, activities should also be carried out outdoors. We have tried to present activities that require minimal resources and supplied material which can be printed. These can be found in the Resources section of this document.

The activities that follow are grouped by skill. Underneath each skill there is the direct reference to the Learning Outcomes in the Supporting Documents for Year 3 and Year 4 and to the English Syllabi for Years 5 and 6.

GIVING INSTRUCTIONS

Reference to LO: LS 5.17 (Year 3)

Reference to Syllabi: 5.1.8, 6.1.9 (Year 5 and Year 6)

This skill focuses on the ability to express precise and clear instructions accurately and in a logical sequence. Pupils working at the lower level of this learning outcome can use modelled language to repeat simple instructions.

You might wish to use the following model phrases to help get pupils started:

| Question | | Instruction |
|--------------------------------|-------------|-------------------------------|
| What do you do first (of all)? | First | you put/... have to put... |
| And then? | Then | you put... |
| And next? / What's next? | Next | you have to put... |
| What follows next? | | |
| What do you do afterwards? | After that | put... you have to put... |
| What do you do at the end? | Last of all | put |
| And finally? | Finally, | you have to put... |

Activity 1: Teaching Others How to do Something

Function Practised: giving instructions

In this activity, pupils teach the class how to do something. The way it works is that pupils choose something they know how to do well and explain the process to the rest of the class. Pupils may choose to give instructions on topics such as:

- How to make toast
- How to make a cup of tea
- How to play football
- How to make a bracelet using beads
- How to practise a sport
- How to do a craft
- How to make a favourite dish

Pupils can bring in props, materials or make a simple Power-point presentation with pictures to explain. Where possible, the best way to assess how effective the speaker is in his presentation and delivery, is to have the learners do the activity and see how similar the result is to what the speaker presents.

Activity 2: Messenger

Function practised: giving instructions and describing an object

Before the activity, the teacher makes a shape out of lollipop sticks, playdough or blocks. Have pupils pair up. Learner A, acts as a messenger and looks carefully at the shape the teacher has built. Each messenger reports back to Learner B and tells them how to go about making the same shape. The messengers are not allowed to touch the lollipop sticks or to demonstrate

how it should be done. Each messenger is allowed a second look at the teacher's shape. When all the copies are finished, they are compared with the original. Learners will need to have individual objects to handle. You can also allow messengers to make short notes or a simple design of the shape.

Activity 3: Tell me how

Function practised: using model phrases to give instructions

Pair learners into Pupil A and Pupil B. Each learner will receive a situation card. Pupil A needs to do something but doesn't know how so Pupil B needs to give instructions on how to do that task using the model phrases available on their card. Pupils then switch roles.

[Resource available on pages 28-30.](#)

ASKING QUESTIONS AND CONTRIBUTING TO DISCUSSIONS

Reference to LO: LS 5.13 (Yr 3)

Reference to Syllabi: 5.1.5, 6.1.8 (Yr 5 and Yr 6)

Although grouped together, we shall tackle the two skills - asking questions and making contributions in a discussion - separately.

Asking Questions

When encouraging pupils to ask questions, it is a good idea to allow some time for the learners to think of the questions they would like to ask and if possible, to write them down. You will get a better idea of what they already know (e.g. their ability to use question words) and any gaps or errors in their knowledge (omission of auxiliary verbs, confusion between what and which). We recommend you look at their questions before they start asking the questions to make any adjustments or corrections as needed.

Activity 1: Interview Me

Function practised: Asking questions

Divide the pupils into pairs (A and B). Give each pupil the corresponding worksheet. Pupils choose eight questions and note down a short answer for their chosen questions. Their partner tries to guess which questions were chosen. They ask 'Wh' follow up questions to gain

more information. Questions may be adapted to suit any topic/theme. For older pupils or more able pupils you might want them to come up with the questions themselves.

[*Resource available on page 31.*](#)

Activity 2: The Question Generator

Function practised: Asking questions

For this activity all you need are a couple of dice and a list of verbs (they could be common verbs, verbs that your learner has recently studied, or verbs that are useful for your learners). You can do this activity in several ways, depending on which type of questions you want to practise. First, assign a number to each question word.

| | | | | | |
|----------|---------|-----------|---------|----------|---------|
| 1. What? | 2. Why? | 3. Where? | 4. Who? | 5? When? | 6. How? |
|----------|---------|-----------|---------|----------|---------|

One pupil rolls the dice to determine which question word they use. Then, you choose a verb from the list which you can upload on the board. The pupil then asks you a question using the question word and the verb.

This is a very versatile game. You can omit the verbs and instead upload a visual prompt. Similarly, you can use the same activity to have pupils generate questions about a story or text you have just read.

Activity 3: Hot Seat

Function practised: Asking questions

This game links very well to whichever story you are currently working on, as it encourages questions to help develop characters within the story. These might be questions about the characters' home, how they felt at a particular moment in the story, what they thought, saw, heard, smelled, what they learned from the experience, what they would have done differently and so on. For instance, the teacher tells the pupils that she/he will now take on the role of 'Mum' in the story of Jack and the Beanstalk. The teacher then takes the Hot Seat (a chair in the middle or front of the classroom) and pupils ask questions to the character (e.g. Why did you want Jack to sell the cow? Why did you get angry when Jack returned with the magic beans? How did you feel when you saw Jack climbing up the beanstalk?). Then, ask a volunteer to take the Hot Seat so you can model asking the kind of questions that you'd like the learners to ask.

Activity 4: What's my Job?

Function practised: asking questions about people's occupations

Before you start the activity make sure that pupils have had time to discuss what kinds of jobs they would like to have. Also ensure that pupils know the following vocabulary: salary, uniform, unusual, stressful. Have pupils work in pairs. Give out the handouts. Pupil A chooses an occupation without revealing it to Pupil B, who must ask questions to try and guess their partner's job. Pupil A must answer with 'Yes, I do' or 'No, I don't' or 'Yes, it is' or 'No, it isn't'. Pupils may continue with their own questions if a job hasn't been guessed correctly by question 20. For more able pupils, you might have them come up with their own questions. This activity can be adapted to different themes: Food, Clothes, Landmarks, Sports, Free time activities, Transport, etc.

[*Resource available on page 32.*](#)

Activity 5: What's the Weather like?

Function practised: asking and answering questions about the weather.

This activity is an info-gap activity. It requires pupils to ask questions in order to obtain the missing information to complete a task or activity. Once they have learned the information from their classmates, they can fill the 'gap' and complete the task.

Put pupils in pairs. Provide each pupil with either Worksheet A or Worksheet B. They need to complete the weather forecast by asking questions to their partner. It is important to model the exchange with a more able peer or an adult before.

[*Resource available on page 33.*](#)

Discussions

Most likely and owing to the current limitations, you will need to carry out whole class discussions as opposed to small group discussions. There are certain things to keep in mind in order to keep pupils engaged:

- Nominate pupils for contributions rather than just relying on hands-up. You can also use lollipop sticks or Class-Dojo.
- Differentiate your questions so that everyone can be included and the more able learners are challenged.

- Keep your questions open and encourage extended answers.
- Chair the discussion to keep it going “Charlie, if you had to disagree with that what would you say? David, can you explain why that is the case? Emma can you give us an alternative opinion or explanation?”
- Allow thinking time or pair discussions so pupils will have more confidence in their contributions.
- Keep in mind the language ability of your pupils and how much they know about the topic under discussion. You might opt to carry out a discussion activity towards the end of a unit, after the pupils have had plenty of exposure to the language involved.
- Also, try to grade the language of the questions to suit the level of your pupils, and check they understand any complex vocabulary or grammar in advance. You might wish to refer to Bloom’s Taxonomy to guide you when planning the discussion questions.

The table below can give you an indication of how to frame the questions according to the skill required².

| | |
|---------------|--|
| Knowledge | What can you do to help reduce waste? What can we do to protect forests? Do you usually drink bottled water? Why or why not? When is garbage collected in your neighbourhood? |
| Comprehension | Explain how some animals such as solar bears are becoming endangered. Describe some ways how we can save water. Describe how houses can be more environmentally friendly. |
| Application | Give an example of how the world became more polluted. Find out what services exist in your community to keep your neighbourhood clean. |
| Analysis | Compare and contrast the two pictures (countryside and city). Why is carpooling a good method of reducing traffic on the streets? Why do we use reusable bags for shopping? |
| Synthesis | What do you predict will happen in fifty years’ time? Will there be pollution? How can you convince people to use bikes instead of cars? What new law would you pass to protect wildlife from illegal hunting? |

² The questions focus on the topic Environment and are geared towards pupils in the upper levels of primary.

| | |
|------------|--|
| Evaluation | <p>Do you agree that people are now more environmentally responsible than they were in the past? Why?</p> <p>Why should we recycle?</p> <p>Which is more important: protecting the environment or using cars to move around?</p> |
|------------|--|

When facilitating a discussion, you want the pupils to engage critically with each other's ideas, to justify their reasons and to respond directly to the content of other pupils' comments (Bearne & Reedy, 2018). It would be very useful to introduce the language that the pupils need to use during a discussion and compile a list of 'useful talk' - phrases and sentences that will help the pupils to express themselves when they respond to one other. Some useful phrases might be:

“I agree and...”

“I kind of agree with you, but I think...”

“I disagree because...”

“I don't fully agree because...”

“I beg to differ...”

“From my point of view...”

“In my opinion...”

“Those are good reasons but I'm not sure about the idea because...”

“I understand where you're coming from, but...”

“I don't understand what you mean.”

“Could you tell me a bit more about...?”

Finally, it is important to establish ground rules for participation in a discussion. For a discussion to be effective, pupils need to understand the value of actively listening to their peers, tolerating opposing viewpoints, and being open-minded. They also need to recognize the importance of staying focused and expressing themselves clearly. You might want to spend some time before the actual discussion, exploring the characteristics of effective and ineffective discussions.

Activity 1: Visual Prompts to promote discussion

Function practised: to talk about a picture and contribute own ideas

Visuals are an important resource for any language lesson. They can be a powerful medium through which pupils feel motivated to interact in English. When selecting visuals, it is important to keep in mind the vast array of visuals that pupils are exposed to, mainly: billboards, photographs, TV, videos, maps, memes, digital stories, videogames, timelines, signs, posters, flyers, newspapers and, magazines.

Here are some questions that you can ask when looking at pictures. Consider, for example, this street art entitled “Girl with Balloon”. We could ask questions such as:



- *What do you see?*
- *How does the picture make you feel?*
- *Describe what the person is doing.*
- *What happened next?*
- *What happened just before?*
- *Why do you think that?*
- *Describe what the character can see/hear/smell/feel/think.*
- *Give the girl a name. Imagine what her life is like.*
- *How would you feel if you suddenly found yourself in this picture?*
- *What is a wall art?*

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A visual text can also be used as a springboard for further questions. Consider for instance using the advert on the left. Besides talking about what they can see in the advert, you can deepen the level of discussion by asking the following questions. Remember, the visual prompt is just an excuse to talk about the topic. It is entirely up to you how much you want your learners to delve into the topic in question.

- *How important is music in your life?*
- *How much time do you spend listening to music?*
- *What kind of music do you like listening to?*
- *Which is your favourite song?*
- *Who is your favourite singer/band?*

Similar questions can also be asked about other realia such as: cinema tickets, adverts in magazines, weather forecasts, comic books or magazines covers, menus, graphs or charts.

The table below illustrates useful language structures when using visual texts.

| Useful Language for Visual Texts | |
|---|--|
| <p><i>What is in the picture?</i></p> <ul style="list-style-type: none"> · In the picture I can see ... · There's / There are ... · There isn't a ... / There aren't any ... | <p><i>Say what is happening with the present continuous</i></p> <ul style="list-style-type: none"> · The man is ...ing · The people are ...ing · It's raining. |
| <p><i>Where in the picture?</i></p> <ul style="list-style-type: none"> · At the top/bottom of the picture ... · In the middle of the picture ... · On the left/right of the picture ... · Next to · In front of · behind · near · on top of · under · In the background/foreground I can see... | <p><i>If something isn't clear</i></p> <ul style="list-style-type: none"> · It looks like a ... · It might be a .. · He could be ...ing · Maybe it's a ... · You can tell it's.... |
| Comparing pictures | |
| <ul style="list-style-type: none"> · Both pictures have/show... · One difference is ... · In the first picture there is ... while in the second picture there is ... · The picture on the right has... | <ul style="list-style-type: none"> · The two pictures are similar because... · Another thing they've got in common is... · ...whereas in the first picture... · ...such as... · Another difference is... · I prefer... |

Activity 2: I Agree/I Disagree

Function practised: agreeing/disagreeing and giving reasons

Each pupil should have a piece of paper with “agree” written on one side and “disagree” written on the other side. Alternatively, they can have a smiley and a sad face or a thumbs up or thumbs down picture. Read a statement aloud and have each pupil hold up their paper

showing the agree or disagree side depending on their opinion. Choose one pupil from each side to explain their position and participate in a short discussion. This activity can be adapted to fit any theme/covered being covered.

Activity 3: Comparing Pictures

Function practised: Comparing and contrasting pictures

Comparing and contrasting pictures is a great activity and it can generate a lot of discussion and emergent language. The activity is straightforward. Take two connected images and put them side by side. For instance, you can use a picture of the city and a picture of the countryside. The pictures provide a visual cue for the questions. You can also have pupils compare and contrast characters in a book or compare a book to a movie.

[*Resource available on pages 34 to 41.*](#)

Activity 4: Would you Rather...?

Function practised: expressing opinions/giving reasons

This activity is all about pupils' preferences. Pupils are given a question that starts with 'Would you rather...?' followed by two options. For example, 'Would you rather be Spiderman or Batman?' Answering 'neither' or 'both' is not allowed, and pupils need to justify their answer. Just like any other speaking activity, questions need to be age and proficiency level appropriate.

[*Resource available on pages 42 to 45.*](#)

Activity 5: Tic-Tac-Toe

Function practised: expressing opinions/giving reasons

This is a very low-prep activity. It can be played as a whole class activity by using the templates available. You can divide the class into two teams, one team is O and the other team is X. Pupils can remain seated at their desks and answer the question (if using the discussion version) or produce a sentence with the chosen word (if using the vocabulary version).

Resources available (see PowerPoint Presentations: TicTacToe Discussion and TicTacToe Vocabulary)

RETELLING AND ORDERING MAIN EVENTS

Reference to LO: LS 5.11 (Yr 4)

Reference to Syllabi: 5.1.5, 6.1.8 (Yr 5 and Yr 6)

Retelling is when a reader tells a story he/she has read in his/her own words. Retelling provides an opportunity for the pupils to process what they have read by organising it and explaining it to others.

How can someone retell a text?

- First, you retell what happened in the story in a sequence. This means you tell what happened at the beginning, in the middle and at the end of the story.
- You include the setting, the characters, the problem and the solution.
- The retelling should answer the 5 *wh* questions: who, what, when, where and why.

What questions can you ask to help a pupil retell a text?

- What happened at the beginning, in the middle and at the end of the story?
- Where/When does the story take place?
- Who are the characters in the story?
- Tell me about the story. What happens?
- What else do you recall?
- What is the main idea of the story?
- Can you give us more details about this part of the story?

Pupils working at the lower end of this outcome can make use of pictures or visual prompts such as a graphic organiser or a story map to help them retell the story. Pupils working at the higher end of this outcome should be able to retell a written or audio-text as accurately as possible, describe the main events and make changes to the story plot.

Retelling activities can also be done in the form of a presentation whereby pupils can be asked to prepare a presentation about a favourite story or film.

Activity 1: Picture Sequences

Function Practised: to recount a story based on pictures.

In this storytelling activity, pupils must put a series of pictures in order. You can either provide them with pictures of parts of the story or have pupils draw their own pictures depicting the most salient parts of the story. Pupils practise putting the pictures in order and they can jot down adjectives, adverbs, expressions of time and sequence to help them retell the story. Pupils take it in turns to retell the story in front of their classmates. This activity can be linked to any story of your choice.

Activity 2: Dictoglass

Function practised: retelling the main parts of a story

Find a short, interesting story or make one up yourself. You can also use stories in textbooks or make your own simple ones. Tell the story up to three times, depending on the learners' level and of course you can also vary your speaking speed to make this activity easier or harder. Once you are done telling the story, pupils pair up and retell the story to each other. Emphasise they won't be able to recreate the exact story that you told, but that they should try their best to keep the meaning the same. Have pairs present their story and compare their version to the original story.

Activity 3: Retelling using FlipGrid

Function practised: retelling events

Depending on your current topic, pose a question on FlipGrid and have pupils answer the question by taking a video of themselves responding to the question. You might want them to present their findings about a research question or simply retell a story or talk about an experience they've had. They might need to include props or other elements, for example, present a chart or present a dialogue between characters using self-created puppets. Before setting the task, develop or create the success criteria together with the pupils, so that they would have enough time to internalise them. You may want to encourage pupils to practise talking in front of a camera before responding on FlipGrid.

Activity 4: Shared Telling

Function practised: putting events in order

This works well following a story telling session and as a way to get pupils to retell the story. You might prefer to have the children retell the story in pairs before proceeding to carry out this activity with a small group of children or as a whole class. Ask four volunteers to come out to the front of the class. Give the first child a marker. He or she starts retelling the story, then passes the marker to the second pupil who continues from where the first pupil left off. When all the four children have had a turn, start again with the first pupil. The use of the marker can be completely omitted for safety reasons and instead another signal can be agreed. Pupils can retell the story sitting at their own desks, if you feel it is safer. You can do the same activity with the whole class participating, just ensure that each child knows when it's their turn.

Activity 5: Sticky Notes for Retelling

Function practised: putting events in order

Give pupils 3 sticky notes and have them draw a picture for the beginning, middle, and end of a story. For older pupils, you might wish to have them retell a story from a book that you are currently reading in class (for instance, a chapter book). Encourage them to write a few notes about each chapter and place them in their book as they read. When they finish the book and it's time to retell the story, they can take out the sticky notes and use them as the basis for their retelling.

USING LANGUAGE TO COMMUNICATE WITH A PURPOSE

Reference to LO: LS 5.9 (Yr 4)

Reference to Syllabi: 5.1.9; 6.1.10 (Yr 5 and Yr 6)

This skill focuses on the pupils' ability to make use of their acquired language structures and vocabulary in different scenarios or situations. Perhaps the best way to assess this skill is through role play activities where pupils adopt a different role. The level of language input demanded from the pupils is quite high so be sure to scaffold the learning and present useful language structures in the preceding lessons.

Activity 1: Telephone Conversation

Function practised: exchange information and explain oneself.

Model how to have a telephone conversation with someone (pretend you are holding a phone and talking to someone over the phone). Give pairs of pupils a card each. Have them practise a dialogue according to their prompt card.

[*Resource available on page 46.*](#)

Activity 2: Character Dialogue

Function practised: talking about events in a story

This activity can be done following a story so that pupils deepen their understanding of the story and develop character. Choose a moment in the story where two characters speak to each other. Demonstrate with a volunteer how to make up conversation on the spot and then get pupils to practise in pairs before re-playing the story to the class. It is important that as a teacher you model first. Choose more able pupils to demonstrate the dialogue. For instance, if you are doing the story of Jack and the Beanstalk, appropriate moments for character dialogue might include:

- Jack talking to the old man who gave him the magic beans
- Jack and his mum arguing
- Jack asking the giant woman for food
- The giant asking his wife about the nasty human smell

This speaking activity can be developed further as a writing activity whereby pupils might write a mini-play script.

Activity 3: Missing Dialogues

Function practised: making requests (depending on situation)

For this activity you need to pair your pupils up to practise the dialogue you show on the screen. Simply show the first slide and have pupils read it out loud. After two rounds, you will start deleting words in the dialogue and replacing them with blanks. Do this in sequence until the entire dialogue is just a series of blanks. You can make this activity as hard or easy as the level of the learners requires, and it can be applied to different themes and topics.

Resource available. (see PowerPoint presentation: Missing Dialogues)

Activity 4: Making Excuses

Function practised: giving reasons

Divide the pupils into pairs (A and B) and give each pupil a corresponding worksheet. One pupil has a diary of their partner's behaviour last week and has to ask for reasons for their actions, e.g. "Why were you late for class last Monday?" Their partner uses the picture prompt for that day and gives a reason, starting with "On Monday, ...". The pupil listens to each excuse and writes the corresponding day next to the appropriate picture. When the pupils have finished, have them go through the answers to check their work.

Possible Answers: I overslept. / I had a lot of homework. / I had a tummy ache. / The dog ate my homework. / The car broke down. / I was doing chores. / There was a traffic jam.

[Resource available on page 47.](#)

DESCRIBING CHARACTERS, SCENES, OBJECTS AND PICTURES

Reference to LO: LS 5.9 (Yr 4)

Reference to Syllabi: 5.1.5; 6.1.8 (Yr 5 and Yr 6)

Activity 1: Picture Dictation

Function practised: to describe pictures in detail

In this activity, a pupil describes an image without showing it to the rest of the class who then draw the image. Pupils then compare their pictures and discuss mistakes. They can also be asked to write sentences describing the picture.

[Resources available on pages 48 to 50.](#)

Activity 2: Spot the difference

Function practised: describing what is happening in pictures

This is a very versatile activity that can be used in many ways. It can be used as a whole class activity, or you can have the pupils work in pairs while maintaining social distancing. Pupils look at two similar pictures and identify differences or similarities. Encourage them to discuss these differences or similarities and give reasons. This activity can be used to practise a variety of grammar structures and vocabulary, depending on the pictures chosen. For

example, for lower ability pupils, differences can be in the form of ‘there is/there are’ or the use of the present simple (e.g. In picture A, she has two ice-creams, in Picture B she has one ice-cream). With certain images you could also practise prepositions of place (e.g. There is a shark in the water). Higher-ability pupils can go into greater depth and detail when describing the differences, for instance by using the comparative (e.g. The pole is longer.)

[*Resource available on pages 51 to 55.*](#)

Activity 3: What is it?

Function practised: asking questions, expressing uncertainty, giving reasons

This activity helps pupils to focus on different parts of the picture before they see the whole picture. Pupils guess what is happening in the picture, where the people are, what each person is doing and why. You might wish to refer to the list of Language Structures when describing a visual.

[*Resource available \(see PowerPoint What is it?\)*](#)

Activity 4: Stuff and Things

Function practised: describing items in a shop

Pupils work in pairs. Give the picture cards and have pupils spread them out on their table. Explain the following to the pupils.

Pupil A: You are in a big department store (the kind of department store that sells everything). You want to buy certain things, but you can't remember the words in English. Explain to B (the shop assistant) what you want to buy. You start by saying, “Excuse me, I'm looking for...”

Pupil B: You work in the department store as a shop assistant. Listen to what Pupil A asks for. When you think you know what it is, say, “Oh, you mean...” and then the word in English.

Pupil A chooses an item and thinks how he/she can describe it without saying the word. Pupils can swap roles after every turn.

[*Resource available on page 56.*](#)

Activity 5: Feelings

Function practised: describe feelings

Put pupils in pairs. Make sure that neither can see what the other is doing. Give out the pictures and the frames and ask Pupil A to arrange the 12 pictures in any order on the frame (for an easier version, ask pupils to arrange 6 pictures). Pupil B should not see how Pupil A arranged the pictures. The object of the game is for Pupil B to arrange the pictures in the same order as pupil A. To do this, pupil A must describe the pictures to Pupil B in terms of how the people in the pictures look or feel. Pupil B may ask questions. When Pupil B has arranged the pictures accordingly, the two players may compare answers. Pupils can switch roles.

[*Resource available on page 57.*](#)

Giving Feedback

During a normal speaking lesson, you need to decide whether the focus of the activity will be on accuracy or fluency. Accuracy refers to how correct learners' use of the language is, including their use of grammar, pronunciation and vocabulary. Fluency refers to the ability to speak easily, reasonably quickly and without having to stop and pause a lot. Generally speaking, accuracy should precede fluency, for obvious reasons: you don't want to build fluency with incorrect forms or structures. So, the question is how do you correct pupils' errors without interrupting the flow of the conversation? The following techniques might be useful:

HOVERING

This means going around the pairs or whole class as they are working. Listen for mistakes which get in the way and at an appropriate moment, provide the right form quietly to the pupil.

HOT CARDS

Have a number of sticky notes handy. Go around the pairs or whole class as they are working and, where a mistake is getting in the way, write the correct form on one of the cards. Give it to the pupil at an appropriate moment.

AUDIO RECORDING

Go round the pairs or whole class as they are working. Record sections of two or three of their conversations/dialogues. Play back the material and invite the pupils to identify their own mistakes or have a class discussion.

WHITEBOARD

As for 'Hovering', but write the important errors and corrections on the board instead of saying anything to the pupils. This has the advantage of anonymity. You can then have a class discussion around the most common errors and how they can be rectified.

PEER ASSESSMENT

Discuss the success criteria for a speaking activity with the pupils. Have them act as peer-assessors while an activity is underway. Encourage them to give each other feedback based on the criteria.

SCAFFOLDING

In order to build learners' independence in talking and to help the pupils feel more confident when speaking, **scaffolding** is key. Although some element of speaking can and should be present in each lesson during the week, a speaking lesson should follow other lessons in which the teacher would have introduced the vocabulary and language structures needed for the speaking task. The purpose is to equip pupils with the linguistic resources necessary that will help them learn how to make appropriate language choices when expressing thoughts and ideas. Scaffolded instruction, therefore, is key to empowering pupils (even the most able ones) to produce oral language independently. Presenting pupils with formulaic language also gives them a boost to communicate.

Conclusion

The activities prepared in this pack ensure that communication during a speaking lesson is purposeful and meaningful. In many cases, the activities provide an excellent example of how language skills can be integrated: reading or listening to instructions, writing and presenting, all of which help the learner feel the need to use language authentically. If anything, they might serve as a clear guide for how a skill or learning outcome can be assessed within the current restrictive conditions.

We hope that you find these activities useful and as always, we would appreciate your feedback and would love to hear from you.

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MARKING CRITERIA FOR SPEAKING FOR YEAR 3

MARKING CRITERIA FOR SPEAKING IN YEAR 3

| | Fully Achieved (FA) | Satisfactorily achieved (SA) | Partially Achieved (PA) | Started to be achieved (ST) |
|---|---|---|---|--|
| Content and Relevance | <ul style="list-style-type: none"> Content is completely relevant Task is achieved in full | <ul style="list-style-type: none"> Content is mostly relevant Task is mostly achieved | <ul style="list-style-type: none"> Content is not always relevant Task is achieved in part | <ul style="list-style-type: none"> Content is under developed Task is hardly achieved |
| Fluency and Interaction | <ul style="list-style-type: none"> Interacts extremely well Hesitation typical of spoken language | <ul style="list-style-type: none"> Interacts very well Hesitation typical of spoken language | <ul style="list-style-type: none"> Interacts fairly well Speech is often affected by repetitions, pauses and self-correction | <ul style="list-style-type: none"> Communication is inadequate Speech is mostly unintelligible |
| Vocabulary | <ul style="list-style-type: none"> Wide-ranging and appropriate vocabulary | <ul style="list-style-type: none"> Very good range and appropriate vocabulary | <ul style="list-style-type: none"> Good range and appropriate vocabulary | <ul style="list-style-type: none"> Limited vocabulary, possibly seen in the repetition of words |
| Spoken Grammar | <ul style="list-style-type: none"> Varied and accurate grammatical structures and syntax Excellent choice of expression | <ul style="list-style-type: none"> Mostly accurate grammatical structures and syntax Quite varied grammatical Structures Good choice of expression | <ul style="list-style-type: none"> Grammatical structures and syntax are rather basic and sometimes inaccurate Adequate choice of expression but with some inaccuracies | <ul style="list-style-type: none"> Grammatical structures and syntax are limited and mostly inaccurate Limited choice of expression and with some inaccuracies |
| Pronunciation, intonation and stress | <p>Speech is consistently clear and intelligible, using the appropriate intonation and stress to express the desired meaning.</p> | <p>Speech is generally clear and intelligible, generally using the appropriate intonation and stress to express the desired meaning.</p> | <p>Speech is not always clear and intelligible with noticeable influence of first language intonation and stress patterns but meaning generally achieved.</p> | <p>Mispronunciations in speech interfere considerably with meaning, and intonation and stress are extremely influenced by the first language.</p> |

MARKING CRITERIA FOR SPEAKING FOR YEAR 4

| MARKING CRITERIA FOR SPEAKING | | 10 MARKS | |
|---|--|--|--|
| | 2 | 1 | 0 |
| Fluency and Interaction | Can communicate and interact more fully and with some pauses and hesitations which do not interfere with comprehension. | Can speak slowly, using hesitation to rephrase and search for vocabulary. | Communication is inadequate and speech is very often affected by repetitions, pauses and self-correction. |
| Vocabulary | Can use a wide range of vocabulary and phrases appropriate to the context. | Can use basic vocabulary and phrases related to everyday objects, activities, and people. | Uses a very limited range or inappropriate vocabulary to talk about the topic. |
| Spoken grammar | Can use a range of grammatical structures and construct complex sentence structures linked with a range of connectors. | Can use basic grammatical structures and construct simple sentence structures. | Shows insufficient control of simple grammatical forms and structures are all inaccurate. |
| Content and Relevance | Task is achieved in full. Reply is relevant to the topic. | Task is partially achieved. Choice of utterances are relevant to the topic. | Task is not achieved. Choice of utterances are irrelevant to the topic. |
| Pronunciation, intonation and stress | Speech is consistently clear and intelligible, using the appropriate intonation and stress to express the desired meaning. | Speech is generally clear and intelligible, with some influence of first language intonation and stress patterns, but meaning is generally achieved. | Mispronunciations in speech interfere considerably with meaning, and intonation and stress are extremely influenced by the first language. |

MARKING CRITERIA FOR SPEAKING FOR YEAR 5

| MARKING CRITERIA FOR SPEAKING | | 20 MARKS | |
|--|--|--|--|
| | 4-3 | 2-1 | 0 |
| Fluency and Interaction SR 6.9 SR 6.15 | Can communicate and interact more fully and with some pauses and hesitations which do not interfere with comprehension. Can respect the rules of turn taking. | Can speak slowly, using hesitation to rephrase and search for vocabulary. Can generally respect rules of turn taking. | Communication is inadequate and speech is very often affected by repetitions, pauses and self-correction. Rules of turn taking are ignored. |
| Vocabulary SR 6.5 SR 6.16 | Can use a wide range of vocabulary and phrases appropriate to the context. | Can use basic vocabulary and phrases related to everyday objects, activities, and people. | Uses a very limited range or inappropriate vocabulary to talk about the topic. |
| Spoken grammar SR 6.16 | Can use a range of grammatical structures and construct complex sentence structures linked with a range of connectors. | Can use basic grammatical structures and construct simple sentence structures. | Shows insufficient control of simple grammatical forms and structures are all inaccurate. |
| Content and Relevance | Task is achieved in full. Reply is relevant to the topic. | Task is partially achieved. Reply is mostly relevant to the topic. | Task is not achieved. Reply is irrelevant to the topic. |
| Pronunciation, Intonation and Stress SR 6.16 | Speech is consistently clear and intelligible, using the appropriate intonation and stress to express the desired meaning. | Speech is generally clear and intelligible, with some influence of first language intonation and stress patterns, but meaning is generally achieved. | Mispronunciations in speech interfere considerably with meaning, and intonation and stress are extremely influenced by the first language. |

MARKING CRITERIA FOR SPEAKING FOR YEAR 6

| CRITERIA FOR ASSESSING ORAL SKILLS | | |
|---|--|---|
| Range of vocabulary (5 marks) | | |
| 0 - 1 - 2 - 3 - 4 - 5 | | |
| Can name and use basic vocabulary and phrases related to everyday objects, activities, and people. Has knowledge of thematic word sets. Makes occasional use of another language. | | Can use a wide range of vocabulary and phrases to be more specific in expressing meaning appropriate to the context. |
| Range of grammatical structures (5 marks) | | |
| 0 - 1 - 2 - 3 - 4 - 5 | | |
| Can use basic grammatical structures and construct simple sentence structures. | | Can use a range of grammatical structures and construct complex sentence structures linked with a range of connectors. |
| Fluency and Interaction (4 marks) | | |
| 0 - 1 - 2 - 3 - 4 | | |
| Can interact in a simple way provided the Interlocutor is prepared to repeat or rephrase things at a slower rate of speech. Can ask and answer simple questions in areas of immediate need or on very familiar topics but cannot elaborate. | | Can communicate and interact more fully and with greater ease in tasks requiring a simple and direct exchange of information on familiar topics and activities. Shows an ability to extend the interaction. |
| Task achievement (2 marks) | | |
| 0 | 1 | 2 |
| Response is irrelevant in spite of prompting and rephrasing. | Can understand the questions / instructions but need some time / prompting to formulate a relevant response. | Can immediately understand the questions / instructions and response is relevant. |
| Pronunciation, intonation, and stress (2 marks) | | |
| 0 | 1 | 2 |
| Mispronunciations in speech interfere considerably with meaning, and intonation and stress are extremely influenced by the first language. | Speech is generally clear and intelligible, with some influence of first language intonation and stress patterns, but meaning is generally achieved. | Speech is consistently clear and intelligible, using the appropriate intonation and stress to express the desired meaning. |

Task Specific (2 marks)

(1 mark for Task 3 - Inverted Interview, and 1 mark for Task 4 - Compare and Contrast)

Inverted Interview (1 mark)

Allot the mark if the student:

- can accurately form a range of questions, including polar questions, 'wh' questions, and 'tag' questions, to elicit information; **and**
- can ask 'wh' questions, including 'How' and 'Why' questions, to obtain a wide range of responses.

Compare and Contrast (1 mark)

Allot the mark if the student:

- can use a range of appropriate qualifiers, including irregular comparative and superlative forms, to describe points of comparison and contrast; **and**
- can identify and describe vividly similarities and differences of set illustrations by observing details and making connections to prior knowledge.

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RESOURCES

Tell me How

Pupil A

You are hungry and you need to reheat the food in the microwave. Ask your brother (Pupil B) to give you instructions on how to use the microwave.

Ask questions to your partner:

- What do I do first? /How do I start?
- And then? After that?
- What do I do next?
- What do I do at the end?



Pupil B

Explain to your brother (Pupil A) how to reheat the food in the microwave. Use the model phrases to help you.



- | | |
|---------------------|----------------------------------|
| First | you open the door.... |
| | you have to open the door... |
| Then/ After that | you put... |
| Next | you have to put... |
| | you set the time |
| | you have to set the time ... |
| Last of all, | press STOP and take the food out |
| Finally, | you have to ... |

Pupil B

You need to send a message to your mum to tell her that you will be staying longer at your friend's house. Ask your friend (Pupil A) to give you instructions on how to send a message.

Ask questions to your partner:

- What do I do first? /How do I start?
- And then? After that?
- What do I do next?
- What do I do at the end?



Pupil A

Explain to your friend who is at your house (Pupil B) how to use the mobile phone to send a message to his/her mum. Use the model phrases to help you.



- | | |
|---------------------|--|
| First | you unlock the mobile phone.... |
| | you have to unlock the mobile phone... |
| Then/ After that | you click on the envelope... |
| Next | you have to click on the ... |
| | you write your message... |
| | you have to put in your mum's number |
| Last of all, | press Send |
| Finally, | you have to ... |

Tell Me How

Pupil A

You need to wash the clothes, but you don't know how! Ask your brother/sister (Pupil B) to give you instructions on how to use the washing machine.

You can ask these questions:

- What do I do first? /How do I start?
- And then? After that?
- What do I do next?
- What do I do at the end?



Pupil B

Explain to your brother/sister (Pupil A) how to wash the clothes in the washing machine. Use the model phrases to help you.



- | | |
|--------------|---|
| First | you put the dirty clothes in...machine you have to put the dirty... |
| Then | you put washing detergent in the compartment... |
| After that | you have to put... |
| Next | you pour the fabric softener... you have to pour the fabric softener ... |
| Last of all, | choose a programme |
| Finally, | you have to press the START button |

Pupil B

You would like to prepare toast, but you don't know how to use the toaster. Ask your sister/brother (Pupil A) to give you instructions on how to use the toaster.

You can ask these questions:

- What do I do first? /How do I start?
- And then? After that?
- What do I do next?
- What do I do at the end?



Pupil A

Explain to your sister (Pupil B) how to prepare toast using the toaster. Use the model phrases to help you.



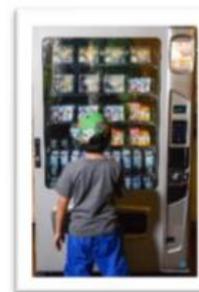
- | | |
|--------------|--|
| First | you put one slice of bread into each slot you have to put the ... |
| Then | you choose the setting... |
| After that | you have to choose... |
| Next | you push down the button to ... you have to push down ... |
| Last of all, | remove the toasted bread carefully when it pops |
| Finally, | you have to remove... |

Tell Me How

Pupil A

You need to buy a snack from a vending machine, but you don't know how!
Ask your Mum/Dad (Pupil B) to give you instructions on how to use the vending machine. You can ask these questions:

- What do I do first? /How do I start?
- And then? After that?
- What do I do next?
- What do I do at the end?



Pupil B

Explain to your daughter/son (Pupil A) how to use the vending machine to buy a snack. Use the model phrases to help you.



- | | |
|--------------|---|
| First | you find the price of the snack... you have to find the price ... |
| Then | you put the correct amount of money in the coin slot... |
| After that | you have to put... |
| Next | you press the button for your item... you have to press the button ... |
| Last of all, | wait for your snack to drop |
| Finally, | you have to take it out. Enjoy! |

Pupil B

You would like to make jelly, but you don't know how! Ask your Dad/Mum (Pupil A) to give you instructions on how to prepare some jelly.

You can ask these questions:

- What do I do first? /How do I start?
- And then? After that?
- What do I do next?
- What do I do at the end?



Pupil A

Explain to your son/daughter (Pupil B) how to prepare jelly. Use the model phrases to help you.



- | | |
|--------------|--|
| First | you open the packet of jelly... you have to put the jelly crystals in a bowl... |
| Then | you boil some water ... |
| After that | you have to pour the boiling water in the bowl and stir... |
| After that | you add some cold water ... you have to add some cold water ... |
| Last of all, | pour into bowls or glasses... |
| Finally, | you have to put in the fridge... |

Interview Me

Look at the questions in the middle. Choose eight questions and answer them. Write your answers in the boxes. Do not write full sentences, only notes, and do not indicate which questions you are answering – your partner has to guess.

E.g. What is something you are really bad at? Write: painting

Work in pairs. Swap your answers with your partner. Try to guess which question he/she is answering.

Student A: playing chess.

Student B: Is that something you're good at?

Student A: No, it's something I'm really bad at!

Ask you partner why or to tell you more. Give full answers.

Student B: Why?

Student A: I'm really bad at playing chess because I don't know the rules of the game.

| | | |
|--|---|--|
| | <p>What are you really bad at?</p> <p>What is something you are good at?</p> <p>What is something you hate doing?</p> | |
| | <p>Is there something you haven't remembered to do today?</p> <p>What do you want to do after school today?</p> <p>When was the last time you helped someone to do something?</p> | |
| | <p>What is something your parents won't let you do?</p> <p>What jobs do your parents make you do at home?</p> | |
| | <p>What do you enjoy eating most?</p> <p>What do you enjoy eating least?</p> <p>How do you exercise?</p> <p>What kind of music do you like?</p> | |

What's my Job?

Pupil A: Choose one (1) of the jobs below. Your partner needs to guess this job by asking you 20 questions. Reply with: "Yes, I do.", "No, I don't.", "Yes, it is." or "No, it isn't."

| | | | |
|--|--|---|--|
|  |  |  |  |
| reporter | policeman | nurse | veterinarian |
|  |  |  |  |
| postman | teacher | mechanic | chef |



Pupil B: Ask 20 questions. Can you guess your partner's job?

1. Do you work inside?
2. Do you have to work at night?
3. Do you drive?
4. Do you get many holidays?
5. Do you have to wear a uniform for your job?
6. Do you work with many other people?
7. Do you think many people want to have your job?
8. Do you have to study a lot for your job?
9. Do you smile a lot on your job?
10. Is your job difficult?
11. Is your job dangerous?
12. Do you ever feel stressed?
13. Do you use any tools?
14. Do you need to wear smart clothes?
15. Is your job unusual?
16. Is your job fun?
17. Do you need to wear a hat or a cap?
18. Do you earn a lot of money?
19. Do you get dirty?
20. Ask your own question.

What's the weather like?

Pupil A

The weather is very strange this week. **Ask** your partner (Pupil B) questions to fill in your weather report. **Answer** any questions your partner has. You can use the question and answer prompts below to ask and answer questions. Draw pictures and add the missing information.

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|--------|---|-----------|--------------|---|----------------------|
|  | |  | | |  | |
| <i>sunny</i> | | <i>stormy</i> | | <i>foggy</i> | | <i>partly cloudy</i> |
| | 15°C | 10°C | | | 15°C | 18°C |

Question prompts

How's the weather on?
 Is it ...on... ?
 What is the temperature on ...?

Answer prompts

It is....
 Yes, it is. / No, it isn't
 It's...



Pupil B

The weather is very strange this week. **Ask** your partner (Pupil A) questions to fill in your weather report. **Answer** any questions your partner has. You can use the question and answer prompts below to ask and answer questions. Draw pictures and add the missing information.

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|---|---------|---|--|--------------|---|
| |  | |  |  | |  |
| | <i>cloudy</i> | | <i>rainy</i> | | <i>windy</i> | |
| 25°C | | | 18°C | 20°C | | |

Question prompts

How's the weather on ...?
 Is it... on...?
 What is the temperature on....?

Answer prompts

It is sunny/stormy, etc...
 Yes, it is. / No, it isn't.
 It's ...

Comparing Pictures

Pupil A: Describe and compare the objects below. Try to speak for one minute without stopping or repeating yourself.



Pupil B: Listen to Pupil A and then tell him/her your thoughts on this question: **How important are computers in your life? Why?**

Comparing Pictures

Pupil B: Describe and compare the objects below. Try to speak for one minute without stopping or repeating yourself.



Pupil A: Listen to Pupil B and then tell him/her your thoughts on this question: **How important is it to you to keep in touch with family and friends? Why?**

Comparing Pictures

Pupil A: Describe and compare the objects below. Try to speak for one minute without stopping or repeating yourself.



Pupil B: Listen to Pupil A and then tell him/her your thoughts on this question: **Which appliance do you use most in the kitchen? Why?**

Comparing Pictures

Pupil B: Describe and compare the objects below. Try to speak for one minute without stopping or repeating yourself.



Pupil A: Listen to Pupil B and then tell him/her your thoughts on this question: **What kind of food do you enjoy? Why?**

Comparing Pictures

Pupil A: Describe and compare the objects below. Try to speak for one minute without stopping or repeating yourself.



Pupil B: Listen to Pupil A and then tell him/her your thoughts on this question: **How important is music to you? Why?**

Comparing Pictures

Pupil B: Describe and compare the objects below. Try to speak for one minute without stopping or repeating yourself.



Pupil A: Listen to Pupil B and then tell him/her your thoughts on this question: **If you owned a laptop, what would you use it for, the most?**

Comparing Pictures

Pupil A: Describe and compare the objects below. Try to speak for one minute without stopping or repeating yourself.



Pupil B: Listen to A and then tell him/her your thoughts on this question: **Do you help at home? How?**

Comparing Pictures

Pupil B: Describe and compare the objects below. Try to speak for one minute without stopping or repeating yourself.



Pupil A: Listen to B and then tell him/her your thoughts on this question: **What free time activities do you enjoy?**

Would you Rather...?

Would you rather be Spiderman or Mr Incredible?



Spiderman Mr Incredible

Would you rather play the guitar or the drums?



guitar

drums

Would you rather drink a glass of milk or a glass of water?



milk



water

Would you rather ride a skateboard or a bike?



skateboard



bike

Would you Rather...?

Would you rather keep a pet dog or a pet cat?



dog



cat

Would you rather work as a doctor or as a pilot?



doctor



pilot

Would you rather play basketball or football?



basketball



football

Would you rather wash the dishes or sweep the floor?



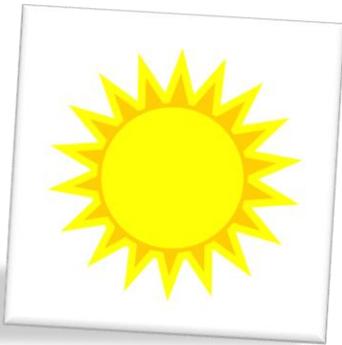
wash the dishes



sweep floor

Would you Rather...?

Would you rather it was sunny or rainy?



sunny



rainy

Would you rather sit on a sofa or on a chair?

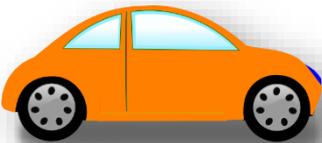


sofa



chair

Would you rather own a car or a boat?



car



boat

Would you rather eat ice-cream or cake?



ice-cream



cake

Would you Rather...?

Would you rather wake up early or sleep late?



wake up early sleep late

Would you rather meet a witch or a ghost?



witch



ghost

Would you rather be as big as a giant or as small as a mouse?



giant



mouse

Would you rather read a book or watch a film?



read a book



watch a film

Telephone Conversations

Pupil A

You are _____.

You want to speak to Mary.

You want to ask her if she is going to class tomorrow.



Pupil B

You are _____.

Mary is out.

Ask for the caller's name and phone number.



Pupil A

You are _____.

You want to speak to Mary.

You want to invite her to a BBQ at your house this weekend.



Pupil B

You are Mary.

Accept the invitation and ask what you can bring with you to the BBQ.



Pupil A

You are _____.

You want to speak to Mary.

You want to ask her for Paul's phone number.



Pupil B

You are _____.

Mary is downstairs.

Ask who is calling.
Tell them to wait.



Pupil A

You are _____.

You want to speak to Mary.

You want to invite her to go to watch a film at the cinema.



Pupil B

You are _____.

There is no one named Mary at this number.



Making Excuses

Pupil A

Your partner did the following things last week.

Monday – was late for class

Tuesday – didn't go to football practice

Wednesday – leave school early

Thursday – didn't do his homework

Friday – didn't come to school

Saturday – didn't answer your phone call

Sunday – arrived an hour late for lunch

Ask your partner for reasons for their behaviour last week, e.g. "Why were you late for class last Monday?". Listen to each excuse and write the day under the right picture.















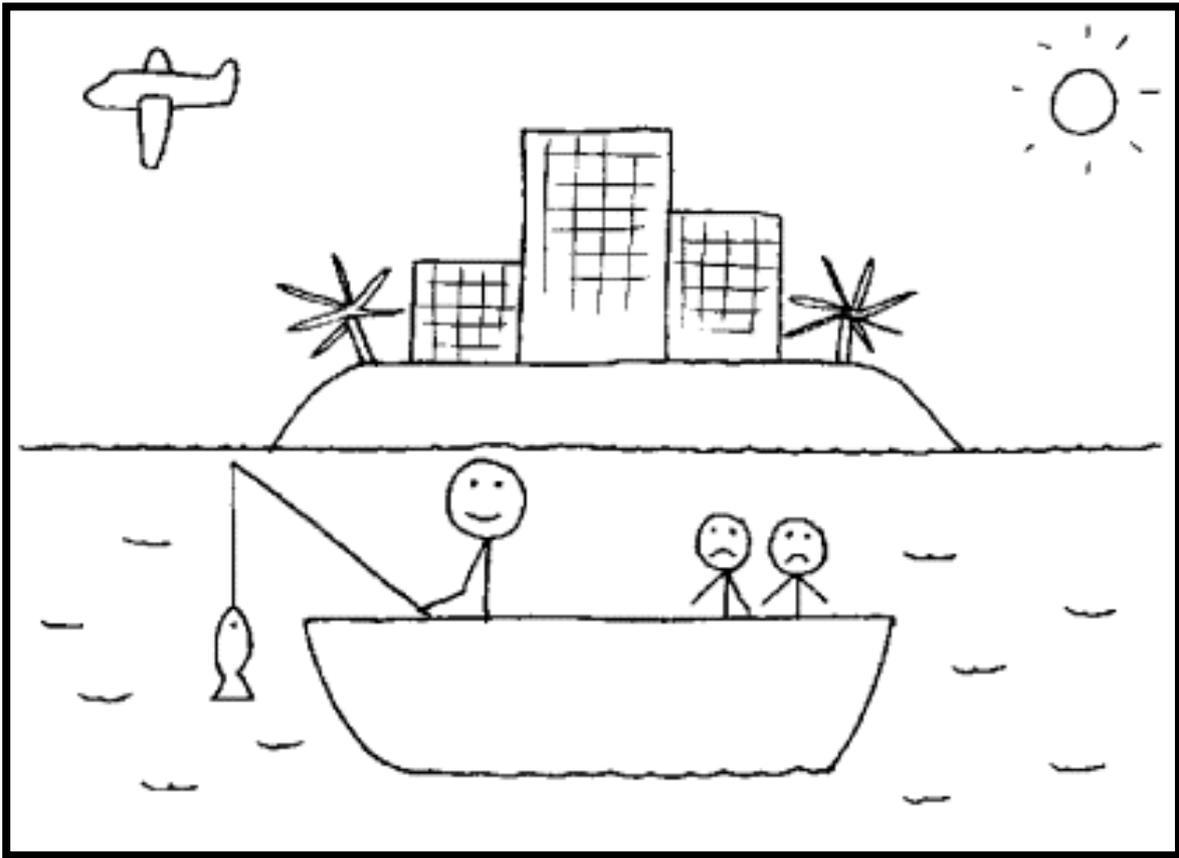


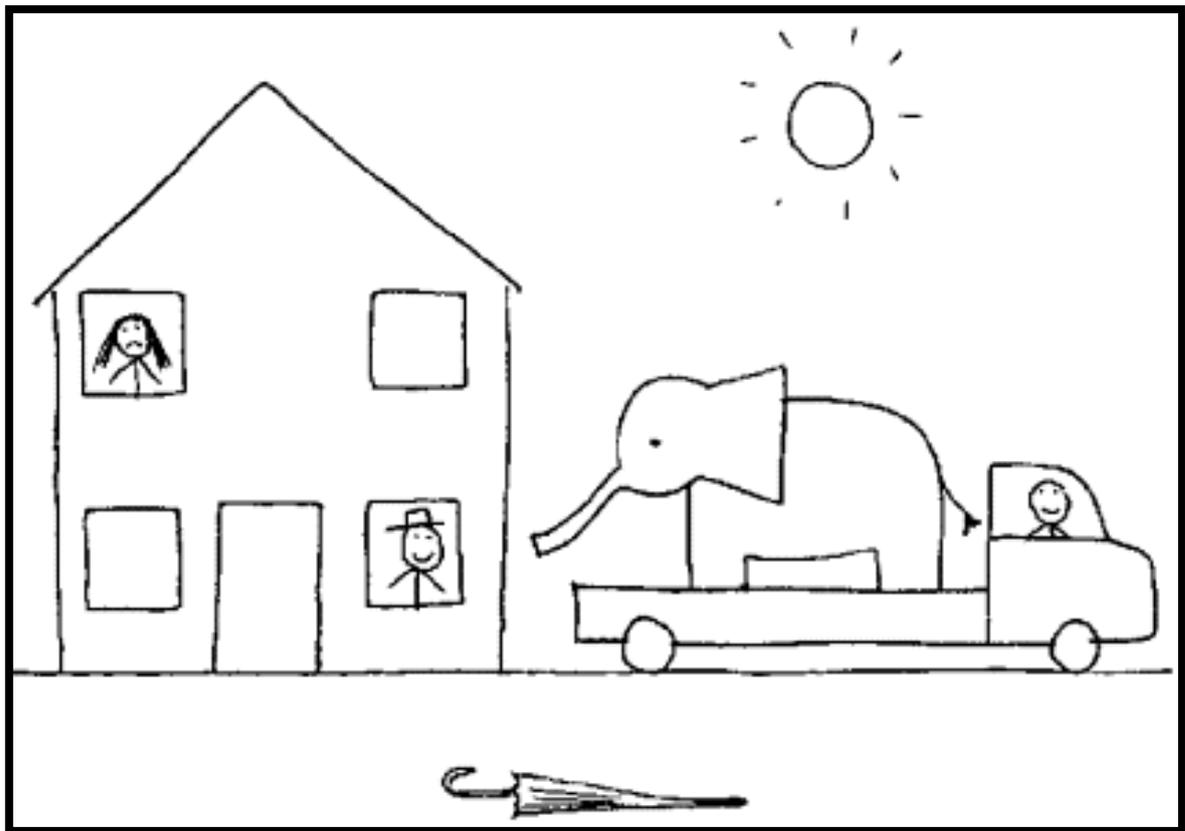
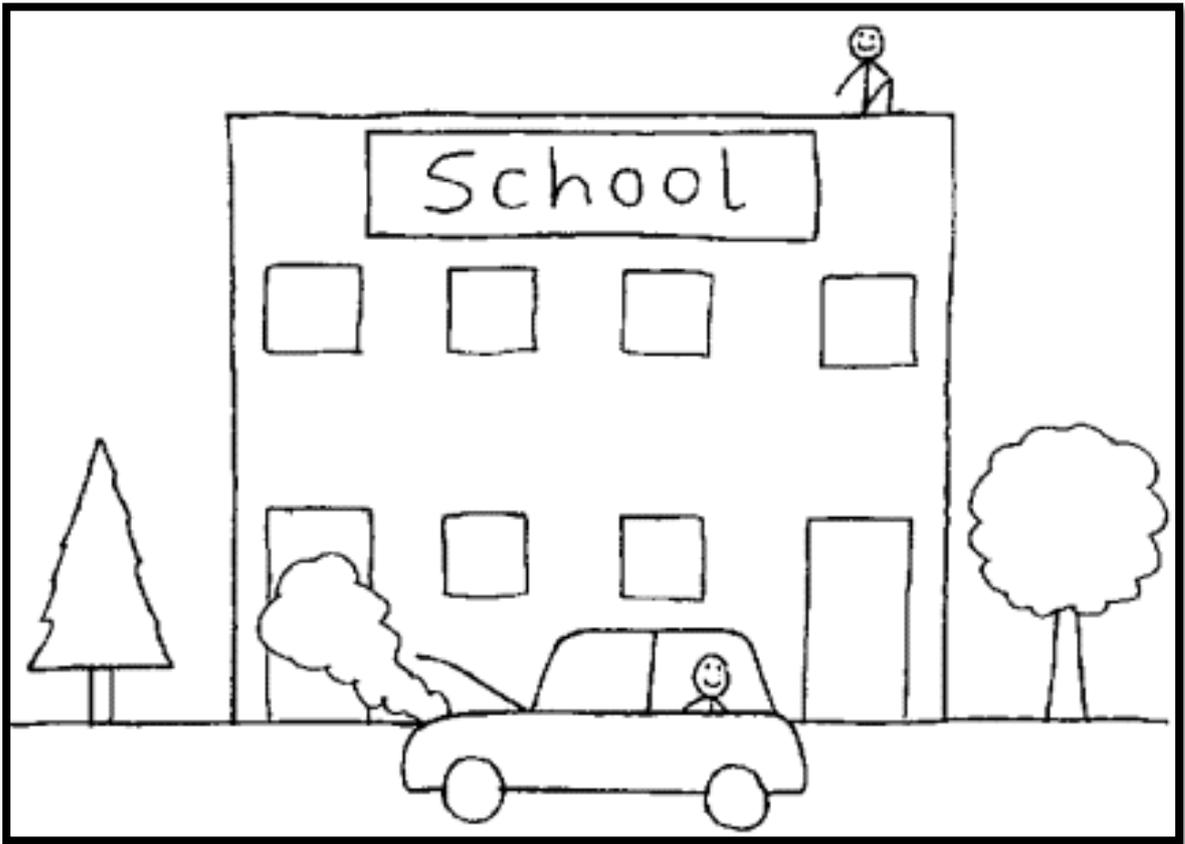
Pupil B

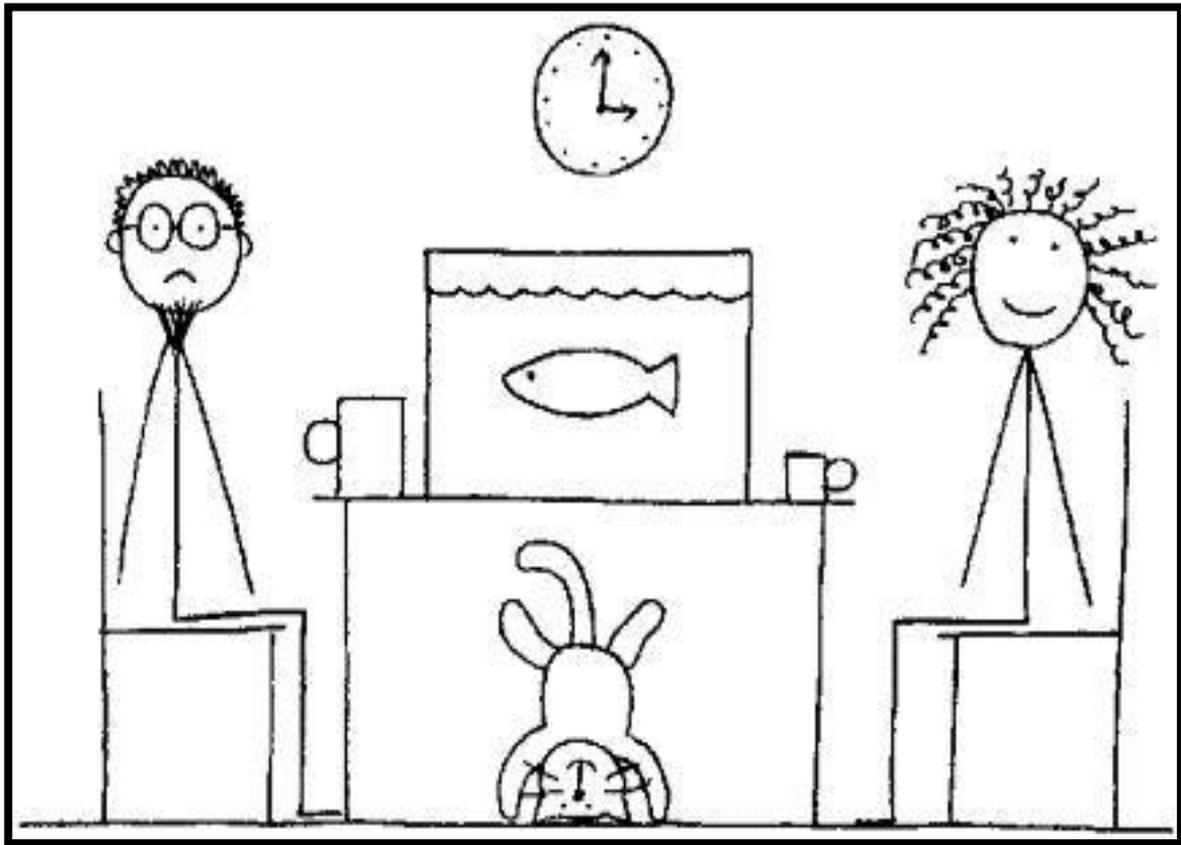
Answer your partner's questions about your behaviour last week. Use the pictures and give excuses. Start each excuse with, "On (day of the week) ..."



Picture Dictation







Spot the Difference: A picnic

Can you find 10 differences between these pictures?



Source: www.education.com/worksheets

Spot the Difference: At the library

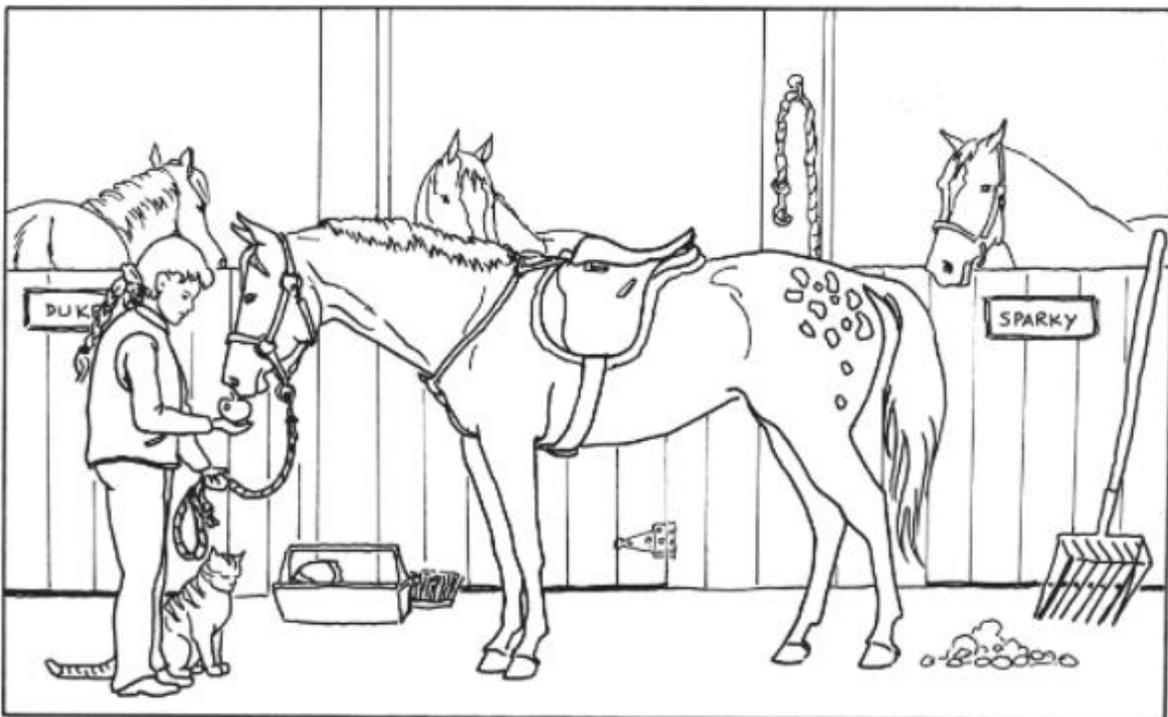
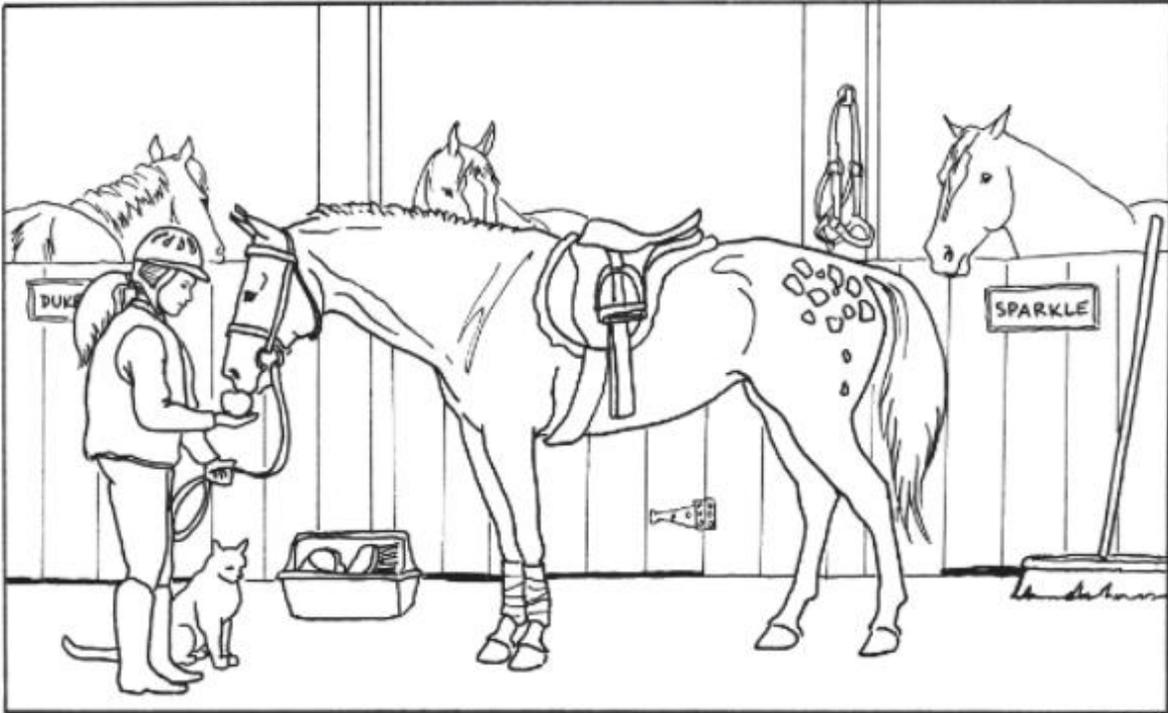
Can you find 10 differences between these pictures?



Source: <https://www.education.com/download/worksheet/87228/find-the-differences-4.pdf>

Spot the Difference: Pets and Animals

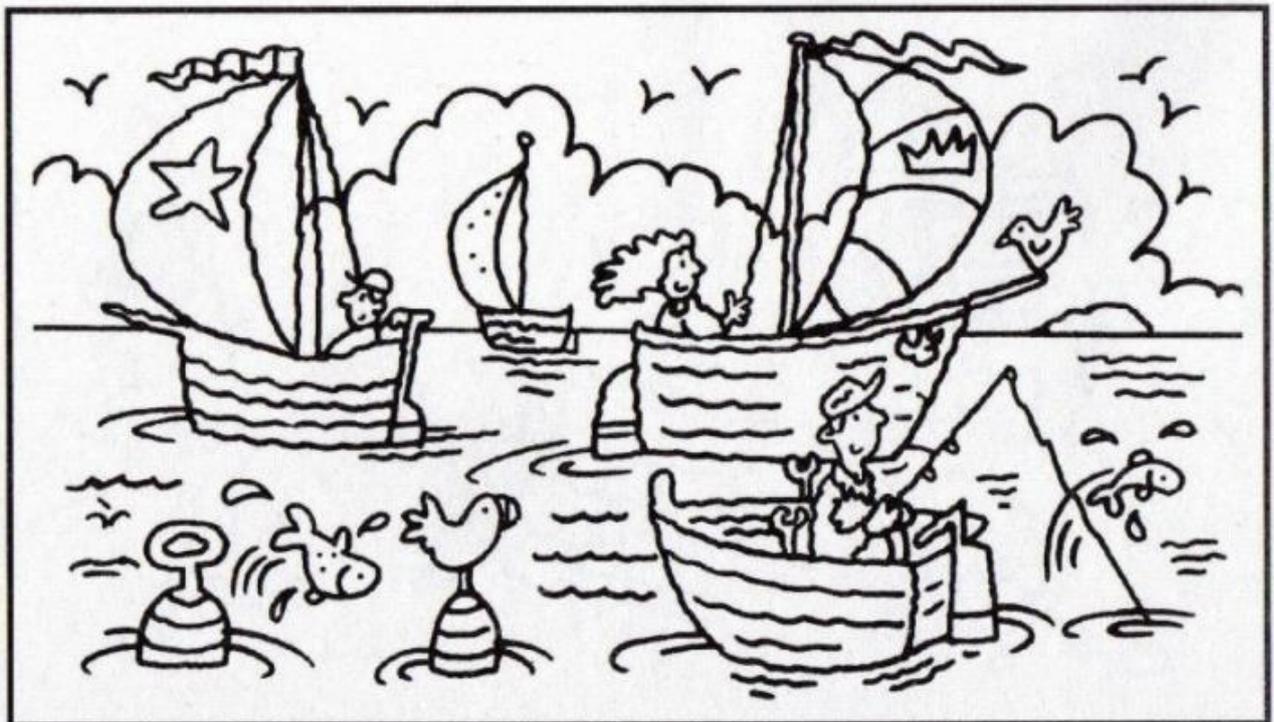
Can you find 15 differences between these pictures?



Source: https://www.printablee.com/post_printable-adult-find-the-difference_292968/

Spot the Difference: At the beach

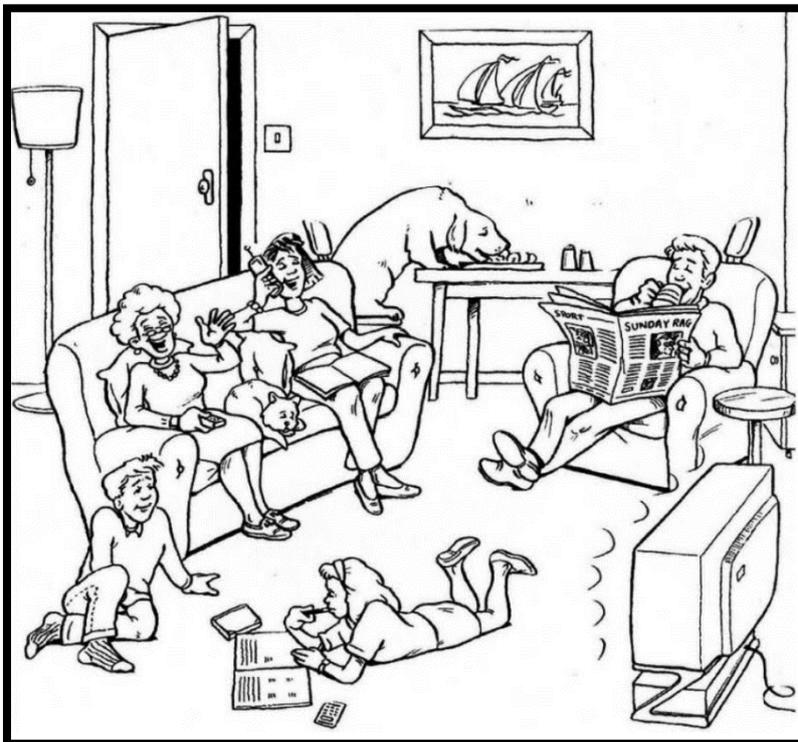
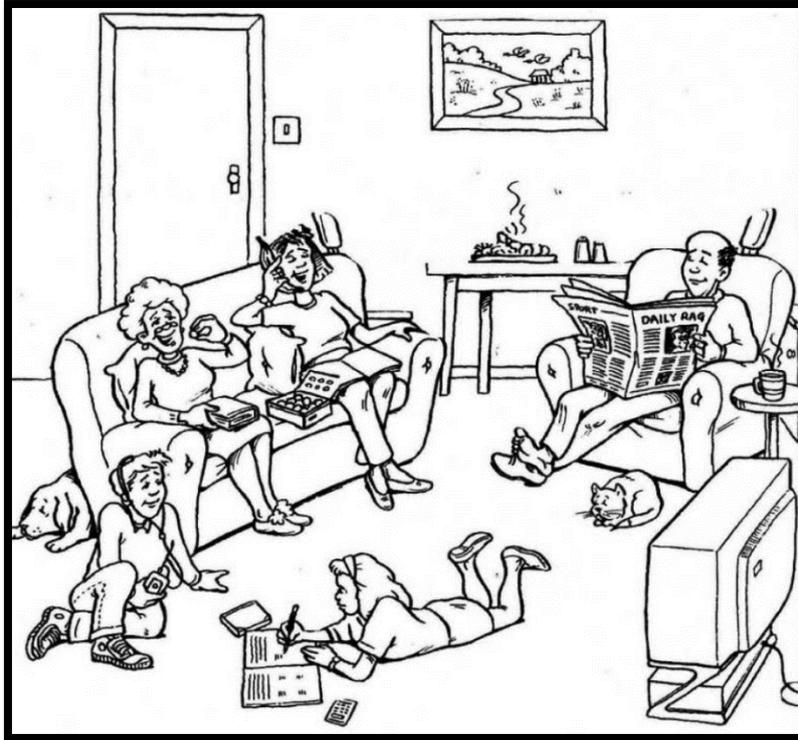
Can you find 10 differences between these pictures?



Source: https://www.printablee.com/post_printable-adult-find-the-difference_292968/

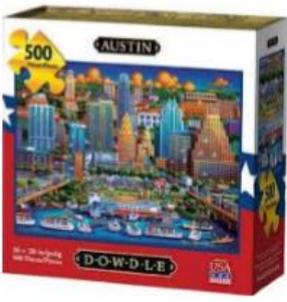
Spot the Difference: Family Life

Can you find 10 differences between these pictures?



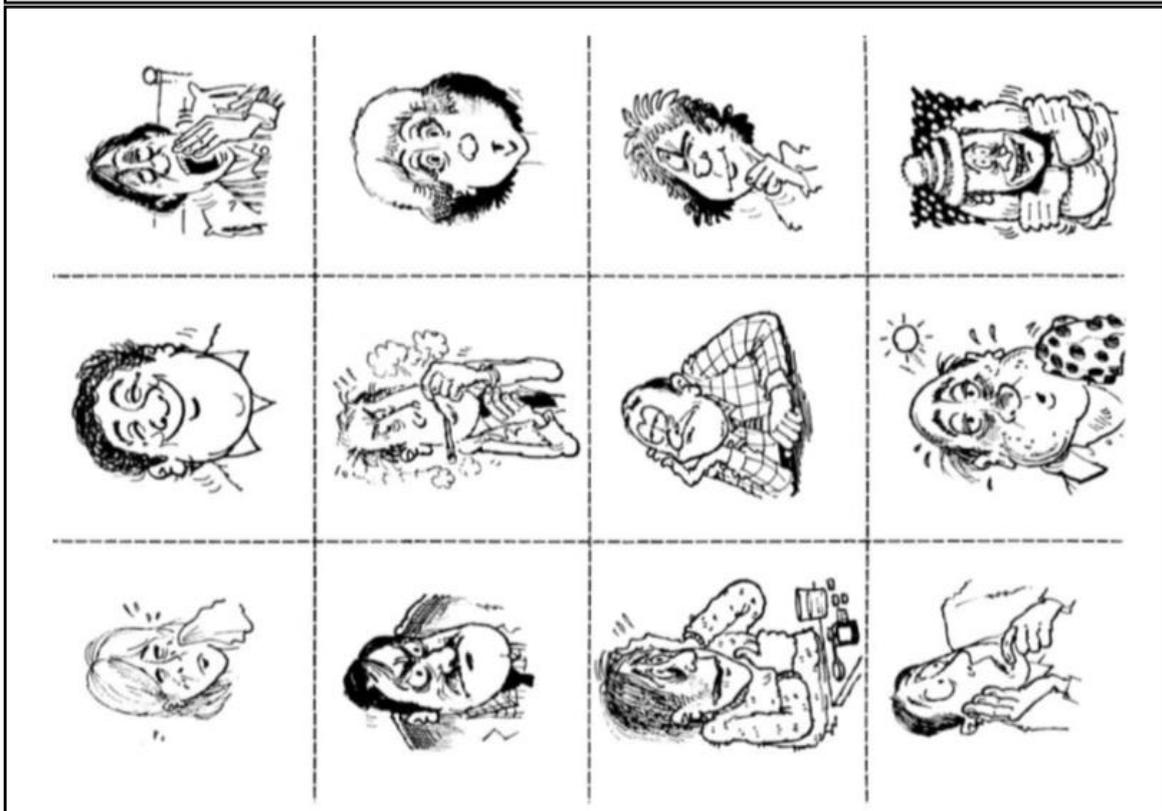
Source: <https://eslactive.com/activities/spot-the-difference/>

Stuff and things

| | | | |
|---|---|--|---|
|  |  |  |  |
| a jar of coffee | a vacuum cleaner | glue | a backpack |
|  |  |  |  |
| a pair of scissors | a camping tent | a jacket | a hair straightener |
|  |  |  |  |
| high heeled shoes | a football | a jigsaw puzzle | an armchair |
|  |  |  |  |
| a bunch of flowers | socks | bread | lipstick |

Feelings

| | | | |
|--|--|--|--|
| | | | |
| | | | |
| | | | |



Source: Elementary Communication Games, by Jill Hadfield (1982)

END OF DOCUMENT
