

How to practise for the Starters Speaking Test

Speaking

Part 1.

- Scene picture and object cards
- Students point to the picture and place small pictures on scene picture

1. Get students to identify as many things in the picture as possible.

2. Teach them to include characteristics, for example...

- For things – materials, colours, size, position, etc.
- For people – age, physical appearance, clothes, accessories, activity, etc.

3. Use the information collected in point 2 to get students to answer some questions, such as...

- Where is the dog? Where are they?

4. Get students to point at things or people in the picture or place a small picture in different positions.

Some examples of instructions you can use are...

- Put the spider (small picture) on the cheese.
- Put the spider (small picture) next to the banana.

Speaking

Part 2.

- Scene picture
- Students answer questions with short answers, including “Tell me about...” questions.

1. Make some more questions about the picture.

- Try to keep the questions linked – one specific object or person, or a specific part of the scene.
- It's OK if students give one-word answers at this point.

Example 1.

- What's this? **It's** watermelon.
- What colour is it? Red **and** green
- Where is it? Next **to the** cheese
- Tell me about the watermelon. **It's (a)** fruit. It is sweet. It is delicious.

Example 2.

- What is this? **It's a** cellphone?
- What colour is it? **It is** grey.
- Who is holding the cellphone? Mum
- Tell me about mum. **She has** curly hair. **She is** brown. **She is wearing** a pink dress.

Speaking

Part 3.

- Object cards
- Students answer questions with short answers.

1. Get students to name all the things in the pictures.
2. Focus on one picture to develop a conversation.

Example 1.

- What's this? It's a monkey.
- What colour is it? It is brown.
- What is it doing? It's playing.
- What's your favourite animal? Dog

Example 2.

- What's this? It's a robot.
- What colour is it? It is orange and yellow.
- What's your favourite toy? Toy car

Speaking

Part 4.

- Personal questions
- Answer questions with short, preferably complete, answers.

1. Make students some personal questions (age, family, school and friends).

Greetings & Questions

Hello!
How are you?
How old are you?
What's your mum's name?
Is your house big or small?
Can you run fast?
What's your favourite colour?

Responses

Hello!
I am fine!
I am seven years old.
Her name is Maria.
My house is big.
Yes, **I can.** / Yes, **I can run fast.**
My favourite colour is blue.

Remember...

- Use everyday language inside and outside the classroom to help students get familiarised with following instructions.
- Introduce new phrases and more language and evaluate understanding by observing carefully.
- It is important that you stick to the contents to cover at each level, grammar and vocabulary, but it is absolutely possible to cross the line and give students more – so whenever you spot a chance to do more, do!
- Try to make some L1-based expressions disappear, for example in response to the “How are you?” question, you can say...

“Fine, thanks!” not “Fine, thank you and you!?”

- Help students to give full answers. It does not necessarily mean long and complex ideas, the following are some examples of complete ideas.

Seven	VS	I am seven years old.
Fine	VS	I am fine.
Betty	VS	My mum's name is Betty.
A lawyer	VS	My dad is a lawyer.

The following statements are examples of general Listening and Speaking ability at Starters level.

Students CAN...

- understand letters of the English alphabet when heard.
- understand some simple spoken instructions given in short, simple phrases.
- understand some simple spoken questions about self – such as name, age, favourite things or daily routine.
- understand some very simple spoken descriptions of people – such as name, gender, age, mood, appearance or what they are doing.
- understand some very simple spoken descriptions of everyday objects – such as how many, colour, size or location.
- understand some very short conversations that use familiar questions and answers.
- name some familiar people or things – such as family, animals, and school or household objects.
- give very basic descriptions of some objects and animals – such as how many, colour, size or location.
- respond to very simple questions with single words or a 'yes/no' response.

The following are some examples of ideas students, at Starters level, must be able to understand and communicate.

Would you like an orange?
Lemons are yellow.
Pat has six mice.
I eat rice for lunch.
Anna is my friend.
He's a small boy.
His name is Bill.
It's a banana.
This is an apple.
Put the hat on the boy's head.
I want some milk.
These books are blue.
This is my car.
Can you see me?
Which is Anna?
Yes, please. I'd like one.
This is mine!
Is that yours?
Nick is happy.
I don't like eggs.
Eat your lunch!

Is that your sister?
Yes, it is.
What are you doing?
The cat's sleeping.
The baby can wave.
Can I have some birthday
cake?
Have you got a pen?
She hasn't got a dog.
I'm colouring it now.
My grandma lives here.
She lives here too.
I've got a pen and a pencil.
Put the clock next to the
picture.
We go to school in the morning.
Who is that man?
Where is Alex?
How do you spell that?
Lucy has a book to read.
Swimming is good.

Let's go to the zoo!
I like swimming.
There is a monkey in the tree.
There are some books on the
table.
I would like some grapes.
Would you like to colour that
ball?
You're eight today!
Happy Birthday!
Would you like an apple?
Yes, please.
Here you are.
I like football. Me too.
I love hippos. So do I.
This is a story about playing
football.
What a good dog!
What beautiful fish!
Put the egg in the box. OK!
The egg is in the box. What
now?