

## London Test of English for Children - Task Three

### Teaching Tips for Task Three

**Task Three tests children's familiarity with English question forms.**

At the lowest level candidates may be asked to match questions and answers. At higher levels the children usually read some answers, and then write questions that would be expected to elicit them.

**1** This activity uses a game often called 'pelmanism' (or 'memory') to accustom students to the kinds of questions and responses that tend to occur together.

1.1 Give groups of children sets of cards, blank on one side and with questions and matching responses on the other. Here is an example:

How much is that clock?	Where is the school office?	£15	On the second floor.
Have you seen Jacob?	What time do you close?	No, I haven't.	At 5 o'clock.
What would you like to drink?	What are you doing now?	Apple juice, please.	Listening to the radio.
What colours do you like?	Do you like my jacket?	Blue and red.	Yes. It's lovely.

1.2 The children spread out the cards on a table, blank side up. They take turns to turn over two cards, one at a time. If the two cards show a question and a matching response, whoever turned them over keeps them, and can turn over another two cards. If two cards are turned over which do not match, they are turned over again so the blank side is up. (The children must try and remember where the cards are and what was written on them so they can use the information later to complete pairs.) It is then the next player's turn.

1.3 When all the cards have been matched and the table is clear, whoever has the most pairs is the winner.

Notes:

- When preparing this activity it is fine to make cards which can pair up in two different ways (e.g. 'Are you hungry?' and 'Are you a football fan?' can both pair up with 'No, I'm not' or 'Yes, I am') so long as all the cards get paired up in the end.
- If you play the game several times with the same children, it is a good idea occasionally to replace and vary some of the questions and responses, so that the children always think about different possible matches.
- Cards may not match because they are a) both questions, b) both statements or c) a question with an inappropriate statement.
- Any attempts to match questions with inappropriate statements can be followed up by some remedial teaching.

**2** Most of the questions in Task Three are in the second person ('Are you ..?' 'Where do you ..?' etc.), so it is always useful for children to practise asking each other questions about their lives and opinions. In any lesson, for whatever language point you are teaching, it is usually possible to think of a few questions for the students to ask one another, to revise both the language point itself and to practise handling second-person questions and answers.

**3** For more practice, you can get half your students to imagine that they are each a different famous or fictional person, and the other half to be journalists. The journalists write some questions to ask, and then carry out interviews. The children should then reverse roles. Variation: Instead of famous people, the children can choose fantastical creatures from another planet, and decide for themselves what they look like, like doing, eating and so forth. Then, during or after the interviews, the journalists can draw pictures of the aliens that they have spoken to.