Lesson Plan Ideas: Skill Building Activities
Reading (Choose the Right Picture)
**Task Introduction**

- Choose the Right Picture tasks assess test takers’ reading skills.
- These tasks are included on the A1 and A2 tests.
- There are 6-7 Choose the Right Picture tasks on each test.
- Choose the Right Picture tasks test the ability to understand the main details of short written texts and the ability to relate written information to graphical information.
- Test takers are shown a short text of approximately 10 to 25 words with a related question and three pictures to select from.
- On screen, the task will look like this:

  ![Task Illustration](image)

- Test takers must select the correct picture in response to the question.
- To select a picture, test takers should click the circle next to it. Once selected, the circle becomes black. To select a different picture, click another circle.
- After selecting the correct picture, click ‘Next’ to move to the next task.
Read the question first and pay attention to the question word. Test takers need to understand the differences in meaning between question words (‘What...?’ ‘When...?’ ‘Where...?’ etc.) as these can affect their understanding of which picture to select.

Read the question carefully in order to be certain what is being asked. Then, read the main text in order to identify which picture is correct.

Focus on the details of images. There may only be small differences between the three image options. For example, all three pictures could show a shop, with each shop containing different objects. Questions can relate to the differences between the pictures. For example, a question could be ‘Which picture shows this shop?’ For a question like this, test takers would need to identify the picture that shows a shop containing all the objects mentioned in the text.

Do not assume an image is correct just because something in it is mentioned in the text. Incorrect image options are likely to contain something but not everything mentioned in the text. For example, a text may describe a shop that sells hats, jackets and scarves. All three pictures could show hats and jackets but only one will contain everything mentioned in the text – in other words, only one picture would contain all three types of object: hats, jackets and scarves. Test takers must understand that matching one object in the picture to one part of the text is not enough – they must match every part of the picture to the text.

Double check answers. Test takers can make mistakes if they try to do these tasks too quickly. After reading the text and selecting the correct picture, test takers should re-read the text to check that they have made the right choice.
**Reading (Choose the Right Picture):**

Activities for all learners

At A1, learners can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases. A2 learners can understand short texts on familiar matters of a concrete type which consist of high frequency everyday language. Choose the Right Picture tasks assess test takers’ ability to do this. The texts that feature in these tasks will vary in terms of vocabulary level and sentence complexity according to the level of the test. On the A1 test, they will contain very basic, everyday vocabulary. On the A2 test, vocabulary will be a little more challenging but will still be restricted to common, frequently used words.

All A1 and A2 learners will need to understand the requirements of this task before taking the test. They should practise reading short texts and try to build their vocabulary so that they are familiar with the words that are likely to feature in the test. Use the example Choose the Right Picture task below and other A2 examples on these pages to help your learners get ready for the test.

### Understanding the task

After introducing the format of Choose the Right Picture tasks to your learners and explaining the Strategies for Success on page 1, check that they have understood by using the following multiple-choice gap-fill statements.

#### Multiple-Choice Questions

1) There are __________ Choose the Right Picture tasks on each test.
   
   a) four          b) five          c) six

2) Test takers must read a text of between ________ words.
   
   a) 10 and 25          b) 10 and 50          c) 25 and 50

3) Test takers need to select one ________ to answer a question.
   
   a) idea         b) picture        c) word

4) Before making a choice, test takers should read the question ________ and must pay attention to the question word.
   
   a) carefully        b) quickly       c) slowly

5) All picture choices will probably contain ________ that is mentioned in the text.
   
   a) everything       b) nothing       c) something

**Answers:** 1) b – five  2) a – 10 and 25  3) b – picture  4) a – carefully  5) c – something
**Reading (Choose the Right Picture):**

**Activities for all learners**

Hi Mum,

It’s hot here so we’re going to visit the beach. We went to the mountains yesterday and the pool this morning.

Love,

Marie

Where is Marie planning to go?

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**Spot the difference**

When completing Choose the Right Picture tasks, test takers need to identify differences between the images as quickly as possible. Get your learners in the habit of doing this by using Spot the difference activities in class. These activities are a kind of puzzle where people must find a specific number of differences between two pictures that are otherwise the same.

You can find lots of picture pairs to use for these activities online. Put ‘Spot the difference’ into a search engine. You could narrow down your search (e.g. ‘Spot the difference’ + home) in order to focus on a particular area of vocabulary with your learners.

Spot the difference activities can be made fun and competitive by setting your learners the challenge of spotting all the differences faster than their classmates. Or by giving them a time limit to spot as many as possible.

As well as helping your learners get used to identifying differences between pictures as quickly as possible, Spot the difference activities can be used to develop their speaking and writing skills. After they have spotted differences between pictures, ask them to describe the differences to each other and then to write a description of the differences using comparative language; e.g. “The tree in the first picture is smaller than in the second picture” or “Picture A has a white dog, whereas in Picture 2 the dog is black and white”.

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Reading (Choose the Right Picture): Activities for all learners

Dear friend...

Choose the Right Picture tasks often include short messages, such as emails, postcards and letters. Get learners used to the kind of language used in short messages by asking them to write postcards to each other.

- First, teach common phrases and formats used in messages, such as greetings (‘Hi Alex’, ‘How are you, Miki?’ etc. and sign-offs (e.g. “See you soon!”)

- Show your learners some short messages, such as the practice task above, as examples.

- Distribute images of holiday scenes, such as beaches, hotels with swimming pools, city skylines etc. Give each learner one to begin with.

- Ask learners to imagine they are currently on holiday in the location shown in their image.

- Instruct them to write short messages to a friend or family member describing where they are.

- As a follow-up/homework activity, you can ask learners to write about somewhere they have actually visited or to find their own images to write about online.

Writing postcards can involve using present, past and continuous verb forms. You can highlight the different forms used in the practice task above. You may need to pre-teach different forms before asking your learners to write their messages. You can also use this activity to focus on a particular verb tense that you are working on in class.

What’s on the menu?

Menus and descriptions of restaurants are quite common on Choose the Right Picture tasks. A1 and A2 learners will need to learn common words for describing food and drinks. Using real menus can help them to do this in a motivating way. Find some simple menus for restaurants that your learners are familiar with, such as chain restaurants that are common in your country or local restaurants from your learners’ hometowns. Ask your learners to produce short translations of these menus, changing the names of foods and drinks from their original language into English. Alternatively, you can ask your learners to imagine they are restaurant owners and to produce an English-language version of the menu for their restaurant.

As well as helping learners to build their food and drink vocabulary, you can use this activity to help develop their speaking skills. After they have produced their menus, act out role-plays with a partner, with one learner pretending to the be the owner of the restaurant that they have produced a menu for and the other learner pretending to be a customer.
I’d like coffee, tomato soup and bread. Could I have hot milk in the coffee? Sorry, could I change the bread for a cheese sandwich? What is the correct picture?

On sale this week at lower prices:
Sunday only: chicken and cheese
Monday to Wednesday: apples and bananas
Thursday to Saturday: cake and chocolate
What costs less on Tuesdays?
Reading (Choose the Right Picture):
Practice Tasks

A2

Students

The office is closed today because of a meeting in the library. Please ask at reception if you have any questions. Thank you.

Where must students go for help today?

John Brown won last month’s painting competition. Well done! First prize is a concert ticket. Our story competition starts next week.

What did John Brown take part in?
Be yourself in English.