

Cambridge English

Cambridge English: Key for Schools

Lesson Plan: Speaking

This lesson plan accompanies *Cambridge English: Key for Schools 2* Speaking Test 4, Parts 1 and 2.

This lesson is suitable for students in the middle of their *Cambridge English: Key for Schools* course.

This lesson is also suitable for enhancing general Speaking skills for students of any A2 course.

Lesson Goals

1. To familiarise students with question types and possible topics of the Cambridge English: Key for Schools Speaking Test Part 1
2. To review letter pronunciation, to practise spelling surnames and to practise giving information about birthdays
3. To improve students' ability to develop and extend their answers in Part 1 of the Speaking Test and help them feel more confident when answering questions about themselves
4. To practice question formation

Activity (see brackets for resources required)	Time needed	Interaction
Warmer (copies of Resource 1)	5-10 mins	
<ul style="list-style-type: none"> • Write 'The Alphabet' on the board and ask students to recite the 26 letters of the alphabet. • Elicit the 5 vowels and check pronunciation. • Give out Resource 1. Ask students to classify the letters according to their sounds. Slowly say each letter twice. Students listen and write the letter in the column that corresponds to the sound of the letter. Give an example (i.e. 'B', 'C' and 'D' have the same final sound). • Ask students to check with a partner and then correct as a class. 	<p>2 mins</p> <p>2 mins 4 mins</p> <p>2 mins</p>	<p>T then S-T</p> <p>S-T T then S</p> <p>S-S then S-T</p>
Main activities (copies of Resource 2 and 3, Speaking Test frames)	30-35 mins	
<ul style="list-style-type: none"> • Briefly discuss what students have to do in Part 1. • Explain to students that the examiner will ask for their name and surname separately, but that they will only be asked to spell their surname. • Give out Resource 2 and ask students to practise spelling their surnames to each other in pairs. Monitor and check pronunciation. Students write down the answer in Part A of Resource 2 and then check with their partner. • Write 'Birthday' on the board. Elicit the names of the 12 months 	<p>1 min 1 min</p> <p>2 mins</p> <p>2 mins</p>	<p>S-T T-S</p> <p>S-S</p> <p>S-T</p>

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<p>of the year and then check the pronunciation of the ordinal numbers from 1st – 31st.</p> <ul style="list-style-type: none"> Explain to students that when we write the date of our birthday we do not use prepositions, but in spoken English we say: <i>My birthday is on the 22nd of May</i>. Write this sentence on the board, underlining the prepositions 'on' and 'of'. 	1 min	T-S
<ul style="list-style-type: none"> In pairs, ask students to practise giving the date of their birthday, while their partner writes the date on Resource 2. Monitor and check pronunciation. Ask them to check their answers together. 	2 mins	S-S
<ul style="list-style-type: none"> Explain to students that this is an example of one of the personal questions the examiner could ask in Part 1 of the Speaking exam 	1 min	T-S
<ul style="list-style-type: none"> Ask students to think of other possible questions in Part 1. Write their questions up on the board, correcting as necessary. 	2 mins	S-T
<ul style="list-style-type: none"> In pairs, ask students to look at Part B of Resource 2 and match the questions to the answers. 	3 mins	S-S
<ul style="list-style-type: none"> Ask students if they think these are good answers. Elicit that it is better to answer using a full sentence rather than one word answers. Write up an example of the board, highlighting the verb: <i>How old are you? I am twelve years old</i>. 	1 mins	S-T
<ul style="list-style-type: none"> To encourage students to develop their answers by using more than one word answers, ask them to complete the answers to the three questions in Part C of Resource 2 individually. Check by asking them the questions and writing answers up on the board. 	3 mins	T-S then S-T
<ul style="list-style-type: none"> Ask students to write their own answers to the six questions in Part B. Monitor and check. 	3 mins	S then S-T
<ul style="list-style-type: none"> Pair students and tell them to interview their partner using the six questions. Monitor and check pronunciation. 	3 mins	S-S
<ul style="list-style-type: none"> Part 2: Ask students some questions about the cinema. For example: <i>Do you like going to the cinema? Where do you usually go to the cinema? What was the name of the last film you saw?</i> 	2 mins	T then S
<ul style="list-style-type: none"> Give out Resource 3 and ask students to match the words to form five questions about films for students. 	2 mins	S-S
<ul style="list-style-type: none"> Ask students to find the answers to the questions using the information in Part 4A of the Speaking frame for Test 4 and tell the teacher their answers using full sentences. For example: 1. <i>The name of the film is "Do animals dream?"</i> 	2 mins	S then S-T
<ul style="list-style-type: none"> Briefly discuss watching films on DVD. Ask students questions about the films they like, where they buy them, how many DVDs they have at home, etc. 	1 min	T-S
<ul style="list-style-type: none"> If time, ask students to make questions using the prompts from 4D of the Speaking frame for Test 4. Give the students 4C and have them practice the dialogue in pairs. Monitor and check students question formation and use of full sentences when giving answers. 	3 mins	S-S

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Extension activity (copies of Resource 4)	15 mins	
<ul style="list-style-type: none"> Tell students that the examiner will also ask them a <i>Tell me...</i> question, which requires them to give a more extended answer of 2 – 3 sentences. Give an example and write the sentences on the board. For example: <i>Tell me about your bedroom. My bedroom is big. The walls are blue and white. There is a bed, a small table and television. I love listening to music in my bedroom.</i> 	2 mins	T-S
<ul style="list-style-type: none"> Give out Resource 4 and ask students to think of and write similar extended answers to the 3 questions in Part A of Resource 3. Read examples and elicit a possible answer to the first question. Check answers orally together as a class. 	3 mins	S then S-T
<ul style="list-style-type: none"> Ask students to write their own personal answers to the <i>Tell me...</i> questions in Part B of Resource 4. Monitor and check. 	5 mins	S then S-T
<ul style="list-style-type: none"> In pairs, students practice asking and answering the six questions. 	5 mins	S-S

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Resource 1

Pronunciation: The letters of the alphabet

1. The 5 vowels in English are: __, __, __, __ and __
2. Listen and write the letter in the correct column according to its sound:

A	B	F	I	Q	Others
	C				
	D				

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Resource 1 Answer Key

Pronunciation: The letters of the alphabet

1. The 5 vowels in English are: a, e, i, o and u
2. Listen and write the letter in the correct column according to its sound:

A	B	F	I	Q	Others
H	C	H	Y	U	O
J	D	L		W	R
K	E	M			
	G	N			
	P	S			
	T	Z			
	V	X			

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Resource 2

PART A: Surnames and Birthdays

1. What's your partner's **surname**? _____
2. When's your partner's **birthday**? _____

PART B: Draw lines to match the questions to the answers

1. How old are you?
2. Where do you come from?
3. Do you study English at school?
4. What's your favourite subject?
5. What nationality are you?
6. What did you do last weekend?

a. Spain
b. Yes
c. I went to the cinema
d. Science
e. 11
f. Spanish

Part C: Complete the sentences

1. Have you got any brothers or sisters?
- No, I _____. I'm an only _____.
2. How do you get to school?
- I _____ the bus _____ school.
3. Which subject do you like best?
- The subject I like _____ is Music because I _____ playing the _____.

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Resource 2 Continued

Part D: Now write full answers about you to the questions in Part B

1. How old are you? _____
2. Where do you come from? _____
3. Do you study English at school? _____
4. What's your favourite subject? _____
5. What nationality are you? _____
6. What did you do last weekend? _____

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Resource 3

Match these words to make 5 questions. Write them below.

1. What is the	a. for all classes?
2. Is the film	b. is the cinema?
3. Is it	c. on Friday?
4. What	d. time does it start?
5. Where	e. name of the film?

Write your questions here:

1. What _____ ?
2. Is _____ ?
3. Is it _____ ?
4. What _____ ?
5. Where _____ ?

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Resource 4

“Tell me ...” questions

Example: “Tell me about your best friend”

- *My best friend is Sophie*
- *She is 12 years old*
- *She loves going horse riding and playing the piano*

Now look at these “**Tell me...**” questions and think of 2 or 3 more possible things to say.

1. Tell me about your **hobbies**

- *I like taking photographs.*
- *I usually _____*
- _____
- _____

2. Tell me about the **food** you like

- *I love Italian food.*
- *I eat lots of _____*
- _____
- _____

3. Tell me about your **school**

- *My school is very big.*
- *It has got _____*
- _____
- _____

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Resource 4 Continued

Your turn!

Now write answers to these questions so that they are true for you:

1. Tell me about your **bedroom**:

2. Tell me about your **best friend**:

3. Tell me about your **hobbies**:

4. Tell me about the **food** you like:

5. Tell me about your **school**:

Practise with a partner.

Practice makes perfect!

Test 4

Note: The visual material for Paper 3 appears on pages 96–103.

Part 1 (5–6 minutes)

Greetings and introductions

At the beginning of Part 1, the interlocutor greets the candidates, asks for their names and asks them to spell something.

Giving information about place of origin, occupation, studies

The interlocutor asks the candidates about where they come from/live, and for information about their school/studies.

Giving general information about self

The interlocutor asks the candidates questions about their daily life, past experience or future plans. They may be asked, for example, about their likes and dislikes or about recent past experiences, or to describe and compare places.

Extended responses

In the final section of Part 1, candidates are expected to give an extended response to a 'Tell me something about ...' prompt. The topics are still of a personal and concrete nature. Candidates should produce at least three utterances in their extended response.

Part 2 (3–4 minutes)

The interlocutor introduces the activity as follows:

Interlocutor: (Pablo), here is some information about a **film for students**.
(Interlocutor shows answer card 4A on page 99 to Pablo)

(Laura), you don't know anything about the **film for students**, so ask (Pablo) some questions about it.

(Interlocutor shows question card 4B on page 97 to Laura)

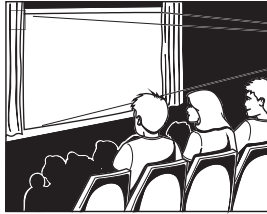
Use these words to help you. (Interlocutor indicates prompt words)

Do you understand?

Now (Laura), ask (Pablo) your questions about the **film for students**, and (Pablo) you answer them.

4A


Film for Students
Tuesday 22 April



'Do animals dream?'
For classes 10 and 11
At the Silver Cinema
1.30 p.m. – 2.30 p.m.
Interested? Ask Mr Brown

4B

Film for students



- name / film ?
- Friday ?
- for all classes ?
- start ? ⌚ ?
- where ?

When the candidates have asked and answered their questions about the film for students, they then exchange roles and talk about a different topic.

The interlocutor introduces the activity as follows:

Interlocutor: (Laura), here is some information about some **DVDs for sale**.
(Interlocutor shows answer card 4C on page 103 to Laura)

(Pablo), you don't know anything about the **DVDs for sale**, so ask (Laura) some questions about them.

(Interlocutor shows question card 4D on page 101 to Pablo)

Use these words to help you. (Interlocutor indicates prompt words)

Do you understand?

Now (Pablo), ask (Laura) your questions about the **DVDs for sale**, and (Laura) you answer them.

4C

25 DVDs for sale

Famous films for all the family




£2 each

We have old and new films

Call Ted's Film Shop to
find out more: 662138

4D

DVDs for sale



- for teenagers ?
- new films ?
- how many ?
- DVDs / £ ?
- more information ?

Note: Candidates are assessed on both their questions and answers in Part 2 of the test.