Cambridge English

Cambridge English: Preliminary

Lesson Plan: Speaking

This lesson plan accompanies Cambridge English: Preliminary 8 Speaking Test 4 Parts 1, 2, 3 and 4.

This lesson is suitable for students at the beginning, in the middle and towards the end of their Cambridge English: Preliminary course.

This lesson is also suitable for any pre-intermediate course in order to increase students’ confidence in the speaking skill.

Lesson Goals

1. To familiarise students with the procedure and expectations of the PET speaking examination
2. To develop knowledge of the language for expressing opinions, agreeing and disagreeing and making choices
3. To increase students’ confidence when describing visuals, using a range of prepositional language

Activity (see brackets for resources required)

<table>
<thead>
<tr>
<th>Activity (see brackets for resources required)</th>
<th>Time needed</th>
<th>Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warmer (copies of Resource 1 for small groups)</td>
<td>5-10 mins</td>
<td></td>
</tr>
<tr>
<td>• Cut up Resource 1 as indicated and distribute to groups of students in order for them to match. Refer students to page 93 to check their answers.</td>
<td>4 mins</td>
<td>Ss-Ss</td>
</tr>
<tr>
<td>• Briefly ask a round-up question to finish the activity (i.e. how many examiners in the room? In which part do you spell your name? In which part do you talk together? What do you have to talk about in Part 3? What do you have to give your opinion about in Part 4?)</td>
<td>1 min</td>
<td>T -S</td>
</tr>
<tr>
<td>• Pair students to spell out and write their names. Repeat if there is time.</td>
<td>5 mins</td>
<td>S-S</td>
</tr>
<tr>
<td>Main activity (copies of Resource 2, 3 and 4, Test 4 speaking test frames, visual material for the speaking test)</td>
<td>30-35 mins</td>
<td></td>
</tr>
<tr>
<td>Parts 1 and 2</td>
<td>3 mins</td>
<td>S-T</td>
</tr>
<tr>
<td>• Write up familiar topics on the board in circles (e.g. your house, language learning, job, studies, etc.) Elicit possible questions on these subjects.</td>
<td>4 mins</td>
<td>S-S</td>
</tr>
<tr>
<td>• Pair students to ask and answer the brainstormed questions.</td>
<td>2 mins</td>
<td>Ss-Ss</td>
</tr>
<tr>
<td>• Put students into three groups and give each group one of the functions of giving opinions, agreeing and disagreeing to</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Part 3**
- Display or photocopy Resource 3 and pair students to complete the Task 3 gap-fill for the procedure and timing of Part 3.
- The students can check their answers using page 93 and page 105.
- You can then elicit their answers if required.
- Display picture 4D on the board with arrows to areas of the photo you want them to describe. Pair students and ask them to find phrases such as: in the foreground/background, on the left/right, next to, opposite, etc.
- Elicit their ideas on the board
- Put students into groups of three or four to role-play Part 3 of the exam using pictures 4B, 4C or 4D (or 3B, 3C or 3D). The student playing the role of the examiner can give a global mark using Resource 4 if you feel it is applicable. Make sure students stick to the timing of approximately 1 minute each for the description.

<table>
<thead>
<tr>
<th>Extension activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15 min</td>
</tr>
</tbody>
</table>

**Part 4**
- Briefly review what happens in Part 4 and its timing.
- Write up Who, What, How much, How often, Where, When and Why on the board. Pair students to ask and answer questions using these prompts on one of the following subjects: shopping, jobs, travel, free-time activities, etc. Monitor the students as they are doing the activity.

<table>
<thead>
<tr>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 min</td>
</tr>
<tr>
<td>14 mins</td>
</tr>
</tbody>
</table>

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*Practice makes perfect!*
### Optional activities / Follow-up tasks (visual material for the speaking test)

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Duration</th>
<th>Group Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair students and give each student a different photo (e.g. 3B and 3C). Ask them to describe their photo in sufficient detail for their partner to draw accurately on a piece of paper. They can then compare their drawing to the original. Using picture 2A on page III, ask your students individually to rank the pictures into what would be the most interesting/boring/exciting/expensive, etc. Group your students into threes and ask them to decide on a group ranking for the pictures. Round up by having a vote on the criteria you have chosen for the ranking task.</td>
<td>6 mins</td>
<td>Ss-Ss</td>
</tr>
<tr>
<td></td>
<td>1 min</td>
<td>Ss-Ss</td>
</tr>
<tr>
<td></td>
<td>1 min</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>5 mins</td>
<td>Ss-Ss</td>
</tr>
<tr>
<td></td>
<td>2 mins</td>
<td>S-T</td>
</tr>
</tbody>
</table>
### About the speaking test

The speaking test lasts about 10 to 12 minutes. You take the test with another candidate. There are two examiners. One examiner talks to you and the other listens to you. Both examiners give you marks.

### Part 1

The examiners introduce themselves and then one examiner asks you and your partner to say and spell your names. This examiner then asks you some questions about your daily life.

### Part 2

The examiner asks you to talk about something together and gives you a drawing to help you.

### Part 3

You each have a chance to talk by yourselves. The examiner gives you a colour photograph and asks you to talk about it. When you have finished talking, the examiner gives your partner a different photograph to look and talk about.

### Part 4

The examiner asks you and your partner to say more about the subject of the photographs in the previous part. You may be asked to give your opinion or to talk about something that has happened to you.
<table>
<thead>
<tr>
<th>GROUP ONE</th>
<th>GROUP TWO</th>
<th>GROUP THREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giving Opinions</td>
<td>Agreeing</td>
<td>Disagreeing</td>
</tr>
<tr>
<td>Well...I think</td>
<td>I agree</td>
<td>I don’t agree</td>
</tr>
</tbody>
</table>

**Practice makes perfect!**
Resource 3

Fill in the gaps with the correct word. Each blank space ( _) represents a letter.

You each have a chance to (1) ___ ___ by yourselves. The examiner gives you a colour (2) ___ ___ ___ ___ to (3) ___ ___ at and asks you to (4) ___ ___ about it for approximately (5) ___ ___ minute. When you have finished (6) ___ ___ ___ ___ the examiner gives your partner a different (7) ___ ___ ___ ___ to (8) ___ ___ at and to (9) ___ ___ about.

Timing:

Three to (10) ___ ___ minutes
### Cambridge English

**Resource 4**

<table>
<thead>
<tr>
<th>Band</th>
<th>Grammar and Vocabulary</th>
<th>Discourse Management</th>
<th>Pronunciation</th>
<th>Interactive Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 5</td>
<td>Good range and control of simple and some complex grammar forms</td>
<td>Very little hesitation</td>
<td>Is intelligible</td>
<td>Initiates and responds appropriately</td>
</tr>
<tr>
<td></td>
<td>Appropriate vocabulary to give and exchange views</td>
<td>Clear organisation of ideas</td>
<td>Intonation is appropriate</td>
<td>Negotiates to an outcome</td>
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<tr>
<td></td>
<td></td>
<td>Range of cohesive devices and discourse markers</td>
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<td></td>
</tr>
<tr>
<td>Band 4</td>
<td></td>
<td>Between Band 3 and Band 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Band 3</td>
<td>Good range and control of simple grammar forms</td>
<td>Some hesitation</td>
<td>Is intelligible</td>
<td>Initiates and responds appropriately</td>
</tr>
<tr>
<td></td>
<td>Attempts complex sentences</td>
<td>Content is relevant with little repetition</td>
<td>Intonation is generally appropriate</td>
<td>Negotiates to an outcome with little support</td>
</tr>
<tr>
<td></td>
<td>Good range and appropriate vocabulary on familiar topics</td>
<td>Range of cohesive devices</td>
<td>Sounds are generally clear</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Band 2</td>
<td></td>
<td>Between Band 1 and Band 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Band 1</td>
<td>Good degree of control of simple grammar forms</td>
<td>Responses are more than short phrases</td>
<td>Mostly intelligible</td>
<td>Initiates and responds</td>
</tr>
<tr>
<td></td>
<td>Range of vocabulary when talking about everyday situations</td>
<td>Hesitation occurs and there is some repetition</td>
<td>Some control of intonation</td>
<td>Keeps interaction going with little prompting and support</td>
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<td>0</td>
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</tbody>
</table>
TEST 4

Part 1 (2–3 minutes)

Tasks  Identifying oneself; giving information about oneself; talking about interests.

Phase 1

Examiner

A/B  Good morning / afternoon / evening.
Can I have your mark sheets, please?

A/B  I’m ………… and this is ………… .
He / she is just going to listen to us.

A  Now, what’s your name?
Thank you.

B  And what’s your name?
Thank you.

B  Candidate B, what’s your surname?
How do you spell it?
Thank you.

A  And, Candidate A, what’s your surname?
How do you spell it?
Thank you.

(Ask the following questions. Use candidates’ names throughout. Ask Candidate A first.)

Where do you live / come from?

Adult students
Do you work or are you a student in . . .?
What do you do / study?

School-age students
Do you study English at school?
Do you like it?
Thank you.

(Repeat for Candidate B.)

Back-up prompts

How do you write your family / second name?

Do you live in . . .?

Have you got a job?
What job do you do? / What subject(s) do you study?

Do you have English lessons?
Phase 2
Examiner

(Select one or more questions from the list to ask each candidate. Ask Candidate B first.)

<table>
<thead>
<tr>
<th>Back-up prompts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you enjoy studying English? Why (not)?</td>
</tr>
<tr>
<td>Do you think that English will be useful for you in the future?</td>
</tr>
<tr>
<td>What did you do yesterday evening / last weekend?</td>
</tr>
<tr>
<td>What do you enjoy doing in your free time?</td>
</tr>
<tr>
<td>Thank you.</td>
</tr>
</tbody>
</table>

Do you like studying English?  
Will you use English in the future?  
Did you do anything yesterday evening / last weekend? What?  
What do you like to do in your free time?  

(Introduction to Part 2)

In the next part, you are going to talk to each other.

Part 2 (2–3 minutes)

FIRST JOB (SUITABLE FOR GROUPS OF THREE AND PAIRS)

Tasks  
Discussing alternatives; expressing opinions; making choices.

Examiner  
Say to both / all candidates:

I’m going to describe a situation to you.

A young woman has just started her first job, working for a travel magazine. Her parents want to give her a present. Talk together about the different things they could give her and say which would be best.

Here is a picture with some ideas to help you.

Ask both / all candidates to look at picture 4A on page VII of the Student’s Book and repeat the frame.

I’ll say that again.

A young woman has just started her first job, working for a travel magazine. Her parents want to give her a present. Talk together about the different things they could give her and say which would be best.

All right? Talk together.

Allow the candidates enough time to complete the task without intervention. Prompt only if necessary.
Part 3 (3–4 minutes)

SHOPPING (SUITABLE FOR GROUPS OF THREE AND PAIRS)

Tasks
Describing people and places; saying where people and things are and what different people are doing.

Examiner
Say to both / all candidates:

Now, I’d like each of you to talk on your own about something. I’m going to give each of you a photograph of people shopping.

Candidate A, here is your photograph. (Ask Candidate A to look at photo 4B on page IV of the Student’s Book.) Please show it to Candidate(s) B (and C), but I’d like you to talk about it. Candidate(s) B (and C), you just listen. I’ll give you your photograph(s) in a moment.

Candidate A, please tell us what you can see in the photograph.

(Approximately one minute.)

If there is a need to intervene, prompts rather than direct questions should be used.

Ask Candidate A to close his / her book.

Examiner
Now, Candidate B, here is your photograph. It also shows people shopping. (Ask Candidate B to look at photo 4C on page VI of the Student’s Book.) Please show it to Candidate(s) A (and C) and tell us what you can see in the photograph.

(Approximately one minute.)

Ask Candidate B to close his / her book.

Examiner
Now, Candidate C, here is your photograph. It also shows people shopping. (Ask Candidate C to look at photo 4D on page VIII of the Student’s Book.) Please show it to Candidates A and B and tell us what you can see in the photograph.

(Approximately one minute.)

Ask the candidates to close their books before moving to Part 4.

Part 4 (3–4 minutes)

Tasks
Talking about one’s likes and dislikes; expressing opinions.

Examiner
Say to both / all candidates:

Your photographs showed people shopping. Now, I’d like you to talk together about where you like shopping and the things you like to buy.

Allow the candidates enough time to complete the task without intervention.
Prompt only if necessary.

Back-up prompts
1 Talk about where you like shopping.
2 Talk about the things you like to buy.
3 Talk about who you like shopping with.
4 Talk about what you would like to buy if you had a lot of money

Thank you. That’s the end of the test.
Visual material for the Speaking test

1B

2C
Visual material for the Speaking test

2B

3C

4D