Lesson Plan: Speaking

This lesson plan accompanies Cambridge English: Key 7 Speaking Test 4, Parts 1 and 2.

This lesson is suitable for students towards the end of their Cambridge English: Key course.

This lesson is also suitable for any A2 course in order to enhance their listening skills.

Lesson Goals

1. To familiarise students with the format of the Key speaking test
2. To practice spelling surnames
3. To put students at ease and help them improvise when answering familiar questions about themselves
4. To practice question formation skills

Activity (see brackets for resources required) | Time needed | Interaction
--- | --- | ---
**Warmer** | 5-10 mins |  
- Write up ‘greetings and introductions’ on the board and elicit what kind of questions would be asked. Pair students to ask the relevant questions.  
- Elicit what a surname is, paying careful attention to the nationalities of the students in your class. Pair students to spell their surnames to each other in turn, while their partner writes down what they hear. Ask them to check their answers together.  
- Tell your students they are going to do a mingle activity. Ask them to think of an imaginary person or ask them to simply be themselves. They then can role-play greetings, introductions and name spelling with as many people as possible, accurately and within a set time limit.

**Main activities** (copies of Resource 1, Resource 2 (cut up) and Resource 3, leaflets/information about local museums or other ticketed places of interest, images/leaflets about local youth hostels if available) | 35-40 mins |  
- Briefly discuss what is contained in the rest of Part 1 before giving your students Resource 1.  
- Pair students to think of relevant questions in Resource 1 while you monitor and answer students’ questions. Make sure both students write down at least one question for each section.  
- Re-pair students to ask and answer the questions they have written.

Practice makes perfect!
Cambridge English

- Give your students the name of a famous person and ask them to role-play Part 1 of the speaking test in pairs using their questions from Resource 1. They could record themselves on a mobile phone to analyse their answers later.
- Briefly elicit what students have to do in Part 2 of the speaking test.
- Give students Resource 2 and ask them to match the two halves of each question in pairs. Fast finishers could think of suitable answers for the questions by choosing a local museum or other relevant (ticketed) place of interest (use leaflets if available).
- Elicit the fully-formed questions and answers.
- Briefly discuss what a youth hostel is (i.e. have your students stayed in one, type of beds, price, etc.) Use some YHA material from your local area to set the scene if available.
- Group students, give out Resource 3 and tell the students all the questions can be asked about a youth hostel in the country. Ask them to think of the correct question for the five prompts.
- Elicit a response for each prompt, discuss if it is right or not, before giving them the correct answer.
- Students can now role-play Resource 3 as two candidates.
- Role-play Part 2 of the speaking paper on page 114/115.

Extension activity: pack of standard playing cards/cards with lexical sets written on them

- Group your students and tell them they are going to play a game.
  - Put a selection of standard playing cards in the centre of the table along with a separate pack of lexical sets (i.e animals, buildings, cars, shops, technology, etc.)
  - Tell them black cards are for Do/Does questions, red cards are for Are/Is questions and picture cards are for Wh-questions and How-questions.
  - Ask students to play the game by turning over a playing card and a lexical set card and making a question. The others in the group can either correct the speaker or try to answer the question.

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Duration</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give your students the name of a famous person and ask them to role-play Part 1 of the speaking test.</td>
<td>5 mins</td>
<td>S-S</td>
</tr>
<tr>
<td>Briefly elicit what students have to do in Part 2 of the speaking test.</td>
<td>1 min</td>
<td>S-T</td>
</tr>
<tr>
<td>Give students Resource 2 and ask them to match the two halves of each question in pairs. Fast finishers could think of suitable answers for the questions by choosing a local museum or other relevant (ticketed) place of interest (use leaflets if available).</td>
<td>2 mins</td>
<td>[S-S]</td>
</tr>
<tr>
<td>Elicit the fully-formed questions and answers.</td>
<td>3 min</td>
<td>S-T</td>
</tr>
<tr>
<td>Briefly discuss what a youth hostel is (i.e. have your students stayed in one, type of beds, price, etc.) Use some YHA material from your local area to set the scene if available.</td>
<td>3 mins</td>
<td>S-T</td>
</tr>
<tr>
<td>Group students, give out Resource 3 and tell the students all the questions can be asked about a youth hostel in the country. Ask them to think of the correct question for the five prompts.</td>
<td>4 mins</td>
<td>T then S-S</td>
</tr>
<tr>
<td>Elicit a response for each prompt, discuss if it is right or not, before giving them the correct answer.</td>
<td>2 mins</td>
<td>S-T then T-S</td>
</tr>
<tr>
<td>Students can now role-play Resource 3 as two candidates.</td>
<td>2 mins</td>
<td>S-S</td>
</tr>
<tr>
<td>Role-play Part 2 of the speaking paper on page 114/115.</td>
<td>6 mins</td>
<td>S-S</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Duration</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extension activity: pack of standard playing cards/cards with lexical sets written on them</td>
<td>10 mins</td>
<td>Ss-Ss</td>
</tr>
</tbody>
</table>

Practice makes perfect!
**Resource 1**

The column on the left is what you have to do in Part 1 of the *Cambridge English: Key* Speaking Test. Think of two more possible questions under the examples in the column on the right.

<table>
<thead>
<tr>
<th>Give personal information about place of origin, occupation, studies</th>
<th>E.g. Where do you come from?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Give general information about daily life, past or future plans</th>
<th>E.g. What do you like doing at weekends?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Give an extended response to a personal question</th>
<th>E.g. Tell me something about your hobbies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.  Tell me something about............</td>
</tr>
<tr>
<td></td>
<td>2.  Tell me something about............</td>
</tr>
</tbody>
</table>
## Resource 2 (Cut Up)

Put students into pairs and ask them to match the halves of each question about a museum.

<table>
<thead>
<tr>
<th>Question Part A</th>
<th>Question Part B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where</td>
<td>is it located?</td>
</tr>
<tr>
<td>What time does</td>
<td>it open?</td>
</tr>
<tr>
<td>Does</td>
<td>it open on Mondays?</td>
</tr>
<tr>
<td>How</td>
<td>much does it cost?</td>
</tr>
<tr>
<td>Can</td>
<td>I buy tickets online?</td>
</tr>
<tr>
<td>Is there</td>
<td>a discount for students?</td>
</tr>
<tr>
<td>Are there</td>
<td>any souvenirs available?</td>
</tr>
<tr>
<td>Do</td>
<td>many people visit it every year?</td>
</tr>
</tbody>
</table>
Resource 3

Look at the question prompts about visiting a youth hostel in the country. Make the correct question for each prompt.

**Youth Hostel**

Located in a castle in the English countryside
Near Warwick station
Tel: 0883 01346517
Open 24 hours
ID needed for under 16s

**Youth Hostel**

- where/hostel?
- near/train station?
- what/telephone number?
- open/late
- need/identity card?
PAPER 3  SPEAKING  (8–10 minutes)

The Speaking test lasts 8 to 10 minutes. You will take the test with another candidate. There are two examiners, but only one of them will talk to you. The examiner will ask you questions and ask you to talk to the other candidate.

**Part 1** (5–6 minutes)

The examiner will ask you and your partner some questions. These questions will be about your daily life, past experience and future plans. For example, you may have to speak about your school, job, hobbies or home town.

**Part 2** (3–4 minutes)

You and your partner will speak to each other. You will ask and answer questions. The examiner will give you a card with some information on it. The examiner will give your partner a card with some words on it. Your partner will use the words on the card to ask you questions about the information you have. Then you will change roles.
Test 4

Note: The visual materials for Paper 3 appear 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 / work.

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 response
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 college library.

(Interlocutor shows answer card 4A on page 99 to Pablo)

(Laura), you don’t know anything about the college library, so ask (Pablo) some questions about it.

(Interlocutor shows questions 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 college library and (Pablo), you answer them.

When the candidates have asked and answered questions about the college library, they exchange roles and talk about a different topic.
The interlocutor introduces the activity as follows:

Interlocutor: (Laura), here is some information about a **story-writing competition**.

(Interlocutor shows answer card 4C on page 103 to Laura)

(Pablo), you don’t know anything about the **story-writing competition**, so ask (Laura) some questions about it.

(Interlocutor shows questions 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 **story-writing competition** and (Laura), you answer them.

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