

B1 Preliminary for Schools Speaking Part 1

Description

This lesson plan has been created to help students prepare for B1 Preliminary for Schools Speaking Part 1. This lesson plan can be delivered face to face or online. The 'online options' column gives teachers ideas how the stages could be adapted for teaching online.

In this lesson, students watch and analyse a sample test of Speaking Part 1, then practise asking and answering the same questions.

Time required: 60 minutes (can be extended or shortened as required)

Materials required:

- Paper and pen/pencil for each student
- B1 Preliminary for Schools sample task (see below)
- Prepared presentation/PowerPoint slides

Aims:

- to identify how to respond to questions in Speaking Part 1
- to complete a Part 1 Speaking task for B1 Preliminary for Schools
- to review family members vocabulary

Procedure

Lesson Stages	Online options								
Greet the students as they arrive.	Check they know how to switch their audio and video on.								
<p>Warmer</p> <p>Display a photograph of a family appropriate to your context. Next to the photograph, display scrambled words of family members:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. tressi</td> <td style="width: 50%;">5. drafthanger</td> </tr> <tr> <td>2. clenu</td> <td>6. termoh</td> </tr> <tr> <td>3. madgarn</td> <td>7. tuna</td> </tr> <tr> <td>4. brrheto</td> <td>8. hatref</td> </tr> </table> <p>Students work in pairs to unscramble the letters of each word to make a family member. They can write the letters and words on paper to help.</p> <p>Check answers as a class. If necessary, check understanding (e.g. <i>What do you call your mother's brother?</i>).</p>	1. tressi	5. drafthanger	2. clenu	6. termoh	3. madgarn	7. tuna	4. brrheto	8. hatref	<p>Share your screen.</p> <p>If you can monitor students safely, put them into breakout rooms. Alternatively, enable private chat and ask students to share the answers with their partner as they solve them.</p> <p>If you have the Annotate feature, you could ask students to write the words next to the scrambled letters as they solve the puzzles.</p>
1. tressi	5. drafthanger								
2. clenu	6. termoh								
3. madgarn	7. tuna								
4. brrheto	8. hatref								

Answers:

- | | |
|------------|----------------|
| 1. sister | 5. grandfather |
| 2. uncle | 6. mother |
| 3. grandma | 7. aunt |
| 4. brother | 8. father |

Introduction to Part 1 Speaking test video

Tell students they are going to watch Part 1 of an example speaking test. In Part 1, examiners ask individual candidates questions about themselves. One of the questions the candidates in the video will answer is which family members they live with.

Show students this still from an example Part 1 Speaking test video.

Ask students to discuss in pairs where they think they boys are from and how old they are. Alternatively, ask these questions to the whole class.



Play the **video** from 0.00-0.50 for students to check their predictions. Students check in pairs, then elicit answers from individuals as a class.

Answers: Roberto is 13, Simone is 14. They both live near Milan (in Italy).

If possible, either put students in breakout rooms or enable private chat to allow pairs to discuss the picture. If done as a whole class, students can shout out their predictions or type them in the text chat.

You can share the video by:

- sharing your screen and sound
- sharing a **YouTube link** in the chat
- sending the video or link by email to students or their parents (depending on their age)
- posting the video or a link on your shared website

Ask students to mute their audio while the video is playing.

You could get students to quickly share their answers in pairs in breakout rooms before checking with the whole class.

Watch a sample Part 1 Speaking test

Display the questions the examiner asks next:

1. Tell us about a teacher you like.
2. How often do you use a mobile phone?
3. How do you get to school every day?
4. Which do you like best, the morning or the afternoon?

Ask students to write numbers 1-4 on their paper, like this:

Share your screen or copy the questions into the chat.

<p>1 2 3 4</p> <p>Set the listening task:</p> <p>Write R next to the questions Roberto answers, and S next to the questions Simone answers.</p> <p>Play the video from 0.50-2.05 for students to check their answers.</p> <p>Answers:</p> <ol style="list-style-type: none"> 1. Tell us about a teacher you like. R 2. How often do you use a mobile phone? R 3. How do you get to school every day? S 4. Which do you like best, the morning or the afternoon? S 	<p>You could get students to quickly share their answers in pairs in breakout rooms before checking with the whole class.</p>
<p>Analyse the video</p> <p>Display the following statements on the screen. Ask students if they are true or false.</p> <ol style="list-style-type: none"> 1. The boys gave one or two word answers. 2. They boys gave reasons for their answers. 3. The boys did well in this part of the speaking test. <p>Answers</p> <ol style="list-style-type: none"> 1. The boys gave one or two word answers. <i>False. They expanded their answers.</i> 2. They boys gave reasons for their answers. <i>True. They often gave more information, reasons or examples.</i> 3. The boys did well in this part of the speaking test. <i>True, because they expanded their answers and gave more information, reasons or examples.</i> <p>Students might want to know what score the two boys got. Remind them that they have only seen the first part of the speaking test, but tell them these students were strong candidates and both passed.</p> <p>Clarify that candidates don't have to speak for a long time in Part 1 of the test, but they should try to expand their answers, give reasons or examples rather than one-word answers.</p>	<p>Ways for students to participate in this activity:</p> <ul style="list-style-type: none"> - Read out one statement at a time: students type T or F in the chat; or students shout true or false. - If you have an Annotate feature, students can read the statements and tick or stamp those that are true. - Put them in breakout rooms to discuss while you go from room to room to monitor.
<p>Speaking practice for Part 1</p>	<p>Share your screen or type the</p>

<p>Display this question from the sample test materials:</p> <p>Do you live with your family?</p> <p>Nominate one of the students to ask you the question. Reply only with 'Yes'. Ask if this is a good way to answer (<i>no, too short</i>) and elicit a better response (for example, 'Yes, <i>I live with my mother and my two sisters</i>').</p> <p>Share the sample Part 1 speaking questions with students. Divide them into pairs. They take it in turns to ask and answer the questions, making sure they give reasons or examples, not just one-word answers.</p> <p>As you monitor, note down errors (grammar, vocabulary and pronunciation) and examples of good language use. If you keep notes on your computer, don't share the screen yet.</p>	<p>questions in the chat.</p> <p>Put the students into breakout rooms. Ensure they take a screenshot or copy the questions into a document so that they can see them when they are in the breakout rooms.</p> <p>If breakout rooms are not available, or cannot be safely monitored, do this as a whole class activity: ask the first question to one student, who answers it, and then that student asks the next question to another student. Continue like this, making sure all students are involved and have answered different questions.</p>
<p>Optional extension</p> <p>If you have extra time, before starting the feedback stage, repeat the speaking activity with different pairs, using different questions from the Exam Booster for B1 Preliminary.</p> <p>Alternatively, ask students to create their own questions, using these prompts:</p> <p>Tell us about a ... you like. How often do you use a ...? How do you get to ... every day? Which do you like best, ... or ...?</p> <p>Elicit some examples, before repeating the pairs speaking activity.</p>	
<p>Feedback</p> <p>Tell students how well they performed in the task. Praise them for giving reasons or examples and expanding their answers.</p> <p>Share and praise examples of good language use.</p> <p>Do a short error correction activity using errors you noticed during the speaking activity. Share the errors and encourage them to correct either individually or in pairs. You could give them 1 minute to think and then elicit answers.</p>	<p>You could display a timer, for example from ClassroomScreen.</p> <p>If you have the Annotate feature, you can invite students to correct the errors in the sentences.</p>
<p>Homework</p> <p>Share another set of example Part 1 Speaking questions. You could use</p>	<p>You could share the questions by email, or on your shared website.</p>

questions from the **Exam Booster for B1 Preliminary** p.84 and 85, for example. Ask students to practise answering at home with a family member, or by themselves.

If appropriate and accessible, you could ask students to record themselves doing their homework task using a mobile phone and send you the recording in order to give individual feedback.

Phase 1

Interlocutor

To both candidates Good morning/afternoon/evening.
Can I have your mark sheets, please?

Hand over the mark sheets to the Assessor.

I'm and this is

To Candidate A What's your name? How old are you?
Thank you.

To Candidate B And what's your name? How old are you?
Thank you.

Back-up prompts

B, where do you live?

Do you live in *name of town, city or region*?

Who do you live with?

Do you live with your family?

Thank you.

And **A**, where do you live?

Do you live in *name of town, city or region*?

Who do you live with?

Do you live with your family?

Thank you.

Phase 2
Interlocutor

*Select one or more questions from the list to ask each candidate.
Ask Candidate A first.*

Tell us about a teacher you like.

How often do you use a mobile phone?

How do you get to school every day?

Which do you like best, the morning or the afternoon?
(Why?)

Thank you.

Back-up prompts

Which teacher do you like? (Why?)

Do you often use a mobile phone?

Do you walk to school every day?

Which is better, morning or afternoon? (Why?)