

A2 Key for Schools Speaking Part 1

Description

This lesson plan has been created to help students prepare for A2 Key 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 review vocabulary connected to school and studying. They match typical questions on this topic from Part 1 of the Speaking exam, and then practise asking and answering them. Finally, they analyse advice for succeeding in this part of the Speaking exam to identify if it is good or bad.

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

Materials required:

- Photograph of a school/students appropriate for your context
- Crossword worksheet (see below)
- A2 Key for Schools sample task (see below)
- Speaking Part 1 exam advice (see below)
- Prepared presentation/PowerPoint slides

Aims:

- To review vocabulary connected to school and studying
- To practise asking and answering personal questions about school (from Part 1 Speaking task for A2 Key for Schools)
- To identify success factors for Speaking Part 1

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 photo of a school/students appropriate for your context. Ask students to shout out words/phrases in English related to the photo. Write these next to the photo.</p>	Share your screen, or send the picture to students. They/you can use the 'Annotate' feature to write their ideas on the picture.
<p>Half a crossword – school vocabulary</p> <p><u>Preparation:</u> Divide students into two groups – A and B. Give group A Crossword A, and group B Crossword B (see Materials).</p> <p>Explain that they only have half the words in their crossword. They are going to explain their words to a partner from the other group. Give them time to discuss how they will explain the words. Monitor and help with any</p>	<p>Send Crossword A to students in group A, and Crossword B to students in group B.</p> <p>If you can monitor students safely, put them into breakout rooms: As in one room, Bs in</p>

<p>words/phrases they are not sure about.</p> <p>Elicit and write on the board this useful language for the task:</p> <p><i>What's [1] down?</i> <i>What's [1] across?</i> <i>How do you spell it?</i> <i>It's a.....</i> <i>It's something you.....</i> <i>You learn about.....</i></p> <p>Speaking: Put students into pairs: A+B. They take it in turns to describe words from their crossword. Tell them not to show their partner their crossword – they have to explain the words for their partner to guess. Display the answers for students to check their spelling.</p> <p>Ask questions to check understanding and pronunciation of any words/phrases that caused difficulty.</p>	<p>another. Have more breakout rooms for larger classes. Alternatively, they prepare their explanations on their own. If they need help, ask them to type the number of the word in the chat, and send them a private message with an explanation.</p> <p>Put pairs into breakout rooms and monitor. Alternatively, do this as a whole class activity – one student from group A describes a word for group B to guess; then they nominate a student from group B to explain a word for group A. Ensure all participants get a turn.</p>
<p>Speaking Part 1 questions</p> <p>Display the table (see Materials) and ask students to match the question halves to make questions for this part of the Speaking exam.</p> <p>Answers</p> <p>1e, 2d, 3b, 4c, 5a</p> <p>What subject do you like best? What time do you finish school? What clothes do you wear to school? What do you eat after school? Tell me about the homework you have to do.</p> <p>Other answers are possible. Accept these too, for example:</p> <p>What time do you eat after school? What do you wear to school? What clothes do you like best?</p> <p>Model and drill the questions.</p>	<p>Share your screen or send a copy of the table to students to complete individually.</p> <p>You could put students into breakout rooms to quickly check answers with each other before confirming answers as a whole class.</p> <p>You could use Annotate to draw arrows on the table as you elicit answers.</p>
<p>Speaking</p> <p>Display this question from the sample test materials:</p> <p>What subject do you like best?</p> <p>Nominate one of the students to ask you the question. Reply only with 'History'. Ask if this is a good way to answer (no, too short) and elicit a better response (for example, 'I really like history, because I enjoy learning about the past').</p>	<p>Share your screen or type the questions in the chat.</p> <p>Put the students into breakout rooms. Ensure they take a screenshot, take a photo or copy the questions into a document so that they can see them when they are in the breakout rooms.</p>

<p>Share the sample Part 1 Speaking questions with students (see Materials phase 2). 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>Alternatively, 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>You could give students only the school questions, or school and home from phase 2, or the full Speaking Part 1 materials (Phase 1 and Phase 2) and ask them to take it in turns asking and answering questions in pairs.</p> <p>You could ask students to plan and write their own questions related to the topic of school (and home) and then practise asking and answering them in pairs.</p>	<p>Students could plan and write their own questions away from the screen. You could also ask groups of students to write their own questions while you monitor the other groups speaking, and then switch over.</p>
<p>Feedback</p> <p>Tell students how well they performed the task. Praise them for giving reasons or examples and expanding their answers.</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. Model and drill any pronunciation errors you noticed.</p>	<p>You could display a timer, for example from ClassroomScreen.</p> <p>Share your screen with the errors. If you have the Annotate feature, you can invite students to correct the errors in the sentences.</p>
<p>Speaking Part 1 advice</p> <p>Display the statements (see Materials). Ask students to decide if each statement is good advice for Part 1 of the Speaking test. They tick the good advice.</p> <p>Next, ask them to change the bad advice to make it good advice.</p> <p>Answers</p> <ol style="list-style-type: none"> 1. Listen carefully to the examiner's questions. ✓ 2. Don't speak when the examiner asks questions to the other candidate. ✓ 3. If you don't understand the question, don't say anything ask the examiner to repeat or explain. 4. It is a good idea to answer using <i>more than</i> one or two words. ✓ 5. Give a reason or example for your answer ✓ <p>Points 4 and 5 are linked – elicit that the way to avoid giving one word answers is to give a reason or example.</p>	<p>Share your screen or send a copy of the statements to students to complete individually. You could put them into breakout rooms to check their answers in pairs.</p> <p>You or your students could use Annotate to tick or change the statements as you elicit answers. Alternatively, share your screen to display the answers.</p>

<p>Ask questions to check students understand what is expected from them in this part of the Speaking examination.</p>	
<p>Homework</p> <p>Cambridge Exam Booster A2 Key p.84 2 Exam task. Students put the words in order to make questions from Part 1 of the Speaking exam. Ask them to practise answering the questions orally (alone or with a family member).</p> <p>The topics are school and TV. You could set only the school ones to revise vocabulary from this lesson. Alternatively set the TV questions too as preparation for a vocabulary focus in a future lesson.</p>	<p>You could share the questions by email, or on your shared website.</p> <p>Alternatively, display the questions on your screen and ask students to take a screenshot.</p> <p>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.</p>

Materials

Half a crossword

Student A

1 f
2
3 u
n
i
f
o
4 r
m
t
e
5 s
6 m a t h s
7
8
9
10 s p o r t s
11
12 t
r
y
c
h
o
o
l

Half a crossword

Student B

1
2
3
4
5
6
7
8
9
10
11
12

S
c
i
e
n
c

b **r** **e** **a** **k** **t** **i** **m** **e**

E **n** **g** **l** **i** **s** **h**

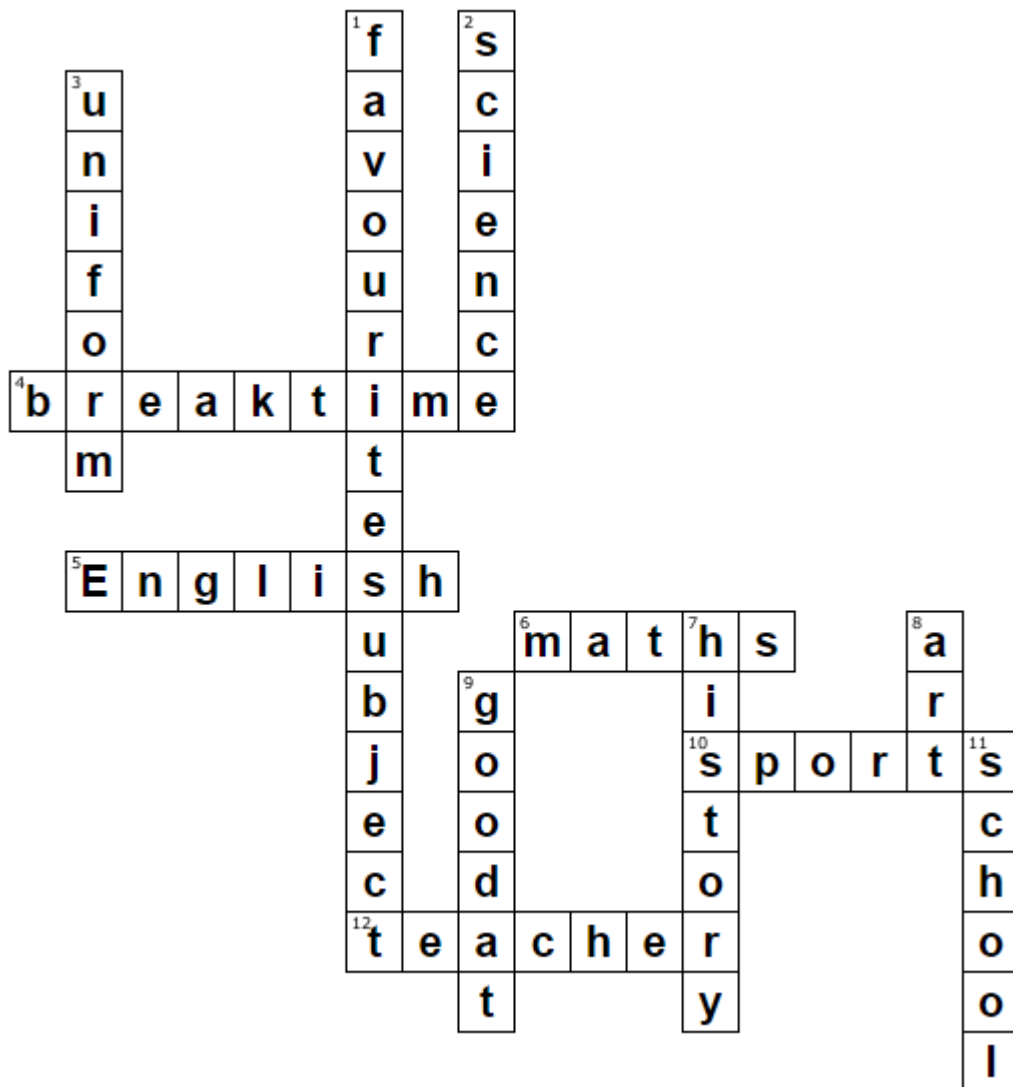
a
r
t

g
o
o
d

t **e** **a** **c** **h** **e** **r**
t

Half a crossword

Answer key



Part 1 questions

Draw arrows  to match.

- | | |
|----------------------------|---------------------------------|
| 1. What subject | a) the homework you have to do. |
| 2. What time | b) do you wear to school? |
| 3. What clothes | c) do you eat after school? |
| 4. What | d) do you finish school? |
| 5. Tell me something about | e) do you like best? |

Speaking Part 1 advice

✓ Tick the good advice.

1. Listen carefully to the examiner's questions.
2. Don't speak when the examiner asks questions to the other candidate.
3. If you don't understand the question, don't say anything.
4. It is a good idea to answer using one or two words.
5. Give a reason or example for your answer.

Sample Task

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?

To Candidate B And what's your name?

Back-up prompts

For UK, ask **B**, how old are you?
 Where do you come from? Are you from (Spain, etc.)?

For Non-UK, ask Where do you live? Do you live in ... (name of district / town
 Thank you. etc.)?

For UK, ask **A**, how old are you?
 Where do you come from? Are you from (Spain, etc.)?

For Non-UK, ask Where do you live? Do you live in ... (name of district / town
 Thank you. etc.)?

Phase 2

Interlocutor

Now, let's talk about **school**.

A, what subject do you like best?

What clothes do you wear to school?

B, What time do you finish school?

What do you eat after school?

Extended Response

Now **A**, please tell me something about the homework you have to do.

Interlocutor

Now, let's talk about **home**.

B, who do you live with?

How many bedrooms are there in your house?

A, where do you watch TV at home?

What's your favourite room in your house?

Extended Response

Now, **B**, please tell me what you like doing at home.

Back-up prompts

Do you like maths?

Do you wear a uniform?

Do you finish school at 4 o'clock?

Do you eat snacks after school?

Back-up questions

Do you get a lot of homework every day?

Did you do any homework yesterday?

Do you like homework? (Why?/Why not?)

Back-up prompts

Do you live with your family?

Are there three bedrooms in your house?

Do you watch TV in the kitchen?

Do you like your bedroom?

Back-up questions

Do you like cooking?

Do you play computer games?

Did you stay at home last weekend?