



## Practising First Speaking Part 1

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### A. TEACHERS' NOTES

#### Description

<b>Time required:</b>	55–60 minutes
<b>Materials required:</b>	<ul style="list-style-type: none"> <li>▪ A4 pieces of paper per pair/group of 3 students</li> <li>▪ Classroom Handout 1 (one copy per student)</li> </ul>
<b>Aims:</b>	<ul style="list-style-type: none"> <li>▪ To raise awareness of question types in Part 1 and give students ample opportunity to practise answering all types of questions on different topics.</li> <li>▪ To provide students with the tools for both peer and self-evaluation based on the assessment criteria.</li> </ul>

#### A1. Lesson Plan

1. Ask the class to brainstorm topics for Part 1. Write up their suggestions on the board. If not already given, elicit the following: family, leisure, sports, transport, studies, work, place where you live, holidays, etc.

Hand out blank pieces of A4 paper, one per pair/group of three students. Assign one topic area from the board to each group. Ask them to write their topic in large letters at the top of the page. Tell students that they now have 3 minutes to write questions related to their topic.

When the time is up, call out stop and ask the pairs/groups to pass their piece of paper to the group on their left. They now have 3 minutes to read the questions on their new topic and add to them. Repeat this process until all the pairs/groups have had the chance to add questions to every topic.

When they have finished, collect in the pieces of paper. These questions will form the basis of the rest of the lesson and subsequent lesson(s).

*Timing: 15–20 minutes*

2. Use these questions to encourage students to focus on the quality of the questions they have generated:
  - Is the question general, i.e. not too personal? (*make it more general*)
  - Could the question be offensive to some people? (*change it or remove it*)



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- Would the answer to the question be just yes/no? (*add Why/Why not? This is what the examiner will do in the test*)

Stick the groups' questions around the room. In pairs/groups of three, students walk round looking at each topic and cross out any questions that do not follow the above criteria.

*Timing: 10 minutes*

### 3. Review the Speaking test assessment criteria with the students.

- What are the five assessment criteria? (*Grammar & Vocabulary, Discourse Management, Pronunciation, Interactive Communication and Global Achievement*)
- What is covered by each criteria? (**Grammar and vocabulary:** using a range of grammatical structures and vocabulary items accurately and appropriately; **Discourse Management:** organising talk logically, speaking coherently, no unnecessary hesitation; **Pronunciation:** individual sounds, word and sentence stress, intonation – 'produce intelligible utterances'; **Interactive Communication:** take part in discussion, initiate and respond appropriately; **Global Achievement:** overall effectiveness. *This mark is the only mark given by the interlocutor.*)
- Are you expected to speak like a native speaker? (*No, at First you are assessed at B2 level on the Cambridge ESOL Common Scale for Speaking*)
- Which criteria are relevant to Part 1 of the Speaking test? (*All of them except for Interactive Communication*)

*Timing: 5 minutes*

### 3. Give out A2 Classroom Handout 1.

Explain that you are going to practise Part 1 of the Speaking test. Ask two confident volunteers to come to front of class. Make sure that at least one of the volunteers is one of the strongest in terms of their speaking ability. Ask both students to sit opposite you at a desk.

Ask half the class to focus on one of the volunteers and the other half of the class to focus on the second volunteer. Ask them to write the student's name on the handout. As they observe, they will make notes in each of the categories on the handout.

Using the questions from Step 2, select questions from different categories. Ask each student questions alternately. Make sure you ask each student a different question. Follow the questions with 'Why?' or 'Why not?' if necessary. Time the exchange, so it lasts 3 minutes.

*Timing: 5 minutes*

### 4. When you have finished, ask the volunteers to comment on the experience. How did they feel about doing this in front of the whole class? Point out that the Speaking test



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can make some people feel nervous and that this is good practice to help you gain confidence about speaking in front of an audience.

In pairs, students discuss their notes. The volunteers can also evaluate their own/their partner's performance. Monitor.

Point out that students should answer the question and expand a little by explaining or giving an example. It is important that they show they are able to expand on what they say without too much prompting from the examiner.

*Timing: 5 minutes*

5. Depending on the group and how they interact, ask the class to give each of the volunteers some positive feedback and some suggestions for improvement. If you feel your class isn't able to do this maturely, or if you feel that the two students would be too embarrassed to be focussed on in this way, ask the two volunteers to leave the room for a couple of minutes while you take open class feedback on how they performed. Make notes on the comments and suggestions the students make.

*Timing: 5 minutes*

6. Ask the two students to return. While the rest of the class practise Part 1 questions in pairs, give the volunteers the feedback you have collected. Edit/adapt the feedback you were given if, in your professional opinion, it is not correct or a fair reflection on the students' performances.

*Timing: 10 minutes*



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### A2. Classroom Handout 1

	Student 1	Student 2
<b>Grammar &amp; Vocabulary</b> <i>using a range of grammatical structures and vocabulary items accurately and appropriately</i>		
<b>Discourse Management</b> <i>organising talk logically, speaking coherently; no unnecessary hesitation</i>		
<b>Pronunciation</b> <i>individual sounds, word and sentence stress and intonation; candidate should speak so they can be understood</i>		
<b>Global Achievement</b> <i>overall effectiveness</i>		



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### B. GUIDANCE FOR FOLLOW-UP ACTIVITIES

1. In Part 1 of First: Speaking, candidates should use general social and interactional languages and give basic personal information about themselves. The questions relate to candidates' own lives and focus on areas such as work, leisure time and future plans. You can adapt the topics listed in *A1 Lesson Plan Step 1* to suit your class, as long as you stay within these general guidelines.
2. More ideas for topic areas and examples of questions can be found in past papers and in the Speaking Test Preparation pack. Go to <https://www.teachers.cambridgeesol.org/ts/exams/generalenglish/fce> for more information.
3. Make a handout using the questions that students produce in *A1 Lesson Plan Step 1*. Type up the questions using headings and number each question. Include all the spelling, lexical and grammatical mistakes. Use this as an error correction exercise in the following lesson. Error correction can be done as an auction to make it more fun.  
The handout of questions can now be used in subsequent lessons:
4. Put students in pairs and call out random numbers from the list of questions. Give pairs 3 minutes to ask each other the questions and listen to their partner's response.
  - Ask students to stand in two rows facing each other. Give each row of students one of the assessment criteria to focus on (Grammar and vocabulary; Discourse Management; Pronunciation) or one part of a criterion, e.g. grammatical accuracy; lexical range; intonation, etc. Call out the number of a question you would like them to answer. The students must answer, focusing on their best possible performance in the assigned assessment criteria/part of criterion. Their partner listens and evaluates their performance according to the criteria. They give each other feedback at the end.
    - Swap students over by asking them all to move one step to the left.
    - Repeat the same process as above, each time calling out a different number.
    - Change the assessment criteria each row of students focuses on.
  - Put students into groups of three: two candidates and an interlocutor. The 'interlocutor' asks the 'candidates' questions using the handout. The interlocutor is also in charge of timing the exchange (3 minutes in total). The interlocutor then provides feedback to the other two. The trio then changes roles and repeats the process until each person has had a chance to be an interlocutor and a candidate.
  - Students can practise responses at home alone or through email/ social networking sites /instant messaging sites/ face-to-face with classmates.

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5. For more information about the assessment criteria, referred to in *A1 Lesson Plan Step 3*, see <https://www.teachers.cambridgeesol.org/ts/exams/generalenglish/fce/speaking?tab=marked>. You could display this information on an IWB or copy it onto a transparency and show it on an OHT during the lesson.
6. In A1 Lesson Plan Step 4, two students 'performed' in front of the class. This is useful practice for the test, as it helps students to get used to being under some pressure.
  - Encourage other students to perform in the same way on other occasions
  - Ask a colleague to act as an examiner while you interview pairs of students in a practice test
  - Encourage students to take part in online speaking activities through EFL websites. You can search for these on the internet.