

HOW LONG DOES  
A MINUTE FEEL  
LIKE?  
SPEAKING  
LESSON PLAN

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# HOW LONG DOES A MINUTE FEEL LIKE?

In a stressful situation, say a speaking exam, one minute seems to last forever.

That's how our students feel when they find themselves in a situation and have to speak on their own.

It's good to practise speaking for one minute and get to experience what one minute feels like.


Helping your students to speak in the classroom will build them to be able to speak in public.

Here are some exercises...




Let's Go!

# PART 1




**OBJECTIVE:  
STUDENTS WILL  
LEARN HOW TO  
FORM COMPLETE  
SENTENCES**




**ULTIMATELY, THE GOAL IS TO GET YOUR  
STUDENTS SPEAKING!**

**In this lesson, students learn  
how to create full sentences.  
There are two different parts.**



Class begins with a teacher being interviewed using phase 1 questions. Students write one-word answers and improve them.

Phase 1 ends with pair work and using full sentences to answer the same questions as at the beginning of the class



Second part of the lesson focuses on elaborating on one clause answers by justifying them. Learners are provided with three example answers that they need to expand on. The class ends with a group speaking exercise. Each student picks a question that they need to answer on the spot.

# <sup>e</sup> - SPEAKING PART 1 .....

Time: 30-35 minutes

**Level: B1 (exam preparation)**

## Lesson Focus and Goals

This is a lesson plan designed for PET Cambridge exam preparation for speaking part 1. In this lesson students learn how to create short full sentences for phase 1 and justify their answers for phase 2. Class begins with a teacher being interviewed using phase 1 questions. Students write one-word answers and improve them. Phase 1 ends with pair work and using full sentences to answer the same questions as at the beginning of the class. Second part of the lesson focuses on elaborating on one clause answers by justifying them. Learners are provided with three example answers that they need to expand on. The class ends with a group speaking exercise. Each student picks a question that they need to answer on the spot.

## Materials Needed

- a *Speaking Part 1* worksheet
- a set of most commonly asked questions

## Learning Objectives

- To understand PET speaking part 1
- To answer questions using full sentences
- To justify one clause answers

## Structure

**Lead in:** Hand out the worksheet with general phase 1 questions. One of the students is selected to be an interlocutor. Student asks the teacher a set of questions. Answer them by giving only one word. The rest of the class writes the answers in exercise 1. **(2'-4')**

**Writing practice:** Students move on to exercise 2 and improve the teacher's answers by turning them into full sentences. Explain that in the exam it is a good moment to show grammar and word order understanding. **(4'-6')**

**Oral practice:** Students work in pairs. One student acts as an interlocutor and the other one as a candidate. Students switch the roles and repeat the exercise. To show understanding you can ask students to report on their partner's answers. **(3'-5')**

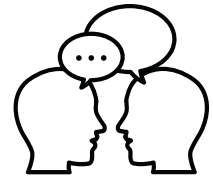
**Answer elaboration:** Explain that in phase 2 of part 1 students will be asked two-three questions about their personal details, past experiences, future plans, etc. Students are presented with 4 example questions from [B1 Preliminary for Schools Sample Papers](#) and three one clause answers. Students complete the sentences by justifying them. Do 1a as an example. **(6'-8')**

**Group oral practice:** Since speaking part 1 is done individually, students pick one question phase 2 at random and answer them on the spot. You can discuss different ways in which they can be answered if necessary. **(7'-9')**

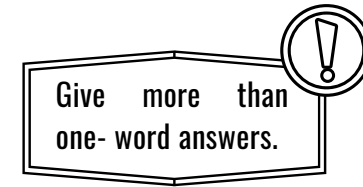
**Error corrections:** Give cold corrections on most common grammar, vocabulary and pronunciation mistakes. **(2'-3')**

**Homework**

Give each student 3 different phase 2 questions to write three answers with different explanations - just like in exercise 4.



# Speaking Part 1



## Phase 1

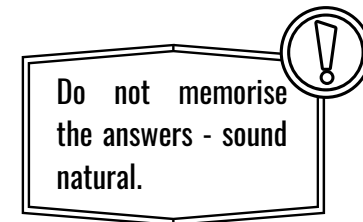
### EXERCISE 1 WRITE YOUR TEACHER'S ANSWERS

- 1.What's your name? .....
- 2.How old are you? .....
- 3.Where do you live? .....
- 4.Who do you live with? .....
- 5.Do you work or are you a student? .....
- 6.What do you do? .....

### EXERCISE 2 IMPROVE YOUR TEACHER'S ANSWERS BY WRITING FULL SENTENCES

- 1.What's your name? .....
- 2.How old are you? .....
- 3.Where do you live? .....
- 4.Who do you live with? .....
- 5.Do you work or are you a student? .....
- 6.What do you do? .....

### EXERCISE 3 IN PAIRS ASK AND ANSWER QUESTIONS FROM EXERCISE 1



**HOW DO YOU GET TO SCHOOL /  
WORK / UNIVERSITY EVERY DAY?**



**WHAT DID YOU DO YESTERDAY  
EVENING?**



**WHAT DID YOU DO LAST  
WEEKEND?**



**DO YOU THINK THAT ENGLISH WILL  
BE USEFUL FOR YOU IN THE  
FUTURE?**



**TELL US ABOUT THE PEOPLE YOU  
LIVE WITH.**



**TELL US ABOUT YOUR JOURNEY TO  
WORK / SCHOOL / UNIVERSITY.**



**WHAT DO YOU USE THE INTERNET  
FOR?**



**WHAT IS YOUR FAVOURITE TIME  
OF YEAR?**



**WOULD YOU LIKE TO LEARN TO  
PLAY A MUSICAL INSTRUMENT?**



**WHAT ARE YOU GOING TO DO  
TOMORROW?**



# Part 2

## speaking Practice



★ Students speak alone for about one minute about a picture. Inform them that if they finish before their time is up, they will have to endure awkward silence until the end of the time. Therefore, they need to think of something to say about the stock pictures. ★



# speaking Circle



**If you see a group of people, elicit and explain their emotions. If the picture was taken outdoors, describe the weather and the season. If it's a group of tourists, guess the country!**

**Ask students to look at the picture and think of three possible questions that would fall under each category. You can find my example below.**

# Picture Example





# Sample Questions

**People:** Who are they making a cake for? What is their relationship? Whose birthday is it?

**Actions:** What are they doing? How do you make a cake? What do they need to do after they finish baking?

**Feelings:** Why are the girls smiling? Are they enjoying making a cake? What will the person who the cake is for is going to feel like?

**Numbers:** How many people are there? How long does it take to make a cake? How many ingredients do they need?

**Sounds:** What sounds can you hear at home? What sounds can you hear in the kitchen? Is it loud or quiet?

**Words:** What are they reading? What is the name of this cake? What other files are there on the tablet?

**Sight:** What can you see in the background? How could you describe the kitchen? What can you see on the tablet?

**Nature:** What is the weather like? What time of the day is it? Is it hot or cold?

Keep the dialogue going!

# NY Times Picture Prompts

[Click here to know more:](https://www.nytimes.com/2020/11/20/learning/introduction-to-picture-prompts.html)

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# Picture Prompts

145 Picture Prompts to Inspire  
Student Writing