

Developing Speaking skills for B1 Preliminary for Schools and B2 First for Schools:

A focus on pronunciation

Alberto Costa

Sarah Ellis

22 February 2022 10:00-11:00 GMT

24 February 2022 15:00-16:00 GMT



Overview

- B1 Preliminary for Schools & B2 First for Schools speaking paper
- Speaking assessment Criteria
- Features of pronunciation
- Resources and activities to practice pronunciation
- Exam preparation resources

B1 Preliminary for Schools & B2 First for Schools Speaking paper



Speaking: B1 Preliminary for Schools & B2 First for Schools

	Part 1	Part 2	Part 3	Part 4	
B1 Preliminary for Schools	A conversation between the interlocutor and each candidate (spoken questions)	An individual 'long turn' for each candidate based on a photograph	A two-way conversation between the candidates, following instructions with visual stimulus	A discussion on topics related to the collaborative task (spoken questions).	12 minutes
B2 First for Schools	A conversation between the interlocutor and each candidate (spoken questions).	An individual 'long turn' for each candidate with a response from the second candidate based on a pair of photographs	A two-way conversation between the candidates, following instructions with written stimuli	A discussion on topics related to the collaborative task (spoken questions).	14 minutes

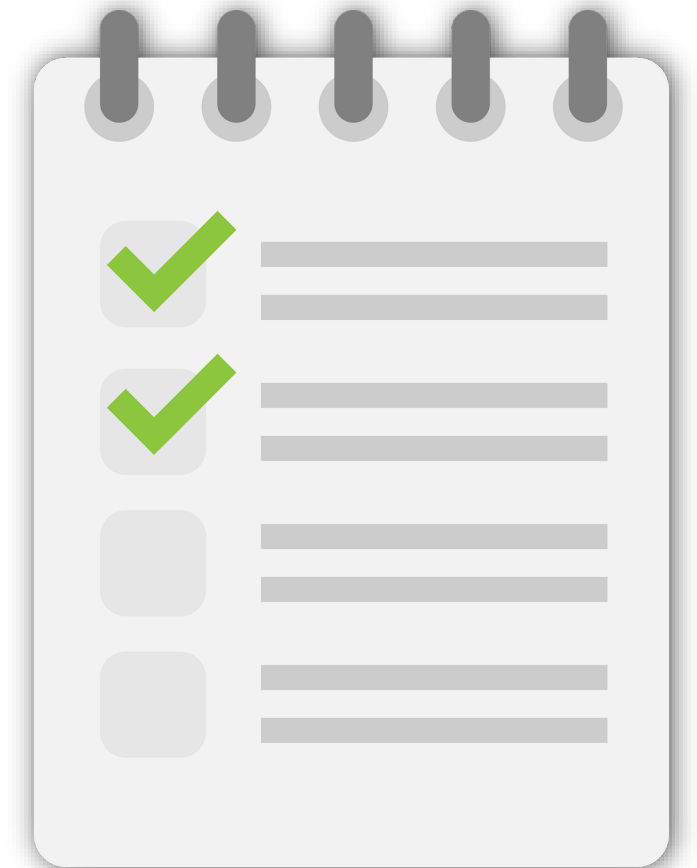
Speaking assessment Criteria

Grammar and Vocabulary

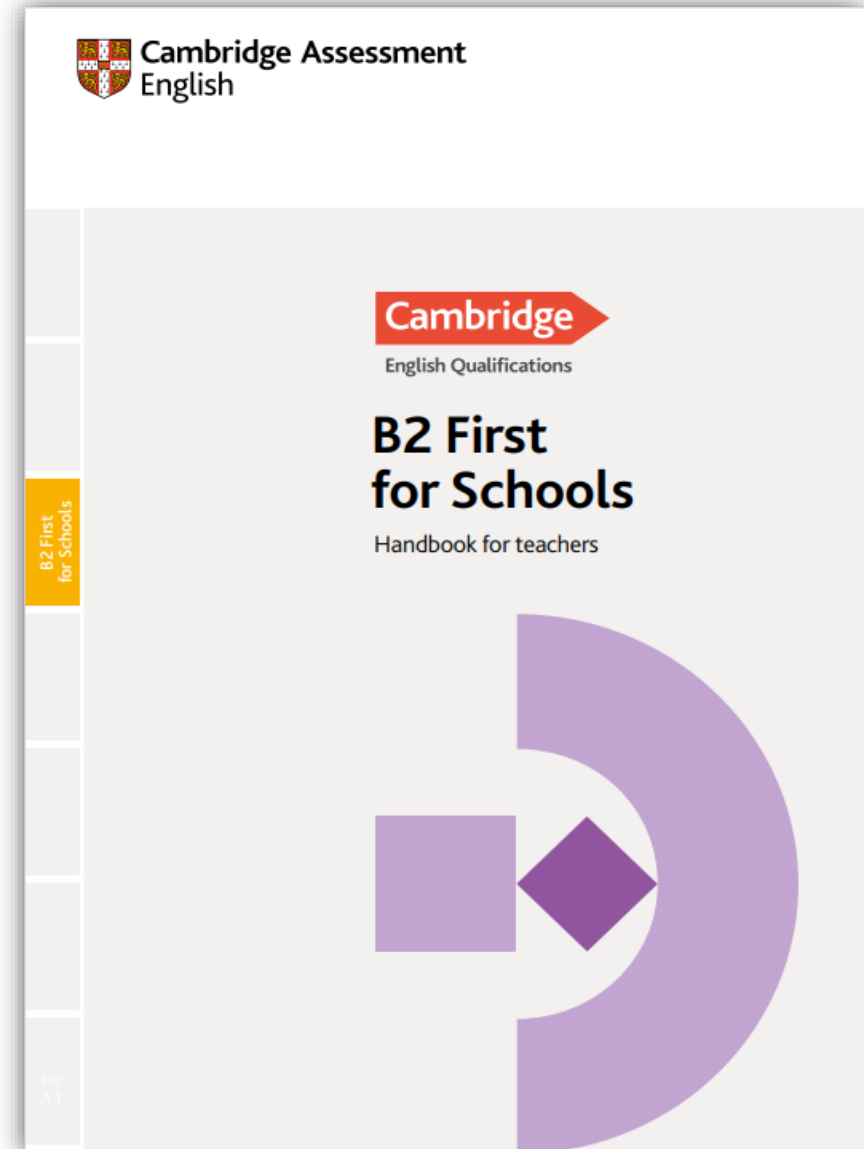
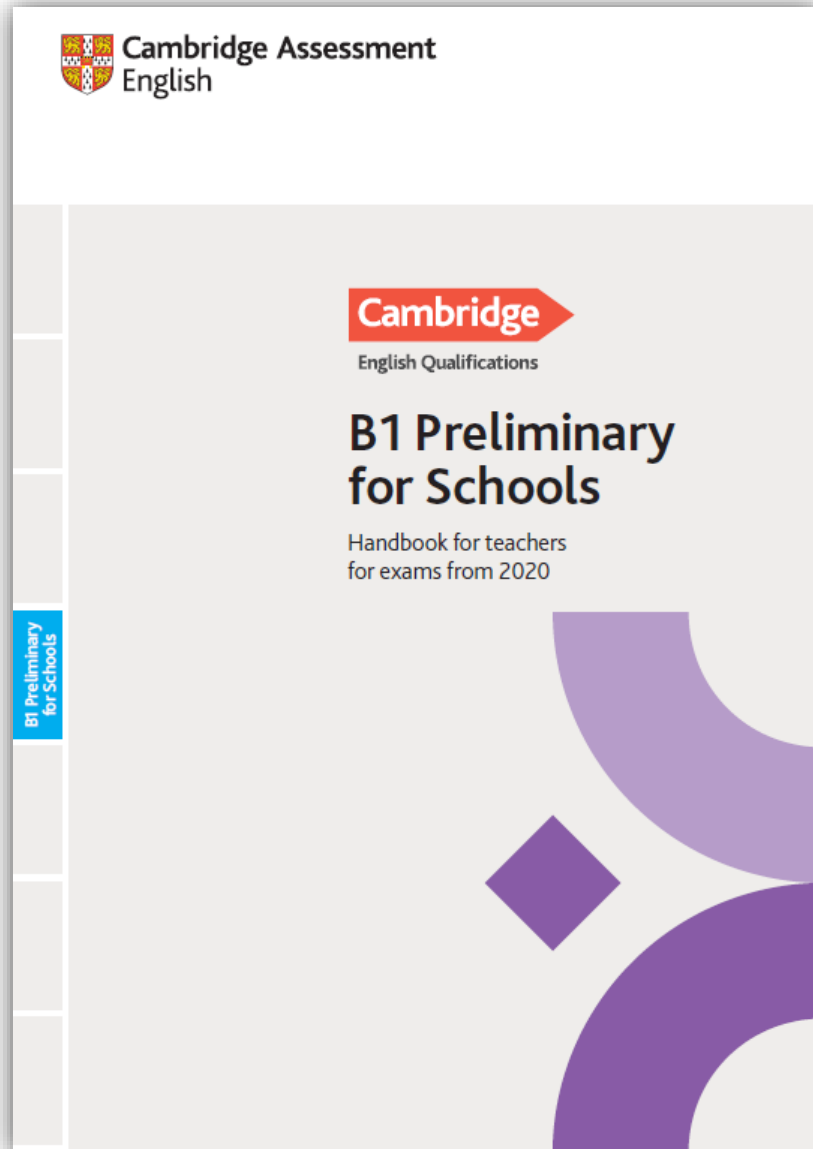
Discourse Management

Pronunciation

Interactive Communication



Handbooks for Teachers



Speaking assessment Criteria

B1 Preliminary for Schools Speaking Examiners use a more detailed version of the following assessment scales, extracted from the overall Speaking scales on page 63.

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	Produces extended stretches of language despite some hesitation. Contributions are relevant despite some repetition. Uses a range of cohesive devices.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics.	Produces responses which are extended beyond short phrases despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Shows sufficient control of simple grammatical forms. Uses a limited range of appropriate vocabulary to talk about familiar topics.	Produces responses which are characterised by short phrases and frequent hesitation. Repeats information or digresses from the topic.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
0	<i>Performance below Band 1.</i>			

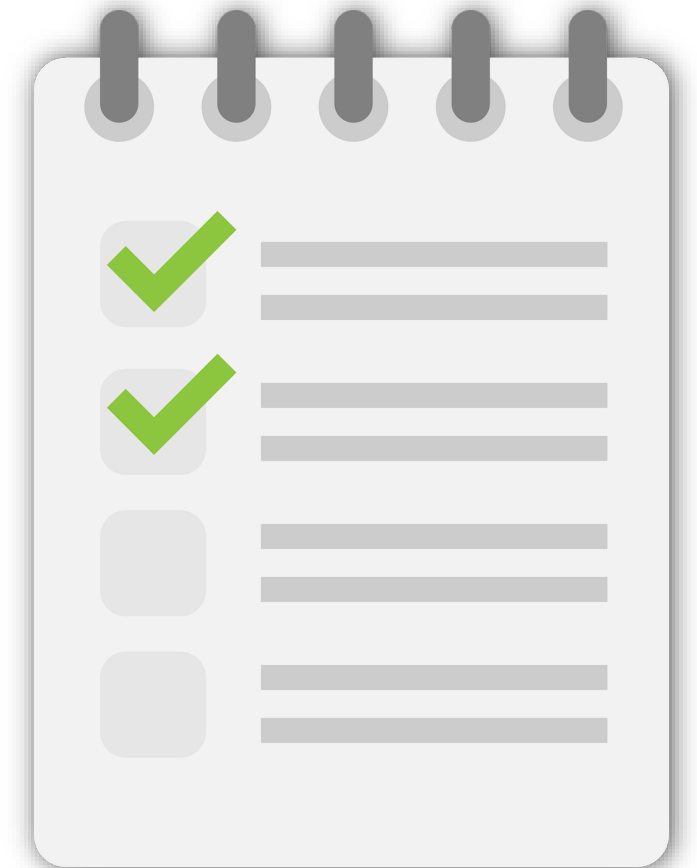
B2 First for Schools Speaking Examiners use a more detailed version of the following assessment scales, extracted from the overall Speaking scales on page 83:

B2	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	Shows a good degree of control of a range of simple and some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on a wide range of familiar topics.	Produces extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organisation of ideas. Uses a range of cohesive devices and discourse markers.	Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly.	Initiates and responds appropriately, linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on a range of familiar topics.	Produces extended stretches of language despite some hesitation. Contributions are relevant and there is very little repetition. Uses a range of cohesive devices.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.	Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, despite some repetition. Uses basic cohesive devices.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
0	<i>Performance below Band 1.</i>			

Speaking assessment Criteria

Pronunciation

- Is it **intelligible**?
- Are **individual sounds** articulated clearly?
- Is **sentence and word stress** accurately placed?
- Is **intonation** appropriate?



B1 Preliminary & B2 First - Pronunciation

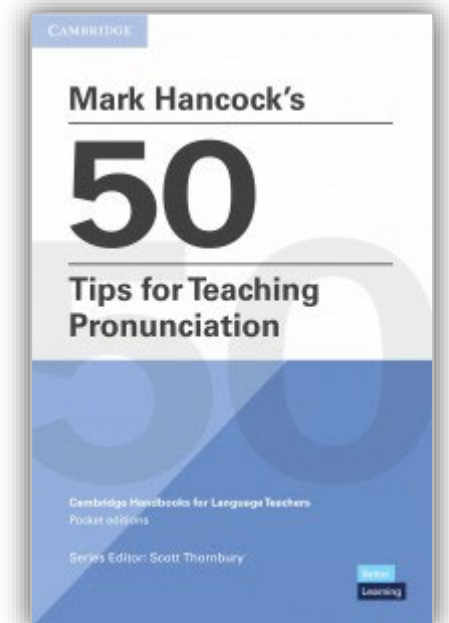
Handbook for Teachers

Intelligible

A contribution which can generally be understood by a sympathetic expert speaker, even if the speaker has an unfamiliar accent.

“Teaching pronunciation is about helping your learners to become more intelligible in the target language. It’s important to regularly check that what you are doing in class contributes to this basic objective.”

Mark Hancock (2020) **50 Tips for Teaching Pronunciation** p. 2 Cambridge University Press



B1 Preliminary & B2 First - Pronunciation

Handbook for Teachers

Intelligible

A contribution which can generally be understood by a sympathetic expert speaker, even if the speaker has an unfamiliar accent.

Phonological features

These include the pronunciation of individual sounds, word and sentence stress and intonation.

Individual sounds are:

- **vowels**, e.g. the /æ/ in cat or the /e/ in bed
- **diphthongs**, when two vowels are rolled together to produce one sound, e.g. the /@U/ in host or the /eI/ in hate
- **consonants**, e.g. the /k/ in cut or the /f/ in fish.

B1 Preliminary & B2 First - Pronunciation

Handbook for Teachers page 65

Stress

The emphasis laid on a syllable or word.

- e.g. imPORTtant.
- e.g. Record vs reCORD.
- e.g. WHY *is that one important?* versus *Why is* THAT *one important?*

Intonation

The way the voice rises and falls, e.g. to convey the speaker's mood, to support meaning or to indicate new information.

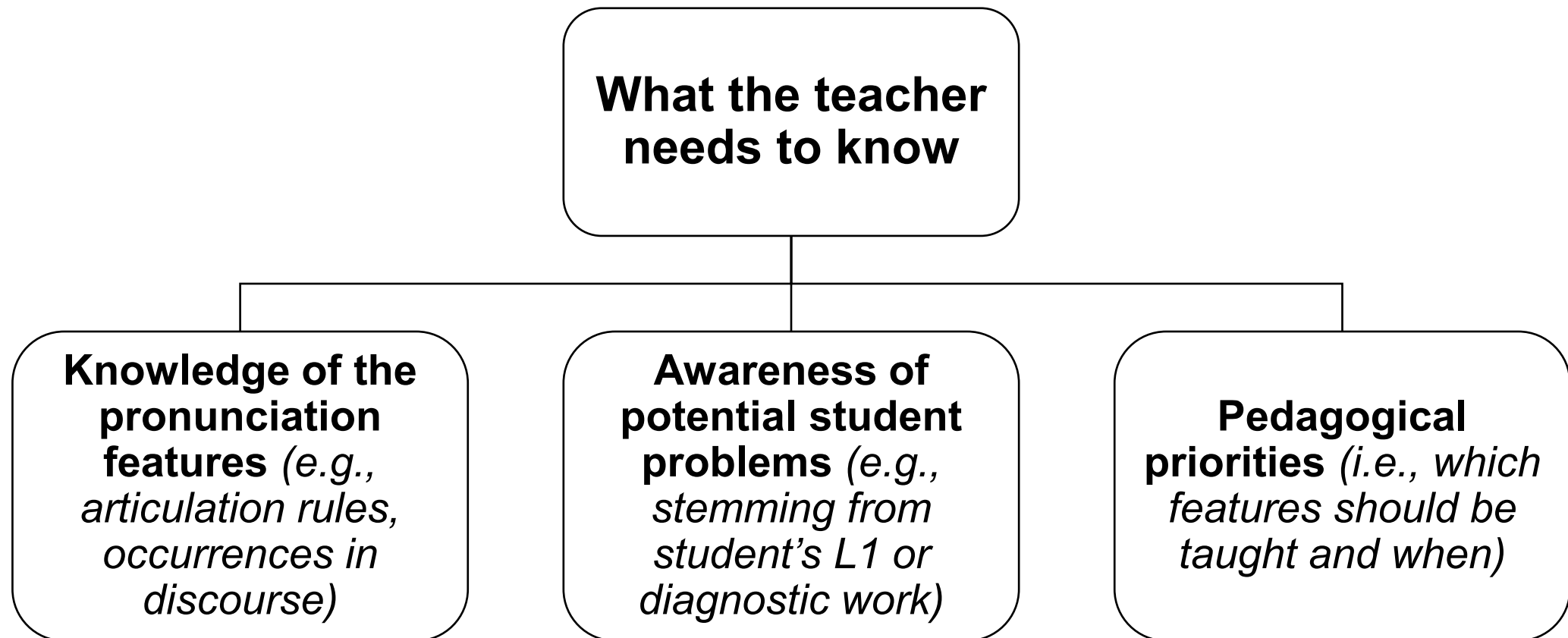
- e.g. Where do you live? vs Do you live in Brazil?

Are you ready to teach pronunciation?



What is needed to teach pronunciation effectively

Celce-Murcia, M., D. M. Brinton, & J. M. Goodwin (2010). *Teaching pronunciation: A reference and course text*, 2nd ed. (p. 44). Cambridge University Press



Features of pronunciation – Individual sounds



The Phonemic Chart

Individual sounds (or segmental features) include:

- Vowels
- Diphthongs
- Consonants

ɪ	I	ʊ	u:	Iə	eɪ	ɪ:	ɔ̃
e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ	
æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ	
p	b	t	d	tʃ	dʒ	k	g
f	v	θ	ð	s	z	ʃ	ʒ
m	n	ŋ	h	l	r	w	j

Activities and resources to practise individual sounds



Vowels

æ and e (man / men)

/æ/ and /ʌ/ (hat/hut)

/æ/ and /ɑ:/ (hat/heart)

/ɑ:/ and /ɒ/ (heart/hot)

/ɑ:/ and /ʌ/ (heart/hut)

/ɑ:/ and /ɜ:/ (heart/hurt)

/e/ and /eɪ/ (wait/wet)

/eɪ/ and /aɪ/ (hey/hi)

/eə/ and /eɪ/ (hair/hey)

/eə/ and /ɪə/ (hair/here)

/i/ and /i:/ (heat/hit)

/e/ and /ɜ:/ (head/heard)

/e/ and /ʌ/ (bet/but)

/e/ and /i/ (head/hid)

/ɜ:/ and /ɔ:/ (work/walk)

/ɜ:/ and /ʌ/ (hurt/hut)

Minimal Pairs Pronunciation Practise: /æ/ and /e/ (man/men)

Note: Currently this feature only works in recent versions of the Chrome browser

Dont take this too seriously - speech recognition technology is far from perfect. Focus on getting your target sound correct.

Word: 8

Try saying *sad*

I heard: **set**

Click to Restart

X	X	X	X	0	X	X	0
---	---	---	---	---	---	---	---

You got 6 out of 8

Minimal Pairs Pronunciation Practise: /ɑ:/ and /ɜ:/ (heart/hurt)

Note: Currently this feature only works in recent versions of the Chrome browser

Dont take this too seriously - speech recognition technology is far from perfect. Focus on getting your target sound correct.

Word: 1

Try saying *he*

Listening ...

Minimal Pairs Pronunciation Practise: /ɑ:/ and /ɜ:/ (heart/hurt)

Note: Currently this feature only works in recent versions of the Chrome browser

Dont take this too seriously - speech recognition technology is far from perfect. Focus on getting your target sound correct.

Word: 4

Try saying *purse*

I heard: *purse*

Click to Speak

 X X X X

<https://www.youtube.com/watch?v=QxQUapA-2w4>



Pronunciation tips
from
bbclearningenglish.com

0:02 / 1:15:42 • i / - How to say 'flee... >

BOX SET: The complete guide to English Pronunciation | Learn ALL 44 sounds of English in 75 minutes!

The image shows a YouTube video player interface. The video content is a light blue screen with the text 'Pronunciation tips from bbclearningenglish.com'. The video player controls are visible at the bottom, showing a play button, a progress bar at 0:02 / 1:15:42, and various icons for volume, full screen, and settings. A small 'i' icon is in the top right corner of the video frame. A small 'BBC LEARNING ENGLISH' logo is in the bottom right corner of the video frame.

Rice, rise

The consonant sounds /s/ and /z/

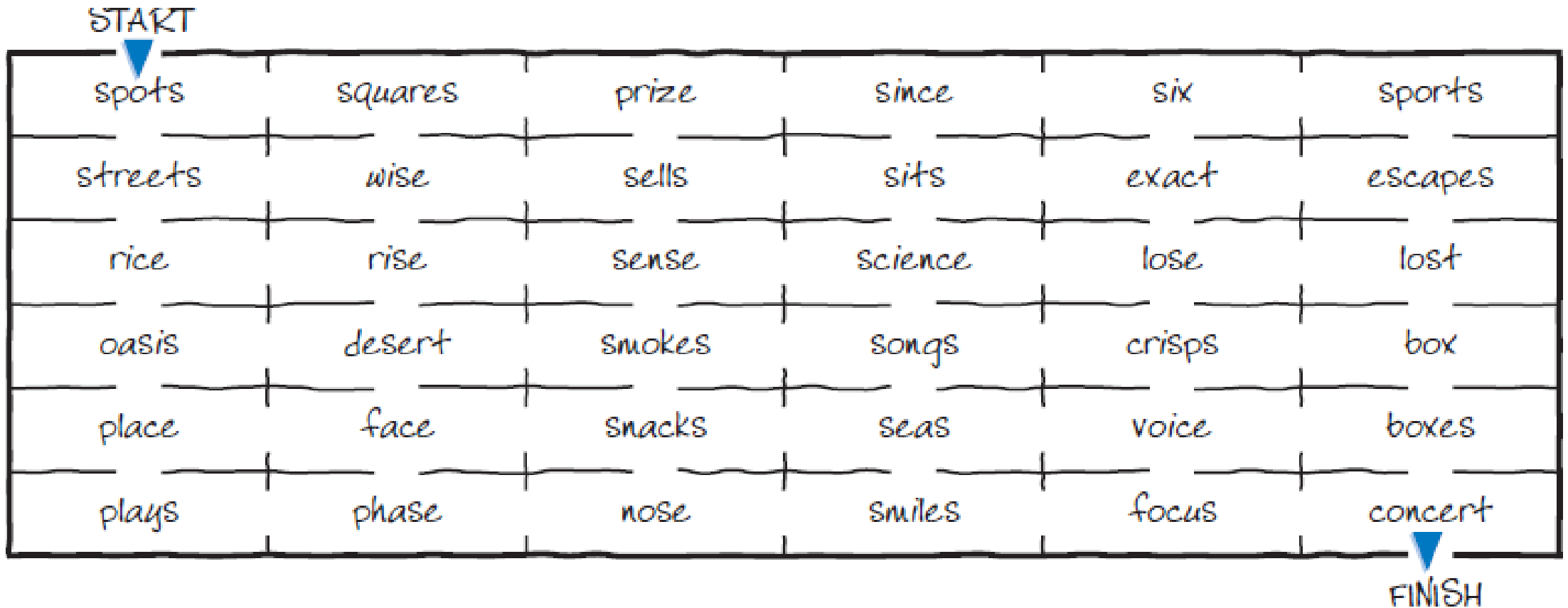


"It's six or seven years since
Sydney's sister sang that song."

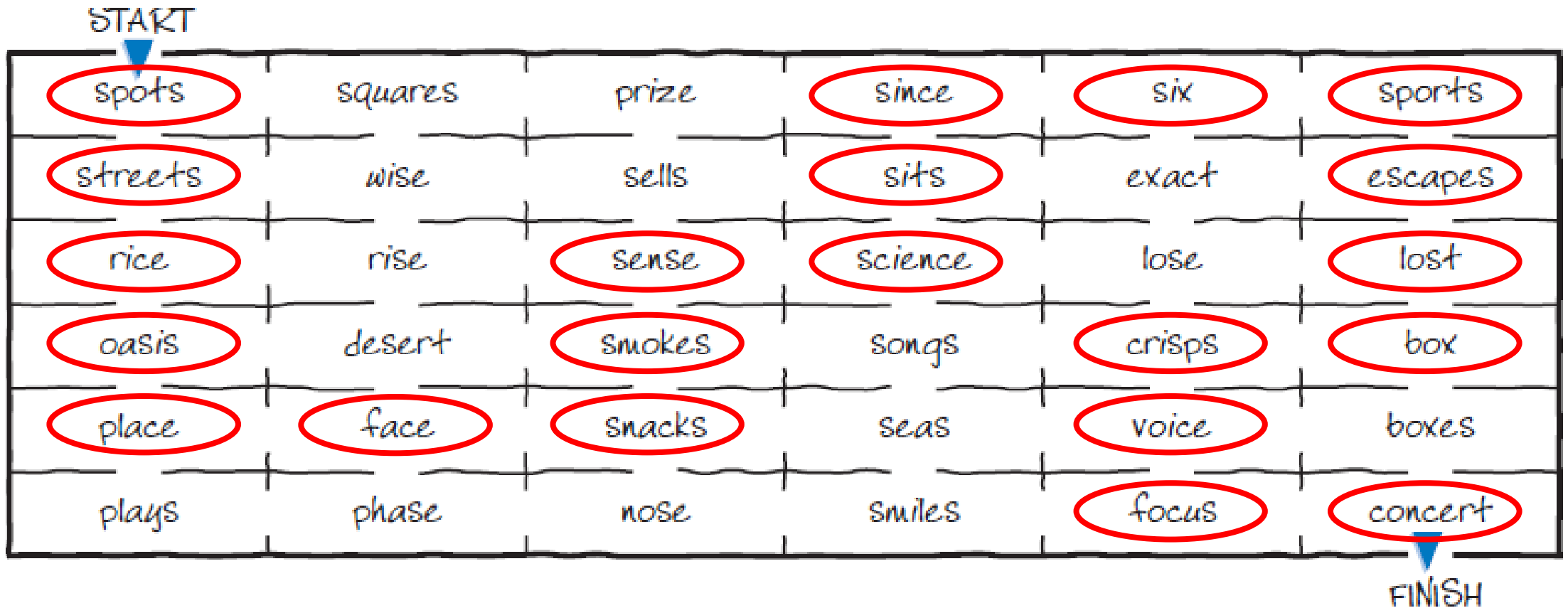


"Zebras in zoos are like dolphins in pools."

- 4.1 Find a way from Start to Finish. You may *not* pass a square if the word contains the sound /z/. You can move horizontally (↔) or vertically (↕) only.



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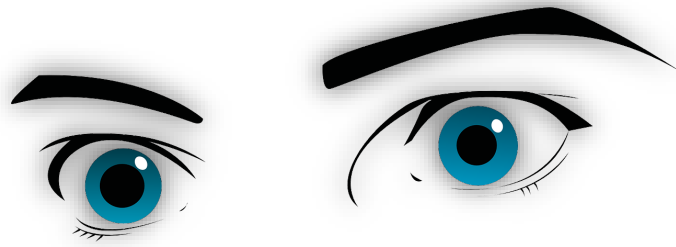


Individual sounds that make a difference

/s/ versus /z/



≠



S

Z



≠



<u>s</u> o	/səʊ/
<u>s</u> wim	/swɪm/
<u>s</u> un	/sʌn/

<u>z</u> oo	/zu:/
<u>z</u> ero	/'ziərəʊ/
<u>z</u> ebra	/'zebrə/

Features of pronunciation – Stress, rhythm and intonation



The Phonemic Chart

- Stress
- Rhythm
- Intonation

(Known as the
suprasegmental features)

ɪ	I	ʊ	u:	Iə	eɪ	ɪ:	ɔ̃
e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ	
æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ	
p	b	t	d	tʃ	dʒ	k	g
f	v	θ	ð	s	z	ʃ	ʒ
m	n	ŋ	h	l	r	w	j

The Phonemic Chart

Stress

- /' / Primary stress
- /! / Secondary stress

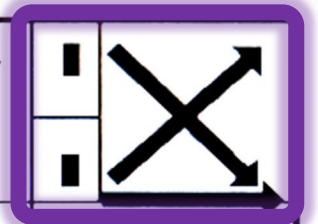
Pronunciation



/prəˌnʌn.siˈeɪ.ʃən/



ɪ	I	ʊ	u:	Iə	eɪ	ɪ	ɔ
e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ	
æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ	
p	b	t	d	tʃ	dʒ	k	g
f	v	θ	ð	s	z	ʃ	ʒ
m	n	ŋ	h	l	r	w	j



The Phonemic Chart

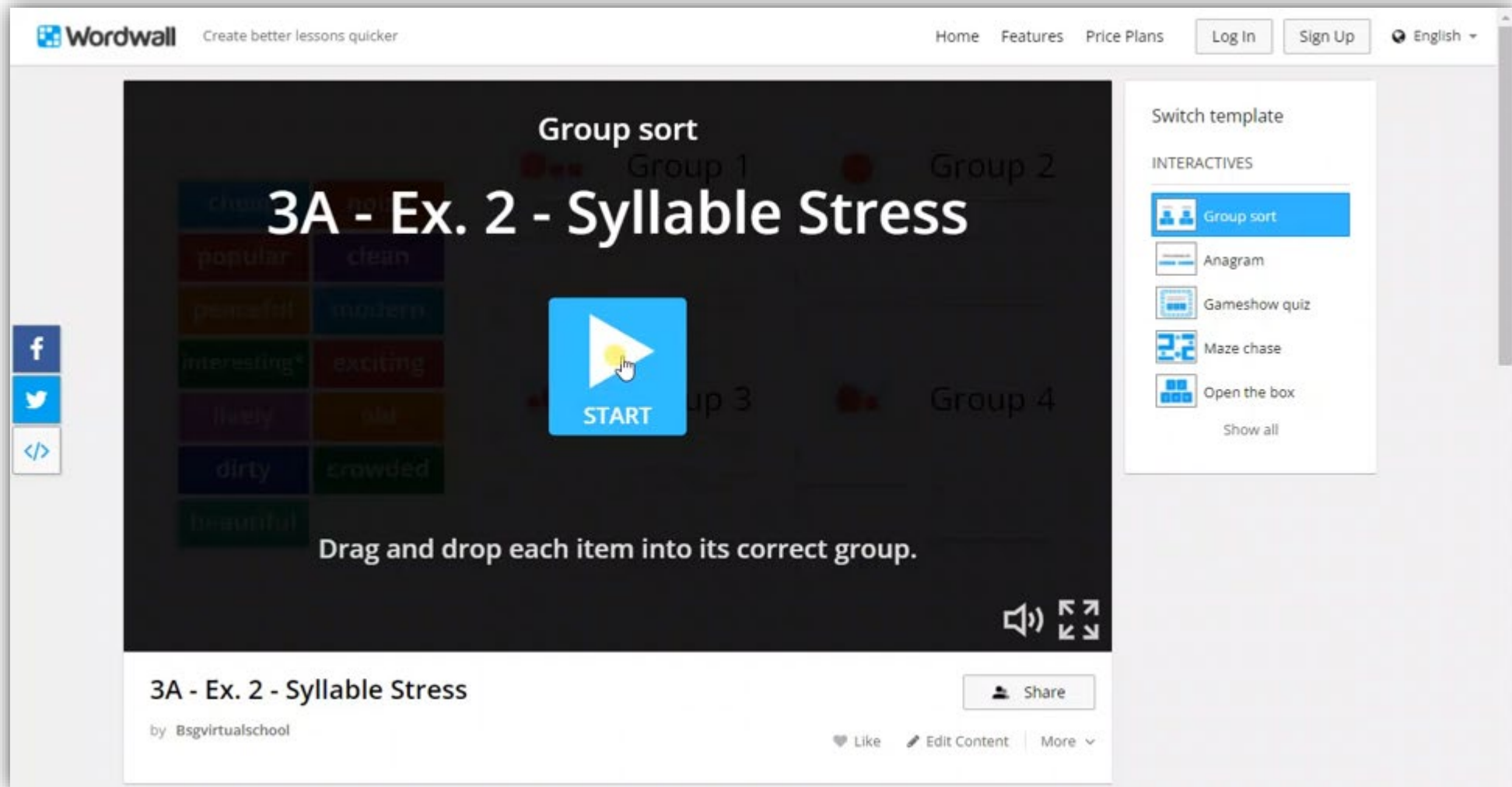
Intonation

- Rise 
- Rise fall 
- Fall rise 
- Fall 
- Level tone 

ɪ	I	ʊ	u:	Iə	eɪ	ɪ:	ɔ:
e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ	
æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ	
p	b	t	d	tʃ	dʒ	k	g
f	v	θ	ð	s	z	ʃ	ʒ
m	n	ŋ	h	l	r	w	j

Activities and resources to practise stress, rhythm and intonation












The screenshot shows a Wordwall interactive activity. At the top left, the Wordwall logo and tagline 'Create better lessons quicker' are visible. The top right navigation bar includes 'Home', 'Features', 'Price Plans', 'Log In', 'Sign Up', and 'English'. The main content area has a dark background with the title '3A - Ex. 2 - Syllable Stress' in large white text. Below the title is a 'START' button with a play icon. The activity area contains a grid of words: 'popular', 'clean', 'peaceful', 'modern', 'interesting', 'exciting', 'lively', 'old', 'dirty', 'crowded', and 'beautiful'. The words are to be sorted into four groups labeled 'Group 1', 'Group 2', 'Group 3', and 'Group 4'. A 'Drag and drop each item into its correct group.' instruction is at the bottom of the activity area. On the left side, there are social media sharing icons for Facebook, Twitter, and a code icon. On the right side, a 'Switch template' panel lists other interactive types: 'Group sort' (selected), 'Anagram', 'Gameshow quiz', 'Maze chase', and 'Open the box', with a 'Show all' link. Below the activity area, the title '3A - Ex. 2 - Syllable Stress' is repeated, along with the creator 'by Bsgvirtualschool', a 'Share' button, and options for 'Like', 'Edit Content', and 'More'.

<https://wordwall.net/resource/27267040/3a-ex-2-syllable-stress>

✓ 1

Correct Answers

 Group 1	 Group 2
beautiful ✓ interesting* ✓ popular ✓	cheap ✓ clean ✓ old ✓
<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>
 Group 3	 Group 4
exciting ✓ <input type="text"/> <input type="text"/>	lively ✓ crowded ✓ dirty ✓
<input type="text"/> <input type="text"/> <input type="text"/>	modern ✓ noisy ✓ peaceful ✓

Word stress maze



important	behaviour	fortunate	photograph	positive	emphasis	referee
lunatic	confusion	literature	kangaroo	cucumber	corridor	subtitle
substantial	abandon	necessary	paragraph	absolute	Saturday	hamburger
advantage	decorative	subsequent	vitamin	furniture	interrupt	accurate
determine	develop	consider	comfortable	enormous	fantastic	disaster
comparable	commentary	horizon	historic	cathedral	understand	unlikely
generally	ambulance	fashionable	guarantee	recommend	entertain	deliver



<https://lessonplandsdigger.files.wordpress.com/2015/06/word-stress-maze.pdf>

Word stress maze



important	behaviour	fortunate	photograph	positive	emphasis	referee
lunatic	confusion	literature	kangaroo	cucumber	corridor	subtitle
substantial	abandon	necessary	paragraph	absolute	Saturday	hamburger
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determine	develop	consider	comfortable	enormous	fantastic	disaster
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generally	ambulance	fashionable	guarantee	recommend	entertain	deliver

<https://lessonplandsdigger.files.wordpress.com/2015/06/word-stress-maze.pdf>



Word formation, vocabulary development & pronunciation

Teacher Training Essentials page 46 Cambridge University Press

Add the following words to the correct place in the grid below.

photograph - political - democrat - photographic – democratic - intellectual

Noun	Adjective	Person
1. politics	2.	3. politician
4. democracy	5.	6.
7. intellect	8. intellectual	9.
10.	11.	12. photographer
13. diplomacy	14. diplomatic	15. diplomat

Word formation, vocabulary development & pronunciation

Teacher Training Essentials page 46 Cambridge University Press

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Noun	Adjective	Person
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7. intellect	8. intellectual	9. intellectual
10. photograph	11. photographic	12. photographer
13. diplomacy	14. diplomatic	15. diplomat

Word formation, vocabulary development & pronunciation

Teacher Training Essentials page 46 Cambridge University Press

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4. democracy 	5. democratic 	6. democrat 
7. intellect 	8. intellectual 	9. intellectual 
10. photograph 	11. photographic 	12. photographer 
13. diplomacy 	14. diplomatic 	15. diplomat 

Sentence stress & connected speech



Do you like living in Florence?



Sentence stress & connected speech



English is a stress-timed language, not a syllable-timed one.

Features of Spoken English

Sound Foundations by Adrian Underhill

Me

You

Him

Her

Me *and*

You *and*

Him *and*

Her

Me *and then*

You *and then*

Him *and then*

Her

Me *and then it's* **You** *and then it's* **Him** *and then it's* **Her**

Combining stress and intonation



Contrastive stress

Interchange Level 1 (2017) 5th ed p. 40

Notice how the change in stress changes the meaning of each question and elicits a different response

Is the bedroom window cracked?

No, the kitchen window is cracked

Is the bedroom window cracked?

No, the bedroom door is cracked

Is the bedroom window cracked?

No, it's stuck

Contrastive stress

Off the Page (2020) p. 203 CUP

1. Did they get here at eight o'clock?

No, they arrived at nine.

2. Is it going to rain tomorrow?

No, they say it'll be cloudy

3. Have you got a German car?

No, we've got a Japanese one

4. Is your older sister a lawyer?

No, only my younger one

5. Did you go to the cinema last night?

No, we went to a concert

6. Do you usually come to school by bus?

No, I normally get there by train

Intonation - Showing surprise

Dan: I've won a competition.

Martina: Have you? Fantastic. What's the prize?

Dan: A weekend for two in Bath ...

Martina: Really? That's great!

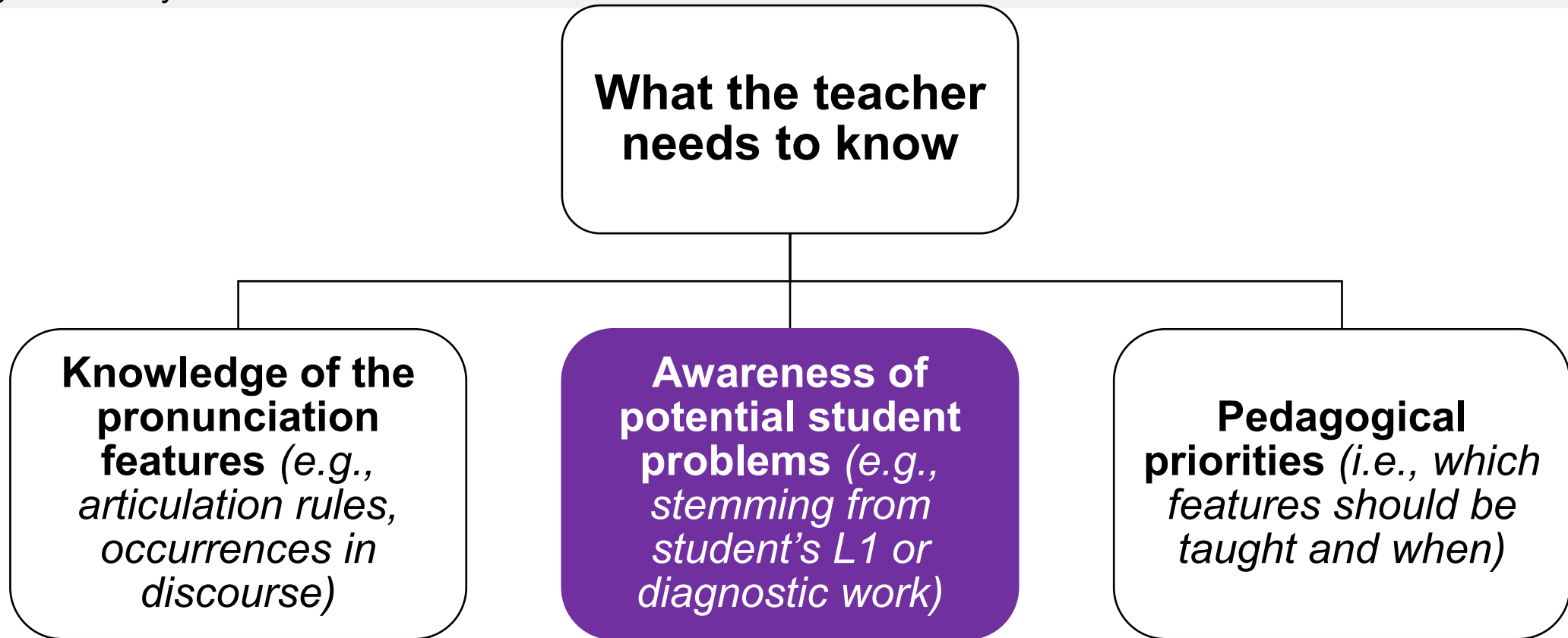
Match 1-4 with a-d

- | | |
|---------------------------------------|--------------|
| 1. I'm getting married. | a) Do you? |
| 2. I really like grammar | b) Have you? |
| 3. I went to New York for the weekend | c) Are you ? |
| 4. I've eaten an insect. | d) Did you? |



What is needed to teach pronunciation effectively

Celce-Murcia, M., D. M. Brinton, & J. M. Goodwin (2010). *Teaching pronunciation: A reference and course text*, 2nd ed. (p. 44). Cambridge University Press



Individual sounds that make a difference

Brazil

Words starting with the letter “R” sound like /**h**/. So...



≠



≠



r

<u>r</u> ed	/red/
a <u>r</u> ound	/ə'raʊnd/
pr <u>o</u> ud	/praʊd/

Exam preparation resources on YouTube

<https://www.youtube.com/user/cambridgeenglishtv>



Comments on the test video

Part 1

Roberto

Roberto responds clearly to all the questions in this part of the test. When asked to talk about a teacher he likes, he gives an extended and detailed answer, including reasons: *'So, I really like my Italian teacher, because she really makes us feel part of the lesson ...'*

He also adds detail to his response about using a mobile phone: *'I use it every day, and I use it just to chat with my friends and maybe sometimes watch some videos.'*

He uses appropriate vocabulary and accurate grammar, with good range in both. His pronunciation is very clear.

Simone

Simone gives clear answers to all his questions in this part of the test. In response to the question about whether he likes the morning or afternoon best, he extends his answer well, giving reasons to explain his preference: *'I like the afternoon because you can chill yourself, you can have time for yourself because the morning is too busy; you have to go to school, you have to go to work, so the afternoon you can relax and enjoy yourself.'*

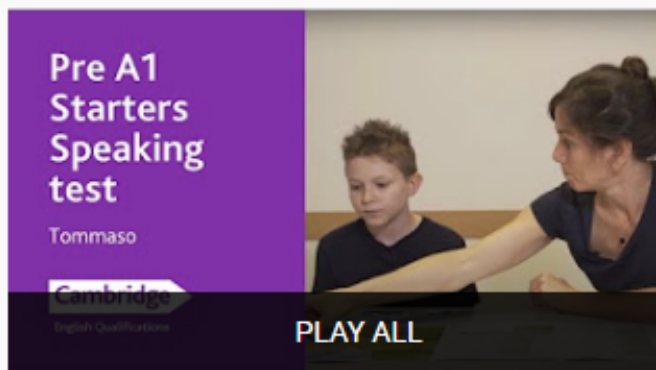
His pronunciation is very clear and he uses appropriate vocabulary. The grammatical forms he uses are mostly accurate.

Part 1 tips

- Practise giving information about yourself.
- You can give short answers, but it is good to give some longer answers too.

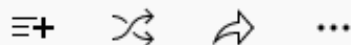
Exam preparation resources on YouTube

<https://www.youtube.com/playlist?list=PLpmCHL8PnXq-k7ul81gTcYWmUP6HZm2Xj>



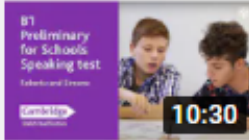

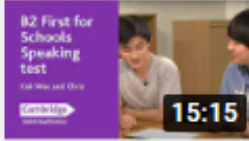


Speaking test videos













31 videos • 379,453 views • Last updated on 2 Aug 2021



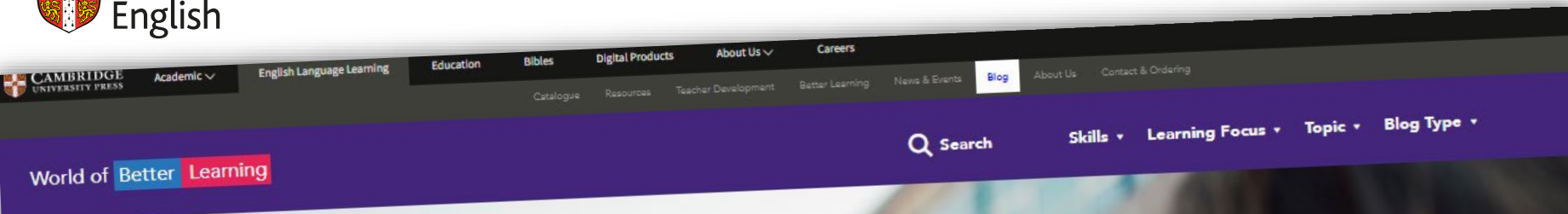
Cambridge English

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Cambridge English
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Cambridge English

  <p>Independent Come or calm?</p> <p>Learn how to pronounce some different vowel sounds</p> <p>B1-B2 0-5 minutes</p>	  <p>Basic Sit or seat?</p> <p>Listen out for the different vowel sounds</p> <p>A1-A2 0-5 minutes</p>	  <p>Independent Word stress</p> <p>Learn about word stress in short words</p> <p>B1-B2 5-10 minutes</p>
  <p>Independent Don't annoy your little sister</p> <p>Learn about some different words beginning with A</p> <p>B1-B2 5-10 minutes</p>	  <p>Independent More word stress</p> <p>Try some more activities about word stress in short words</p> <p>B1-B2 5-10 minutes</p>	  <p>Independent Word Stress in long words</p> <p>Try some activities about word stress in three-syllable words</p> <p>B1-B2 5-10 minutes</p>

Activities for learners

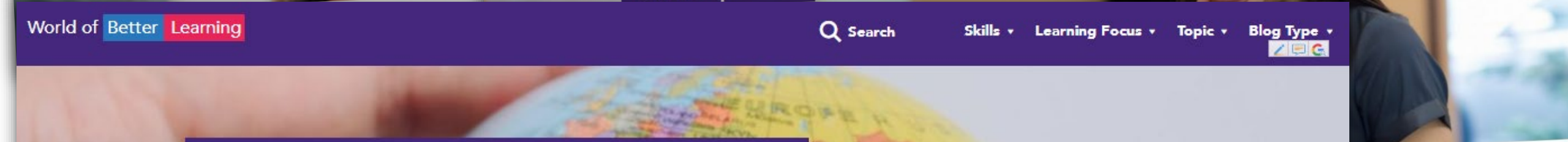


www.cambridge.org/elt/blog/

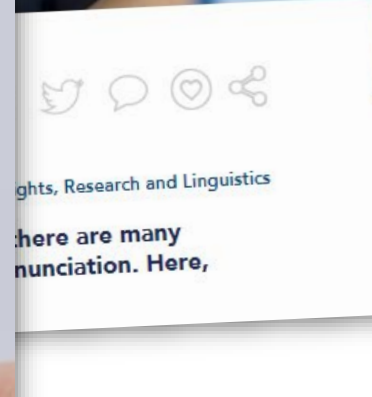
Dispelling ELT myths: What really matters when teaching pronunciation – part 1



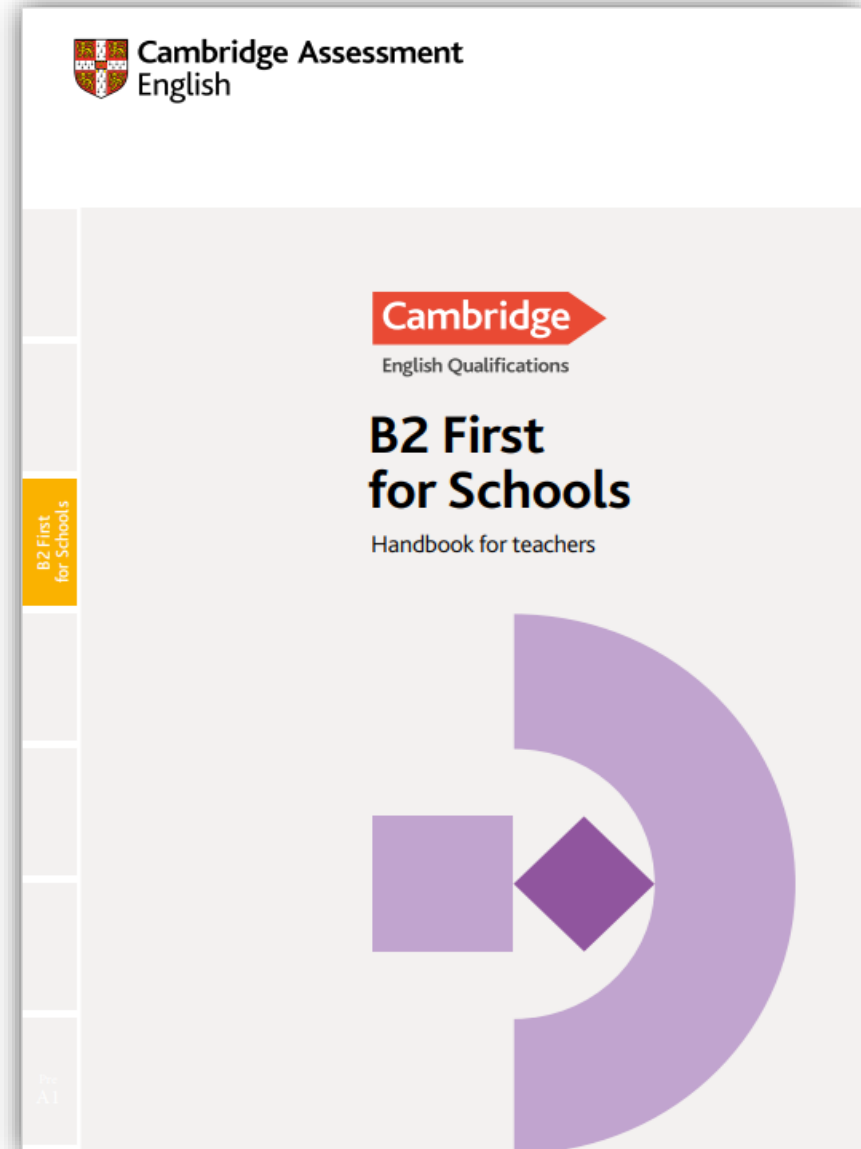
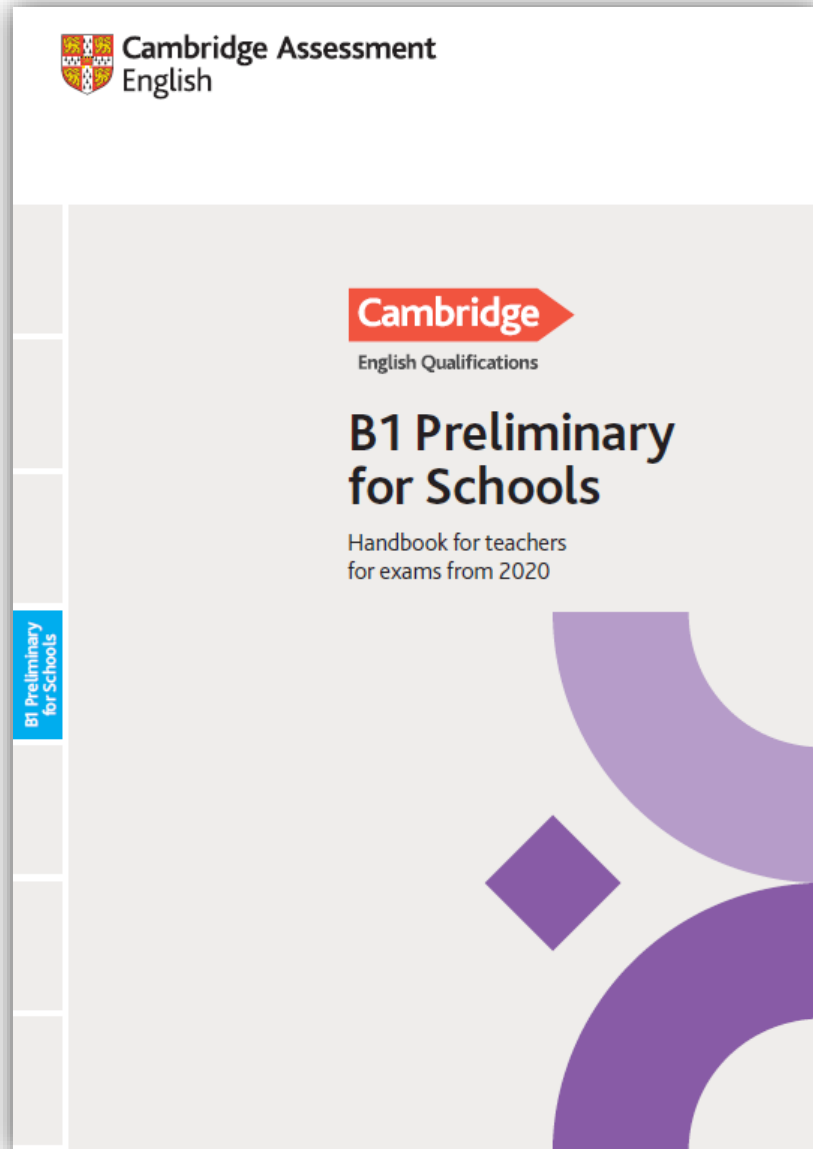
Essential tips for teaching pronunciation: from elementary to advanced levels, part 1



Tips for teaching pronunciation online



Handbooks for Teachers



Lesson Plans: Speaking

Cambridge

English Qualifications

Prepare for exam success: B1 Preliminary for Schools self-access learning

Speaking

Summary

- Practise describing pictures of rooms in the home – useful for Speaking Part 2 in the B1 Preliminary for Schools exam.
- Create your own practice tasks to help build you confidence in speaking.
- Review common mistakes.
- Reflect on your progress and create an action plan for further study.

Getting started

Top tip! Find a study partner

- Make your speaking practice more real by working with a friend who is also learning English.
- If you are studying at home, you can do this on a video chat or conferencing platform e.g. Zoom, Skype, FaceTime or WeChat.
 - Take turns in the roles of Student A and Student B.
 - Share pictures and create your own practice tasks.
 - Share your recordings from this lesson plan with each other.

Review vocabulary for things in the home by playing a 'guess the word' game.

How to play

1. Arrange a time to meet and talk to your partner online.
2. Before you meet your partner, choose a room in the home e.g. the kitchen.



3. In your notebook write a list of 10 things (not food) you usually find in this room. Don't show your partner the list. Example: a cooker, a knife, a fork, a spoon, a plate, a fridge, a sink, a table, a saucepan, a chair.
4. Set a timer for 2 minutes. Your partner has to try and guess as many of the words on your list as they can.
5. Now choose another room in the home. This time your partner will write a list of words for you to guess.

Working alone? Make a list of all the rooms in your home. Try to list 5 things you can find in each room. Ask a family member to guess which words you have on your list. When they guess correctly, tell them the word in English.

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Lesson plan: Introduction to the B2 First for Schools Speaking paper

Time required:	90 minutes. This plan can be done over two lessons, or in one lesson by taking out some of the activities.
Materials:	<ul style="list-style-type: none"> • Learn English with Cambridge YouTube video: 5 tips for preparing for Cambridge Speaking exams • Student Worksheet 1 and Student Worksheet 2 – one copy per learner • Descriptions: Speaking Parts 1 to 4 – one set, cut up, per group of three or four • Example questions: Speaking Parts 1 to 4 – one copy per learner • Backs to the Board Teacher instructions • Speak! Speak! Speak! Teacher instructions • Useful phrases to learn and use for Part 3 – one copy per learner/pair • Answer key
Aims:	<ul style="list-style-type: none"> • To help learners get to know the four parts of the Speaking paper • To encourage learners to reflect on their strengths and areas to work on to prepare for the Speaking paper • To highlight useful study tools, resources and strategies to help learners prepare for the Speaking paper

Procedure

Lesson Stages

Warm-up: to get learners thinking about ways to improve their speaking skills and to introduce the lesson topic which is trying out useful tips for the Speaking paper.

Ask learners: *What ideas can you think of to help you prepare for your Speaking exam?*

Put learners into groups and give them two minutes to brainstorm ideas. To get them started you could offer the following as prompts:

- take an English class
- practise with friends or family who are also learning or speak English

Feedback: Write the learners' ideas on the board. There are no right or wrong answers at this stage. Tell learners that in this lesson they are going to watch a short video called *5 tips for preparing for Cambridge Speaking exams* from the Learn English with Cambridge YouTube channel.

Important! Keep their ideas on the board as they will refer to these in the next stage.

Online options: If your online teaching platform has a chat function, ask learners to brainstorm their ideas in the chat box.

Thank you

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