

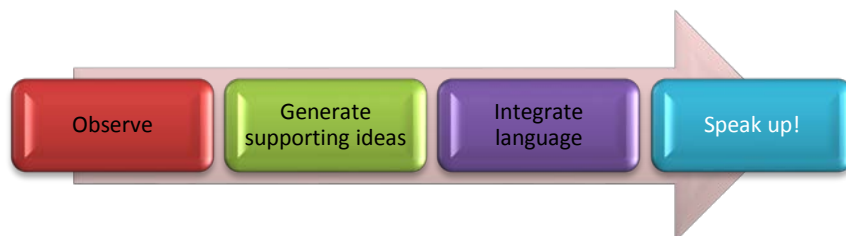
Speak up!

Cambridge Business B1 Preliminary speaking task: GIVING A MINI-PRESENTATION

Focus skill: producing fluent and organised speech

Full speaking test video available here: https://www.youtube.com/watch?v=GEcXaT_HiFg

Main lesson steps:



Lead-in:

Watch video clip 1 (Inigo). Inigo has to list aspects that are important when deciding the price of a product, and he has to speak fluently and coherently for about 1 minute. Discuss: how well does he do? What could he improve? What challenges would your students see in this task? Explain that the main challenge is to speak fluently for about 1 minute (1 minute preparation time), while also organising ideas. They don't need to make a plan from scratch, as the ideas are already listed, but they need to generate supporting detail (reasons, examples, explanations) for the aspects listed. Elicit from students their own ideas about how to prepare for such a task.

See official comments on the whole speaking test video here <http://www.cambridgeenglish.org/images/cambridge-english-business-preliminary-bec-preliminary-speaking-test-video.pdf>

Generate supporting ideas:

Hand out Worksheet 1 and tell students they are going to prepare presenting their ideas on a different topic. Working in pairs they should come up with supporting detail that they could add to the bullet points provided. Collect ideas.

Integrate language:

Worksheet 2: ask them to return to their plan of ideas and work in pairs to make short notes about language they will need for each section of their mini-presentation. Useful language is suggested at the end of this lesson material, you may make copies for the students to use during the lesson. Discourage them from writing up full sentences, or the full presentation.

Speak up:

Now they can rehearse the speech to each other, in their pairs. Let them go on as long as they can (some may stop earlier, others may speak longer). Collect feedback when both students in each pair have finished. Now you can show video clip 2 (Marina) speaking about the topic they have worked on. Elicit comments.

Tell students they will each get a new topic card. Hand out Worksheet 3 (one sheet for student A, one for student B).. They should each choose one topic to present (each makes their individual choice without exchanging views with their desk-mate). Give them 1 minute to prepare their ideas, and they can make notes if they wish, but not write texts or full sentences. Call time up and student A in each pair starts speaking, student B must listen and prepare feedback. You may choose to set time limits (1 minute), or you may allow them to take the time they need. After student A has finished, the student B provides feedback. Then it's student B's turn, repeat procedure.

Possible follow-up / homework: use Flipgrid <https://info.flipgrid.com/> to send students presentation topics, each student records themselves presenting.

Worksheet 1

Here is a presentation topic for you.

What is important when designing a publicity brochure?

- Having clear information
- Using pictures
- Giving contact details

Work together to prepare some details to support the ideas listed. Make brief notes below. You can choose to provide a reason, an example, or any other explanation.

having clear information

Why?

Example?

.....

using pictures

Why?

Example?

.....

giving contact details

Why?

Example?

.....

Are you going to present these three aspects in the order they are listed on the topic card, or do you prefer to order them differently?

Worksheet 2

Work together. What language will you need for each idea? How will you make connections between ideas clear? Make short notes.

Opening statement

.....
.....

Idea 1

Link phrase?

.....
.....
.....

Link phrase?

.....

Idea 2

Link phrase?

.....
.....
.....

Link phrase?

.....

Idea 3

Link phrase?

.....
.....
.....

Link phrase?

.....

Worksheet 3

Student A's topics: Choose one to talk about

A: What is important when...?

Choosing a part-time job

- Working hours
- Responsibilities
- Pay

B: What is important when...?

Attending a conference

- Topics
- Venue
- Cost

Student B's topics: Choose one to talk about

A: What is important when...?

Joining a computer skills course

- Course materials
- Trainer
- Number of participants in group

B: What is important when...?

Choosing a delivery company

- Speed of service
- Cost
- Personal recommendation

Help with language:

Introducing your topic:

I'm going to talk about what is important when...

The topic of my presentation is I think there are a few points that are important here.

Listing and connecting points:

First, ... / First of all, ...

Then, ...

Also,....

Second, ... / Secondly,

Another important point is....

Besides,

Apart from this / from the points I mentioned, ...

But I think the most important of all is....

Saying something is important or necessary:

It's important to (*set the right price*)

(*Setting the right price*) is important

When, we have to take ... into consideration

If we have to (*choose a new delivery company*), we need to....

When (*choosing a delivery company*), three things are necessary / important / crucial etc