



A2 Flyers Speaking Part 4

Description

This lesson plan has been designed to help students prepare for A2 Flyers Speaking Part 4. This lesson plan can be delivered face to face or online. The 'online options' column gives teachers ideas about how the stages could be adapted for teaching online.

In this lesson, students complete a Speaking Part 4 task (answering personal questions) by making their own wheel of questions. They review lexical sets commonly found in all sections of the Flyers examination through a game.

Time required:	45 minutes (can be extended or shortened as required)
Materials required:	<ul style="list-style-type: none"> Wheel of questions templates, scissors and a pencil, if possible OR online question picker Stop the bus grid (sent to parents in advance)
Aims:	<ul style="list-style-type: none"> to practise formulating, asking and answering personal questions to complete a practice A2 Flyers Speaking Part 4 task to review common lexical sets

Procedure

Lesson stages	Online options
Greet the students as they arrive.	Check they know how to switch their audio and video on.
Warmer Prepare questions on a random choice generator such as Wheel Decide, or pickerwheel.com. Include questions like: <i>Where do you live? What do you do after school? Can you play a musical instrument?</i> Click to spin the wheel. Ask a student the question that the wheel lands on. They answer. Spin the wheel again. The same student asks the new question to another student. Continue like this until all students have asked and answered a question.	Share your screen and sound. https://wheeldecide.com/
Create your own wheel of questions <u>Preparation</u> If appropriate for the age of your students, they could create their own wheel on the website . Alternatively, you could create a class wheel together. Children write 6-10 interview questions, like the ones in the example. Check them before they enter them into the wheel.	Students could hold up their questions, share their

<p>For extra support, provide them with some or all of these question starters:</p> <p>Can you...? How many...do you have? What time do you...? What do you do after...? Tell me about your... Do you have any...? Where do you...? What do you eat for...? What’s your favourite...? What did you do ...?</p> <p>They could also write the questions in pairs.</p> <p><u>Speaking game</u> Divide students into pairs. They take it in turns to spin their wheel and ask and answer questions.</p> <p>Website-free option Ask students to write their questions on one of the wheel of questions templates. They can then make this into a spinner by cutting out the circle and putting a pencil through the middle, or number their questions, ask their partner to choose a number, and then ask their partner that question number.</p> <p><u>Feedback</u> Praise the students for good speaking. Highlight some examples of good language use that you noticed while monitoring. Put a couple of common errors on the board for them to correct.</p>	<p>screen (if they typed their questions), read them out or type them in the chat for you to check.</p> <p>If you can safely monitor your students, use breakout rooms.</p> <p>Students can share their screen in breakout rooms to show their partner their wheel of questions.</p> <p>Alternatively, do this activity as a whole class. Students take it in turns to spin their wheel and ask a question to 2 or 3 other students.</p>																								
<p>Stop the bus</p> <p>You can use this to review a range of vocabulary sets, all of which are useful for the speaking examination.</p> <p>Display the Stop the bus template. You can prepare this beforehand with your own ideas and/or choose from the list below:</p> <table><tr><td>Animals</td><td></td><td></td><td></td></tr><tr><td>Transport</td><td></td><td></td><td></td></tr><tr><td>Clothes</td><td></td><td></td><td></td></tr><tr><td>Country</td><td></td><td></td><td></td></tr><tr><td>Food</td><td></td><td></td><td></td></tr><tr><td>Adjective</td><td></td><td></td><td></td></tr></table>	Animals				Transport				Clothes				Country				Food				Adjective				<p>Share your screen.</p>
Animals																									
Transport																									
Clothes																									
Country																									
Food																									
Adjective																									

Verb			
Something you find in a school			
Something you find in a house			

Alternatively, ask students for suggestions of different categories. In this case, ask students to write them in the column on their worksheet.

No print option: Students copy the grid into their notebooks.

Demonstrate the activity first. Say: “*I’m saying the alphabet in my head. Tell me when to stop.*” When a student says ‘*Stop*’ tell them a letter (s, for example). It’s a good idea to use common letters (avoiding more difficult letters like q, i, z).

Ask: “*What [animal] begins with S?*” to elicit different words. Write them in the column. For example:

Animal	snake		
Transport	scooter		
Clothes	socks		
Country	Sweden		

Divide students into groups of 3 or 4. Set the task with a time limit or agree on a signal that students will give you once they have finished. When you notice most groups have finished as much as they can, stop the activity.

Elicit answers from different groups. Each correct answer scores a point. Add up the points at the end of the round.

Continue with different letters each time. You could keep a scoreboard for added competition, either on the board, or **use an app like this one**.

Homework

Students could use their wheel of questions to practise asking and answering questions with a family member.

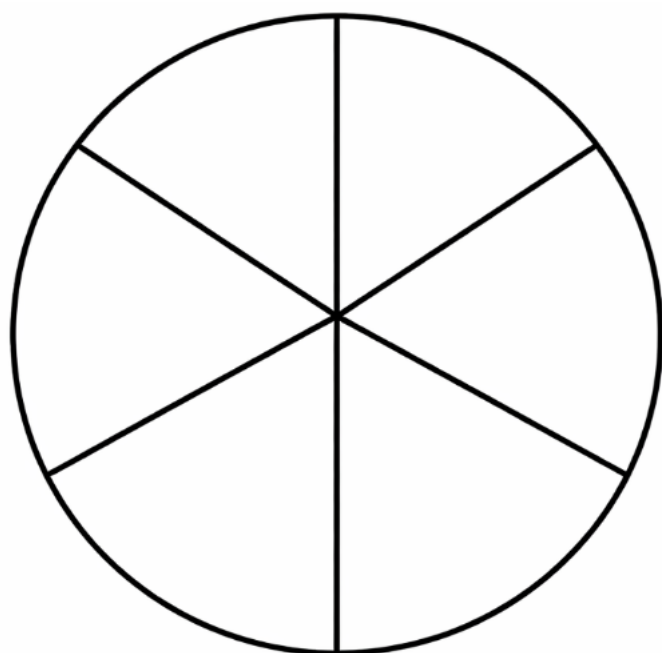
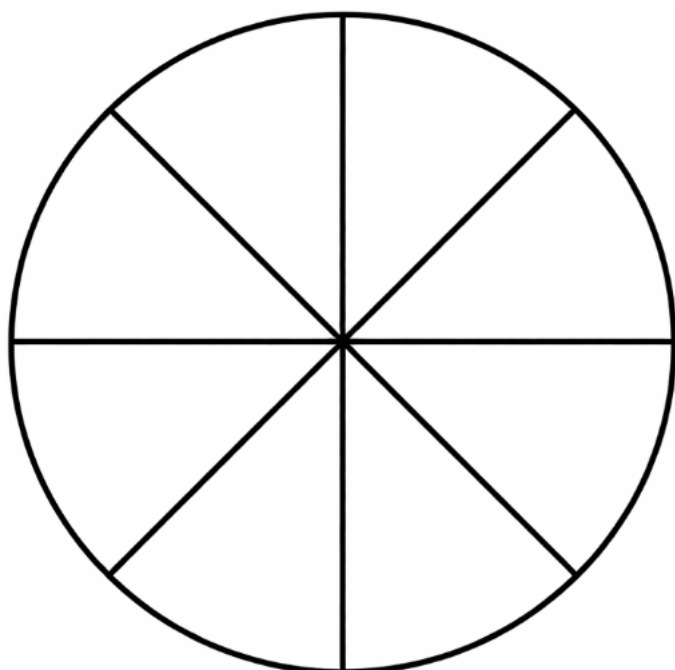
They could play stop the bus with a family member, or by themselves, using different letters to review vocabulary sets.

Put students into breakout rooms for this game. Send the worksheet to parents in advance of the lesson to print, or for students to display on their screens.

You could put students into breakout rooms first, and have the letter there ready (if your platform allows it) or broadcast a message to all rooms, so that students can start working together at the same time. They could request help or send you a message when they finish (whatever your platform allows). In feedback, students could type their answers in the chat or call them out.

If you don’t have breakout rooms, students could type into a shared document, the chat or do the activity individually by writing on their own sheet.

Wheel of questions templates



Stop the bus template

