

## Lesson plan – B2 First for Schools Speaking Parts 3 and 4

### Description

This lesson plan is designed to help students prepare for B2 First for Schools Speaking Parts 3 and 4 – the collaborative task and discussion. It 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.

<b>Time required:</b>	60 to 90 minutes
<b>Materials required:</b>	<ul style="list-style-type: none"> <li>▪ Copy of Student handout for each student</li> <li>▪ Consider emailing a copy of the handouts to each student in advance if teaching online (excluding the Answer key).</li> <li>▪ Board and markers</li> <li>▪ Cut-ups of useful phrases for interacting – one set per group (face-to-face lessons)</li> </ul>
<b>Aims:</b>	<ul style="list-style-type: none"> <li>▪ Boost students' range of vocabulary and phrasal verbs related to activities, health and well-being</li> <li>▪ Review useful expressions to help students interact in Speaking Parts 3 and 4</li> <li>▪ Practise exam strategies for Speaking Parts 3 and 4</li> <li>▪ Reflect on strengths and areas to work on for Speaking parts 3 and 4</li> </ul>

### Procedure

Lesson Stages	Online options
<p><b>Warm-up</b></p> <p>Write the topic of the lesson 'Health and well-being', and the following questions on the board:</p> <ul style="list-style-type: none"> <li>• How are you feeling today? Can you say more about why?</li> <li>• What would make you feel better?</li> <li>• What would make you feel worse?</li> </ul> <p>Give students a few minutes to ask and answer the questions in pairs. Monitor discreetly and ask students to share any interesting answers with the class.</p>	<p>Show the question on the screen.</p> <p>If you have the option and it is safe to do so, students can work in breakout rooms. Alternatively, they can post answers in the chat box.</p>
<p><b>Vocabulary and speaking</b></p> <p>Ask students to look at the activities in <b>Student handout Task 1</b> and underline the phrasal verbs. Check the answers together, writing the verbs on the board.</p>	<p>Email the worksheet to students before the lesson, share it as a document in Google Drive or upload it in the chat</p>

<p>Now ask students to match the phrasal verbs to their definitions in <b>Student handout Task 2</b>. Let them compare their answers and, finally, check the answers with the <b>Answer key</b>.</p> <p>To check students fully understand the meanings you could also ask for examples of things that are out of their comfort zone or ask them to tick the activities which make them feel good.</p> <p>Show students that <i>talk over</i> is a separable phrasal verb with the following example: e.g., <i>I talked my problem over with a friend.</i> OR <i>I talked over my problem with a friend.</i></p> <p><i>devote</i> is always followed by an object and then <i>to</i>. e.g., <i>I devoted a lot of energy to the project.</i> NOT <del><i>I devoted to the project a lot of energy.</i></del></p> <p>Now ask students to fill the gaps in <b>Student handout Task 3.a</b>. Reassure them that if they can't remember all of the prepositions at this stage that's okay.</p> <p>Students can check with the <b>Answer key</b></p>	<p>as some of the text e.g., the model answer might be quite small to read on screen.</p> <p>When showing tasks on screen use a size 24 font if possible.</p> <p>To feedback, elicit answers or use the chat box.</p>
<p><b>Building Fluency</b></p> <p>Put students into pairs or small groups to ask and answer the questions. Encourage them to give extended answers and ask each other follow-up questions. Demonstrate this with the following example:</p> <p><b>Example:</b></p> <p>A: When was the last time you met up with friends?</p> <p>B: Last Sunday. I met up with my two best friends in the park.</p> <p>A: Oh, sounds fun! What did you do?</p> <p>B: We had a barbecue.</p>	<p>If you have the option and it is safe to do so, students can work in breakout rooms to do Task 3.b. You could also use an online tool like <b>Padlet</b> or <b>Flipgrid</b> so students can record and post answers.</p> <p><b>Monitoring</b></p> <p>It's easy to switch between breakout rooms if you have them. Turn off your video and audio to monitor more discreetly.</p> <p>Chat can be monitored in real time.</p>
<p><b>Exam strategies</b></p> <p><b>Information about Speaking Part 3 and Top tips</b></p>	

<p>If your students are familiar with the exam format, you could elicit the format of Speaking Part 3 before they look at the <b>Information about Speaking Part 3</b> and the <b>Top tips</b> – in the <b>Exam Strategies – Speaking Part 3</b>.</p> <p>Give students time to read the information and tips.</p> <p>Feedback: Check understanding by asking questions like: <i>Why is it important to interact with your partner?</i> or <i>What would be the problem if you don't listen carefully?</i></p>	
<p><b>Practise Speaking Part 3</b></p> <p><b>Student handout Task 4. a:</b> Give students time to make some notes about how they could use some of the phrasal verbs to talk about the different prompts. You could give an example here – e.g., people spend a lot of time <i>scrolling through</i> social media.</p> <p><b>Student handout Task 4.b and c:</b> Now put students into groups of 4 made up of 2 pairs. One pair will do the task while the other pair observes and completes the checklist shown in <b>Task 4.c</b>. The observers could also time the activity. They then switch roles.</p> <p>After they complete the first activity give students time to share their feedback. Monitor and praise feedback that is realistic, meaningful and helpful to the student.</p> <p><b>Note: In the exam, students may be tested in groups of two or three. If it is a group of three, you will need to add extra time for the third student.</b></p>	<p>If you have the option and it is safe to do so, students can work in breakout rooms. You could also get students to do the speaking task individually as homework and record and post their answers using online tools such as <b>Padlet</b> or <b>Flipgrid</b>.</p>
<p><b>Useful Language and model answer</b></p> <p><b>Analyse a model answer</b></p> <p><b>Student handout Task 5 Useful language and model answer.a:</b> Give students time to read the model answer and compare it with their own – they can use the Feedback checklist from Task 4 to help them decide how well the candidates did.</p> <p><b>Student handout Task 5.b.</b> Students work alone to match the underlined phrases in the text to the correct boxes in the table then compare their answers.</p> <p>Feedback: Use the <b>Answer Key</b> to reveal the answers. This is a good opportunity to model and drill the phrases if your students struggle with intonation.</p>	<p>Prepare a slide showing the table and phrases so you can reveal the answers during feedback.</p>
<p><b>Practise Speaking Part 3</b></p> <p><b>Student handout Task 5.c:</b> Now, give each group a set of the cut-up phrases from the <b>Materials</b>. They should repeat <b>Task 4.b</b>. but this time incorporating the useful phrases from the model answer.</p> <p>The pair who will speak first should place the phrases face up on the table. Each time they use a phrase they pick it up. The person who uses the most phrases in the group is the winner.</p>	<p>If you have the option and it is safe to do so, students can work in breakout rooms.</p>
<p><b>Reflect and progress – Part 3</b></p>	<p>If you have the option and it is safe to do so, students</p>

<p><b>Student handout Task 6 and b:</b> Give students time to reflect on whether they improved and to choose some activities from the list that they could do to help them improve further.</p> <p>Follow up with your own feedback on common errors and good example sentences you heard. Praise students who made some improvement and encourage them to keep practising.</p>	<p>can work in breakout rooms.</p> <p>As you monitor students in breakout rooms – type any examples or errors you want to share on a slide.</p>
<p><b>Exam strategies – Speaking Part 4</b></p> <p>Elicit what students remember about Speaking Part 4 before they read the <b>Information about Speaking Part 4</b> and <b>Top tips</b> in the <b>Student handout</b>.</p> <p>Feedback: Ask questions to check understanding e.g., <i>How is Part 4 different from Part 3?</i></p>	
<p><b>Practise Speaking Part 4</b></p> <p><b>Student handout Task 7:</b> Put students into pairs to discuss the questions. Set a time limit of 4 minutes.</p> <p>Monitor discreetly and let students know when 4 minutes is up.</p> <p>Round off the activity by sharing any good answers and opinions as a class and giving feedback on common errors.</p> <p><b>Note: In the exam, students may be tested in groups of two or three. If you have a group of three, allow 6 minutes for this task.</b></p>	<p>If you have the option and it is safe to do so, students can work in breakout rooms. You could also get students to answer the discussion questions individually as homework and record and post their answers using online tools such as <b>Padlet</b> or <b>Flipgrid</b>.</p>
<p><b>Reflect and progress – Part 4</b></p> <p><b>Student handout Task 8:</b> Allow time for students to self- or peer-evaluate using the <i>Reflect</i> column. The <i>progress</i> column could be completed as homework.</p>	
<p>Note: An additional sample question is included on the worksheet for further practice in a subsequent lesson.</p>	

### Useful Links

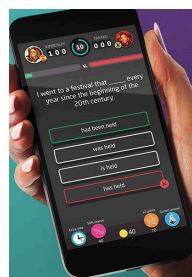
#### Learning English

Lots of resources to help your students keep practising!



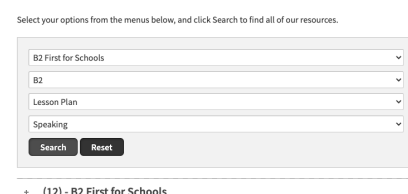
#### Quiz your English App

Motivate your students to review the grammar and vocabulary they need for the test with our latest App.



#### Teaching English

Find the teaching resources you need such as lesson plans and activities.



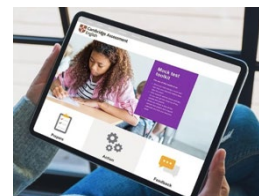
#### Speaking test videos

Show your students a real Speaking test so there are no surprises on exam day.



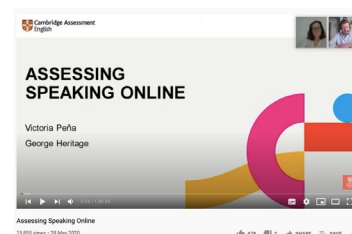
#### The Mock test toolkit

Includes links to sample papers, information booklets and preparation materials.



#### Webinars

Learn more about preparing students for the Speaking test in our webinars for teachers.



## Materials

Cut-ups for **Task 5.c**

<b>Shall we start with ...?</b>	<b>Shall we look at this one now?</b>
<b>I think it seems ... don't you?</b>	<b>Yes, I hadn't thought of that.</b>
<b>Yes, I know what you mean but ...</b>	<b>Do you think ...?</b>
<b>What do you think about ...?</b>	<b>Yes, that's a good point.</b>

<b>Shall we start with ...?</b>	<b>Shall we look at this one now?</b>
<b>I think it seems ... don't you?</b>	<b>Yes, I hadn't thought of that.</b>
<b>Yes, I know what you mean but ...</b>	<b>Do you think ...?</b>
<b>What do you think about ...?</b>	<b>Yes, that's a good point.</b>

<b>Shall we start with ...?</b>	<b>Shall we look at this one now?</b>
<b>I think it seems ... don't you?</b>	<b>Yes, I hadn't thought of that.</b>
<b>Yes, I know what you mean but ...</b>	<b>Do you think ...?</b>
<b>What do you think about ...?</b>	<b>Yes, that's a good point.</b>

## Student handout

### Task 1 Vocabulary and speaking

Underline the phrasal verbs in each activity – the first one has been done for you.

- |                                  |                                     |
|----------------------------------|-------------------------------------|
| • <u>fall behind</u> with work   | • talk problems over with a friend  |
| • go away on holiday             | • devote time to friends and family |
| • take up a new sport or hobby   | • get out of your comfort zone      |
| • meet up with lots of friends   | • scroll through [on screen text]   |
| • keep up with the latest trends | • sleep in [e.g., at the weekend]   |



### Task 2 Phrasal verbs and definitions

Match the underlined phrasal verbs in Task 1 to the definitions 1 – 10.

- |  |   |
|--|---|
| 1. to start a new activity   | 6. to leave a place for a break or leisure e.g., go to another country or city  |
| 2. to see and talk to someone after making an arrangement to do so   | 7. to not do something fast enough or by a particular time.                     |
| 3. to continue to be informed about something  | 8. to be in a situation that really tests you, where you don't feel comfortable |
| 4. to give all of something, especially your time, effort or love to something you believe in or to a person | 9. to sleep later than you usually do   |
| 5. to discuss a problem or situation with someone, often to find out their opinion or get advice on it       | 10. to move text or information on a screen to see a different part of it       |

ii

### Task 3 Phrasal verbs gap fill

a. Cover Task 1 and try to fill as many gaps as you can with the missing prepositions.



- Who do you usually talk over your problems with?
- When was the last time you went \_\_\_\_\_ on holiday?
- How much time do you devote \_\_\_\_\_ learning English each week?
- How many hours a day do you spend scrolling \_\_\_\_\_ social media?
- Do you keep \_\_\_\_\_ with the latest trends in fashion, music or technology?
- When was the last time you met \_\_\_\_\_ with friends?
- How late do you sleep \_\_\_\_\_ at the weekend?
- Have you taken \_\_\_\_\_ a new sport or hobby recently?
- What kind of thing gets you \_\_\_\_\_ of your comfort zone?
- How do you feel if you fall \_\_\_\_\_ with your schoolwork?



b. Look back at Task 1 to check your answers then ask and answer the questions with a partner. Try to extend your answers by adding extra information.

### Exam Strategies – Speaking Part 3

Speaking Part 3	★ Top tips
<p>In Part 3 of the exam:</p> <ul style="list-style-type: none"> <li>The examiner will ask you to talk together with the other candidate for 2 minutes.</li> <li>The examiner will give you an imaginary situation and a question to discuss.</li> <li>After 2 minutes, the examiner will give you 1 minute to reach a decision together.</li> </ul>	<ul style="list-style-type: none"> <li>★ The question you need to talk about is written on the paper but listen carefully to the imaginary situation the examiner gives you too.</li> <li>★ It is very important to interact with the other candidate in Part 3. You will get marks for this.</li> <li>★ Try to use a range of expressions to agree or disagree politely, ask questions and move the discussion on.</li> <li>★ It's okay if you run out of time to discuss all of the prompts or come to a final decision as long as you discuss the topic together.</li> </ul>

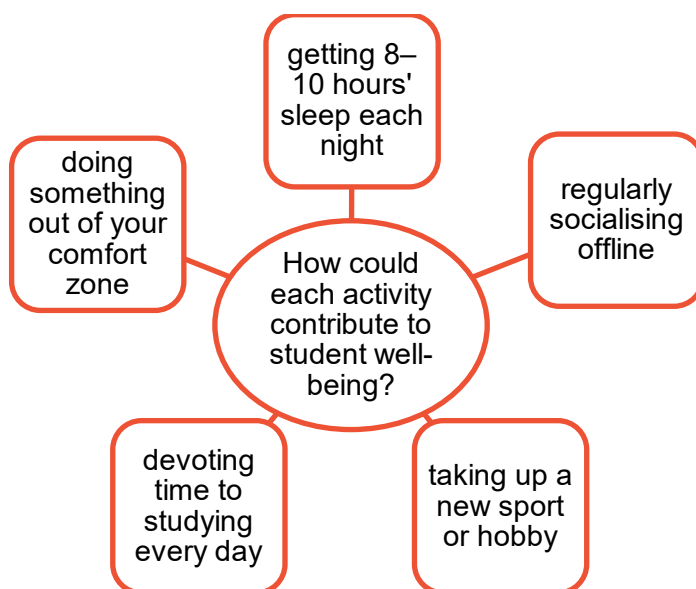
### Task 4 Practise Speaking Part 3

Look at the example Speaking Part 3 question below.

- Before you practise answering the question, think about how you could use the phrasal verbs from Task 1 in your answer and make some notes.
- Now work in groups of four (two pairs). Pair A practise the question while Pair B listens and follows the instructions in 4.c. Then switch roles.

**Examiner:** Now I'd like you to talk about something together for about 2 minutes. Imagine you are planning an article on student well-being for a school magazine. How could each of these activities contribute to student well-being?





**Examiner:** Thank you. Now, you have a minute to choose which two activities to focus on in the article.

c. Listen to Pair A and make notes about each candidate in the **Feedback checklist** table.

Speaking Part 3 Feedback checklist		
How well does each candidate ...	Candidate 1	Candidate 2
... understand and answer the question?		
... interact with their partner e.g., ask questions, agree/disagree, keep the conversation going?		
... use some of the phrasal verbs from Task 1?		
... speak clearly and confidently for the full amount of time?		

### Task 5 Useful language and model answer

a. Look at the model answer below. How well do you think the candidates completed the task?

b. Look at the phrases in **bold** in the model answer. Write the phrases each speaker uses under these headings:

Moving the conversation on	Agreeing/disagreeing	Asking for an opinion

### Model answer

**Candidate 1:** Shall we start with *getting 8 to 10 hours' sleep*?

**Candidate 2:** Yes, sure. I think it seems a lot, don't you?

**Candidate 1:** Yes, I know what you mean but I think it *is* good for our well-being to try and get that much sleep. I read somewhere that it's important for your brain function and it makes you less prone to illness too.

**Candidate 2:** Oh, really? I should probably get more sleep then. I find it easy to sleep in but not so easy to go to bed early. **What do you think about** regularly socialising offline?

**Candidate 1:** I meet up with my friends offline more than online. I definitely think it's good to get out in the fresh air and do some kind of activity or sport together. It can make you feel a lot more energised than sitting around the house all day.

A friend and I recently took up climbing – it's challenging so you feel like you really achieved something and it's also good for physical fitness too.

**Candidate 2:** Yes, that sounds great – I prefer that sort of activity too. **But I would also say that** online socialising is also good for well-being – it's a great way to keep in touch with friends and family who don't live nearby.

**Candidate 1:** Yes, that's a good point. Shall we look at this one now. Do you think it's important to study every day?

**Candidate 2:** Hmm ... **I'm not sure about** every day. In my opinion, you need to take a break sometimes to recharge your batteries. It's not very good for your posture to sit at your desk for too long either.

**Candidate 1:** Yes, I hadn't thought of that. Sometimes it's hard though when you are also trying not to fall behind with all of your homework.

c. Your teacher will give you some cut-up phrases from the table in Task 5.b. Place the phrases face up in front of you and repeat the Speaking Part 3 practice in Task 4.b. Each time you use one of the phrases pick it up. The candidate with the most phrases at the end is the winner!

### Task 6 Reflect and progress – Part 3

a. Tick the areas from the *Reflect* checklist that improved the second time you practised answering the question.

b. Is there anything you still need to work on? Choose three things from the *Progress* column that you will do to help you improve.

Reflect: How well did you ...?	Progress: Suggestions to help you improve
<input type="checkbox"/> understand and answer the question	<input type="checkbox"/> use sample papers to get more familiar with commonly asked questions <input type="checkbox"/> improve your listening skills by watching TV shows or films in English
<input type="checkbox"/> interact with your partner e.g., asked questions, agreed/disagreed, kept the conversation going	<input type="checkbox"/> write out a dialogue like the one in Task 4b for each sample question you practice.

	<input type="checkbox"/> try some of the free listening and speaking activities on the <b>Cambridge Exam Preparation</b> website to review useful language for making decisions, asking for opinions and agreeing and disagreeing.
<input type="checkbox"/> use the phrasal verbs from Task 1	<input type="checkbox"/> make vocabulary cards with the phrasal verbs to help you remember them. Include the meaning and an example sentence.  <input type="checkbox"/> find a study buddy to practise with outside class – try to think of a question to ask each other with each phrasal verb.
<input type="checkbox"/> speak for the full amount of time	<input type="checkbox"/> choose a topic to speak about and try to keep talking – for 30 seconds at first, then 1 minute and finally 2 minutes.  <input type="checkbox"/> search for <i>discussion questions</i> online – choose a question and try to discuss it with your study buddy for 2 minutes
<input type="checkbox"/> speak clearly and confidently	<input type="checkbox"/> take a deep breath before you start speaking and smile – this can help you relax  <input type="checkbox"/> speak as much English as you can – the more practise you have, the more confident you will feel

### Exam strategies – Speaking Part 4

Speaking Part 4	★ Top tips
<p>In Part 4 of the exam:</p> <ul style="list-style-type: none"> <li>• The examiner directs the interaction by asking questions related to the topics introduced in Part 3.</li> <li>• The questions are different from Part 1 in that they ask for opinions rather than for information.</li> <li>• This part of the test gives you the chance to show that you can discuss issues in more depth than in the earlier parts of the test.</li> </ul>	<ul style="list-style-type: none"> <li>★ Listen carefully to the question and ask the examiner to repeat it if you don't understand.</li> <li>★ Listen to your partner and be prepared to comment or react to what they have said, if asked.</li> <li>★ Always give reasons for your answers but also consider the <i>What, Where and How</i> too. See example below.</li> <li>★ Practise discussing different topics with a study buddy.</li> </ul>

### Task 7 Practise Speaking Part 4

Work with a partner. Discuss the following questions:

- Do you think young people do enough to look after their health and well-being? Why? Why not?
- What could governments and schools do to help improve the health and well-being of young people?
- Do you think physical and mental health are connected? Why? Why not?

d. What other activities would you recommend to promote good mental and physical well-being?

### Task 8 Reflect and progress – Part 4

Use the questions below to help you self-evaluate your answers to Part 4.

Reflect	Progress
Did you give reasons for your answers?	If no, make a note of two reasons you could give if you did the task again.
Did you interact well with your partner? For example, did you agree, disagree or add to what they said.	Look back at the table in Task 5.b. – choose two more phrases you could use if you did the task again. When could you use them?
Were there any words you wanted to use but didn't know or couldn't remember?	Look them up now and write them down.

## Extra sample question

### Speaking Part 3

- Use the phrasal verbs and the different phrases to help you interact.
- Complete the feedback form in Task 4.c to measure your progress.

**Examiner:** Now I'd like you to talk about something together for about 2 minutes. Imagine you are planning to write a blog aimed at teenagers entitled *Getting out of your comfort zone*. Here are some ideas for the blog. Why might these activities be challenging?



**Examiner:** Thank you. Now you have a minute to choose which two activities to focus on in the blog.

### Speaking Part 4

- Do you think it's important for young people to set goals for themselves? Why? Why not?
- Why do you think some people prefer to stay in their comfort zone?
- How do you think people feel if they achieve a challenging goal?
- What should people do if they fail?

## Answer key

### Task 1 – Vocabulary and speaking

- fall behind with work
- go away on holiday
- take up a new sport or hobby
- meet up with lots of friends
- keep up with the latest trends
- talk problems over with a friend
- devote time to friends and family
- get out of your comfort zone
- scroll through social media
- sleep in at the weekend

### Task 2 Phrasal verbs and definitions

1. to start a new activity **take up**
2. to see and talk to someone after making an arrangement to do so – **meet up with**
3. to continue to be informed about something **keep up with**
4. to give all your time and effort to something you believe in or to a person to – **devote to**
5. to discuss a problem or situation with someone, often to find out their opinion or get advice on it – **talk over**
6. to leave a place for a break or leisure e.g., go to another country or city – **go away**
7. to fail to do something fast enough or on time. – **fall behind**
8. to be in a situation that tests you, where you don't feel comfortable - **to get out of your comfort zone**
9. to sleep until later than you usually do – **sleep in**
10. to move text (or information) on a screen to see a different part of it – **scroll through**

### Task 3 Phrasal verbs gap fill

- a. Who do you usually talk over your problems with?
- b. When was the last time you went away on holiday?
- c. How much time do you devote to learning English each week?
- d. How many hours a day do you spend scrolling through social media?
- e. Do you keep up with the latest trends in fashion, music or technology?
- f. When was the last time you met up with friends?
- g. How late do you sleep in at the weekend?
- h. Have you taken up a new sport or hobby recently?
- i. What kind of thing gets you out of your comfort zone?
- j. How do you feel if you fall behind with your schoolwork?

### Task 5 Useful language and model answer

b.

Moving the conversation on	Agreeing/disagreeing	Asking for an opinion
<p>Shall we start with ...?</p> <p>Shall we look at this one now?</p>	<p>Yes, I know what you mean but ...</p> <p>Yes, that sounds great ... But I would also say that ...</p> <p>Yes, that's a good point.</p> <p>Yes, I hadn't thought of that.</p>	<p>I think it seems ...don't you?</p> <p>What do you think about ...?</p> <p>Do you think ...?</p>

<sup>i</sup> Photo by **Rahadiansyah** on **Unsplash**

<sup>ii</sup> All definitions from: <https://dictionary.cambridge.org/> 21/4/21

<sup>iii</sup> Photo by **Naassom Azevedo** on **Unsplash**