

B1 Preliminary for Schools Speaking Part 4

Description

This lesson plan has been created to help develop learners' familiarity with B1 Preliminary for Schools Speaking Part 4 tasks. This involves expressing likes/dislikes, preferences, habits, and opinions.

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.

Time required: 60 minutes (can be extended or shortened as required)

Materials required:

- **Video recording:** (from 9:36)
- Handout 1: Roberto and Simone's discussion
- Prepared presentation/PowerPoint slides

Aims:

- To develop strategies for generating ideas for discussions
- To raise awareness of the features of interactive communication
- To increase familiarity with B1 Preliminary for Schools Speaking Part 4 tasks.

Procedure

Lesson Stages	Online options
Welcome students	Ask learners to say hello to confirm they can see and hear you.
Lead in Give learners time to individually think about the following questions, then put them in pairs or small groups to discuss: <ul style="list-style-type: none"> • <i>Who have you spoken to today?</i> • <i>What did you speak about?</i> Ask groups to share their ideas. Write a selection of the topics discussed by learners on the board; school, shopping, food, travel/places, etc.	Learners in smaller classes may share ideas using their microphone and benefit from the speaking practice. Allowing learners in larger classes to share ideas through the platform's chat function enables everyone to participate.
Preparing to speak - generating ideas Select one of the topics listed. Put learners into groups, ask them to list all the words they can think of connected to that topic within a time limit. Ask groups to total up their words. Acknowledge the 'winners'. Ask groups to discuss and identify ways of categorising the words in their list.	Create a shared collaborative document, a googledoc for example, for each group. Tell learners to list ideas within their group's shared document. Nominate a learner (ideally with a

<p>Elicit ideas from groups, for example; actions, objects, feelings, people, places, familiar 'everyday' things, unusual things.</p> <p>Ask learners to work in their groups and ask as many questions on the topic as possible. They should ask about opinions, likes/dislikes and habits.</p> <p>Elicit ideas, add a range of them (Would you like...? Which...? What...? When...? Do you prefer...? Why?) to the board.</p> <p>Ask learners to individually make notes (but not sentences) about possible replies to the questions.</p>	<p>microphone) to feedback to the group.</p> <p>Elicit ideas with the whole class in the chat.</p>
<p>Preparing to speak – Interactive communication strategies</p> <p>Ask learners to imagine two people having a good discussion. What do they do? What do they say? Think individually before comparing ideas in pairs.</p> <p>Ask learners to share ideas – write on board.</p> <p>For example: <i>Taking turns, all speakers being involved, listeners showing they are interested (eye contact, nodding, body language), asking each other questions, adding to the other person's ideas.</i></p>	<p>Elicit ideas with the whole class in the chat.</p> <p>Record key ideas on your platform's whiteboard so they can be referred to throughout the lesson.</p>
<p>Speaking practice 1</p> <p>Put learners in pairs and ask them to discuss a question for two minutes (referring to their notes if necessary, and trying to include the positive discussion features). Change pairs and repeat.</p> <p>If possible, ask learners to record their final conversation using a voice recorder.</p>	<p>If you are able to safely facilitate breakout rooms, then use them here so learners can speak in pairs/threes.</p> <p>Otherwise allow learners to prepare individually before asking for a pair of volunteers to speak briefly (1 minute) using their microphones in front of the whole class.</p> <p>Emphasise what they did well during feedback (and praise them for volunteering). Repeat with a couple more pairs.</p> <p>Learners could also complete this task offline if they have access to other English speakers.</p>
<p>Analysing speaking</p> <p>Explain that learners will listen to two people having a similar discussion. The first time they listen, they should make notes about:</p> <ul style="list-style-type: none"> • <i>Who the people are.</i> • <i>What they are speaking about (topic).</i> 	<p>Play the video recording through your platform – or share the link to the recording, so it can be viewed on another window/device.</p> <p>Use breakout rooms or ask learners to</p>

<p>Play video recording (audio only) from 9.36.</p> <p>Ask learners to compare their ideas in pairs, then with the whole class (<i>Roberto and Simone are B1 Preliminary for Schools candidates, discussing places and travel for Part 4 of the Speaking test</i>).</p> <p>Ask learners to note the features of good discussions on the board, and then to make notes about Roberto and Simone's performance as they watch the video recording.</p> <p>Ask learners to compare their ideas in pairs. Share and clarify ideas as a class.</p>	<p>explain in the chat which positive features Simone and Roberto exhibited.</p> <p>Give thinking time, and if necessary, replay the video, pausing it at key moments, asking your learners to explain what the people on the video have said/done.</p>
<p>Identifying useful language</p> <p>Give out <u>Handout 1</u> and play the video recording again. Ask learners to complete each section individually, before comparing with their partner.</p> <p>Ask learners to think of additional words/phrases to section 2 of Handout 1; showing agreement, inviting your partner to speak, giving extra information, etc.</p> <p>Ask learners to compare with a partner before eliciting a couple of suggestions for each function (add some yourself if necessary).</p> <p>Drill new words/phrases, then write them on the board.</p>	<p>Share an editable version of the handout with learners prior to the lesson. Ask them to open Handout 1 on their own device so they can add to it during the session. Ask learners to resize windows so they can also see you and follow the lesson at the same time.</p> <p>Instead of groupwork, give learners time to individually consider phrases, before asking them to be shared in the chat.</p> <p>When drilling, have all learners' microphones muted at first, then turn individual ones on to listen.</p>
<p>Speaking practice 2</p> <p>Choose another topic (from those recorded on the board during the lead in).</p> <p>In pairs, ask learners to think of the categories discussed earlier in the lesson, and use these to brainstorm useful ideas and vocabulary connected to the topic.</p> <p>Ask learners to work in pairs and list questions connected to the topic about their opinions, likes/dislikes and habits.</p> <p>Ask pairs to discuss a question for two minutes (referring to their notes if necessary, including the positive discussion features and useful phrases). If possible, ask learners to record their conversations using a voice recorder. Change pairs every two minutes and repeat.</p> <p>Display examples of learner speech on the board. Put learners into</p>	<p>Use breakout rooms or allow learners to prepare individually before asking for a pair of volunteers to speak briefly (1 minute) using their microphones in front of the whole class.</p> <p>Emphasise what they did well during feedback (and praise them for volunteering). Repeat with a couple more pairs.</p> <p>Learners could also complete this task offline if they have access to other English speakers – recording their discussions before sharing them via a secure collaborative space (e.g. Padlet</p>

<p>groups and ask them to identify those that are effective, and those that could be improved further. Allow learners to discuss before sharing ideas and providing feedback.</p>	<p>or Flipgrid), where they can be accessed, reviewed and peer-assessed.</p>
<p>Self-evaluation</p> <p>Ask learners to listen to the recordings of their discussions and note:</p> <ul style="list-style-type: none"> a) the positive discussion features they use. b) the useful phrases they use. c) three things to keep doing, and three things to start doing. 	<p>This stage can be completed after the 'live' lesson.</p>

Handout 1 Roberto and Simone's discussion

1. Listen to Roberto and Simone's discussion and add the missing words:

Examiner: Which do you think is more interesting: visiting the countryside or visiting a city?

Roberto: So, __ _____ the city, there's more stuff to do.

Simone: _____, it's better.

Roberto: And it's _____ more stuff, in a small space.

Simone: _____, while the countryside.

Roberto: You're in the middle of nowhere and you can't much to do.

Simone: You can't do anything.

Roberto: Yeah, and I think it's easier _____ to stay in the city _____ there's shops to buy things.

Simone: If you want to relax yourself you have to go to the countryside so you can _____ the sound of the _____ and you can _____.

2. In the sample above, find and underline in different colours examples of the following (one of them is not featured):

a) an opening phrase

b) phrases/words used to show you agree with your partner

c) questions which invite your partner to speak

d) examples where one of the speakers gives extra information about something

e) a word or phrase used for linking two ideas together

f) a phrase used to move on to the next topic

g) some interesting vocabulary

Answers: Handout 1 | Roberto and Simone's discussion

Roberto: So, I think that the city, (a) there's more stuff to do.

Simone: Yeah, (b) it's better.

Roberto: And it's easier more stuff, in a small space.

Simone: Yeah, while the (f) countryside.

Roberto: You're in the middle of nowhere and you can't much to do. (d)

Simone: You can't do anything.

Roberto: Yeah, and I think it's easier also to stay in the city because (e) there's shops to buy things.

Simone: If you want to relax yourself you have to go to the countryside so you can hear the sound of the nature and you can relax. (g)

The candidates did not ask each other any questions or ask for each other's opinions. (c)