**Linguaskill Lesson Plans**

**Speaking Lesson 1**

**Description**

The topic of this lesson is favourite rooms. Practice of vocabulary related to describing favourite rooms is used to give guidance on completing the Part 1 task in the Linguaskill Speaking Test.

**Teacher’s Notes**

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| **Aims of the lesson** | * to present and practise vocabulary for describing rooms
* to raise awareness of the requirements of the Part 1 Speaking tasks
* to develop techniques and strategies for this task type based on practice of a sample task.
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| **Time required** | 45-60 minutes |
| **Level** | Stages 1-7 suitable for B1-B2 learners. Stages 8-9 – extension activities for C1-C2 learners.  |
| **Materials required** | * Student’s Worksheet 1: Speaking Part 1 – task summary
* Student’s Worksheet 2: Linguaskill Speaking Part 1 – sample task and responses
* Student’s Worksheet 3: Speaking Part 1 – organising a response
* Student’s Worksheet 4: Justifying opinions [Optional]
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**Procedure**

1. Show learners a selection of pictures of different rooms. If possible, stick these around the room or spread them out on desks at the front of the classroom. Ask learners to look at all the pictures and pick up one they like. Learners stay standing and move around, talking to two or three other learners about the picture they chose and what they like about the room in the picture. Monitor while learners are talking, so that you have some information ready for the feedback stage.

In whole-group feedback, nominate some learners to speak about the picture they chose and make notes on the board to summarise the main points made. You can do this as a mind map, with *favourite rooms* in the centre and lines pointing to the key points, such as *colour, light, furniture, decoration.* Check understanding of vocabulary as necessary.

1. Tell learners that *My favourite room* is the topic of an example Linguaskill Speaking Part 1 task. Ask learners what they know about this task type. Give learners a copy of **Student’s Worksheet 1** and ask them to choose the correct option to complete each statement about the task. Learners check with a partner before checking as a whole class. During feedback, use the information in the key to check full understanding of the task requirements.
2. Ask learners how the mind map on the board could be helpful when preparing for this task (i.e. by thinking about different points to mention, it may help them to keep them talking for the full minute). Tell learners that they are now going to focus on useful language and techniques for speaking for one minute, by looking at examples of Part 1 responses. *NOTE: These examples are aimed at learners working at B1-B2 level. If you have learners working at higher levels, you may wish to skip this stage and move to the extension activities below.*
3. Give learners **Student’s Worksheet 2**, which has a sample Linguaskill Speaking Part 1 task on the topic of *My favourite room.* Give each learner a number – 1 or 2 – and ask them to look at the corresponding candidate number on the worksheet. They should read how the candidate responded to the task and make notes on the questions. Once the learners have completed the questions, ask a Candidate 1 learner to work with a Candidate 2 learner. They should compare their answers and discuss the differences in the responses.
4. In feedback, discuss the following tips with learners:
* the three bullet points will always be logically ordered (overall description > specific description > justifying an opinion), which should help learners to structure their presentation.
* it is important to respond to all the points in the task: even an answer with strong language skills will not get the best marks if it does not answer the question correctly.
* it may be possible to combine points, i.e. points 1 and 2 in this sample task could naturally go together.
1. Tell learners they are going to look more closely at one of the positive elements of the second response: how it is organised. Ask them to look again at the response from Candidate 2 on **Student’s Worksheet 3**, and work with a partner to identify the organisational features of this model response. Check answers as a whole group, using the points in the key.
2. At this point, you can end the lesson for B1/B2 learners by asking them to imagine their perfect home. They talk with a partner about what their perfect home would be like and compare similarities and differences.
3. **Extension activity for C1/C2 learners.** If you have a class with learners working at higher levels, you can extend the lesson by focusing on some useful language. Ask learners what the third bullet point in the task is (*Why it is your favourite room*) and how this point is different from the other two (*the first two bullet points focus on describing the room, this one focuses on the speaker’s opinion*). Discuss how the third bullet point will always ask learners to justify their opinion, and check understanding of *justify,* i.e. give reasons for an opinion. Give learners **Student’s Worksheet 4** and ask them to work with a partner to complete the sentences using the letter prompts for the missing words. Monitor and provide support if needed, for example by indicating how many missing letters there are, or by providing one or more letters for the missing word. Check as a class.
4. To give learners practice in using this language, ask them to talk together about the school where they are studying. They can talk about what they like or dislike about different places in the school and justify their opinions.

**Student’s Worksheet 1**

**Speaking Part 1 – task summary**

**Choose the correct option to complete these sentences about Part 1 of the Linguaskill Speaking test.**

1. Candidates talk about
	1. a topic they have chosen.
	2. some information presented in an image.
	3. the topic that is given to them.
2. Candidates speak
	1. for a total of 1 minute.
	2. for around 40 seconds.
	3. for as long as they want to.
3. Before they start speaking, candidates must
	1. show their notes.
	2. prepare to talk about three points.
	3. choose one point to discuss.
4. During their speaking time, candidates
5. should divide the time equally between each point.
6. must stop talking as soon as they have covered all three points.
7. have to say something about each of the bullet points.

**KEY**

1. C (the topic will always be something within their experience)
2. A (option B is the preparation time they are given)
3. B (learners can make notes if they want to. They will be given a pencil and paper for their notes. This is a good idea, but it is not compulsory. Their notes will not be assessed.)
4. C (candidates may find that one of the bullet points, usually the first one, can be covered quite quickly. Candidates who rush through all three bullet points may not demonstrate a wide enough range of language)

**Student’s Worksheet 2**

**Linguaskill Speaking Part 1 – sample task with sample responses**

**Here is a sample Part 1 task from the Linguaskill Speaking test.**

**You will have 1 minute to talk about a topic. First, you have 40 seconds to read the task and prepare what you are going to say. You will then have 1 minute to speak. You can take notes while you prepare. Please speak for all the time you have.**

|  |
| --- |
| *Talk about your favourite room.**You should say:* *• where your favourite room is**• what your favourite room is like**• why it is your favourite room.* |

**Two candidates completed this task. Choose Candidate 1 or Candidate 2.**

**Look at the audio script of what they said and answer these questions.**

1. Did the candidate talk about all three bullet points?
2. Did the candidate talk for one minute?
3. Did the candidate clearly introduce the different bullet points?
4. Was this a good response to the task? (Why?/Why not?)

**Candidate 1**

My favourite room is my bedroom. In fact I love my bedroom. It’s the room where I spend most of my time. I play computer games in my bedroom and I like to watch TV too. My mum doesn’t like me staying in my room so much, she wants me to go out and meet my friends. I really like this room because I feel very relaxed in it and it is in my style. When my friends come to visit, they agree with me that it is a good room.

**Candidate 2**

I’d like to talk about my favourite room. I’ll tell you something about where it is, what it is like and why I like it so much.

Firstly, I’d like to say a little bit about the room. The room I like best is the kitchen, which is downstairs in my house at the back. It’s right next to the garden, which I think is a great location for a kitchen.

So, what is it like? Well, it has big windows with views of the garden, and you can open the door and walk straight into the garden when the weather is nice. It’s a bright room, which we painted pale yellow, and it is divided into two main areas: the area where we cook, and a separate area with a big table where we all eat.

It’s easy to see why this is my favourite room. It is a nice-looking room and it’s big enough, so there’s enough space to cook easily. But what I like most of all is that it’s the place in our house where everyone likes to spend time. We are always in there, cooking, eating or just chatting. People say the kitchen is the heart of the home, and that is certainly true for me.

So, that’s a bit about my favourite room.

**KEY**

**Candidate 1**

1. Not really. Bullet point 1 is covered but the other two points are only covered very briefly.
2. No. It is around 30 seconds.
3. Not really. The bullet points are not signposted well.
4. No. It’s too short and it doesn’t respond well to the task, as the candidate mainly talks about what they do in the room, not what the room is like. The response is not clearly organised, the sentences are generally simple and there is a lot of repetition of vocabulary.

**Candidate 2**

1. Yes
2. Yes
3. Yes. The response is well organised using different linking words and discourse markers.
4. Yes. It’s a good length, it covers all three bullet points, there’s a good range of language, and it’s well-organised and easy to follow.

**Student’s Worksheet 3**

**Speaking Part 1 – organising a response**

**Look at the response from Candidate 2. Identify the different features of the response, using the words and phrases in the boxes below.**

|  |  |  |  |
| --- | --- | --- | --- |
| Brief conclusion | Introducing the first bullet point | Response to bullet point 2 | Rhetorical question to introduce the second bullet point |
| Response to bullet point 3 | Phrase to introduce the third bullet point | General introduction | Response to bullet point 1 |

|  |  |
| --- | --- |
| I’d like to talk about my favourite room. I’ll tell you something about where it is, what it is like and why I like it so much. | **1 …..** |
| Firstly, I’d like to say a little bit about the room.The room I like best is the kitchen, which is downstairs in my house at the back. It’s right next to the garden, which I think is a great location. | **2 …..****3 …..** |
| So, what is it like? Well, it has big windows with views of the garden, and you can open the door and walk straight into the garden when the weather is nice. It’s a bright room, which we painted pale yellow, and it is divided into two main areas: the area where we cook, and a separate area with a big table where we all eat. | **4 …..****5 …..** |
| It’s easy to see why this is my favourite room.It is a nice-looking room and it’s big enough, so there is enough space to cook easily. But what I like most of all is that it’s the place in our house where everyone likes to spend time. We are always in there, cooking, eating or just chatting. People say the kitchen is the heart of the home, and that is certainly true for me. | **6 …..****7 …..** |
|  |  |
| So, that’s a bit about my favourite room. | **8 …..** |

**KEY**

1. General introduction.
2. Introducing the first bullet point, using a discourse marker (*Firstly*).
3. Response to bullet point 1.
4. Rhetorical question to introduce the second bullet point. A rhetorical question is a question that is not expecting a response. It is a good way of engaging the interest of the listening.
5. Response to bullet point 2. This response has lots of good detail.
6. Phrase to introduce the third bullet point, which mirrors the wording of the bullet point.
7. Response to bullet point 3. This response is linked to the earlier comments and gives plenty of detail.
8. Brief conclusion.

**Student’s Worksheet 4**

**Justifying opinions**

**Write the missing word in the sentences below. The first letter of each missing word is already there.**

1. The room is a relaxing place to be, in t**\_\_\_\_\_\_\_\_** it’s quiet and decorated in soft colours.
2. The window looks over a park and that’s w**\_\_\_\_\_\_\_\_** I often find myself sitting there at lunchtimes when there’s lots of activity going on.
3. I find it easier to work there than in any other room, o**\_\_\_\_\_\_\_\_** to the lighting and its distance from all the other offices in the block.
4. In fact, w**\_\_\_\_\_\_\_\_** so many photos on the walls, it’s a perfect reminder of special events in my life, which makes it a wonderful room to spend time in.
5. So, c**\_\_\_\_\_\_\_\_** all these features, it’s the best room in our house.
6. It’s not particularly luxurious, g**\_\_\_\_\_\_\_\_** how simple the furniture and decoration are, but it feels welcoming and cosy.

**KEY**

1. The room is a relaxing place to be, in **that** it’s quiet and decorated in soft colours.
2. The window looks over a park and that’s **why** I often find myself sitting there at lunchtimes when there’s lots of activity going on.
3. I find it easier to work there than in any other room, **owing** tothe lighting and its distance from all the other offices in the block.
4. In fact, **with** so many photos on the walls, it’s a perfect reminder of special events in my life, which makes it a wonderful room to spend time in.
5. So, **considering** all these features, it’s the best room in our house.
6. It’s not particularly luxurious, **given** how simple the furniture and decoration are, but it feels welcoming and cosy.