**Linguaskill Lesson Plans**

**Speaking Lesson 2**

**Description**

The topic of this lesson is research projects. Practice of vocabulary related to studying and completing research is used to give guidance on completing the first stage of a Part 2 task in the Linguaskill Speaking Test.

**Teacher’s Notes**

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| **Aims of the lesson** | * to present and practise vocabulary for talking about studying and completing research * to raise awareness of the requirements of the Part 2 (stage 1) Speaking tasks * to develop techniques and strategies for this task type based on practice of a sample task. |
| **Time required** | 45 minutes |
| **Level** | Suitable for B1-C2 |
| **Materials required** | * Student’s Worksheet 1: Speaking Part 2.1 – task summary * Student’s Worksheet 2: Linguaskill Speaking Part 2.1 – identifying key points |

**Procedure**

1. Ask learners to think about a project they did at school or college, then tell a partner about it. Then ask learners to work with a new partner and report what they found out from their first partner. Bring the class back together and ask learners to tell you the topics of the different projects. Ask learners to think about the information they shared with their second partner. Did they tell the second partner everything the first partner told them? Expect them to say that they didn’t and focus on the idea of giving a summary. Ask what a summary should include, i.e. the main message and key points.
2. Tell learners that the first stage in Part 2 of the Linguaskill Speaking test is about summarising what they hear. Tell learners that they hear part of a tutorial with a teacher which they have to summarise as if they were talking to a classmate who missed the tutorial. Before the teacher speaks, they are told what the general focus of the tutorial is, i.e. it is about a school trip, an activity or a project, for example. Give learners a copy of **Student’s** **Worksheet 1** and ask them to complete the sentences which describe the requirements of the task. Learners check with a partner before checking with the whole class. In feedback, explain that learners will need to start speaking after they hear the prompt: *So, what was said in the tutorial that I need to know?* They should speak as if they are addressing a classmate.
3. Tell learners they are going to practise identifying the key points to include in a summary, using a sample Linguaskill Speaking task. They need to listen to what you read out and note down what you say. Read **Section 1** of the transcript on **Student’s** **Worksheet 2** (don’t give the worksheet to the learners yet). Ask learners to compare notes and agree on the main point of what they heard, then check as a whole group. [**KEY:** the topic of the research project - daily life in the city]. If learners chose a different key point, discuss the reasons for their choice. Identify whether these were additional details (i.e. details about timing or how to choose the topic), or whether the point was too general (i.e. the overall focus of the tutorial is a research project. You can read out the text before Section 1 to clarify if needed*.*)
4. Explain that the first key point will introduce the overall topic, and the other three key points will give additional important information. Now, continue as above with the next three sections, each time asking learners to compare with a partner and reflect on differences in feedback. Also note that some key points may be connected to each other, so may occur more closely together than others. [**KEY:** 2. Concentrate on demonstrating research skills / 3. Have a specific aim and address it clearly and thoroughly / 4. Express ideas logically and reach a clear conclusion.]
5. Now give learners a copy of **Student’s** **Worksheet 2** and ask them to underline the key information in each section. Discuss how the surrounding language may give examples, details or explanations of the key points, or it may just be ‘small talk’ which does not give any relevant information. Ask learners whether they need to use exactly the same words in their summary [**KEY:** No, they can use their own words. Using their own words will make it easier to give a well-organised summary which is suitable for talking to a classmate.]
6. Learners now practise the task. Ask them to work in pairs. One learner reads the transcript, and the other learner gives a summary. They then swap roles. Use a timer, so that learners get used to talking for 40 seconds. Monitor and make notes on what learners did well and key language issues for delayed error correction.

**Student’s Worksheet 1**

**Speaking Part 2.1 – task summary**

**The notes below explain what you need to do in stage 1 of the Part 2 Linguaskill Speaking task.**

**Choose the correct option to complete the sentences.**

1. The recording lasts for around 40 / 90 seconds.
2. You need to talk for 40 / 90 seconds.
3. You need / do not need to talk for the whole time.
4. There will be 2 / 4 / 6 key points to include.
5. You need to mention at least 2 / 4 / 6 points.
6. You can / cannot take notes while you are listening.

**KEY**

1. The recording lasts for around **90** seconds.
2. You need to talk for **40** seconds.
3. You **need** to talk for the whole time.
4. There will be **4** key points to include.
5. You need to mention at least **2** points.
6. You **can** take notes while you are listening.

**Student’s Worksheet 2**

**Linguaskill Speaking Part 2.1 – sample task (identifying key points)**

**Here is the transcript from a sample Part 2.1 task from the Linguaskill Speaking test.**

**Underline the key point in each section.**

In the tutorial, a teacher is explaining the aims of a project which you and the other students are about to begin.

**Section 1**

OK, listen up everyone. Time is moving on and the end of the course is not far away so this week, I want you to start thinking about the research project which we’ve talked about. Your projects have to focus on an aspect of daily life in the city that you find interesting, or which you think deserves attention in some way, other than that it’s really up to you, so you have plenty of topics to choose from.

**Section 2**

Remember, it’s very important that you don’t try to be too ambitious with these projects. You only have a very limited number of words and just four weeks to complete the project. I want you to especially concentrate on demonstrating the research skills that we’ve been talking about this year and to produce a high-quality piece of work.

**Section 3**

In my experience, I’ve always found in the past that the best projects have a very clearly defined, specific aim which they address clearly and thoroughly, and which leave the audience in no doubt as to what it is you are trying to achieve.

**Section 4**

Your writing should then lead your reader through your thought process in logical steps towards your conclusion rather than rambling on here and there, trying to solve the problems of the world in just a few thousand words, ok? Now, if you are not sure about what might make a good topic for your project, I suggest that you have a chat with your classmates to try out some ideas…

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