**Linguaskill Lesson Plans**

**Speaking Lesson 3**

**Description**

The topic of this lesson is cities. Practice of vocabulary related to describing cities is used to give guidance on completing the second 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 describing cities * to raise awareness of the requirements of the Part 2 (stage 2) Speaking tasks * to develop techniques and strategies for this task type based on practice of a sample task. |
| **Time required** | 50-60 minutes |
| **Level** | Suitable for B1-C1 |
| **Materials required** | * Student’s Worksheet 1: Speaking Part 2.2 – living in cities * Student’s Worksheet 2: Speaking Part 2.2 – task overview * Student’s Worksheet 3: Speaking 2.2 – speculating about the future * Student’s Worksheet 4: Sample Linguaskill Speaking 2.2 (Cities) (Teacher use only) |

**Procedure**

1. Write on the board *I love cities* and *I hate cities* and ask learners which statement most closely matches their opinion. Put learners into small groups, each group with at least one learner who agreed (or almost agreed) with each of the statements. Learners discuss their different opinions. Monitor while they are discussing to note the topics they mention and the language they use to express their opinions. In whole-group feedback, summarise the discussions by writing the key topics on the board. If you noticed any language issues with expressing opinions while monitoring, use this opportunity for some delayed error correction.
2. Learners may have mentioned transport and the environment in their discussions. If so, circle these words on the board. If not, elicit them and add them to the board. Tell learners you would like them to think about key issues related to transport and the environment in cities. Give learners a copy of **Student’s** **Worksheet 1** and ask them to work on their own to add notes to the mind maps. Then ask learners to compare their mind maps with a partner and add any new ideas to their own mind map.
3. Tell learners you are going to ask them a question about transport in cities and another question about the environment in cities. Learners should look at their mind maps while you ask the question, then discuss their answers with their partner. The questions to ask are: *What are the best types of transport to use in a city?* and *What’s the best way to improve the environment in a city?* Allow learners a minute to discuss the first question, then ask the second one. As a whole group, get feedback to find out the most common answer for the two questions.
4. Tell learners that the questions they answered come from a sample Part 2.2 Linguaskill Speaking task. In the test, they see the topics they will be asked questions about, and they have some time to make notes before they hear the actual questions, just as they have done so far in this lesson. In the test, they may not have time for full mind maps, but the principle is the same. Give learners a copy of **Student’s** **Worksheet 2** and ask them to complete the information about this part of the test. Learners check with a partner, before checking as a whole group. In feedback, use the notes in italics to give more details. Ask learners if they are clear about the task requirements and answer any questions they may have.
5. Draw learners’ attention to the task questions they answered earlier and ask what their purpose is (i.e. asking for opinions) and discuss how learners should support the opinions they give with reasons, explanations and justification. This is how learners can demonstrate a wider range of language to access the full range of marks. Note that in the lesson so far you have only focused on two questions. Write on the board the task prompt for the third question: *cities in the future.* Explain that the focus of the third question will always be on the future and will give learners the opportunity to speculate. Check understanding of the word *speculate* and ask what language they could use to speculate.
6. Give learners a copy of **Student’s** **Worksheet 3** and ask them to complete the sentences using words from the box. All the sentences are comments about future possibilities. Learners check with a partner, before checking as a whole group. Use concept check questions to explain the difference between commonly confused words, i.e. *doubt* vs. *expect.* Ask learners if they can think of any other ways to speculate about the future, i.e. different modal verbs.
7. Tell learners they will now practise the full sample Part 2.2 Speaking task about cities. They have already heard the first two questions, the third question is new. Write the bullet point notes for the task on the board (*types of transport; improving the environment; cities in the future*) then read out the task on **Student’s** **Worksheet 4**, pausing after each question for learners to answer. Ask them to answer at the same time, whispering their answer, and move onto the next question after 20 seconds.
8. Finish the lesson by asking learners to discuss which place they think will be best to live in 50 years from now – a city or the countryside.

**Student’s Worksheet 1**

**Speaking Part 2.2 – living in cities**

**Think about transport and the environment in cities.**

**Use the mind maps below to make notes about the different points you could discuss.**

Types

Problems

Transport

Advantages

Solutions

Problems

The environment

Solutions

Causes

**Student’s Worksheet 2**

**Speaking Part 2.2 – task overview**

**Match the correct ending with the beginning of each statement about this task type.**

|  |  |
| --- | --- |
| The topic of this part of the Speaking test is | 20 seconds to read the task. |
| You will hear | for all the time you have. |
| Before the questions, you have | 20 seconds to give your answer. |
| You can take | connected to the topic from Part 2.1. |
| For each question, you have | notes while you read the task. |
| You should speak | three questions. |

**KEY**

|  |  |  |
| --- | --- | --- |
| The topic of this part of the Speaking test is | connected to the topic from Part 2.1. | *The general theme will be the same, but learners should not use ideas and language from the previous part.* |
| You will hear | three questions. |  |
| Before the questions, you have | 20 seconds to read the task. | *Use this time to think of vocabulary on the topic.* |
| You can take | notes while you read the task. |  |
| For each question, you have | 20 seconds to give your answer. | *The recording will automatically move on to the next question after 20 seconds.* |
| You should speak | for all the time you have. | *Use all the time you have so you can demonstrate a wide range of language and opinions.* |

**Student’s Worksheet 3**

**Speaking Part 2.2 – speculating about the future**

**Complete the sentences below using words from the box.**

suppose expect likely doubt might bound

1. I’m not sure, but I think cities are …………………… to continue to expand.
2. There …………………….. be more high-rise buildings.
3. I ………………… there to be an increase in the number of people commuting long distances into work.
4. If we lose the green spaces in cities, the pollution problem is …………….. to get worse.
5. To reduce pollution, I …………………….. that traffic will be permitted to enter city centres any longer.
6. I ……………………… that shops in city centres will close down.

**KEY**

1. I’m not sure, but I think cities are **likely** to continue to expand.
2. There **might** be more high-rise buildings.
3. I **expect** there to be an increase in the number of people commuting long distances into work.
4. If we lose the green spaces in cities, the pollution problem is **bound** to get worse.
5. To reduce pollution, I **doubt** that traffic will be permitted to enter city centres any longer.
6. I **suppose** that shops in city centres will close down.

**Student’s Worksheet 4**

**Sample Linguaskill Speaking Part 2.2 (Cities) (Teacher use only)**

**You will now hear 3 questions from your classmate around the same topic.**

**First, you will have 20 seconds to read the task. After you hear each question, you will have 20 seconds to give your answer.**

**You can take notes while you read the task.**

**Please speak for all the time you have.**

*Your classmate goes on to ask you your opinion of life in the city.*

*They will ask you questions about:*

* + *types of transport*
  + *improving the environment*
  + *cities in the future [Screen view – refer learners to the board notes]*

**1.** What do you think are the best types of transport for people to use in a city? *[20 seconds]*

**2.** Mmm, and in your opinion, what’s the best way to improve the environment in a city? *[20 seconds]*

**3.** And thinking about the future, how do you think cities will develop? *[20 seconds]*