

A2 Flyers Speaking Part 4

Description

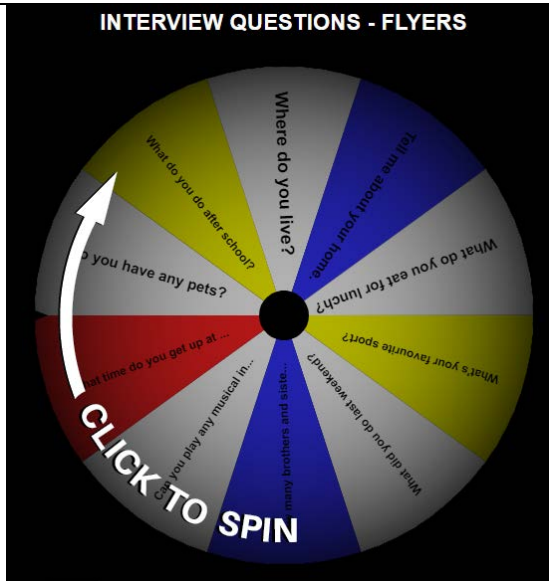
This lesson plan has been designed to help students prepare for A2 Flyers Speaking Part 4. This lesson plan can be delivered face to face or online. The 'online options' column gives teachers ideas about how the stages could be adapted for teaching online.

In this lesson, students complete a Speaking Part 4 task (answering personal questions) by making their own wheel of questions. They review lexical sets commonly found in all sections of the Flyers examination through a game.

Time required:	45 minutes (can be extended or shortened as required)
Materials required:	<ul style="list-style-type: none"> ▪ A2 Flyers sample task (see below - sent to parents in advance) ▪ Wheel of questions templates (if you don't wish students to use a website during class, send this to parents in advance. You could also ask parents to supply children with scissors and a pencil, if possible) ▪ Stop the bus grid (see below - sent to parents in advance) ▪ Prepared presentation/PowerPoint slides
Aims:	<ul style="list-style-type: none"> ▪ to practise formulating, asking and answering personal questions ▪ to complete a practice A2 Flyers Speaking Part 4 task ▪ to review common lexical sets

Procedure

Lesson Stages	Online options
Greet the students as they arrive.	Check they know how to switch their audio and video on.
Warmer Prepare questions on Wheel Decide, or another random choice generator. Here is an example :	Share your screen and sound. https://wheeldecide.com/



Click to spin the wheel.



Ask a student the question that the wheel lands on. They answer.

Spin the wheel again. The same student asks the new question to another student. Continue like this until all students have asked and answered a question.

Create your own wheel of questions

Preparation

If appropriate for the age of your students, they could create their own wheel on the **website**. Alternatively, you could create a class wheel together.

Children write 6-10 interview questions, like the ones in the example. Check them before they enter them into the wheel.

For extra support, provide them with some or all of these question starters:

- Can you...?
- How many...do you have?

Students could hold up their questions, share their screen (if they typed their questions), read them out or type them in the chat for you to check.

What time do you...?
 What do you do after...?
 Tell me about your...
 Do you have any...?
 Where do you...?
 What do you eat for...?
 What's your favourite...?
 What did you do ...?

They could also write the questions in pairs.

Speaking game

Divide students into pairs. They take it in turns to spin their wheel and ask and answer questions.

Website-free option

Ask students to write their questions on one of the templates (see **Materials**). They can then make this into a spinner by cutting out the circle and putting a pencil through the middle, or number their questions, ask their partner to choose a number, and then ask their partner that question number.

Feedback

Praise the students for good speaking. Highlight some examples of good language use that you noticed while monitoring. Put a couple of common errors on the board for them to correct.

If you can safely monitor your students, use breakout rooms.

Students can share their screen in breakout rooms to show their partner their wheel of questions.

Alternatively, do this activity as a whole class. Students take it in turns to spin their wheel and ask a question to 2 or 3 other students.

Stop the bus

You can use this to review a range of vocabulary sets, all of which are useful for the speaking examination.

Display the grid (see **Materials**). You can prepare this beforehand with your own ideas and/or choose from the list below:

Animals			
Transport			
Clothes			
Country			
Food			
Adjective			
Verb			
Something you find in a school			

Share your screen.

Something you find in a house			
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Alternatively, ask students for suggestions of different categories. In this case, ask students to write them in the column on their worksheet.

Demonstrate the activity first. Say: “*I’m saying the alphabet in my head. Tell me when to stop.*” When a student says ‘*Stop*’ tell them a letter (s, for example). It’s a good idea to use common letters (avoiding more difficult letters like q, i, z).

Ask: “*What [animal] begins with S?*” to elicit different words. Write them in the column. For example:

Animal	snake		
Transport	scooter		
Clothes	socks		
Country	Sweden		

Divide students into groups of 3 or 4. Set the task with a time limit or agree on a signal that students will give you once they have finished. When you notice most groups have finished as much as they can, stop the activity.

Elicit answers from different groups. Each correct answer scores a point. Add up the points at the end of the round.

Continue with different letters each time. You could keep a scoreboard for added competition, either on the board, or **use an app like this one**.

Put students into breakout rooms for this game. Send the worksheet to parents in advance of the lesson to print, or for students to display on their screens.

You could put students into breakout rooms first, and have the letter there ready (if your platform allows it) or broadcast a message to all rooms, so that students can start working together at the same time. They could request help or send you a message when they finish (whatever your platform allows). In feedback, students could type their answers in the chat or call them out.

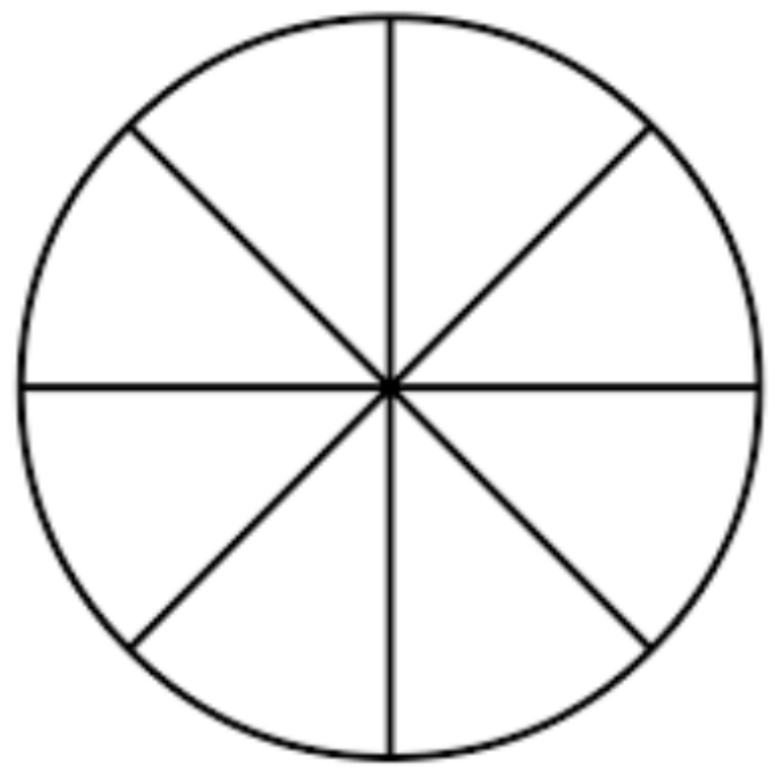
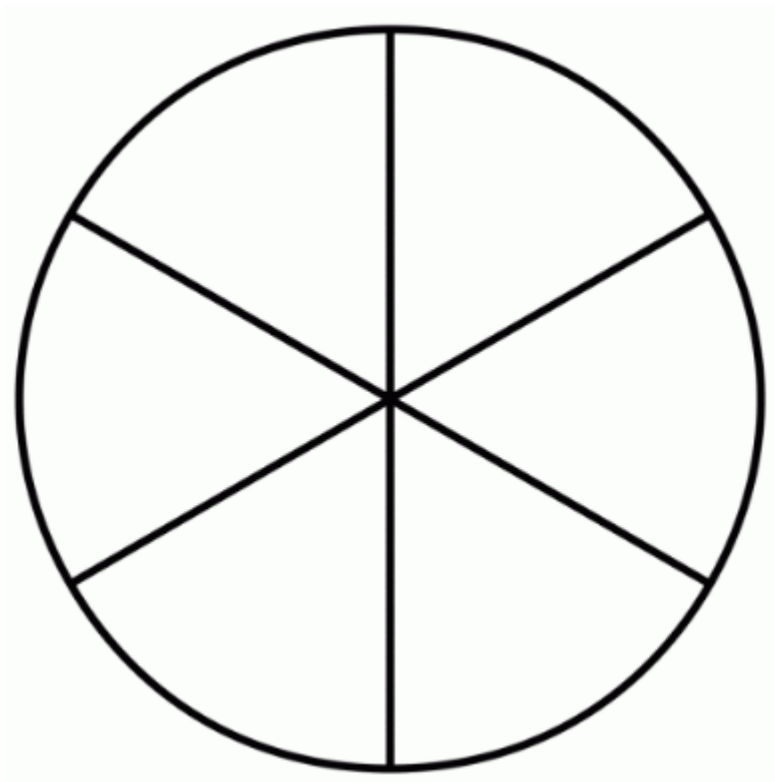
If you don’t have breakout rooms, students could type into a shared document, the chat or do the activity individually by writing on their own sheet.

Homework

Children could use their wheel of questions to practise asking and answering questions with a family member.

They could play stop the bus with a family member, or by themselves, using different letters to review vocabulary sets.

Wheel of questions templates



Stop the bus template
