

A2 Flyers Speaking Part 2

Description

This lesson plan has been designed to help students prepare for A2 Flyers Speaking Part 2. This lesson plan can be delivered face to face or online. The 'online options' column gives teachers ideas on how the stages could be adapted for teaching online.

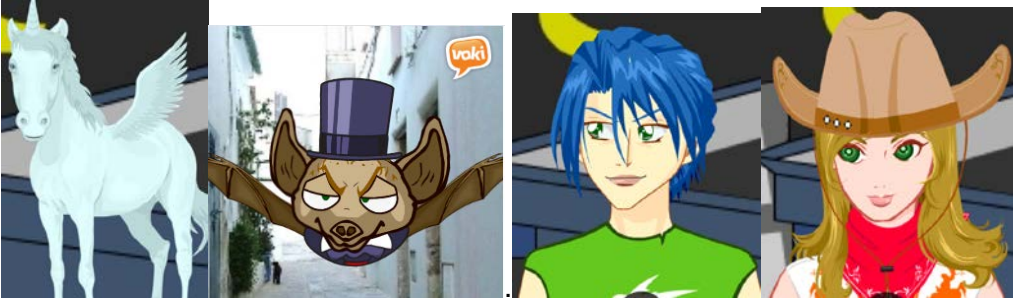
In this lesson, students complete a Speaking Part 2 task (ask and answer questions). They then create their own character and speaking task for further practice.

Time required: 45 minutes (can be extended or shortened as required)

- Materials required:**
- A2 Flyers sample task (see below - send to parents in advance)
 - A Voki character (sound recording optional – see Warmer)
 - Images (see below)
 - Questions and Speaking task worksheets (see below - send to parents in advance)
 - Prepared presentation/PowerPoint slides

- Aims:**
- to practise formulating, asking and answering questions in the 3rd person
 - to complete a practice A2 Flyers Speaking Part 2 task

Procedure

| Lesson Stages | Online options |
|---|---|
| Greet the students as they arrive. | Check they know how to switch their audio and video on. |
| <p>Warmer</p> <p>Choose a character from Voki that you know your students will relate to (there are many characters of people and animals: see Materials for larger images):</p>  | Share your screen and sound. |

You could record a short message on Voki to introduce your character. For example: *“Hi, my name’s... Ask your teacher some questions about me.”* Move your mouse around to make your character’s eyes move and play the message you recorded. Alternatively, just show a picture, and ask students: *“Who’s this? What’s his/her name?”*

Encourage students to ask questions like *“What’s his/her name? What’s his/her favourite food? colour? How old is he/she? Where does he/she live?”* Answer the questions creatively, using your imagination.

You could write the information about the character (name, age etc.) on the board as students ask their questions. Note where they have problems with question formation.

For extra support, allow students time to prepare questions in groups and/or write question prompts on the board (*name? how old? favourite food? Colour? etc.*). This will also help with the speaking task later on.

If you can monitor students safely, use breakout rooms.

Making questions

Say: *“So we know that [name]’s favourite food is ... Let’s find out about their favourite restaurant.”* Display the picture of the restaurant, and the Questions worksheet (see **Materials**).

Do the first one together: point to the words in the orange box and say *“Make a question. Use these words.”* Elicit the first question and write it in the orange speech bubble. Students complete the other questions. They check in pairs.

To add challenge, show this grid about your character’s favourite restaurant (the question prompts are the same as the sample speaking task later in the lesson):

| | |
|--------------------------|---|
| Name | ? |
| Like eating | ? |
| Where | ? |
| Time / open | ? |
| Cheap / expensive | ? |

Say: *“Ask me questions about [name]”* See what questions students can make.

Answers

1. What’s the name of his/her favourite restaurant?
2. What does s/he like eating?
3. Where is the restaurant
4. What time does it open?
5. Is it cheap or expensive?

Model and drill the questions to help students with pronunciation.

Share your screen. Send worksheet to parents in advance, to print or display on students’ screens)

Use your mouse to point to the words in the orange box. Write the question in the orange speech bubble using Annotate or another tool.

Use breakout rooms for group work or a pair check.

Share your screen or write the answers using Annotate/chat as you elicit answers.

| | |
|--|--|
| <p>Show the picture of the character again. Say: “<i>Now ask me the questions about [name]</i>”. Answer their questions creatively, for example you could think of something really weird s/he likes eating.</p> | |
| <p>Speaking task 1</p> <p>Show the picture of Sarah and the table of question prompts (see Materials). Set the task: “<i>This is Sarah. I don’t know anything about her favourite restaurant. But you do. Answer my questions.</i>”</p> <p>Ask students the questions about Sarah.</p> <p>Show the picture of Robert and the table of question prompts (see Materials). Set the task: “<i>This is Robert. I know some things about his favourite restaurant. But you don’t. Ask me questions about Robert. Don’t write.</i>”</p> <p>Supply your own answers to the questions that students ask you about Robert.</p> <p>For extra support, leave the questions on the screen for students to refer to. If necessary, provide further support with pronunciation or question formation before moving on to speaking task 2.</p> <p>To add challenge, ask the questions in a different order from the way they appear in the table. This is what will happen in the speaking exam. However, if this is the first time your students have tried this part of the speaking examination, it could be confusing.</p> | <p>Share your screen</p> <p>Send students the information about Sarah (see materials)</p> |
| <p>Speaking task 2</p> <p><u>Preparation</u></p> <p>Divide students into pairs. Show the Speaking task 2 worksheet (see Materials). Each pair chooses their character and gives them a name. They could use Voki or draw a character in the box on their worksheet. Be aware that Voki has a lot of fun choices to make about appearance, so set a time limit on building their character!</p> <p>Alternatively, you could divide students into two groups. As a class, create a Voki character for each group. Take a screenshot, and share each group’s character with them. Or, assign them a character from the Images sheet (see Materials).</p> <p>Once they have a picture, point to the table at the bottom of the worksheet. Say “<i>Now, think about your character’s favourite restaurant. Make notes.</i>” Elicit some examples – “<i>Think of a name for the restaurant. What does your character like eating?</i>” Students make notes in the second column of the table.</p> <p>Note: the prompt <i>Name</i> refers to the name of the restaurant, not the character’s name (students write the character’s name at the top of their paper).</p> | <p>Students can work in breakout rooms to draw their character.</p> <p>Share the screenshot via the chat. Students can copy/paste it into their worksheet if they know how. Alternatively, share your screen so that they can see both characters. They can draw the character on their worksheet.</p> |

| | |
|--|--|
| <p><u>Speaking</u></p> <p>Change pairs. Set the task: <i>“Take it in turns to ask and answer questions about your partner’s character”</i>. Demonstrate this with a strong student first, then let students complete the speaking task by themselves.</p> <p>For extra support, remind students to use the questions from the Questions worksheet.</p> <p>To add challenge, you could ask students to write the answers their partner gives them in the third column of the table.</p> <p><u>Feedback</u></p> <p>Ask students what they found out about their partner’s character. Give lots of praise to students for completing the speaking task. Praise and highlight examples of good language use that you noticed as you were monitoring. You could also do a short error correction slot, focusing on questions: write common errors on the board for students to correct.</p> | <p>Use breakout rooms. If you can’t, do this as a whole class activity. Nominate some students to ask questions and others to answer so that everyone is involved.</p> <p>Students could type the corrections into the chat.</p> |
| <p>Optional extension</p> <p>Repeat the speaking task by changing pairs. This will provide valuable extra practice.</p> <p>You could also ask students about their favourite restaurants, or they could talk about this in pairs.</p> | |
| <p>Homework</p> <p>Students can write a profile about their character. Or, they could draw and write about their own favourite restaurant.</p> | |

Materials

Images for warmer <https://www.voki.com/site/create>





Image by Mitchell Luo on Unsplash

Questions

of restaurant
the name favourite
What's his

1

does eating
he like
What

2

restaurant
the is
Where

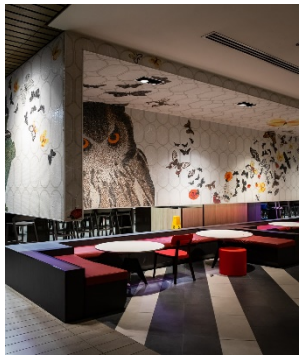
3

open does
What it
time

4

expensive it
cheap is
or

5





Sarah's favourite restaurant

| | |
|--------------------------|---|
| Name | ? |
| Like eating | ? |
| Where | ? |
| Time / open | ? |
| Cheap / expensive | ? |



Sarah's favourite restaurant

| | |
|--------------------------|-------------|
| Name | Rainbows |
| Like eating | pizza |
| Where | Hill Street |
| Time / open | 12.30 |
| Cheap / expensive | cheap |

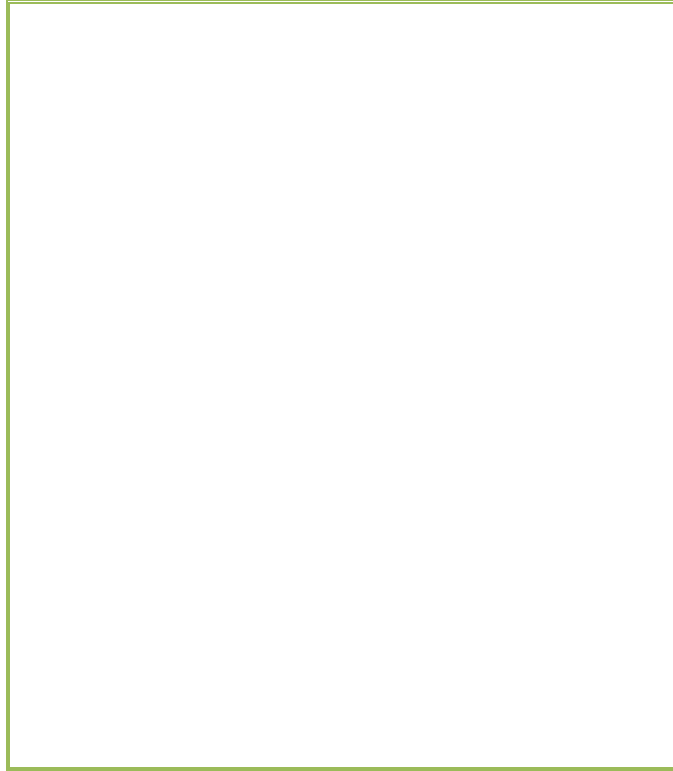


Robert's favourite restaurant

| | |
|--------------------------|---------------|
| Name | The Black Cat |
| Like eating | pasta |
| Where | North Street |
| Time / open | 12 o'clock |
| Cheap / expensive | expensive |

Speaking task 2

My character's name.....



My character's favourite restaurant

| | | |
|-------------------|--|--|
| Name | | |
| Like / eating | | |
| Where | | |
| Time / open | | |
| Cheap / expensive | | |