



Practising First Speaking Part 4

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A. TEACHERS' NOTES

Description

Time required:	45–60 minutes
Materials required:	<ul style="list-style-type: none">▪ A current newspaper/magazine article or podcast▪ Classroom Handout 1 (1 copy per student)
Aims:	<ul style="list-style-type: none">▪ To prepare learners for First Speaking Part 4 by:<ul style="list-style-type: none">▪ focusing on the language and interactive skills required▪ focusing on the question-types used in Part 4, as well as the topic areas that may be covered

A1. Lesson Plan

1. Start by asking learners to read or listen to a topical news article which will interest them. If possible, set a pre-reading or pre-listening task to develop some of the techniques used for the reading or listening paper. For the purposes of Speaking Part 4, we are going to focus on the topic and any questions it raises.

After learners have listened to/read the article, ask them to tell you what the topic is and to brainstorm questions related to that topic. For example, if you choose a news item discussing a recently opened shopping centre that's the largest in the world, then questions could be:

- Do we need yet another shopping centre?
- How will the new shopping centre affect the local community?
- Do you think consumerism is a good thing? Why?/Why not?

Put the questions up on the board. Learners discuss them in pairs or groups of three.

Timing: 10–15 minutes

2. Remind the class that Part 4 of the Speaking test carries on discussing the topic raised in Part 3. The topic is discussed in much broader, more general terms.

Elicit the following:

- Part 4 is a three-way discussion between the candidates and the interlocutor.
- All assessment criteria will be focused on in this part, with particular focus on Interactive Communication and Discourse Management.
- You need to listen carefully to the interlocutor's questions AND your partner's opinion.
- As in Part 3 you must **respond** to either the interlocutor or your partner, give your **opinion** and a **reason/explanation/example**.



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Timing: 5–10 minutes

3. Give out *A2 Classroom Handout 1*.

Ask learners to spend 5 or 10 minutes making notes in each of the columns in the handout. They need only write key words to remind them later.

While they are making notes, you could show the following on the board:

LANGUAGE FOR:

Agreeing / disagreeing	Giving an opinion	Giving a reason / explaining	Giving an example
Absolutely!	I feel	I mean ...	For instance ...
I see what you mean, but ...	I reckon	You see ...	Such as ...
Not necessarily	I'm not sure. I think ..	because	

Timing: 10 minutes

4. Explain the activity. One person will ask their partner the first question. The partner must answer by giving his/her opinion, plus a reason, an explanation and/or an example. The first person should then respond to their partner's answer by agreeing or disagreeing with what they said, and giving their own reason, explanation and/or example.

Demonstrate the activity with one of the stronger learners. Ask the student question 1 from *Classroom Handout 1*, listen to his/her response and then continue the conversation. Encourage a further response from the student.

Elicit feedback. Did you/the volunteer:

- listen carefully to their partner's opinion?
- respond to what their partner said?
- show good interactive communication and discourse management?
- use any of the expressions on the board?

Timing: 5–10 minutes

5. Organise the learners so that they can stand in two parallel lines, facing each other. Name each line A and B. They should have *Classroom Handout 1* with their notes.

Call out a number. A's must read the question and give their opinion to their partner. B's must listen to their partner's opinion, then disagree with what their partner has just said. They must use an expression for disagreeing and give a reason, explanation and/or example. This may not be B's true opinion and s/he will not be using the notes made on the handout.



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Call out number 1, then give learners 3 minutes to discuss. Monitor and listen for learners giving their opinion plus support. At the end of the 3 minutes, ask learners to feed back to each other. Give overall class feedback.

Repeat, swapping roles. You can repeat this as many times as you/your learners wish, varying the activity by:

- changing partners (one line moves one or two people to the right)
- telling learners to agree with their partner
- telling learners to reply using their own, true opinion.
- allowing learners to choose a topic and give their opinion

Timing: 15 minutes +



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A2. Classroom Handout 1

Question	Opinion	Reason/Explanation/ Example
1. Is it important for people to have leisure interests? Why? / Why not?		
2. Do you think that people generally do enough sports nowadays? Why? / Why not?		
3. Do you think it's important for young people to travel abroad? Why? / Why not?		
4. Some people say that tourism is destroying some of the most beautiful places on Earth. Do you agree? Why? / Why not?		
5. What do you think the city where you live will be like in 20 years' time?		
6. Do you think it will be a better place to live? Why? / Why not?		
7. Some people say teenagers should earn the money they need. Do you agree? Why? / Why not?		
8. Do you think it is a good idea for university learners to have a job while they are studying? Why? / Why not?		



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A3. Suggested homework/self-study activities

1. Ask learners to choose and read a newspaper/magazine article. They must prepare notes of the key points of the article and write 2 questions related to the topic, i.e. not about the article, but about their opinion. In the following class, they summarise their article to a partner and then ask their partner the questions. A discussion should then develop, in which learners use the key language and points from this lesson.
2. Give learners the following topics:
 - diet/food
 - movies
 - teenagers
 - art
 - TV
 - exams
 - media
 - drugs
 - technology
 - transport
 - environment
 - the future

Ask them to choose two topics and to prepare some general questions about them. They can use *Classroom Handout 1* as an example of question types and style. While preparing the questions, they must also prepare their own answers to their questions. These answers must include an opinion, reason/explanation/example. Ask them to bring these to the following lesson.

Learners ask their questions in pairs or groups of three. After the discussion, learners get together with others who have chosen the same topic. These new groups then pool their questions, checking for repetition of ideas and accuracy of grammar and lexis. The new groups write out their combined list of questions. This can be done on computers.

These questions can then be compiled by you and used again for future Speaking Part 4 practice.



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B. GUIDANCE FOR FOLLOW-UP ACTIVITIES

1. In *A1 Lesson Plan Step 1*, the teacher must find a topical news article to use with the class. Good sources include:
 - Newspaper websites
 - TV news channel websites
 - Radio websites
 - ELT websites which regularly update their material. Search for 'ELT news' or 'EFL news'.

TV and radio stations are often available to play on demand or as podcasts, making it easier to use authentic and topical listening material in the classroom. Try magazine-type programmes, which often offer short reports on a topical issue, followed by a discussion. Use the reports, which are usually shorter and more accessible for learners than those used in news programmes.

2. This step encourages you to integrate skills work. This is always a good idea because:
 - it reflects a more natural and authentic use of language
 - it allows learners to pick up language and vocabulary to use in their own speech
 - it is more interesting
 - it allows you to cover aspects of different skills and revise or revisit skills as a secondary focus to the lesson
3. *A1 Lesson Plan Step 1* offers a good opportunity to integrate some of the techniques and skills required in the reading or listening paper. For example:
 - pre-reading/pre-listening tasks
 - focus on gist, specific information, attitude, etc.
 - predicting content
 - identifying the speaker's purpose, etc

For further ideas, see the activities for First Reading and Listening on the Teacher Support website <https://www.teachers.cambridgeesol.org/ts//>

4. In *A1 Lesson Plan Step 3*, learners are encouraged to use phrases for agreeing and disagreeing. For more examples of useful phrases, see the activity Practising First Speaking Part 3 on the Teacher Support website. You may also find other useful language in course books.
5. In *A1 Lesson Plan Step 5*, learners have to listen very carefully to their partner's opinion, as they must disagree with it. This encourages them to listen carefully and respond, and not use the time to think about their own opinion and how they will express it. You can also encourage this by:
 - asking learners to begin their turn by summarising what their partner has said



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- putting learners into groups of three. One person listens to the conversation and prepares to comment on how well the speakers responded to what their partner said.
6. In *A3 Suggested homework/self-study activities*, learners work with a list of topics. You could use these topics in the classroom as well, to generate practice material which is interesting to your learners.
- Write the topics on the board.
 - Divide the learners into groups of three and give each group 2 or 3 topics.
 - The groups must now compile a list of questions. They can use *Classroom Handout 1* for guidance on question type and formation.
 - Ask the learners to either copy these questions onto a piece of paper or save them directly on the computer. Groups can peer-evaluate the questions for grammatical and lexical accuracy and appropriacy.
 - Use the material for warmers or at the end of a lesson. They can also be used in mock exams to provide learners with valuable exam practice.