



Practising First Speaking Part 3

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A. TEACHERS' NOTES

Description

Time required: 55–60 minutes

Materials required:

- Classroom Handout 1 (cut up, so there is one card per student AND one copy of the worksheet per student)
- IWB or OHP with transparency of Speaking assessment criteria
- Classroom Handout 2 (on the IWB or OHP, or one copy per group of 2 or 3 students)

Aims:

- To prepare students for First Speaking Part 3 by
 - providing students with the language and techniques of interaction required to complete the task successfully
 - focusing on the interactive communication and pronunciation assessment criteria
 - providing students with the tools to self-assess and peer-assess their speaking skills.

A1. Lesson Plan

1. Give out one card from A2 Classroom Handout 1 to each learner. Make sure the cards are jumbled up and not distributed in order around the class.

Learners must stand up and mingle, reading each others' pieces of paper. They must try to organise themselves into four groups. Do not tell them the categories yet. This is to introduce them to the idea of negotiating towards an agreed outcome.

If the class is finding it difficult to agree on the categories, write the following on the board:

initiating & responding	agreeing
disagreeing	interrupting by mistake

Once the class is grouped correctly, focus on pronunciation, including intonation, assimilation, etc. Get each learner to read out their expression, then drill.

Ask learners to stand in a large circle and repeat their expression to the person on their right. They then pass their paper to the person on their left and repeat until the papers have moved all around the circle.

Timing: 15–20 minutes



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2. Give out *A2 Classroom Handout 1*.

Elicit which part of the First exam they will need to use the expressions (*Answer: Part 3 of the Speaking paper*).

Ask learners to choose 1 or 2 expressions from each category. They should highlight or mark the expressions on their handout.

Explain that learners are going to practise using the expressions of agreeing and disagreeing spontaneously in response to something that is said. Learners should:

- use the expressions of agreeing/disagreeing they have chosen
- justify their opinion by giving a reason, explanation or example.

Choose a volunteer (perhaps start with one of the strongest learners to help weaker ones understand what is expected of them). Make a statement to the volunteer, e.g. *'English food is the best in the world'*, explaining that s/he should respond to it as quickly as they can.

Only accept responses that include an expression from the handout plus a reason or explanation for that opinion. Encourage good pronunciation and intonation here too. Go around the room randomly choosing learners and making controversial statements, or statements that appeal to the learners' personal interests. Try to keep the pace quite snappy.

Timing: 10–15 minutes

3. Elicit the assessment criteria for the Speaking test. Show these on the IWB or OHP from the website:

<https://www.teachers.cambridgeesol.org/ts/exams/generalenglish/fce/speaking?tab=marked>.

Explain that you will be focusing on Interactive Communication as well as Pronunciation.

Put learners into groups of three or pairs. Give out *A3 Classroom Handout 2*, or show it on the IWB or OHP, revealing one situation at a time.

In their groups, learners should discuss a given topic or situation, discussing different aspects, agreeing/disagreeing with each other and giving reasons for their opinion. They should aim to reach a group decision within 3 minutes. They should use all their chosen expressions from *Classroom Handout 1* in their discussions.

Monitor, noting examples of good language use, particularly of the target language, or significant errors to deal with in a subsequent lesson.

After 3 minutes, stop the discussions. Ask each group for their decision. Elicit feedback about how well they interacted, before going on to the next situation.

- Did you ask your partner(s) for their opinion?



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- Did you dominate the exchange?
- Did you speak too little?
- Did you use the target language?

Repeat with the next situation.

Timing: 20 minutes



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A2. Classroom Handout 1

Shall I start?	What do you think?
I think ... what about you?	What about ...(ing)?
How about(ing)?	Shall we move on to the next picture / question?
You have a point there.	I couldn't agree more.
That's true.	Not necessarily.
I see what you mean but ...	I'm afraid I don't agree.
I can't agree with you on that...	That's not always the case
Sorry, after you.	Sorry, go ahead.

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A3. Classroom Handout 2

Work in groups to discuss all the different factors involved in the situations below. You have 3 minutes to reach an agreement with your group.

For example:

Situation	Planning an end of course party
Factors to discuss	<ul style="list-style-type: none"> • When will you have the party? • Food & drink: who will bring what? • What music will you have? • Where will you have the party? • Who will you invite?

Situations

1. You are going to show a group of tourists around your town for the day. What should they see and do? Choose the top 2 places to visit.
2. Choose your top 3 films/songs/books/computer games. (delete as appropriate)
3. Choose the most important event in history.
4. Choose the best 3 places to visit in your country.
5. Choose the best 3 ways to help protect the environment.
6. You are going on a 30 day trip around the world. Choose the best 3 countries to visit.
7. Choose the best means of transport.
8. Choose 3 factors which are important when choosing where to live.
9. Choose the best 3 ways to keep fit and healthy.
10. Choose one machine or gadget you could not live without.



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A4. Suggested homework/self-study activities

1. Using *A3 Classroom Handout 2*, learners think about the other situations not covered in the class. They make notes on all the other situations, including their opinion and reasons. They bring these to the following class.

Organise learners into new groups and ask them to discuss one of the situations that they prepared for homework. They can use their notes.

2. Learners read a newspaper article, making notes on the key points and preparing to summarise the article in the following lesson. They should also prepare a question to ask a partner based on the content of the article. They should be prepared to give their own opinion with reasons/examples.
3. When learners are given a reading text for homework or a task for Use of English Parts 1–3, ask them to also think about their opinion of the text they have just read. Do they agree/disagree with the overall message or information conveyed? Why? Why not?



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B. GUIDANCE FOR FOLLOW-UP ACTIVITIES

1. In *A1 Lesson Plan Step 1*, the teacher drills the pronunciation with the learners. It is important at this level to focus on intonation as well as elision and assimilation at this level. Drilling does not have to be choral chants. One alternative idea is given in the lesson plan. You can also:
 - Collect in the papers. Choose one strip of paper and whisper it to one learner in one corner of the class. They then whisper it to the person next to them, and so on until it reaches the last student who must stand up and say it out loud to the class. At the same time, choose another strip and whisper that expression to another student sitting in the opposite corner of the room. They must whisper it to their neighbour and so on. You should have two expressions being whispered around the room at the same time.
 - Use the phrases to make a chant or 'rap'
 - Incorporate the phrases into mini-dialogues.
2. In *A1 Lesson Plan Step 2*, the teacher prompts learners to use the target language by making controversial statements. These can be general statements such as 'English is a very easy language to learn' or '(city / town you are in) is incredibly polluted/noisy/boring/ interesting'.
 - If possible, make the statement relevant to the learner you choose. Focus on his/her interests, likes, family, etc. For example, if you know that the student loves Manchester United football team, you can make a statement about Manchester United or one of its players.
 - Quite often the more controversial the statement, the better the response from the student.
 - Examples of statements can be found in course books and ESL websites.
3. In *A1 Lesson Plan Step 3*, learners reflect on the assessment criteria used in the First Speaking test. If your learners need more guidance about the assessment criteria, there are further activities on the Teaching Resources website.
4. The situations on *A3 Classroom Handout 2* are intended to help learners focus on initiating conversations and responding to the prompt and each other. The situations can be used in different ways:
 - You can cut these up and distribute one to each group. When the 3 minutes is up, these pieces of paper can be passed on to the next group.
 - Two groups can come together to compare their decisions, then try to reach one group consensus (pyramid discussion).



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5. To prepare learners for the Speaking test, simulate a Part 3 task. Ask for two volunteers to sit at the front of the class with you. Choose a Speaking Part 3 task from a course book/exam practice book that you are using. Draw the learners' attention to the speaking assessment criteria. Ask half the class to focus on Student A and make notes on Interactive Communication and Pronunciation. Ask the other half of the class to do the same for Student B.

After 3 minutes, get the class to give the two learners feedback on their performance.