

## A2 Key for Schools Speaking Part 2

### Description

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

Students describe and draw pictures of hobbies and then share their opinions of them. Students then prepare to practice the Speaking Part 2 task with a partner. Students are encouraged to think about the language and skills they need to complete this task successfully.

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**Time required:** 60 minutes (can be extended or shortened as required)

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**Materials required:**

- A2 Key for Schools Speaking Part 2 sample task
  - Prepared presentation/PowerPoint slides
  - Table for students to record answers (sample below)
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**Aims:**

- To learn adjectives to describe hobbies
  - To understand the skills required to complete Speaking Part 2 successfully
  - To complete a practice Speaking task for A2 Key for Schools Part 2
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### Procedure

Lesson Stages	Online options
Welcome students – ask them to confirm they can see and hear you.	Tip: If your platform has the function to use chat boxes, you can change the settings so that students can only chat with everyone publicly or privately message the teacher. This way you can monitor their communication.
<p>Tell students to listen carefully as you are going to describe a picture to them. Students must listen and draw what they hear. Use a picture from the sample task (see below). Keep instructions simple:</p> <p><i>There is a girl sitting outside painting a picture.</i></p> <p><i>She is painting a picture of a bridge and trees.</i></p> <p><i>She has her hair tied up and she is wearing a T-shirt with flowers on it.</i></p> <p><i>Behind her picture, there is a bridge and trees (she is drawing what</i></p>	Students can draw on a piece of paper and hold it up to the camera when finished.

<p><i>she can see</i>).</p> <p>Ask students to hold up their drawings.</p> <p>Show students the picture you described. What are the students' reactions? Ask them to point out the similarities and differences between theirs and yours?</p> <p><b>Optional extension:</b> You could then send different students different pictures (from the exam task). They could work in pairs to take it in turns to describe their picture. Their partner must listen and draw.</p>	<p>Teachers could email students their own pictures and then put pairs in breakout rooms to take part in this activity.</p>
<p>Ask students what all of the pictures they have seen so far represent – <i>Activities/hobbies</i></p> <p>Show students one activity at a time and elicit what these activities are:</p> <ol style="list-style-type: none"> <li>1. Playing computer games</li> <li>2. Playing the drums/music</li> <li>3. Playing football</li> <li>4. Reading</li> <li>5. Painting</li> </ol> <p>Ask students to give adjectives to describe how they feel about that activity. (fun/boring/easy/stupid/difficult/exciting, etc.)</p> <p>Ask some follow-up questions to find out more information about their opinions. (<i>Why/Why not? / How often do you do this? Would you like to do/learn this? etc.</i>)</p>	<p>Show the pictures on the screen by sharing your desktop.</p> <p>If your platform has an 'annotate' function, students can all write their adjectives on the board around the picture.</p> <p>You can nominate students to give answers.</p> <p>Tip: Remember to give students time to think about how to answer questions as you would in a face to face lesson. It's ok to have periods of quiet for thinking.</p>
<p>Ask the following questions:          When you have a conversation with your friend, does one person keep talking and the other just listen? (<i>No!</i>)          How can you involve your friend? (<i>Ask questions</i>)          What should you do when your friend is talking? (<i>listen</i>)</p>	<p>This can be a whole class chat – students can raise their hands (either virtually or physically, depending on your platform/video). Or you can</p>

<p>What can you do to show you are listening? (<i>nod your head, say things to show you agree or disagree, eg – yes, that’s true, I don’t think so</i>).</p>	<p>nominate students to speak.</p>
<p>Tell students that they are going to prepare to practise Part 2 of A2 Key for Schools Speaking exam. Tell students that in this part of the exam, they will talk to their partner and discuss some pictures.</p> <p>Using the 5 pictures they can see, they have to answer the question ‘<i>Do you like these hobbies?</i>’ (<i>Why/why not</i>)</p> <p>Students will have 5 minutes to make some notes and think about what they will say and questions they might ask their partner.</p>	<p>Display the pictures for all students to see.</p> <p>You could display a timer on the screen so students are aware of how long they have left for notes.</p>
<p>Put students in pairs and ask them to discuss this question together. Explain that students can have a conversation with each other once as a rehearsal and then they will have their conversation in front of their peers.</p> <p>Once students are ready, each pair will take it in turns to answer the question and speak for 3 minutes to the rest of the class.</p> <p>While they are listening, the other students must take note of the hobbies that each student likes. They must also note if their peers gave reasons and note them down in the table below.</p>	<p>Put pairs into a breakout room for about 4 minutes to practise.</p> <p>If your platform allows it, once students have practised, they can record themselves having the conversation. This could be uploaded for everyone to listen to and comment on.</p> <p>You could email all students the table to fill out in a word document. Alternatively, the teacher could show students the table for them to copy in their notebooks.</p>
<p>Listen to each conversation and give feedback after each one – comment on the interaction, the vocabulary and the reasons students gave. Note down any common errors as well as good things students say to use in feedback later on in the lesson.</p> <p>Invite other students to comment on conversations as you go along too.</p>	<p>If noting down language, don’t display this until the feedback stage otherwise it may distract students.</p>
<p>Congratulate students on completing an exam Speaking task. Display the really good language you heard and praise students for using it.</p>	<p>Students could write directly on your shared presentation or students could write the correct answers and hold</p>

<p>Display the errors you heard (grammatical or the wrong use of vocabulary). This could be made into a competition. Show one error at a time and students race to correct it.</p>	<p>them up to the camera.</p>
<p><b>Optional extension:</b> Using the table students filled in with information about their peers, they could write a summary paragraph for homework.</p>	
<p><b>Note to teachers:</b> If you want to vary the range of pictures displayed for the speaking task, you can find more examples and activities in the <b>A2 Key for Schools Exam Booster</b>.</p>	

### Materials

#### A2 Key for Schools Speaking Part 2

Do you like these different hobbies?



**Example Table**

<b>Student Name</b>	<b>Playing computer games</b>	<b>Playing a musical instrument</b>	<b>Playing football</b>	<b>Reading</b>	<b>Painting</b>
<i>Student 1</i>	Likes Fun to play with brother	Hates Too difficult	Can't play Never played	Doesn't like boring	Loves creative