



Two Minute Talks - David Petrie



Aims:

- To familiarise learners with common topic areas for two minute speaking tasks
- To develop learners' ability to access two minute talk prompt cards
- To develop a re-useable resource for practicing two minute talks



Materials:

- Coursebooks / test books
- Copies of Handout #01 per learner
- Scissors



Timings:

Approximately 60 minutes.



Procedure:

Thinking Topically:

Ask learners to work in pairs and to list as many exam topic areas as they can in two minutes. Give each pair a board pen and ask them to write their ideas up on the board – but no duplications (if someone else has put it up there, they can't repeat it).

This is a good opportunity to clarify what kinds of topics are used in the exam. Learners often worry about very specific areas (e.g. "microbiology") or inappropriate topics requiring expression of a political view (e.g. "immigration") – which are not used.

A useful feedback process here is to ask learners to compare the topic areas to those in their coursebook, if they have one. If not, try bringing in a selection of coursebooks for learners to compare with.

Now ask the learners to write down the full final list and to rate each topic area from 1 – 5. 5 is a topic they're happy to talk about for hours, 1 is a topic they know next to nothing about. Elicit from the learners which topics worry them the most (i.e. which they rated 1 or 2). Suggest they start reading up on these areas....!

Taken to task:

Give learners a copy of Handout #01 (below). Nominate learners to choose a topic from the board – wipe / delete the topic as it is selected to avoid over-duplication. Learners write the topics in the relevant sections of the handout.

With (a) partner(s) learners write an exam style question based on the topics selected. NB – Learners **DON'T** complete the "discussion points" – **ONLY** write the questions.

Feedback on the questions during monitoring – they should be objective, unbiased and relatively general.

Learners then circle their handouts to another pair / group, who then look at the questions and decide what the three main discussion points for each question might be.

The completed handouts can then be compared to examples of prompt cards from the coursebook, or from the exam handbook / test books etc. The learner tasks could then be edited if necessary.

Two minute talks

Using scissors, chop up the learner generated topic cards from the previous task, shuffle them and redistribute them.

Learners can then practice giving the two minute talks, followed by performance and language feedback from the teacher and the learners' partners.

Future Lessons:

Why not keep hold of these tasks and re-use them periodically in future lessons – could be a nice starting routine to the class?



Handout #01

Topic:

Question:

Discussion Points:

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Topic:

Question:

Discussion Points:

-
-
-

Topic:

Question:

Discussion Points:

-
-
-