

## Activity 1: Task 4 Preparation

**Level:**  
Level 1.

**Time:**  
45 minutes

**Resources:**  
✓ Photographs

**Aims:**

- ✓ To develop skills and knowledge in speaking and listening at Level 1
- ✓ To explore vocabulary connected to L1 topics
- ✓ To practise exchanging information, expressing views and coming to an agreement
- ✓ To focus on pronunciation

**Sub-skill focus:** active listening skills, turn-taking

**Exam task focus:** Component 2 Task 4

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**Procedure: Task 4 Preparation**

- In this task, candidates need to exchange information, express their views and come to an agreement. This activity breaks the task down into those 3 sections to ensure candidates remember to cover them all and not just jump to a decision straight away.
- Put the class in pairs for the 2-person discussion.
- Select a sample prompt situation and reveal the first two sentences eg: *You all have new students joining your class. Talk about the best ways to help new students when they first start.*
- Ask one of the learners in each pair to state the situation, asking for repetition if needed.
- Learners in pairs to talk about this situation in general for 1-2 minutes:

Suggested language:

*There are different ways of/to...  
It can be difficult when...  
It can be a problem ...  
It's worrying...  
There are people who...  
Some people always.../never...  
It can help when...*

- Learners in pairs then state their own opinions, expressing their views, agreement and disagreement, 2-3 minutes

Suggested language: (and remember to include ways of expressing intensity - *really, honestly*)

Invite contributions: *What do you think?  
How do you feel?*

Give opinions: *I think ...  
I like...  
I don't like...  
I don't approve of ...ing.*

Agree:            *I agree*  
                      *Yes, of course*  
                      *I think so too*  
                      *Me too*  
                      *I like that*  
                      *That sounds like a good idea.*  
                      *Sure!*

Disagree politely:    *Sorry, I don't agree [not 'I'm not agree']*  
                              *I don't really think so*  
                              *I disagree/ I have to disagree*  
                              *Yes, but .....*  
                              *I'm not sure about that*  
                              *I think you'll find...*

- Now reveal the final part of the prompt, eg: *Agree on how you can help these students settle in.*
- Learners in pairs then agree what action to take, using some of the language from previous stages, but this time working towards an agreement. Tell learners they have about 2 minutes.
- Ask one of the learners in each pair to summarise, eg: *So, we're going to....*