

English Teacher Speaking Activity Toolkit Handout

Classroom Speaking Routines for A2-B1 Students

英文老師免費備課資源 | Topic: speaking routines, pair work, information gap

A. Teacher Notes 教師備課

- Design preset: compact reference guide for classroom-ready teaching resources.
- Level: A2-B1 speaking practice / teacher resource
- Class time: 50-90 minutes
- Use case: warm-up, reading follow-up, review lesson, substitute lesson, mixed-ability class
- Main principle: give students a reason to speak, useful language support, and a short debrief.

B. Vocabulary 單字解析

A. Vocabulary 單字解析

Word	Part	中文	Easy meaning	Example
pair work	n.	兩人活動	an activity where two students work together	Pair work gives students more speaking time.
task	n.	任務	a classroom job with a clear goal	This task asks students to find three classmates.
prompt	n.	提示	a question or idea that helps someone speak	Use this prompt to start your answer.
scaffold	v./n.	提供鷹架；輔助架構	to give support before students do a difficult task	Sentence frames can scaffold speaking.
interaction	n.	互動	communication between people	Good interaction means students listen and respond.
clarify	v.	釐清	to make something easier to understand	Can you clarify your answer?
rotate	v.	輪換	to move from one partner or station to another	Students rotate after three minutes.
feedback	n.	回饋	comments that help someone improve	Give feedback on ideas first, then grammar.
follow-up	n./adj.	追問；後續的	a question or action after the first one	Ask one follow-up question.
fluency	n.	流暢度	the ability to speak smoothly	Short repeated talks can build fluency.
confidence	n.	自信	the feeling that you can do something	Small group practice builds confidence.
debrief	v./n.	活動後檢討	to discuss what happened after an activity	Debrief for three minutes after pair work.

C. Reading 1 | Give Students Time to Think

In many English classes, the teacher asks a question and only one or two students answer. Other students may know the answer, but they need more time. Some students are afraid of making mistakes in front of the whole class.

Think-Pair-Share is a simple way to help. First, students think alone for thirty seconds. Next, they talk with a partner. Finally, some students share their ideas with the class. This short routine gives quiet students a safer first step.

The teacher can make the routine stronger with sentence frames. For example: 'I think ____ because ____.' or 'My partner said ____, and I agree because ____.' The goal is not perfect grammar every time. The goal is more useful English interaction.

After the activity, the teacher should debrief quickly. Ask: What sentence helped you? What was difficult? What new word did you hear? This turns a short speaking task into real learning.

Reading Check

Why do some students stay quiet after a teacher asks a question?

Answer: _____

What are the three steps in Think-Pair-Share?

Answer: _____

What should the teacher ask during the debrief?

Answer: _____

D. Reading 2 | Make Students Need Each Other

An information gap activity works because students do not all have the same information. Student A may have a bus schedule. Student B may have a map. They must ask questions and listen carefully to complete the task.

This kind of activity is useful because speaking has a clear reason. Students are not only answering the teacher. They are solving a small problem with a classmate. The missing information makes communication necessary.

For A2 students, the teacher can keep the task simple. One student has a school timetable, and the other has after-school club choices. They ask questions like: 'What time does the club start?' and 'Where is it?' For B1 students, the task can include opinions and reasons.

A good information gap needs three things: clear roles, useful language on the board, and a final product. The final product can be a completed table, a route on a map, or a short recommendation.

Reading Check

Why do students need to speak in an information gap activity?

Answer: _____

What is one simple information gap task for A2 students?

Answer: _____

Name two things a good information gap needs.

Answer: _____

E. Reading 3 | Turn Practice into a Routine

Speaking practice is easier when students know the routine. If every activity has different rules, students spend too much time understanding instructions. A repeated routine saves time and lowers stress.

One useful routine is Find Someone Who. Students walk around and ask classmates questions. They write names and one detail. For example: 'Find someone who watched a movie this week.' The student must ask a follow-up question, such as 'What movie did you watch?'

Another useful routine is One-Minute Talk. Students prepare for thirty seconds and speak for one minute. Their partner listens for one useful word and one interesting idea. Then they switch roles. This keeps both students active.

Teachers do not need a new game every class. They need a few strong routines that can fit many topics. Food, travel, school life, hobbies, health, environment and technology can all use the same activity structure.

Reading Check

Why are repeated routines useful?

Answer: _____

What should students write in Find Someone Who?

Answer: _____

What does the listening partner do during One-Minute Talk?

Answer: _____

F. Teacher Dialogs 課堂指令對話

Dialog 1 | Setting Up Think-Pair-Share

Teacher	First, think alone. Do not speak yet.
Student	Can I write notes?
Teacher	Yes. Write two keywords. You have thirty seconds.
Teacher	Now talk with your partner. Use: I think ____ because ____.
Student	What if my answer is short?
Teacher	Add one example from your life.

Dialog 2 | Information Gap

Student A	What time does the science club start?
Student B	It starts at four thirty.
Student A	Where is it?
Student B	It is in Room 203. What about the music club?
Student A	It starts at five, but it is only on Friday.
Student B	Then science club is better for Tina because she is free on Wednesday.

Dialog 3 | Follow-up Questions

Student A	Did you watch a movie this week?
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Student B	Yes, I did.
Student A	What movie did you watch?
Student B	I watched an animated movie with my sister.
Student A	Did you like it?
Student B	Yes, because it was funny and easy to understand.

Dialog 4 | Giving Feedback

Teacher	What useful word did your partner use?
Student	My partner used 'convenient'.
Teacher	Good. What was one interesting idea?
Student	She said libraries are good because they are quiet and free.
Teacher	Now give one suggestion politely.
Student	Maybe she can add one example next time.

G. Activity Cards 活動卡

Activity 1 | Think-Pair-Share

Time / Level	8-12 minutes A2-B1
Goal	Help quiet students prepare before whole-class speaking.
Steps	1. Write one question on the board. 2. Students think alone and write two keywords. 3. Students share with a partner using a sentence frame. 4. Teacher asks three students to share their partner's idea.
Language	I think ____ because ____. My partner said ____. One example is _____.

Activity 2 | Information Gap: Club Schedule

Time / Level	15-20 minutes A2-B1
Goal	Make students ask real questions to complete a timetable.
Steps	1. Student A gets club times. Student B gets club places and rules. 2. Students cannot show their paper. 3. They ask questions and complete one table together. 4. Pairs choose the best club for one student and explain why.
Language	What time does it start? Where is it? How often does it meet? I recommend ____ because _____.

Activity 3 | Find Someone Who + Follow-up

Time / Level	10-15 minutes A2-B1
Goal	Build fluency through short repeated questions.
Steps	1. Give students six prompts. 2. Students walk around and ask classmates. 3. They must ask one follow-up question after each yes answer. 4. Students report two findings to a partner or the class.

Language	Find someone who studied English yesterday. What did you study? Why did you choose that? I found that ____ because ____.
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H. Speaking Practice 口說練習

Useful Teacher and Student Frames

- I think this activity works well for ____ students because ____.
- Before the activity, students need vocabulary such as ____ and ____.
- During the task, Student A should ____ and Student B should ____.
- After the task, the teacher can ask students to share ____.
- One way to make this easier is ____.
- One way to make this more difficult is ____.

Micro-teaching Task

In pairs, choose one activity card. One person is the teacher and explains the task. The other person is a student and asks two clarification questions.

Switch roles. Then decide how to make the activity easier for A2 students or more challenging for B1 students.

Answer: _____

Answer: _____

Answer: _____

I. Quiz 練習題

1. What is the main purpose of pair work?

Answer: _____

2. In Think-Pair-Share, what do students do first?

Answer: _____

3. What creates the need to speak in an information gap?

Answer: _____

4. Write one useful question for an information gap task.

Answer: _____

5. Why are repeated speaking routines useful?

Answer: _____

6. What should a partner listen for during One-Minute Talk?

Answer: _____

7. What should students ask after a yes answer in Find Someone Who?

Answer: _____

8. What should teachers focus on first when giving feedback?

Answer: _____

J. Answer Key 答案

Reading Check

Why do some students stay quiet after a teacher asks a question? - They may need more time or feel afraid of making mistakes.

What are the three steps in Think-Pair-Share? - Think alone, talk with a partner, and share with the class.

What should the teacher ask during the debrief? - Possible answers: what sentence helped, what was difficult, or what new word students heard.

Why do students need to speak in an information gap activity? - They have different information and must communicate to complete the task.

What is one simple information gap task for A2 students? - A timetable and after-school club choices task.

Name two things a good information gap needs. - Possible answers: clear roles, useful language on the board, and a final product.

Why are repeated routines useful? - They save time and lower stress because students already understand the activity structure.

What should students write in Find Someone Who? - They write a classmate's name and one detail.

What does the listening partner do during One-Minute Talk? - The partner listens for one useful word and one interesting idea.

Quiz

1. What is the main purpose of pair work? - To give students more chances to use English.
2. In Think-Pair-Share, what do students do first? - They think alone.
3. What creates the need to speak in an information gap? - Students have different missing information.
4. Write one useful question for an information gap task. - Possible answer: What time does it start? / Where is it?
5. Why are repeated speaking routines useful? - They save time, lower stress, and help students know what to do.
6. What should a partner listen for during One-Minute Talk? - One useful word and one interesting idea.
7. What should students ask after a yes answer in Find Someone Who? - A follow-up question.
8. What should teachers focus on first when giving feedback? - Ideas and communication before small grammar mistakes.

K. Source Notes 教材參考來源

This handout is original classroom material rewritten as a practical teacher resource for A2-B1 English speaking lessons.

- British Council TeachingEnglish: Pair work increases learners' opportunities to use English in class.
- American English Teacher's Corner: Information gap activities create meaningful speaking tasks through missing information.
- British Council Voices: Think-Pair-Share gives students thinking time and pair comparison before whole-class sharing.
- Council of Europe CEFR Companion Volume: Classroom tasks can build spoken interaction, production and mediation.