

> Lesson Plan

B2 Speaking





Skill focus:
Speaking



Level:
B2



Length of lesson:
50 minutes (approx)



Lesson aim

Practise Part 4 of the LANGUAGECERT ESOL for Schools B2 Speaking test



Sub-aims

› Review language related to the topic of 'Work and employment'



Target language

Vocabulary related to the topic of 'Work and employment'



Materials

LANGUAGECERT ESOL for Schools B2 Practice Paper 3 – Speaking Part 4



Assumptions about learners

- › Their language knowledge and skills are at approximately B2 level.
- › They have some awareness of language related to the topic of 'Work and employment'.



Potential problems

- › Some learners have forgotten vocabulary related to the topic of 'Work and employment' or have difficulty generating ideas for their presentation.
- › Some learners lack confidence in speaking fluently and don't fully understand the main features of an oral test.



Recommended Solutions

- › Reactivate learners' background knowledge by reviewing relevant vocabulary before showing them the task (see the Brainstorming activity in Step 2) and provide prompts for presentation ideas.
- › Create a safe, supportive atmosphere in class.
- › Share key information about the test.
- › Focus on communication rather than on language inaccuracies.
- › Provide gentle corrective feedback.



Test preparation aims

To familiarise learners with Part 4 of the Speaking test (e.g. task type, format (presentation with follow-up questions), amount of preparation time)



Reflection and analysis of the lesson

- › Did the whole class participate or did only the most fluent or confident learners respond?
- › How did learners perform? Where did they struggle?
- › What areas do you need to focus on in the next lesson?

Time (mins)

15

Stage

Presentation

Aim

Warm-up / reactivation of background knowledge

Interaction

Individual work



Step 1: Warm-up

Show the class some pictures of people at work (e.g. an air steward, a sports teacher, a fashion model, a musician). Ask learners to guess their jobs and think about why they may have chosen these careers. Then ask the following questions:

- › Have you ever thought about what job you'd like to do in the future?
- › If yes, what would you like to be and why? Has your choice been influenced by someone, e.g. a parent or celebrity?
- › If no, what jobs might you find interesting?

Note: To encourage less confident learners, write key words/phrases and examples of jobs on the board, e.g. 'I would like to be a/an ... because ...', 'The jobs that interest me are ...'



Step 2: Brainstorming

Ask learners to brainstorm all the factors people might consider when deciding whether to take a job or not. Encourage whole-class participation.

(example answers: job location, work hours (will they have enough free time for their interests/hobbies), a nice work environment and friendly colleagues, job responsibilities, opportunities to travel, informal clothing allowed, opportunities for promotion in the company)

Time (mins)

10

Stage

Task Analysis

Aim

Test awareness

Interaction

Pair work



Step 3: Analysing the Part 4 Speaking task

Put learners in pairs and give them a copy of the task (see sample task on page 7). Ask pairs to read the task instructions carefully and then to look at topic A ('Your ideal job'). Tell them that this is the topic they will talk about.

Check learners understand what they have to do by asking the following questions:

- › What do you have to do in this part of the Speaking test? (*answer: give a presentation about a topic*)
- › What does topic A ask you to talk about? (*answer: your ideal job*)
- › Are you given any time to prepare for your presentation? (*answer: yes, 30 seconds*)
- › How long should your presentation be? (*answer: two minutes*)
- › What kind of questions will you be asked after your presentation? (*answer: follow-up questions related to the topic*)



Time (mins)

15

Stage

Presentation

Aim

Practice & feedback

Interaction

Individual work
Pair work



Step 4: Planning and presentation

Tell learners to think about their ideal job and to write a few notes about it. If they need support, provide a few prompts on the board, e.g.

- › My ideal job is ... because I really love ...
- › I'm also very good at ...
- › I've always wanted to ...

To encourage the class, provide a model answer by talking about why you decided to become a teacher. Then put learners in pairs and ask them to each take a turn to give their presentation to their partner, using their notes to guide them. Monitor pairs, making a note of strengths and weaknesses, and provide feedback.

Note: To build confidence, give learners more preparation time at first and allow them to speak for 30–40 seconds. As Test Day approaches, reduce preparation time to 30 seconds and extend speaking time to two minutes.

Finally, invite a learner to perform their presentation in front of the class and provide feedback. If the learner hesitates or pauses frequently during their presentation, be ready to support them (e.g. by providing vocabulary they can't remember and reminding them of cohesive devices that will help them produce more connected language).

If time allows, ask one or two more learners to give their presentations, encouraging the rest of the class to ask follow-up questions.

Time (mins)

10

Stage

Post-speaking

Aim

Further practice

Interaction

Individual work

**Step 5: Follow-up questions**

- Ask the class a few follow-up questions related to the topic of 'Your ideal job', e.g.
- Have you thought about a part-time job in the summer? (What would you like to do?)
 - › Why?
 - › What skills do you want to learn for a future job?
 - › Would you like to work abroad? (Why? / Why not?)
 - What sort of job would you not like to have? (Why?)

Encourage whole-class participation and provide brief feedback (or more extended feedback in the next lesson if needed).

Stage Homework**Writing practice linked to the lesson topic**

- Write an article for your school magazine about your ideal job.
- In your article:
- › say what the job is
 - › explain what makes it ideal for you
 - › suggest the skills you would need to do this job.

Tell learners to write 100–150 words.



Speaking Part 4 sample task

LanguageCert Communicator B2 - Practice Paper 3

PART 4 (4 minutes including follow-up questions)

I: In Part Four, you're going to talk on your own for two minutes. Your topic is (*choose topic for candidate*).

Topics

A Your ideal job

B A film which you really enjoyed

C How useful artificial intelligence [AI] is in daily life

I: (*Hand over piece of paper and pen/pencil.*) You now have thirty seconds to write some notes to help you.
So your topic is (*repeat topic*). (*Withdraw eye contact for thirty seconds. Leave recorder running.*)

I: (*Candidate's name*), please start.

C: (*Talks.*)

I: (*When candidate has talked for a maximum of two minutes, say, 'Thank you', and then ask some follow-up questions.*)

Follow-up questions

Your ideal job

- Have you thought about a part-time job in the summer? (*What would you like to do?/Why?*)
- What skills do you want to learn for a future job?
- Would you like to work abroad? (*Why?/ Why not?*)
- What sort of job would you not like to have? (*Why?*)

A film which you really enjoyed

- How do you prefer to watch a film – at a cinema or at home? (*Why?*)
- What kind of films are popular with teenagers in your country?
- What do you look for in a film – plot, action, interesting characters or something else? (*Why?*)
- Should films have subtitles? (*Why?/ Why not?*)

How useful artificial intelligence [AI] is in daily life

- Would you like one of your kitchen devices to use AI? (*Why?/ Why not?*)
- Do you think there is a task which AI will never be able to do? (*What?/ Why?*)
- Should there be rules for using AI at school or online? (*Why?/ Why not?*)
- Do you think AI can help you with homework? (*Why?/ Why not?*)

I: Thank you, (*give candidate's name.*) That is the end of the exam.

Sample taken from B2 Speaking Part 4 Practice Paper 3



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