

> Lesson Plan

A2 Speaking





Skill focus:
Speaking



Level:
A2



Length of lesson:
50 minutes (approx)



Lesson aim

Practise Part 4 of the LANGUAGECERT ESOL for Schools A2 Speaking test



Sub-aims

- › Review language related to the topic of 'Holidays'
- › Review the benefits of using spidergrams to organise and connect ideas



Target language

Vocabulary related to the topic of 'Holidays and travelling'



Materials

LANGUAGECERT ESOL for Schools A2 Practice Paper 2 – Speaking Part 4



Assumptions about learners

- › They are approximately 13–16 years old.
- › Their language knowledge and skills are at approximately A2 level.
- › They have some awareness of language related to the topic of 'Holidays and travelling'.
- › They have some awareness of how to give an effective presentation.



Potential problems

- › Some learners might find it difficult to recall vocabulary related to the topic.
- › Some learners may need support and guidance on how to structure a spoken response.
- › Some learners might lack confidence in speaking fluently and understanding the main features of an oral test.



Recommended solutions

- › Reactivate learners' background knowledge by reviewing relevant vocabulary before introducing learners to the task type (see the Brainstorming activity in Step 1).
- › Remind learners how to use a spidergram to organise and connect their ideas. Practise using spidergrams in class.

Create a safe and supportive atmosphere in class by:

- › helping learners remember useful vocabulary prior to a task.
- › supporting learners during production.
- › providing a model answer.
- › focusing on communication rather than on language inaccuracies.
- › sharing key information about the test.



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)
- › To remind learners how to structure their oral presentation



Reflection and analysis of the lesson

- › Did the brainstorming activity in Step 1 reactivate learners' background knowledge? What other type of activity (with the same aim) could be used in future lessons?
- › During the presentation stage (Step 4), were there many requests for help? If so, how could those learners be supported in future?

Time (mins)

5

Stage

Pre-speaking

Aim

Warm-up / reactivation of background knowledge

Interaction

Individual work



Step 1: Brainstorming

Show the class a few pictures of people enjoying their holiday, e.g.

- › sunbathing on a beach
- › hiking in the mountains
- › visiting a historic city or museum.

Ask learners which of these places they would most like to visit on their summer holiday and why.

Encourage whole-class participation and, if necessary, remind learners of key vocabulary related to holidays and travelling.

Ask learners to look at the pictures again and guess why the people might have decided to visit those places. (*example answers: to relax, to discover a new place, to have fun, to learn about its culture or history, to meet friends or relatives*)

Time (mins)

10

Stage

Speaking

Aim

Test awareness

Interaction

Pair work



Step 2: Analysing the Part 4 Speaking task

Put learners in pairs and give them a copy of the task (see sample task on page x). Ask pairs to read the task instructions carefully and then to look at topic B ('An interesting holiday that you have had'). 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 B ask you to talk about? (answer: an interesting holiday that you have had)
- › Are you given any time to prepare for your presentation? (answer: yes, 30 seconds)
- › How long should your presentation be? (answer: a minute)

Time (mins)

10

Stage

Speaking

Aim

Generating and organising ideas

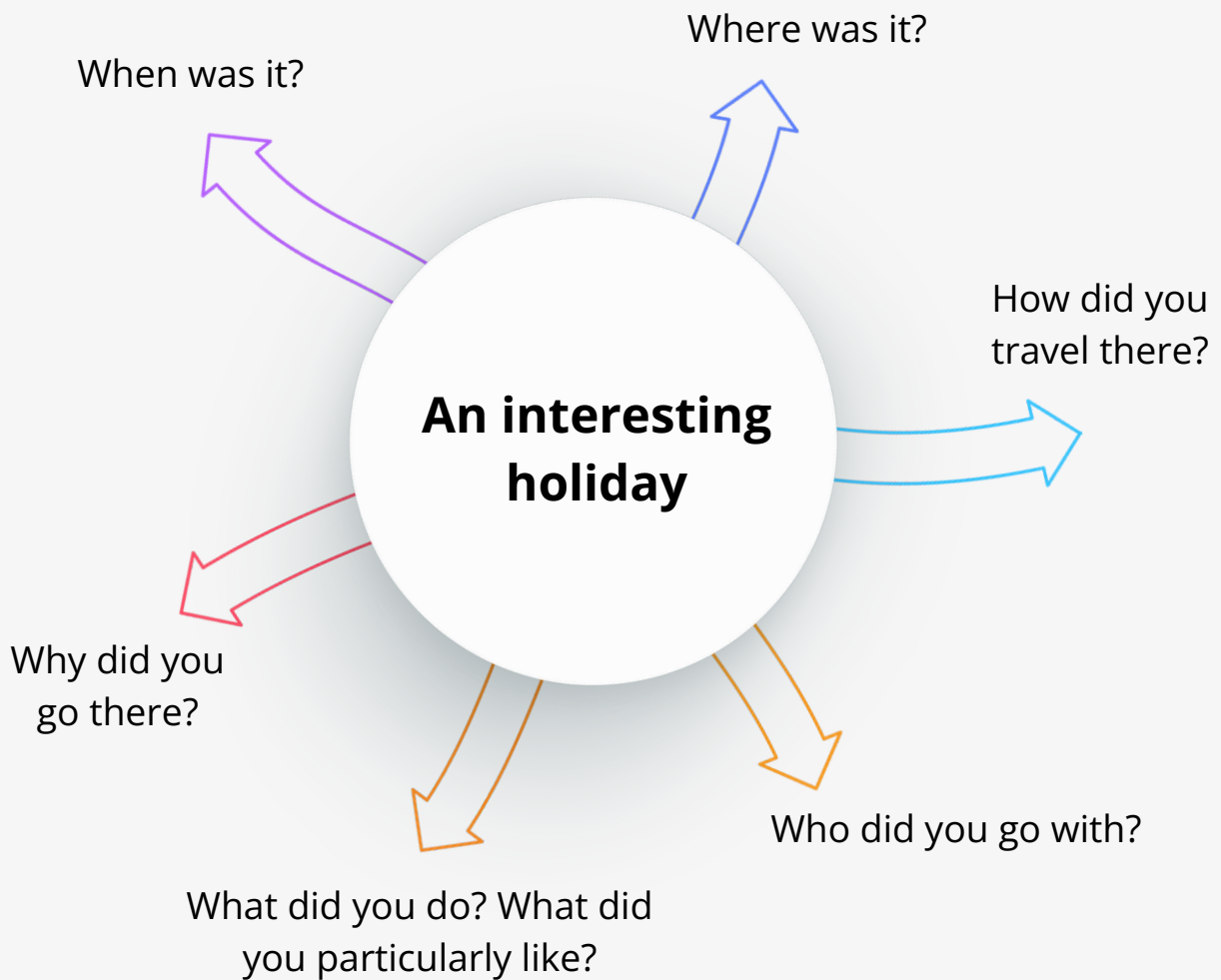
Interaction

Individual work



Step 3: Spidergram

Give learners a handout with the following spidergram on it (or draw it on the board for learners to copy):



Ask learners to add notes under each question (bullet points only) and remind them that they will use these notes to guide them when they give their presentation.

Note: Give learners enough time to prepare their notes and encourage them to ask for help if necessary (e.g. if they can't remember the language they need to use).

Time (mins)

15

Stage

Speaking

Aim

Practice

Interaction

Individual work

**Step 4: Presentation**

To encourage the class, provide a model answer by talking about an interesting holiday you've had. Then, ask a learner to give their presentation to the rest of the class, using their notes from Step 3 to guide them. Remind presenters to avoid simply reading out their notes and to try to maintain eye contact with you (or with the Interlocutor on Test Day).

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 one minute.

Tell the class to listen carefully and ask the presenter a few questions after they have finished speaking. To support learners, provide some example questions, e.g.:

- › Was there anything you didn't like there?
- › What kind of food did you eat?
- › Was it expensive?

Continue with the rest of the class giving their presentations. If learners hesitate or pause frequently during their presentations, 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).

After each presentation, give learners brief feedback on how effectively they communicated their ideas. Save more detailed feedback on vocabulary and grammar for the next lesson.

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 'An interesting holiday you have had', e.g.

- › What was the best part about your holiday?
- › Would you ever go there again? (Why? / Why not?)
- › What kind of people would NOT enjoy this kind of holiday? (Why?)
- › What did you learn from going on this holiday?

Note: Point out to learners that these questions are all taken from the practice paper you shared with them earlier (Practice Paper 2 Part 4).

Provide brief feedback (or more extended feedback in the next lesson).





Homework

Writing practice linked to the lesson topic

At the end of the lesson, set the following task for homework.

Write an email to a friend who loves travelling with their parents.
In your email:

- > suggest a place where they should go on their next holiday
- > explain why it is a great idea to go to that place
- > say what they could do there.

Tell learners to write 30–50 words.



Speaking Part 4 Sample task

PART 4 (3 minutes including follow-up questions)

I: In Part Four, you are going to talk on your own about something for one minute. You are going to talk about *(choose topic for candidate)*.

Topics

A The school you go to

B An interesting holiday that you have had

C How to learn vocabulary in another language

I: *(Hand over piece of paper and pen/pencil.)* You now have thirty seconds to write some notes to help you.
You are going to talk about *(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 one minute, say, 'Thank you', and then ask some follow-up questions.)*

Follow-up questions

The school you go to

- How would you improve your school?
- How many different schools have you been to?
- How much longer will you study at your school?
- What will you do after you finish at your school?

An interesting holiday that you have had

- What was the best part about it?
- Would you ever go there again? (Why?/ Why not?)
- What kind of people would **NOT** enjoy this kind of holiday (Why?)
- What did you learn from going on this holiday?

How to learn vocabulary in another language

- What sort of words did you first learn in English?
- What do you think is difficult about learning new words?
- How many different languages can you speak?
- Which language would you like to learn next? (Why?)

Sample taken from A2 Speaking Part 4 Practice Paper 2



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