



LanguageCert
Academic

Lesson Plans

Speaking
Part 2

Language
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LanguageCert Academic Lesson Plan for Teachers

Speaking Part 2

This lesson plan has been produced by teachers for teachers preparing students for the **LanguageCert Academic** test. It should help students relate their knowledge of previous lessons with task types to be expected on their test day.

The suggested lesson plan revolves around the Speaking part of the **LanguageCert Academic** test and presents tasks set at C1 level (CEFR). Depending on the level of the students, tasks may need to be adapted accordingly.

All **LanguageCert Academic** lesson plans reflect a step-by-step approach and clearly indicate the lesson aim(s) and sub-aims, approximate duration, target language, material(s) used, assumptions, anticipated problems, suggested solutions and more.

We naturally encourage you to create similar tasks and the support material for both teachers and candidates available on our website (www.languagecert.org) can certainly assist in this direction.

We hope our lesson plans will prove useful and we wish your students good luck on their **LanguageCert Academic** test - when the time comes!

Acronyms:

Ss: students

IW: individual work

PW: pair work

Q: question



SPEAKING PART 2

During the LC Academic Speaking Part 2 candidates are asked to hold a short conversation with the interlocutor within different contexts and situations given by the interlocutor. Thus, students need to practise being both fluent and accurate when using the English language in familiar everyday situations. The below activity and its variations could be one suggestion to help students improve in turn-taking and conversing in English.

MATERIALS USED & PROCEDURE

Mini- 'Speed date' activities that will help students familiarise with the procedure.

Step 1: Warm-up

Brainstorming activity:

- Write the target situation on the board (for example 'study groups', 'university education' or 'dealing with problems') and invite students to come up with as many words and expressions they can think of.
- Write the words on the board for students to copy in their notebooks and use them during the main activities. Make sure you add on the students' ideas for them to have varied input.

Step 2: Preparation

- Prepare 3-4 situations related to the target vocabulary/ situation and provide the relevant cards to the students. If possible, rearrange the classroom accordingly so that students can face each other (students are in pairs).
Example:

Topic: 'Study Groups/University Education'

Student A	Student B
<p>You are classmates with Student B and you would like to get together a study group with a few of your friends.</p> <p><u>You start:</u> "How about getting together a study group with a few of our friends?"</p>	<p>You are classmates with Student A and they would like to get together a study group with a few of your friends.</p> <p>However, you think this is a bit difficult to organise and you have reservations.</p>

Student A	Student B
<p>You are a university student and Student B is your lecturer. You need more time to finish your experiment.</p> <p><u>You start:</u> "Would it be possible to have some additional time to finish my experiment, please?"</p>	<p>You are the lecturer in a university and Student A is your student. They would like to have more time to finish their experiment.</p> <p>You have given students a specific deadline, but you are willing to extend it if they provide you with a valid explanation.</p>

Student A	Student B
<p>You are classmates with Student B and you are stressed about a presentation you are giving tomorrow.</p> <p><u>You start:</u> "I'm really stressed about this presentation. I'm afraid that I'll forget everything the minute I start talking."</p>	<p>You are classmates with Student B and they are stressed about a presentation they are giving tomorrow.</p> <p>You want to encourage them and give them 1-2 tips so that they can overcome their stress.</p>

Step 3: Task

- Student A and Student B are given cards with different roles for the same situation, and they need to talk continuously for about 2 minutes (approximately).
- Make sure you monitor by taking notes and makes sure feedback is given before students move on to the next task.

Step 4: Repeat Task (change perspectives)

- Student A becomes Student B and vice versa so that students can practise having different roles for the same situation, and they need to talk continuously for about 2 minutes (approximately).
- Make sure you monitor by taking notes and makes sure feedback is given before students move on to the next task.

Follow-up: Brainstorming activity

- You can also have a follow-up brainstorming activity around the topic of the target situation dealt with by the students so that students can have a pool of words/expressions/grammatical aspects related to this situation.

(Note: The different situations can be used in various ways and some possible variations could be the following:

- Ask students to talk about the situation they are given continuously for 30 seconds.
- Have the cards with the situations in a box and ask students to pick one and be ready to act the situation the moment they read their card.

Also, a simple but meaningful way to differentiate the task is to gradually reduce or even omit prompting when you feel your students have become more confident with this type of tasks.



SPEAKING PART 2