



LanguageCert
Academic

Lesson Plans

Speaking

Language
Cert

Foreword

These lesson plans have been produced by teachers for teachers preparing students for the **LanguageCert Academic** test. They should help students relate their knowledge of previous lessons with task types to be expected on their test day.

The suggested lesson plans revolve around the four parts of the **LanguageCert Academic** test (Listening, Reading, Writing, Speaking) and present tasks set at B2 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

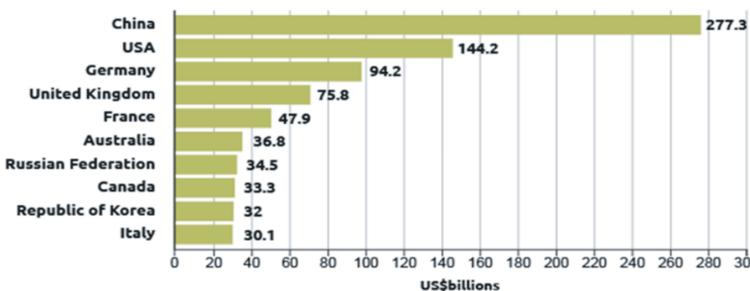


SPEAKING

LESSON PLAN	
Skill focus: Speaking	Level: C1
Length of lesson: 45 minutes (approx.)	
Lesson aim(s)	Activating Ss' critical thinking about presentations/ Preparing for presentations
Sub-aim(s)	Background knowledge reactivation so that Ss can produce satisfactory responses Practice with phrases/ expressions used when delivering a presentation Practice in a part of the upcoming test (Speaking Part 4)
Target language	Phrases/ Expressions used when delivering a presentation
Materials	LanguageCert Academic – Practice Paper #3 (Speaking Part 4)
Assumptions	<ul style="list-style-type: none"> • Language set at approximately C1 level (knowledge and skills) • Language related to the topic of tourism • Basic ways to structure a spoken text • Basic knowledge of how to sequence ideas and how to sound fluent
Anticipated problems	Solutions to these problems
<ul style="list-style-type: none"> • Ss might lack ideas/references about the chosen topic • Ideas poorly linked/sequenced • Ss' different levels 	<ul style="list-style-type: none"> • Asking Ss to work in pairs so that they can exchange ideas and opinions • Reminding Ss of language needed for better structured/better linked ideas • Asking stronger Ss asked to work with weaker Ss (PW tasks) and monitoring the class for feedback/follow-up corrections • Providing sufficient model language before asking for Ss' production/being prepared to support weaker Ss more than the rest
Exam preparation aims (action points you are working on)	Reflection & analysis of the lesson
<ul style="list-style-type: none"> • Exploiting this lesson not only to recycle language recently taught but also introduce Ss to their upcoming test (e.g. format, question types) • Sharing with Ss useful techniques/strategies for their test day 	<ul style="list-style-type: none"> • How effective was the lesson? Any evidence? • How did Ss respond? • Which part of the lesson could be improved? Why? • Which Ss seemed to need more guidance/support?

TIME (MINS)	STAGE/AIM/ INTERACTION	MATERIALS USED & PROCEDURE
10	Warm-up Background knowledge reactivation/ Generation of ideas PW	<p>Step 1: Warm-up</p> <ul style="list-style-type: none"> Get Ss into pairs. Then, ask them to look at the following questions and discuss with their partner and exchange their experiences: <ul style="list-style-type: none"> <i>How important is tourism to the economy of the country where you live? (Why?/ Why not?)</i> <i>Do you think the tourism industry will continue to grow in the future? (Why?/ Why not?)</i> Ask Ss to keep notes of what their partner says to remember the relevant information later. Set a time limit of 5-8 minutes (depending on the number of Ss). Monitor to facilitate the Ss' discussions if needed. When time is up, ask Ss to present what their partners said to the rest of the group. Encourage class discussion and exchanging of ideas.
10	Activating Ss' critical thinking about presentations/ Generation of awareness about presentations PW	<p>Step 2: Thinking and talking about presentations</p> <ul style="list-style-type: none"> Get Ss into pairs again (they can also work with a different partner this time). Then, ask them to work together and come up with three things that make a good presentation and three things that make a bad presentation. Set a time limit of 5 minutes (depending on the number of Ss). Monitor to facilitate the Ss' discussions if needed. When time is up, ask Ss to share their ideas with the rest of the group and write a list of good and bad points on the board. Encourage class discussion and exchanging of ideas.
10	Input of phrases/ expressions used when delivering a presentation IW	<p>Step 3: Input of phrases/ expressions used when delivering a presentation</p> <ul style="list-style-type: none"> Give Ss the following worksheet:

TIME (MINS)	STAGE/AIM/ INTERACTION	MATERIALS USED & PROCEDURE
		<p>Look at the phrases/expressions below and answer the questions that follow: <u>Phrases/ Expressions</u></p> <ul style="list-style-type: none"> • There are (three) points/factors to consider. First... Second... Third... • I am going to talk about... • First / then / next / after that / then (this) and after (this) there's (that)... • To sum up, these are all the main points about... • There are two kinds/types of... The first is... The second is... • To conclude, there are several points to take into consideration about... • One is... Another is... Finally... • The subject of my presentation/talk is... • I'd like to end up by emphasising/ pointing out/ saying... • Initially, later, then, finally... <p><u>Questions</u></p> <p>Which phrases/ expressions...</p> <ol style="list-style-type: none"> 1) can be used to introduce the presentation topic? 2) can be used for listing and sequencing? 3) can be used for summing up and concluding? <ul style="list-style-type: none"> • Set a time limit of 5 minutes. When done, write Ss' responses on the board. • Ask Ss to add any further phrases/ expressions and write them on the board and encourage Ss to copy them (for future reference). <p>(Note: You can highlight the fact that by using phrases and expression like these Ss can have a structure in their mind and this will facilitate their performance in Speaking Part 4 of the exam)</p>

TIME (MINS)	STAGE/AIM/ INTERACTION	MATERIALS USED & PROCEDURE																						
15	<p>Activating Ss' critical thinking about note-taking and grouping of information/ Generation of awareness about note-taking and grouping of information</p> <p>IW & PW</p>	<p>Step 4: Thinking about note-taking and grouping of information</p> <ul style="list-style-type: none"> Ask Ss to have a look at the following task (Speaking Part 4) and answer the following questions: <div data-bbox="403 595 1506 1178" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">World Tourism: Country of origin of tourists, and how much they spend while travelling</p>  <table border="1" data-bbox="526 672 1276 963"> <thead> <tr> <th>Country</th> <th>US\$billions</th> </tr> </thead> <tbody> <tr><td>China</td><td>277.3</td></tr> <tr><td>USA</td><td>144.2</td></tr> <tr><td>Germany</td><td>94.2</td></tr> <tr><td>United Kingdom</td><td>75.8</td></tr> <tr><td>France</td><td>47.9</td></tr> <tr><td>Australia</td><td>36.8</td></tr> <tr><td>Russian Federation</td><td>34.5</td></tr> <tr><td>Canada</td><td>33.3</td></tr> <tr><td>Republic of Korea</td><td>32</td></tr> <tr><td>Italy</td><td>30.1</td></tr> </tbody> </table> <p style="text-align: center;">World Tourism: key figures</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="440 1070 778 1167" style="border: 1px solid black; padding: 5px; text-align: center;">  <p>1.4 billion International tourist arrivals (all destinations)</p> </div> <div data-bbox="798 1070 1136 1167" style="border: 1px solid black; padding: 5px; text-align: center;">  <p>57% of all international tourist arrivals travelled by plane</p> </div> <div data-bbox="1155 1070 1493 1167" style="border: 1px solid black; padding: 5px; text-align: center;">  <p>55% of all international tourist arrivals travelled for leisure and recreation (13% for business)</p> </div> </div> </div> <ul style="list-style-type: none"> Which of these figures do you think is the most surprising? Why? How can you group the information given? <ul style="list-style-type: none"> Set a time limit of 5 minutes (Ss work individually). Then, ask Ss to work with a partner and discuss their ideas. Monitor to facilitate the Ss' discussions if needed. Ask Ss to discuss their ideas with the rest of the group and write Ss' responses on the board. Give Ss feedback on note-taking and grouping of information. 	Country	US\$billions	China	277.3	USA	144.2	Germany	94.2	United Kingdom	75.8	France	47.9	Australia	36.8	Russian Federation	34.5	Canada	33.3	Republic of Korea	32	Italy	30.1
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	<p>Homework suggestion</p>	<ul style="list-style-type: none"> Ask Ss to study their notes, highlight the phrases/expressions they feel more comfortable with, and be ready to use them again in the next classes. Give Ss a similar task and ask them to practise note-taking and record a 2' presentation. Then, you can give Ss feedback on their recordings and their note-taking ideas during the next lesson. 																						



To find out more about LanguageCert Academic and access online exam preparation materials, visit: www.languagecert.org

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