

Lesson plan – B2 First for Schools Speaking Part 2

Description

This lesson plan is designed to help students prepare for B2 First for Schools Speaking Part 2 – the long turn. It can be delivered face to face or online. The 'online options' column gives teachers ideas about how the stages could be adapted for teaching online.

Time required:	60 to 90 minutes
Materials required:	<ul style="list-style-type: none"> Copies of the Student handouts for each learner. Consider emailing a copy of the handouts to each learner in advance if you're teaching online (excluding the Answer key). Board and markers Presentation slides if teaching online
Aims:	<ul style="list-style-type: none"> Boost students' range of vocabulary related to free time and entertainment Review useful expressions for speculating Practise exam strategies for Part 2 such as speaking for a minute, continuing to speak when students don't know a word, using useful expressions Reflect on strengths and areas to work on for Speaking Part 2

Procedure

Lesson stages	Online options				
<p>Warm-up</p> <p>Draw a table on the board like the one below with one or two examples of indoor and outdoor entertainment added:</p> <table> <tr> <th>Indoor entertainment</th><th>Outdoor entertainment</th></tr> <tr> <td><i>watching TV</i> <i>visiting a museum or art gallery</i></td><td><i>playing or watching an outdoor sport</i> <i>going to an amusement park</i></td></tr> </table> <p>Put students into small groups and tell them they are going to play a game called Wipe Out.</p> <p>How to play: Groups nominate a writer then work together to list as many activities under each heading as they can think of. The aim of the game is to think of activities that no other group has – these are the only ones they get points for!</p> <p>Set a time limit of one to two minutes.</p> <p>When the time is up, go around the class, group by group. A spokesperson from each group reads out their activities. Each time a spokesperson reads out an activity that other groups have also written, everyone crosses it out.</p> <p>At the end, groups count up their points for the activities that no one else had, and give a round of applause to the winning team.</p>	Indoor entertainment	Outdoor entertainment	<i>watching TV</i> <i>visiting a museum or art gallery</i>	<i>playing or watching an outdoor sport</i> <i>going to an amusement park</i>	<p>Padlet or similar online tools work well for brainstorming activities.</p> <p>If you have the option and it is safe to do so, put each group into a breakout room to brainstorm their ideas onto your Padlet wall.</p>
Indoor entertainment	Outdoor entertainment				
<i>watching TV</i> <i>visiting a museum or art gallery</i>	<i>playing or watching an outdoor sport</i> <i>going to an amusement park</i>				

<p>Focus on vocabulary</p> <p>Student handout Task 1 Focus on vocabulary: Ask students to look at the pictures and match them to the vocabulary in the box.</p> <p>If some of the activities are unfamiliar to your learners, ask extra questions or show another picture to check that they understand.</p> <p>For example:</p> <p>Show pictures of or social media memes about popular activities. Ask for examples of things you can do at an amusement park.</p> <p>Model and drill the pronunciation of any words that your learners might find difficult.</p> <p>Highlight features of form that are relevant to your learners. For example, they could <u>underline</u> the verbs, notice collocations such as <i>take part in</i> or use of the preposition <i>to</i> after <i>go</i>.</p>	<p>Share Task 1 on your screen. Students note answers in their notebooks before checking together as a class.</p> <p>Asking students to type answers in the chat helps avoid putting them on the spot and reinforces the spelling of new words.</p>
<p>Building fluency</p> <p>Student handout Task 2 Building fluency: Put students into pairs to ask and answer the questions. Encourage them to use the phrases from the useful language box to help them construct more varied sentences.</p> <p>As you monitor, take opportunities to add more useful vocabulary as learners need it – perhaps the names of different rides at the amusement park or things you might find at a food festival such as food stalls.</p> <p>Round off this activity with some feedback on examples of good vocabulary or common errors that you heard.</p>	<p>If you have the option and it is safe to do so, use breakout rooms for the pair discussion.</p> <p>Monitoring</p> <p>It's easy to switch between breakout rooms if you have them. Turn off your video and audio to monitor more discreetly.</p> <p>Chat can be monitored in real time.</p> <p>If your technology does not have this function, ask learners to post their answers in the chat box.</p> <p>Pick up on one or two interesting answers during feedback and ask learners to expand on them.</p>
<p>Exam strategies</p> <p>Information about Speaking Part 2 and Top tips</p> <p>If your learners have seen a Speaking paper before, ask them to briefly discuss in pairs what they remember about Speaking part 2. Ask them if they have any advice for this part of the test.</p> <p>Feedback: Check in with the class – do they have any ideas they want to share?</p> <p>Now students can compare their ideas with the Exam strategies -Speaking Part 2 and Top tips box in the Student handout.</p>	<p>This could be done as a class. Use elicitation questions with short, simple answers to encourage learners to contribute e.g. Do you talk for 2 minutes or 3?</p>

<p>Exam strategies</p> <p>Analyse a model answer</p> <p>Draw students' attention to the sample exam question, the example answers and the Student handout Task 3 Analyse a model answer.</p> <p>Students read the sample answer and answer the questions in Task 3 individually and then compare their answers in pairs.</p> <p>See answer key for feedback.</p>	<p>If you have the option and it is safe to do so, use breakout rooms for the pair discussion.</p>
<p>Useful language</p> <p>Useful language for speculating</p> <p>Ask students to read Task 4 Useful language then look back at the text to read the expressions in bold and circle the best response.</p> <p>Point out that these phrases can be used to speculate even when you are not really sure what the people are thinking, feeling or doing in the picture.</p> <p>Student handout Task 5 Speculate about a picture: Ask students to choose a picture from Task 1 and complete the sentences. Monitor and correct/note down common errors for delayed feedback.</p> <p>Students compare their answers.</p> <p>Feedback: Write some good examples on the board and some examples with common errors for the class to correct.</p>	<p>If you have the option and it is safe to do so, use breakout rooms for the pair discussion.</p> <p>Students can share example sentences in the chat or on a Padlet wall.</p>
<p>Exam practise Part 2</p> <p>Student handout Task 6 Exam practice 6: Put students into groups of 3 – Student A is the Examiner and the other two students, Students B and C are the candidates. Give them a minute to read the instructions on the Student handout and decide on their roles. Ask the Examiners to put their hands up and nominate someone to explain their role to check understanding.</p> <p>Monitor as the learners complete the task, noting down any good examples you hear or common errors.</p> <p>Note: In the exam, learners may be tested in groups of two or three. If it is a group of three you will need to add extra time for the third student.</p>	<p>If you have the option and it is safe to do so, use breakout rooms for the pair discussion.</p> <p>Alternatively, consider getting learners to record their answers offline – they can submit them using an application like Padlet or Flipgrid.</p>
<p>Reflect and improve</p> <p>Student handout Task 7 Reflect and improve: Before you give your feedback, give the students a chance to reflect on how successful they were and how group discussions could help them improve.</p> <p>Feedback: Nominate a student from each group to share their ideas. There are also some suggested ideas in the Answer Key. Share any you think your students might find useful.</p> <p>To round off, praise the students for the good examples of vocabulary or well-constructed sentences you heard after Task 6 – write or display them on the board to help students learn from each other.</p>	<p>If you have the option and it is safe to do so, use breakout rooms for the pair discussion.</p>

Write up any common errors and put learners into pairs to decide how to correct them. Check answers together.

Idea for extra practice

This could be used as an extension to the lesson or for homework. If students want to practise speaking from home they can record themselves speaking about the pictures, and then listen back and assess their speaking performance against the checklist.

To practice talking about pictures, create an **Image Picker Wheel** by uploading pictures of your choice for your learners to talk about.

Spin the wheel to randomly select an image and challenge learners to talk for a minute describing:

- What the people are doing
- Where they are
- How they might be feeling.

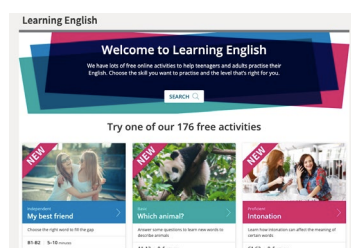
After the first picture, you can ask students to compare the new picture with the previous one.

This works well online too!

Useful links

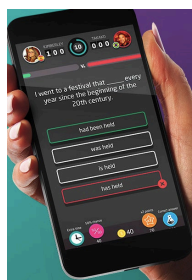
Learning English

Lots of resources to help your learners keep practising!



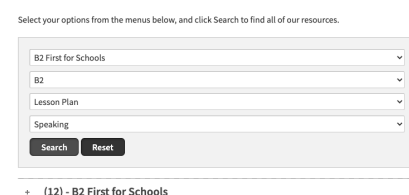
Quiz your English App

Motivate your learners to review the grammar and vocabulary they need for the test with our latest App.



Teaching English

Find the teaching resources you need such as lesson plans and activities.



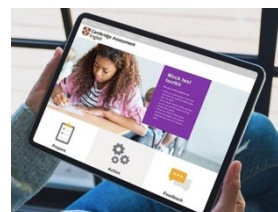
Speaking test videos

Show your learners a real Speaking test so there are no surprises on exam day.



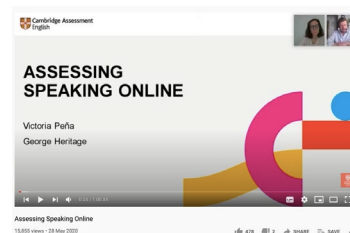
The Mock test toolkit

Includes links to sample papers, information booklets and preparation materials.



Webinars

Learn more about preparing learners for the Speaking test in our webinars for teachers.



Student handouts

Task 1 Focus on vocabulary

Match the different activities to the pictures.

go to a food festival practise skateboarding tricks take part in a musical or theatre group
go to an amusement park have dinner with family and friends share funny videos and memes



Task 2 Building fluency

Ask and answer the questions in pairs. Use the useful phrases to help you.

Questions	Useful phrases
a. How often do you do the activities in Task 1?	<i>I never/rarely ...</i> <i>I ... now and again.</i> <i>I ... once / twice / a few times.</i> <i>I used to ... but not anymore.</i>
b. Would you like to try any of the activities you haven't tried yet? Why? Why not?	<i>I'd quite like to try [going to an amusement park] because ...</i> <i>I really wouldn't like to try [practising skateboarding tricks] because ...</i>
c. What do you think people enjoy about these different activities?	<i>I think people probably enjoy [going on different rides] because ...</i>
d. How do you think people feel when they do these activities?	<i>People might feel...</i> <i>Some people could be ...</i>

Exam strategies

Speaking Part 2	★ Top tips
<p>In this part of the exam:</p> <ul style="list-style-type: none"> The examiner will show you two photographs and ask you to talk about them for a minute. Then the examiner will show your partner two different photographs. After your partner has spoken for a minute the examiner will ask you a question about your partner's photographs. 	<ul style="list-style-type: none"> ★ The topic you need to talk about is written on the paper above the pictures. Read it carefully. ★ Use a range of grammar and vocabulary. For example, avoid simple adjectives like <i>nice</i> and <i>good</i>. ★ Pay attention to your partner's pictures and what they say about them, so you are ready to answer the final question. ★ At home, practise talking for a minute on different topics. Use a timer so you get an idea of what one minute feels like. ★ Record yourself speaking for one minute. Listen back and think about what you did well and what you need to work on.

Task 3 Analyse a model answer

Sample question

What do you think the people are enjoying about these activities?



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Look at the sample question and the pictures. Read the model answers and answer these questions:

a. List the things Ada mentions that make these activities enjoyable:

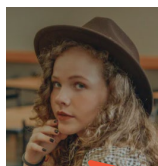
- *Outdoors/sunny day*
-
-
-

b. What word does Ada forget? What strategy does she use to keep talking?

c. Why does Rosie use the word 'too' at the end of her answer?

Model answer

Candidate 1



Ada

Well, in the first picture the people are enjoying the outdoors on a lovely sunny day. They are having fun on a...I've forgotten the word for it...the amusement park ride – it goes up and down. Some of the people **appear** to be on a day out with their family or friends. Some of them **might possibly be** a bit nervous but they are waving their hands in the air, so **I think** they **probably** enjoy going on scary amusement park rides. In contrast, the people in the second picture are at home. They **look like** they are watching a really exciting film or drama on TV. They are enjoying watching it as a family. They **seem** excited or surprised by the show.

Examiner: [to Candidate 2] Which activity would you enjoy the most?

Candidate 2



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Rosie

I think I would prefer watching a film with my family. I'm scared of heights so I'd be nervous about going on a roller coaster too.

Task 4 Useful language

Look at the expressions in bold in Ada's answer. Why do you think she uses these expressions? **Circle** the best answer.

- Because she is **sure/not sure** about how the people feel and what they are doing.

Task 5 Speculate about a picture

We can use the expressions in bold to speculate about a picture when we are not 100% sure what it shows. Choose a picture from **Task 1**. Write sentences to speculate about your picture using the prompts below.

- ... appear/s ...
- ... might possibly be ...
- I think ... probably ...
- ... look/s like
- ... seem/s...

Task 6 Exam practice

Work in groups of three. Take turns to be the Examiner, Candidate 1 and Candidate 2. The Examiner takes responsibility for choosing a set of questions, timing 1 minute and completing a checklist to give feedback for each candidate.

If you want to use these exercises to practise speaking at home, why not record yourself answering both parts of the question. Listen to your recording and assess your performance against the checklist.

Checklist

Candidate 1

- ☐ Answered the question
- ☐ Spoke about both pictures
- ☐ Compared and contrasted the pictures
- ☐ Used expressions to speculate about the pictures
- ☐ Didn't use too much simple vocabulary such as good / nice / and ... and ... and

Candidate 2

- ☐ Answered the question
- ☐ Referred back to something that Candidate 1 said to show they were listening

Why do you think the people chose to watch a film in these places?



Candidate 2: Where do you prefer to watch films?

What is it like for the people to eat in each of these situations?



Candidate 2: Where do you prefer to eat?

What are the people enjoying about these activities?




Candidate 2: Would you like to try either of these activities? Why? Why not?

Task 7 Reflect and improve

a. In your group, talk about what you did well and what you found difficult in Task 6.

Look at the four headings below. Work together to think of ideas to help you improve - make notes under each heading.

	<p>How to practise talking confidently for 1 minute</p> <ul style="list-style-type: none"> • • • 	<p>How to stop your mind going blank</p> <ul style="list-style-type: none"> • • •
	<p>How to remember and use higher level vocabulary</p> <ul style="list-style-type: none"> • • • 	<p>How to remember and use useful language from the lesson</p> <ul style="list-style-type: none"> • • •

b. Share your advice with your class.

Answer key

Task 1 Focus on vocabulary

d go to a food festival **b** practise skateboarding tricks **f** take part in a musical or theatre group
a go to an amusement park **e** have dinner with family and friends **c** share funny videos and memes

Task 3 Analyse a model answer

- *Outdoors/sunny day*
- *Having fun on an amusement park ride/enjoy scary amusement park rides*
- *With friends and family*
- *Watching a really exciting film*
- *Enjoying watching as a family*
- *Excited and surprised*

b. Ada forgets the word *roller coaster*. She says *I've forgotten the word for it* but goes on to describe it instead. An effective exam strategy!

c. Rosie uses the word 'too' because she feels the same way as Ada. Her comment also shows she was listening to Ada and heard her mention that some people might feel nervous on a roller coaster.

Task 4 Useful language

Because she is **not sure** about how the people feel and what they are doing. She is *speculating*.

Task 7 Reflect and improve

Suggested answers:

How to practise talking confidently for 1 minute

- *Choose an image online or any you didn't speak about on the worksheet. Try to talk for 1 minute – repeat two or three times until you can do it.*
- *Record yourself repeating one of the speaking tasks from today's lesson – listen back and think about how you did using the checklist.*
- *Write what you want to say first in pencil then practise saying it. Use an eraser to slowly rub out parts of your notes. Try to remember what you wrote.*

How to remember and use higher level vocabulary

How to avoid your mind going blank

- *Get a good night's sleep before the test.*
- *Accept that this is not always possible BUT if your mind does go blank, try looking up and taking a deep breath.*
- *Remember that if you forget a word – that's okay – just say 'I forget' and describe the thing instead.*

How to remember and use useful phrases from the lesson

- *Keep a list of useful phrases in your notebook under different headings e.g., speculating/comparing and contrasting. Before you do any Speaking practice, go to your list*

- *Read, read and do a bit more reading! It's the best way to build up vocabulary but you need to do it frequently.*
- *Make a note of any new vocabulary from your lessons – review it regularly e.g., set a goal of choosing five words or phrases each day and writing true sentences with them.*

and choose two or three phrases that you want to try and use. After your practice tick the ones you used successfully. Hopefully after a while you will start to see lots of ticks on the page.

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