**Linguaskill Business Lesson Plans**

**Speaking Lesson 3**

**Description**

The topic of this lesson is business conferences. Practice of vocabulary related to business conferences is used to give guidance on completing the second stage of a Part 2 task in the Linguaskill Business Speaking Test.

**Teacher’s Notes**

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| **Aims of the lesson** | * to present and practise vocabulary for talking about business conferences * to raise awareness of the requirements of the Part 2 (stage 2) Speaking tasks * to develop techniques and strategies for this task type based on practice of a sample task. |
| **Time required** | 45 minutes |
| **Level** | Suitable for B1-C1 |
| **Materials required** | * Student’s Worksheet 1: Speaking Part 2.2 – task requirements * Student’s Worksheet 2: Speaking Part 2.2 – questions (Teacher use only) * Student’s Worksheet 3: Linguaskill Business Speaking part 2.2 sample task |

**Procedure**

1. Introduce the topic of business conferences. You may want to do this by writing the words on the board, or you could show some pictures of different conferences. Elicit different types of conferences or reasons for having conferences, i.e. sales, promotion, recruitment. Divide the class in half. One half should think about the company viewpoint, the other half should think about people who attend conferences. Give learners two or three minutes to note down ideas of what makes a good conference and potential problems from the perspective they have been given. Then ask learners to find a partner from the other half of the class and compare their ideas. Monitor to note down the main points discussed and write these on the board. Use the key points on the board to elicit feedback from learners’ discussions, i.e. location, facilities, refreshments, timing, etc.
2. If they have not already been mentioned, tell learners they will now focus on three more issues related to business conferences. Write on the board: *choice of presenters, getting feedback, conferences in the future.* Ask learners to suggest the link between these points and organising successful business conferences.
3. Explain that the three topics learners just discussed come from a sample Linguaskill Business Speaking 2.2 task. In the next stages of this lesson, learners will practise the task, but first they need to find out what the task involves. Give learners a copy of **Student’s** **Worksheet 1** and ask them to work together to discuss whether they think the statements are true or false. If some learners are not familiar with the task type, try to partner them with learners who are, so that they can share information. Check answers as a whole group and use the notes in the key to give additional information.
4. Use **Student’s Worksheet 2** to prepare three different strips of paper, each with one question. Divide learners into three groups (*choice of presenters; getting feedback; conferences in the future*) and give each member of each group the question strip which relates to their topic. Ask learners to read the question and think of some answers. Then give learners in each group a number, from 1 to the total number of learners in the group. Ask learners to move into new groups, i.e. all the 1s together (there should be three of them), all the 2s, etc. In the new groups, there will be three learners, each with a different question. Learners can now take turns to ask and answer their questions. To simulate the test experience, you can use a timer so that they move to a new question after 20 seconds. Monitor while learners are talking to give feedback on their responses. Focus on whether they answered the question appropriately and whether they gave extended answers.
5. Ask learners to sit so they can see all three questions. Ask: *Are there any differences in the questions?* Draw attention to the different focus, i.e. the first two questions focus on asking for an opinion or an evaluation, and the third question asks learners to speculate about the future. Ask learners what they should include when they give an opinion (i.e. examples, reasons) and what type of language they need when they are speculating (i.e. modals, conditionals and future forms).
6. Tell learners they will now have a chance to do the whole task. Take back the question strips and ask learners to look again at the topics on the board from stage 2 above. Use the task instructions and questions on **Student’s Worksheet 3** to practise the task. Tell learners that the questions are written in a way which simulates a natural conversation, and they should try to respond in a similar way. You can either ask learners to respond to the questions all at the same time, using quiet voices, or you can nominate one learner at a time to answer each question (this approach would work better if learners were working in groups of three, to allow more learners to participate).
7. At the end of the practice, ask learners to reflect on their performance.
8. End the lesson with a discussion about the following statement: *Business conferences are a complete waste of money.*

**Student’s Worksheet 1**

**Business Speaking 2.2 – task requirements**

**Read the statements about Part 2.2 in the Linguaskill Business Speaking test.**

**Decide if they are TRUE or FALSE.**

1. The questions are connected to the topic in Part 2.1.
2. You can repeat information from Part 2.1.
3. Your performance in Part 2.1 will be taken into account in Part 2.2.
4. You can read through the task before you start speaking.
5. You can read the questions while you are listening to them.
6. There are three questions to answer.
7. You can take notes during this part of the test.
8. You can choose which order to answer the questions in.
9. You have 20 seconds to give your answer to all three questions.
10. As soon as you have answered each question, you should stop talking.

**KEY**

1. The questions are connected to the topic in Part 2.1. *TRUE The questions will continue the overall theme of the business meeting in Part 2.1.*
2. You can repeat information from part 2.1. *FALSE The overall theme will be the same as in Part 2.1, but the focus will change so that you do not need to repeat language or ideas from the previous part.*
3. Your performance in Part 2.1 will be taken into account in Part 2.2. *FALSE The two parts are marked independently.*
4. You can read through the task before you start speaking. *TRUE You have 20 seconds to read through the task.*
5. You can read the questions while you are listening to them. *FALSE There will be bullet point notes telling you what the questions will be about, but you will only hear the questions.*
6. There are three questions to answer. *TRUE*
7. You can take notes during this part of the test. *TRUE*
8. You can choose which order to answer the questions in. *FALSE The questions will be played in sequence. You will not be able to control the recording.*
9. You have 20 seconds to give your answer to all three questions. *FALSE You have 20 seconds to answer each question.*
10. As soon as you have answered each question, you should stop talking. *FALSE You should aim to speak for all the time you have.*

**Student’s Worksheet 2**

**Business Speaking 2.2 – questions (Teacher use only)**

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| **Some people say the choice of presenters is the most important thing for a successful conference. What do you think?** |
| **What are the best ways to get feedback from people attending a conference?** |
| **How do you think technology will change business conferences in the future?** |

**Student’s Worksheet 3**

**Linguaskill Business Speaking Part 2.2 – sample task**

**You will now hear 3 questions from your colleague about the same topic.**

**First, you will have 20 seconds to read the task. After you hear each question, you will have 20 seconds to give your answer. You can take notes while you read the task.**

**Please speak for all the time you have.**

*Your colleague wants to find out your opinion about organising a successful business conference. They will ask you questions about:*

*• choice of presenters*

*• getting feedback*

*• conferences in the future [Screen view – refer learners to the board notes]*

**1.** Some people say the choice of presenters is the most important thing for a successful conference. What do you think? *[20 seconds]*

**2.** Mmm, what are the best ways to get feedback from people attending a conference? *[20 seconds]*

**3.** I see, and how do you think technology will change business conferences in the future? *[20 seconds]*