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Lesson plan – C1 Advanced Speaking Part 2

Description

This lesson plan is designed to help students prepare for C1 Advanced 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:	90 minutes
Materials required:	▪ Copies of Student handout for each student (see below) ▪ Consider emailing a copy of the handouts to each student in advance if teaching online (excluding the Answer key). ▪ Board and markers ▪ Presentation slides if teaching online
Aims:	▪ Boost students 'range of vocabulary related to work and study ▪ Review useful expressions for comparing and contrasting ▪ Practise strategies for Part 2 such as speaking for a minute, using a range of vocabulary and ways of comparing ▪ Reflect on strengths and areas to work on for Speaking Part 2

Procedure

Lesson Stages	Online options
Warm-up Write the title of the quiz in **Task 1** on the **Student handout** on the board and elicit synonyms for *in the zone* and *zoning out*. Possible answers could be: *focused* or *working hard/well* for *in the zone* and *unfocused* or *daydreaming* for *zoning out.* **Suggestions for dealing with unfamiliar vocabulary** Pre-teach words that you think might not easily be guessed from context and could prevent your students from being able to understand and answer the questions. Allow students to use dictionaries to look up a maximum of three unfamiliar words – encourage them to only check the ones they can't guess from context. Note that Task 4 is aimed at encouraging students to practise the useful skill of guessing meaning from context, so avoid pre-teaching every word in this exercise. Put students into pairs to ask and answer the questions in the quiz. Note: If time is short, tell students to only ask and answer questions 1 to 4. When they finish, give each pair a copy of the **Are you in the zone or zoning out?** guide in the Answer Key so they can interpret their results. Allow time for students to discuss **Tasks 2 and 3** on the handout before inviting students to share any surprising results and good advice as a class.	**Using the handout** Option 1: Share your screen to show the questions on the handout – students can record their answers in their notebooks and take screenshots if necessary. Option 2: Email or send a copy of the handout to students in advance so they can print it out before the lesson. **Pair and group work** Option 1: Use breakout rooms if available and it is safe to do so. Option 2: Using the chat function, shared documents or online

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Task 4 Focus on Vocabulary

Students complete the matching task in the Student handout individually. Encourage them to find the vocabulary from the text in the quiz to help them guess the meaning.

To provide feedback, put students into pairs or small groups to compare their answers and then use the Answer Key to check. At this stage, it is also useful to model and drill some of the more difficult words to pronounce e.g., *prioritise,* and highlight any important features of form, e.g., when you need a preposition to use the vocabulary in a sentence – *I got distracted **by** the noise.*

Task 5 Exam Strategies and tips

Before looking at the information about Speaking Part 2 of the handout, elicit what students already know about the format of the exam. Students can then read the summary to see if they were correct.

Put students into small groups to complete Task 5**.** Encourage them to give reasons for their answers, especially where they disagree.

Feedback as a class and check with the Answer key.

Task 6 Get ready for Speaking Part 2

Before doing the first Speaking Part 2 practice task, students are given some time to prepare. The aim is to help them use a range of vocabulary and different ways of comparing and contrasting.

Distribute the Student handout and give students a few minutes to make some notes of vocabulary they could use with the pictures – give an example to get them started if necessary, e.g., *people who work in open-plan offices like the one in picture a might struggle to concentrate*.

Before moving on to the next task, take whole class feedback and encourage students to share their ideas.

Task 7 Useful language for comparing and contrasting

Students look at the Task 7 prompts in the Student handout and write sentences using the different phrases for comparing and contrasting in their notebooks. Monitor and support students as necessary.

Alternative idea to vary the dynamic and get students moving around

- Prepare six sheets of A4 paper with a different sentence prompt from Task 7 at the top of each sheet.
- Put these papers up around the classroom.
- Put students in pairs and tell them to walk round with a partner and work together to write a sentence under each prompt – they cannot copy the sentence written by a previous pair.
- This gives students lots of opportunity to learn from each other if they are not sure how to complete the sentence.

Give feedback and praise any well-formed sentences or interesting ideas the students came up with. Highlight any common errors or ask the class to work on correcting them together.

tools like Padlet work well for written tasks.

Students can record and upload spoken answers using an online tool such as **Flipgrid** – this works well for longer turns like Speaking part 2 but takes more time, so the speaking practice might be better done as homework and then picked up on in a subsequent lesson.

Also, encourage your students to record themselves and self-assess using the checklists provided on the handout.

Monitoring

It's easy to switch between breakout rooms if you have them. Turn off your video and audio to monitor more discreetly.

Chat can be monitored in real time.

Feedback

- Show the answer key on the board.
- Ask fast finishers to write the answers in the chat.
- Use the annotate function, if you have one, to allow students to write up answers.
- Nominate individual students to share their answers.
- Give feedback on the Speaking part 2

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Task 8 Practise Speaking Part 2 Distribute Student handout Task 8. Put students into pairs to take turns to do the Speaking Part 2 task. Remind them to try and use some of the vocabulary and phrases for making comparisons that they have just looked at and to not simply describe the pictures. Set a time limit of 1 minute for Candidate A's question and 30 seconds for Candidate B's. **Note: In the exam, students 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.** Monitor discreetly as students do the task and make notes for feedback after the reflection activity in Task 9.	task in a follow-up lesson by showing a selection of right and wrong sentences from their recordings on a slide for them to correct.
Task 9 Reflect Before sharing your feedback with students ask them to discuss how they felt they did on the task using the checklist as a guide. Monitor and encourage students – praise them if they are giving constructive but realistic feedback.	
Task 10 Improve – practice makes perfect This is an optional extra activity for Speaking Part 2 further practice, if there is time in the lesson. Alternatively, Task 10 can be used in a subsequent lesson and you could go on to Task 11 at this stage.	
Task 11 Your tips and advice Distribute Task 11 from the Student handout and put students into small groups to share ideas on how they could improve in the different areas. See the Answer key for some further suggestions that you could share in feedback.	
Prepare for progress Ask learners to reflect on their speaking, their discussion and what they would do differently next time. Ask them to identify one big idea (or more if they wish) that they can take away and practise, so that they can continue to improve. Ask them to make a note of their big idea in their notebooks, so that the next time they practise they can evaluate their progress.	

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Useful links for teachers and students

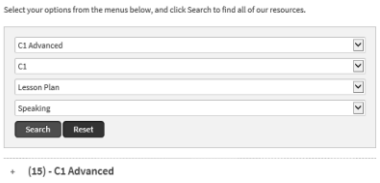
Learning English

Lots of resources to help your students keep practising!



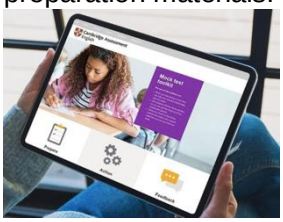
Teaching English

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



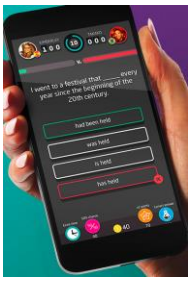
The Mock test toolkit

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



Quiz your English App

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



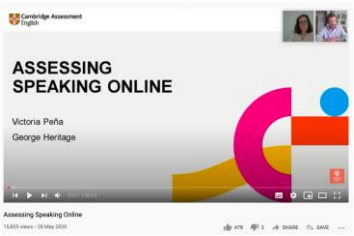
Speaking test videos

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



Webinars

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



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Student handout

Task 1 The quiz
Work with a partner. Ask your partner the questions and make a note of their answers.

Are you in the zone or zoning out?

How easy do you find it to get your work done? Do our quiz to find out.

1. **You are working at home but your family is watching TV and laughing loudly in the next room. Do you ...**

a. manage to do a little bit of work but struggle to concentrate because you feel so annoyed?
b. try to work for approximately 5 minutes then go to find out what's so funny?
c. put your headphones on and get on with your work?


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2. **You are working on a project you are interested in. Do you ...**

a. look at the clock 8 hours later and wonder where the time has gone?
b. focus for an hour but then get distracted by a message on your smartphone?
c. work for a couple of hours then take a break to stretch and have a cup of tea before continuing?

3. **You have a lot of work to complete. Do you ...**

a. make a list of your tasks, prioritise them and then work non-stop until they are done?
b. panic?
c. make a list of your tasks and prioritise them but include rest and meal breaks.

4. **You decide you must tidy your room as you haven't seen the floor for a week. Do you ...**

a. think to yourself, "this must be a dream because my room would never be untidy!?"
b. start tidying up but an hour later find yourself reading a magazine you found under the bed?
c. stick some music on and work non-stop for an hour until the job is done?

5. **You need to complete an assignment by the end of the week. Do you ...**

a. finish it the same day because you just can't relax until it's done?
b. put it off until the night before?
c. plan to do a little bit over several evenings until it's finished?


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6. **Your friend calls round to invite you to the park but you have an assignment due in two days. Do you ...**

a. tell your friend you can't possibly go?
b. grab your coat?
c. tell her you might join him/her later if you can get most of your work done?

Task 2 Your results
Look at the end of the handout to find out what your results say about you. Do you agree with your results? Are you and your partner the same or different?

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Task 3 Your advice
What advice would you give to someone who finds it difficult to study for exams or focus on other work? Share your ideas with your partner.

Task 4 Focus on vocabulary

Match the useful words and expressions from the quiz to their definitions.

Useful words and expressions	Definitions
1. to be in the zone (idiom, informal)	a. to decide which of a group of things are most important so you can deal with them first*
2. to zone out (phrasal v)	b. in a highly focused state in which you are working or performing extremely well
3. to struggle (v)	c. to become too tired or unable to work, because of working too hard*
4. to get on with (phrasal v)	d. to stop paying attention and not hear or see what is around you for a short period of time*
5. to get distracted (v + adj)	e. to start or continue doing something, especially work*
6. to prioritise (v)	f. to stop your phone or computer from making a sound each time you receive a new message
7. to burn out (phrasal v)	g. to become unable to focus on something because you are worried or thinking about something else
8. to turn off notifications (phrasal v, noun)	h. to experience difficulty and make a very great effort in order to do something

* iii

Task 5 Exam strategies and Top tips

Speaking Part 2	★ Top tips
In this part of the exam: • 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.	★ 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. Try and use more interesting adjectives than *nice* and *good.* ★ 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

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Look at the Top tips for Speaking part 2 candidates above. Decide with a partner if these statements are true (T) or false (F).

a. You shouldn't describe the pictures in great detail.

b. You should pay attention to your partner's questions and pictures too.

c. You should talk about all three pictures.

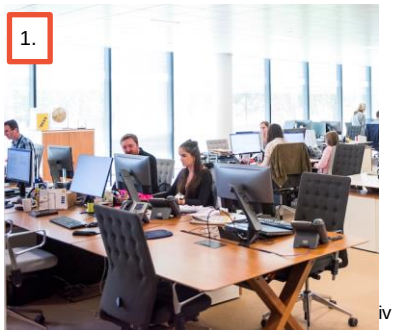
d. You should aim to keep your sentences and vocabulary as simple as possible.

Task 6 Get ready for Speaking Part 2

Look at the three pictures below. Before you practise answering the question about them, think about whether you could use any of the vocabulary from Task 4 to talk about each of the pictures. Make some notes.

Example question: Speaking Part 2

Examiner: Here are your pictures. They show people working or studying. I'd like you to compare two of the pictures and say what the people might find beneficial about work or study in these places, and whether there might be any disadvantages.

1. 

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2. 

v

3. 

vi

Examiner: Where do you prefer to work or study? Why?

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Task 7 Useful language for comparing and contrasting

Use the sentence prompts below to write six sentences comparing any two of the pictures.

a. These photos are quite alike in that ...

b. A common feature of both photos is ...

c. What makes the two photos different is ...

d. While/whereas ... , ...

e. ... not as ... as ...

f. ... slightly more/fewer ...

Task 8 Practise Speaking Part 2

Work in pairs and do the exam task using pictures 1 and 2. Then change roles and do the task using pictures 1 and 3. Try to use some of the vocabulary and the useful language for comparing from Tasks 4 and 7.

Task 9 Reflect

a. Talk with your partner about how well you both did the task. Use the checklist below to help you.

Did you:

☐ speak for a minute?

☐ use different ways to compare and contrast the pictures rather than just describing the two pictures?

☐ answer all parts of the examiner's question?

☐ use a range of good vocabulary and expressions including some of those from Task 4?

b. What would you do differently next time?

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Task 10 Improve – practice makes perfect

Here is another question for you to try. This time, during your turn, ask your partner to make notes on your performance using the checklist in Task 9 Reflect, then switch roles.

Example question: Speaking Part 2

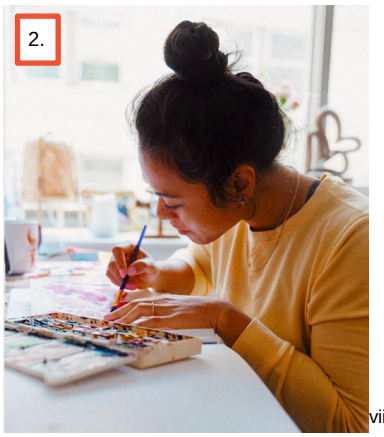
Examiner: Here are your pictures. They show people working in very different fields. I'd like you to compare two of the pictures and say what the people might find most rewarding about these jobs, and what type of challenges they might face.

1.



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2.



viii

3.



ix

Examiner: How might the people be feeling as they do this work? Why?

Task 11 Your tips and advice

Work in groups. What advice could you give to help each other improve in these areas?

- how to practise talking confidently for a minute
- how to learn and use higher level vocabulary
- how to practise language for comparing and contrasting

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Answer key

Task 2 Your results

Are you in the zone or zoning out?
What do your answers say about you?

Mostly a's: You might actually be superhuman! You certainly have no problem focusing but it's important to take time to rest and eat too so you don't burn out!

Mostly b's: Don't worry – you are not alone! But there are steps you can take to be more productive. For example, leave your phone in another room or turn off notifications when you are working.

Mostly c's: Well done! You can focus when you need to but keep your mind and body fit and healthy too by balancing work with rest and fun.

Task 3 Your advice

Suggested answers

Finding a quiet space, leaving your phone in another room, tidying your workspace, taking sufficient (but not too many) breaks, making a to-do list / study plan.

Task 4 Focus on vocabulary

1. b 2. d 3. h 4. e 5. g 6. a 7. c 8. F

Task 5 Exam strategies and tips

a. You shouldn't describe the pictures in great detail.

False *– candidates should compare and contrast the pictures and answer the question set by the examiner. This is also at the top of the paper. This will involve some speculation about the pictures e.g., 'It seems ...;The people might ...'*

b. You should pay attention to your partner's questions and pictures too.

True *– because you will be asked a question related to your partner's pictures.*

c. You should talk about all three pictures.

False *– you should choose two pictures to talk about.*

d. You should aim to keep your sentences and vocabulary as simple as possible.

False *– you should aim to use a range of advanced level vocabulary and grammar.*

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Task 11 Your tips and advice

Suggested answers

How to practise talking confidently for a minute • *Choose an image online or any you didn't speak about on the handout. Try to talk for a 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 and then practise saying it. Use an eraser to slowly rub out parts of your speech. Try to remember what you wrote.*
How to remember and use higher level vocabulary • *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.*
How to practise language for comparing and contrasting • *Keep a list of useful phrases in your notebook. Before you do any Speaking Part 2 practice, go to your list 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.* • *Ask your teacher to recommend any online resources or books available in your school with practice exercises.*

[i] Photo by Ivan Samkov from Pexels

[ii] Photo by **JESHOOTS.COM** on **Unsplash**

[iii] **Cambridge Dictionary online**

[iv] Photo by **Arlington Research** on **Unsplash**

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