Cambridge English Qualifications

B1 Preliminary Speaking Part 1 – teacher's notes

Description

In this activity, students watch or listen to a Part 1 performance and reflect on the format and function of this part of the Speaking test. They also consider what makes for a good answer and practise doing Part 1 together.

Time required:	*50 minutes*
Materials required:	▪ *Audio or video recording of Part 1 of the Speaking test (e.g. the Preliminary Speaking test video pack, available from Cambridge English)* ▪ *Sample task* ▪ *Student's worksheet* ▪ *OHT of step 2 questions (optional)*
Aims:	▪ *to introduce Part 1 and its place in the Speaking test* ▪ *to give practice asking and answering the type of questions used in Part 1* ▪ *to raise awareness of what examiners and candidates have to do in Part 1*

Procedure

1. Ask students to discuss with their partner what they know about the Speaking test, then elicit some basic information, e.g.
   - **Are you tested alone or in pairs/threes?** *(pairs unless there is an odd number of candidates)*
   - **How many examiners are there?** *(2, the interlocutor and the assessor)*
   - **How many parts are there?** *(4)*
   - **How important is the Speaking test?** *(it is equal to the other parts as it is worth 25% of the total marks)*
2. Put the following questions on the board or on an OHT (see below) and explain that they are going to watch/listen to a sample Part 1 to find out the answers. If you don't have access to the Speaking test video pack, you could record yourself and two colleagues doing Part 1 as an audio recording, using the transcript provided here.
   - **Do we find out the names of the examiners? Why do you think this is?** *(Yes. It is natural and polite, it will make you feel more comfortable)*
   - **Have you ever been asked questions in English like these in real life?** *(Answers may vary but probably they will all have been asked similar questions in English)*
   - **Are the questions about your daily life or about unusual topics?** *(Daily life)*
   - **Do you have to spell anything?** *(Yes, your name)*
   - **How long do you think this part lasts?** *(2–3 minutes)*

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- **Do the candidates give one word answers?** *(No, they answer in sentences most of the time e.g.* Where do you come from Eva? I'm from Spain as well *instead of just Spain)*
- **What effect does this have?** *(Their answers sound natural and friendly and they use more language.)*
- **Do you think the candidates use pre-rehearsed speeches?** *(No, they sound natural which is very important, examiners will not give you marks if they feel your answers have been pre-rehearsed.)*
- **How do the candidates seem to feel – nervous or relaxed? Why?** *(They seem nervous at the beginning but they start to relax once the test has started. It is normal to feel nervous in the Speaking test but the first part is designed to settle you into the test and to find out some general personal information using simple social interaction.)*

3. Explain that students are going to listen to a good example of a full answer given by a candidate. Replay the following part of the recording/video or focus students on it in the transcript (or find an equivalent if you are using a different video of a Part 1). *Eva, what did you do yesterday evening? Yesterday evening…I was in home. And I … I was watching TV for one hour more or less and then I was studying for two hours and half more or less. And I always read a book before go to bed.* Ask the following questions:

- **How many activities did she talk about?** *3 – watching TV, studying, reading a book*
- **What other information did she add?** *The length of time spent on each, where she was and that reading was a daily habit*

4. Hand out the **student's worksheet**. Explain that these are the questions from a sample Part 1. Allow students a few minutes to work in pairs to discuss ideas of what candidates could talk about in their answers before taking feedback of a few ideas with the whole class.(see key below).

5. Explain that they are going to practise a sample Part 1 in pairs, with one student asking the questions and the other one answering. Divide the class in half; one half will be the examiners, and ask them to find a partner to be their candidate. Start the activity and monitor the length and content of answers given.

6. Stop the activity after a few minutes and comment on some good full answers you heard and some weaker shorter answers.

7. Students swap roles and repeat the activity. Monitor and give feedback.

8. Hand out the **sample task**. Put students in pairs to look through it and answer the following questions:

- **What do you think the back-up prompts are for?** (*They are used when a candidate hasn't understood the question, so the examiner asks the same question using different words. Candidates are not penalised for asking for repetition or clarification as long as they can form the appropriate question to ask for them.)*
- **Do both candidates have to answer the same questions in Phase 1?** *(Yes, first candidate A answers them and then candidate B answers them.)*
- **What are the differences between Phase 1 and Phase 2?** *(In Phase 2, candidates A and B may have to answer different questions, the questions are chosen from a list of possible questions so there is more variation, candidate B starts. NB Point out here that Phase 1, in comparison, the questions are always asking about the candidates name, hometown, work/study.)*

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9. Brainstorm a list of possible topics that could be covered in Phase 2 with the class and write them on the board. Examples are: family, home life, daily routine, likes/dislikes, education, job, travel, hobbies, holidays/weekends.

Suggested follow-up activities

1. Teach the questions for asking for clarification or repetition.
2. Use activities such as Just a Minute where students have to speak on a familiar but random topic for a minute without preparation.
3. Ask students to expand their answers when speaking in class by giving reasons and examples.
4. Use the questions from Part 1 as regular warmers e.g. chatting to your partner about what you did last night.

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B1 Preliminary Speaking Part 1 – answer keys

Key to Student's Worksheet

1. What's your surname? *My surname is ….*

2. How do you spell it? *G-A-R-C-I-A*

3. Where do you live?/ Where do you come from? *Name of village/town/city and country. Some information about where it is, an adjective to describe it, the number of inhabitants*

4. Do you work or are you a student in …?/ What do you do/ study? *Subject and place of study, type of course, job title, type of company, how many years you have worked there, if you enjoy it*

5. Do you enjoy studying English? Why (not)? *Your feelings about English, how long you have been studying*

6. Do you think that English will be useful for you in the future? *Ways of using English in future – career, studies, personal life*

7. What did you do yesterday evening / last weekend? *Name more than one activity, your feelings, how long you spent doing them*

8. What do you enjoy doing in your free time? *Name more than one activity, how often you do them, why you like them, etc*

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B1 Preliminary Speaking Part 1 – Questions for OHT

- Do we find out the names of the examiners? Why do you think this is?
- Have you ever been asked questions in English like these in real life?
- Are the questions about your daily life or about unusual topics?
- Do you have to spell anything?
- How long do you think this part lasts?
- Do the candidates give one word answers?
- What effect does this have?
- Do you think the candidates use pre-rehearsed speeches?
- How do the candidates seem to feel – nervous or relaxed? Why?

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B1 Preliminary Speaking Part 1 – Student's worksheet

1. What's your surname?

2. How do you spell it?

3. Where do you live?/ Where do you come from?

4. Do you work or are you a student in …?/ What do you do/ study?

5. Do you enjoy studying English? Why (not)?

6. Do you think that English will be useful for you in the future?

7. What did you do yesterday evening/ last weekend?

8. What do you enjoy doing in your free time?

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B1 Preliminary Speaking Part 1 – Interlocutor's frame

Phase 1
Interlocutor

A/B Good morning / afternoon / evening.
Can I have your mark sheets, please?

(Hand over the mark sheets to the Assessor.)

I'm …… and this is …… .
A/B He / she is just going to listen to us.

Now, what's your name?
A Thank you.

And what's your name?
B Thank you.

		Back-up prompts
B	Candidate B, what's your surname? How do you spell it? Thank you.	How do you write your family / second name?
A	And, Candidate A, what's your surname? How do you spell it? Thank you.	How do you write your family / second name?
	(Ask the following questions. Use candidates' names throughout. Ask Candidate A first.) Where do you live / come from? <u>*Adult students*</u> Do you work or are you a student in ...? What do you do / study? <u>*School-age students*</u> Do you study English at school? Do you like it? Thank you. *(Repeat for Candidate B.)*	Do you live in …? Have you got a job? What job do you do? / What subject(s) do you study? Do you have English lessons?

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Phase 2
Interlocutor

(Select one or more questions from the list to ask each candidate. Use candidates' names throughout. Ask Candidate B first.)

	Back-up prompts
Do you enjoy studying English? Why (not)?	Do you like studying English?
Do you think that English will be useful for you in the future?	Will you use English in the future?
What did you do yesterday evening / last weekend?	Did you do anything yesterday evening / last weekend? What?
What do you enjoy doing in your free time?	What do you like to do in your free time?

Thank you.

(Introduction to Part 2)
In the next part, you are going to talk to each other.

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B1 Preliminary Speaking Part 1 – Transcript

Interlocutor: Good morning.

Both: Good morning.

Interlocutor: Can I have your marks sheets, please?

Both: Yes

Interlocutor: I'm Jenny Cook and this is Nick Kenny.

Nick Kenny: Hello

Interlocutor: He's just going to listen to us. Now, (to Bertha) what's your name?

Bertha: My name is Bertha.

Interlocutor: Thank you. And what's your name?

Eva: My name's Eva.

Interlocutor: Thank you. Right. What's your surname?

Eva: Garcia

Interlocutor: How do you spell it?

Eva: G-A-R-C-I-A

Interlocutor: Thank you. And what's your surname?

Bertha: CATEVILLA

Interlocutor: How do you spell it?

Bertha: C-A-T-E-V-I-L-L-A

Interlocutor: Thank you.

Bertha: You're welcome

Interlocutor: Um, where do you come from?

Bertha: I'm from Spain

Interlocutor: And do you work or are you a student in Spain?

Bertha: Er…I used to study

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Interlocutor: And what did you study?

Bertha: Er…I degree (sic) in media

Interlocutor: Thank you. And where do you come from, Eva?

Eva: I'm from Spain as well

Interlocutor: And do you work or are you a student in Spain?

Eva: I used to work in Spain.

Interlocutor: What did you do?

Eva: I work in Human Resources.

Interlocutor: Thank you. Eva, do you enjoy studying English?

Eva: Yes, I'm really enjoy. I love English.

Interlocutor: Why?

Eva: Because I need I need learn English to improve my job and I hope, when I come back to Spain, get a…a better job.

Interlocutor: Thank you. Bertha, do you think that English will be useful for you in the future?

Bertha: Yes, of course because I er I need the English to improve my career and I also need the English because I love travel and if you speak English you can understand everybody in all the world so I think it's very useful.

Interlocutor: Okay. Thank you. Eva, what did you do yesterday evening?

Eva: Yesterday evening…I was in home. And I …I was watching TV for one hour more or less and then I was studying for two hours and a half more or less (Uh-huh) And always I read (pronounced: red) a book before go to bed.

Interlocutor: Thank you. Bertha, what do you enjoy doing in your free time?

Bertha: Um, I enjoy reading books, er, visiting museums and listening music, I really like.

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