Cambridge
English Qualifications

B1 Preliminary Speaking Part 3 – teacher's notes

Description

Students use some sample materials to think about the content and language required in the part, before performing a practise task. They then consider the merits of a sample performance before doing their task again, trying to improve their own performance.

Time required:	*55 minutes*
Materials required:	▪ *sample task* ▪ *student's worksheets 1 and 2* ▪ *Audio or video recording of Part 3 of the Speaking test (e.g. the Preliminary Speaking test video pack, available from Cambridge Assessment English)* ▪ *transcript*
Aims:	▪ *to introduce Part 3* ▪ *to help students understand what is required in this task* ▪ *to focus on and practise useful language*

Procedure

1. Briefly review what Parts 1 and 2 of the Speaking test are and elicit or remind students what they have to do in Part 3. Add any missing information so that the following is established:
   - the examiner gives both candidates a different picture from that used in Part 2
   - each candidate has to talk on her/his own
   - the task is to talk about the picture in detail.
2. Hand out the pictures (**Sample task**). Explain that, while in the exam each candidate will just have to talk about one picture, for the moment they are going to look at both pictures. Elicit a few ideas about what they can see in Picture one, then Picture two. Ask students **what the common theme is** (*people reading and writing*) and explain that the theme is continued in Part 4.
3. Hand out **student's worksheet 1**. In pairs, students complete the three tables about the background, the people and the action in each picture. Feed in new language as required. Not every box needs to be completed.
4. In their pairs, ask students to speak about the background, people and action in Picture 1, then Picture 2, using their ideas from the worksheet. Write examples of good language on the board.
5. Explain that they are now going to practise a Part 3 using the ideas and language they have just thought of. Swap the students around so each student is working with another new partner. Assign one student in each pair to be the examiner and the other to be the candidate. Give out the instructions for the **sample task** (if not already done). The examiner gives the instructions on the sample task and the candidate talks about picture A for about a minute. Students then swap over for picture B.

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6. Monitor and take notes on good language and add these to the board.
7. Review the language that there is on the board, including form, meaning and pronunciation where necessary.
8. Explain that they are now going to listen to/watch/read about 2 candidates doing the task. If you don't have access to the Speaking test video pack, you could record yourself and two colleagues doing Part 3 as an audio recording, using the transcript provided here. If no recording is possible, hand out the transcript for students to read through. During the first listening, ask students to **decide which answer was clearer**.
9. Class discussion. Eva's answer is clearer as there is less hesitation and it is better organised and structured. *(Eva starts by describing the room and giving some details, before going on to describe the person in the picture and give her idea about what he's doing. Bertha, on the other hand, moves from one point to another without giving full descriptions, so then returns to a previous point, which makes her talk harder to follow.)*
10. Ask students to listen/watch/read Eva's answer again for examples of:
    - **a phrase for describing the position of something** *(on the left, at the background)*
    - **a paraphrase for an unknown word** *(she says* heating *as a paraphrase for radiator)*
    - **an opinion** *(I think he's studying for his exam, maybe he's doing his homework)*

    Explain that these would mean Eva scores well on the assessment criteria of Discourse Management and Grammar and Vocabulary.
11. Give out **students worksheet 2** (useful phrases) and review the form, meaning and pronunciation of the phrases.
12. Change the pairs of students to practise the sample task again, this time focussing on how they organise their answer. Encourage students to keep the useful phrases in front of them and to use them in their answers. Time students for one minute. Ask the listening student to give feedback to their partner. Students change roles.
13. Finish by eliciting a summary of Part 3 with the following questions:
    - **How long do candidates have to speak for in Part 3?** *(For a minute. The examiner will politely stop you if you talk for more than a minute.)*
    - **What should you do while your partner is speaking?** *(You should be quiet but paying attention to what your partner is saying, perhaps by nodding and looking interested.)*
    - **What should you do if you don't know the word for something in the picture?** *(You should use paraphrasing to describe the object and its function even if you don't know the name of it.)*

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Suggested follow-up activity

1. To practise the skill of paraphrasing unknown vocabulary, prepare cards with one target word on each. One student picks up a card and has to describe it to his/her team without using that word. Set a time limit to see how many words each team can guess. As students get better at this, add to the card a couple of other words related to the target word, which the student doing the describing is also forbidden to use.

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B1 Preliminary Listening Part 3 – answer keys

Key to Student's Worksheet 1

Answers will vary.

Table 1 Background

	Picture 1	Picture 2
Place	*Café*	*The man's apartment*
Public/private	*Public*	*Private*
Time of day	*Evening*	*??*
Noisy/quiet	*Noisy*	*Quiet*
Atmosphere	*enjoyable*	*Uncomfortable*

Table 2 People

	Picture 1	Picture 2
How many	*One*	*One*
Male/female	*Male*	*Male*
Ages	*In his thirties*	*In his twenties*
Occupations	*Business man*	*Student*
Clothes	*Suit*	*Jeans*
Mood	*Relaxed*	*Hard-working*

Table 3 Action

	Picture 1	Picture 2
Reading	*Reading a newspaper*	
Writing		*Writing an essay*
Studying		*Doing his homework*
Relaxing	*Relaxing with a coffee and newspaper*	
Working		*Studying*

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B1 Preliminary Speaking Part 3 – Student's worksheet 1

Look at the pictures in the sample task and complete the tables as far as possible with information about the background, the people and the action in each picture. See the examples in *italics*

Table 1 Background

	Picture 1	Picture 2
Place	*Café*	
Public/private		
Time of day	*Evening*	
Noisy/quiet		*Quiet*
Atmosphere		*Uncomfortable*

Table 2 People

	Picture 1	Picture 2
How many		
Male/female		
Ages		
Occupations	*Business man*	
Clothes		
Mood		

Table 3 Action

	Picture 1	Picture 2
Reading		
Writing		
Studying		*Doing his homework*
Relaxing		
Working		

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B1 Preliminary Speaking Part 3 – Student's worksheet 2

Study the following useful phrases for Part 3. Practise using them when you practise the task.

General description

- In the picture I **can** see…
- **There**'s…
- **There** are…
- It **looks like**…(+noun)
- It **looks** quite…(+adj)

Describing the person/people

- He **looks**…(+adj)
- The girl **looks** a bit…(+adj)
- They **seem...**

Giving an opinion

- I **think** it's…
- I **don't think**…

Giving details about the picture

- **In** the **foreground** there's…
- **In** the **background** you can see…
- **On** the left…
- **On** the right…
- **At** the bottom…
- **In** this corner…
- **In** the middle…

Comparing

- The girl looks **much** old**er than** the boy.
- The yellow car is **the biggest.**
- The mother isn't **as** pretty **as** the baby.

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B1 Preliminary Speaking Part 3 – Sample task

Part 3 (3 minutes)	People reading and writing

Interlocutor

Say to both candidates:

Now, I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of people **reading** and **writing**.

Candidate A, here is your photograph. *(Place **Part 3 booklet**, open at **Task 1A**, in front of Candidate A.)* Please show it to Candidate B, but I'd like you to talk about it. Candidate B, you just listen. I'll give you your photograph in a moment.

Candidate A, please tell us what you can see in your photograph.

(Candidate A)

Approximately one minute

If there is a need to intervene, prompts rather than direct questions should be used.

Thank you. (Can I have the booklet please?)

Retrieve Part 3 booklet from Candidate A.

Interlocutor

Now, Candidate B, here is your photograph. It also shows someone **reading** and **writing**. *(Place **Part 3 booklet**, open at **Task 1B**, in front of Candidate B.)* Please show it to Candidate A and tell us what you can see in the photograph.

(Candidate B)

Approximately one minute

Thank you. (Can I have the booklet please?)

Retrieve Part 3 booklet from Candidate B.

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Part 4 (3 minutes)

Interlocutor

Say to both candidates:

Your photographs showed people **reading** and **writing**. Now, I'd like you to talk together about the different kinds of reading and writing **you** did when you were **younger**, and the kinds you do **now**.

Allow the candidates enough time to complete the task without intervention. Prompt only if necessary.

Thank you. That's the end of the test.

Time

Parts 3 & 4 should take about **6 minutes** together.

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Sample Material - Part 3

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B1 Preliminary Speaking Part 3 – Transcript

Interlocutor.	And now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of people with letters. So, Bertha, here is your photograph (Thank you) Please show it to Eva but I'd like you to talk about it. Eva, you just listen and I'll give you your photograph in a moment. So, Bertha, please tell us what you can see in your photograph.
Bertha:	Uh-huh. In this picture I can see a very cute boy. He's in...in a really…I think it's his house but it's very...a very nice and big house and he's having breakfast. An orange juice and cereals and he's reading a ...a letter. It looks like a letter because he reads …his (sic) reading er...in the …in the same time that he's er drinking the orange juice. He also have a newspaper and...he...he looks very...very ..you know...er.. important person because his er clothes informal but he has a very .. a very nice house and she wears a green T-shirt very colour. I don't know really what about the letter but maybe it's a notice about the...the job or actually some notice about the...his girlfriend.
Interlocutor.	Thank you. Now, Eva, here is your photograph. It also shows someone with a letter. Please show it to Bertha and tell us what you can see in the photograph.
Eva:	Okay. Bertha, in this picture, we can see a room, maybe is the room of of this guy whose in the, in the photo. On the left, we can see one TV and er one chair. At the background we can see the heating and on the left, sorry on the right of the photo we can see a blue sofa. The guy, he's sitting on the floor and maybe he's doing his homework. He's wearing a red...er... jumper and and jeans, I think. Er, he's wearing a glasses as well. And he's drinking some tea. Maybe. I think he... he's studying for his exam, I think.
Interlocutor.	Okay. Thank you.
Eva:	You're welcome.

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