Cambridge
English Qualifications

B1 Preliminary Speaking Part 4 – teacher's notes

Description

After a brief introduction to Part 4, students practise a sample task. They then consider some language and other ways in which they can improve their interactive communication before repeating the task. They then look at a sample performance and evaluate the language used.

Time required:	*60 minutes*
Materials required:	▪ *photographs from the Preliminary Speaking Part 3 classroom activity* ▪ *student's worksheets 1 and 2* ▪ *sample task* ▪ *Audio or video recording of Part 4 of the Speaking test (e.g. the Preliminary Speaking test video pack, available from Cambridge Assessment English)* ▪ *OHT of key for student's worksheet 2 if possible,* ▪ *6 different colour pens for each student (if possible a range of colours such as blue, red, green, brown, pink and yellow)*
Aims:	▪ *to introduce Part 4 and to practise it* ▪ *to focus on some of appropriate language for Preliminary Speaking Part 4*

Note: this activity should be done after the classroom activity for Preliminary Speaking Part 3.

Procedure

1. If necessary, briefly remind students of the topic of the photographs used in the classroom activity for Preliminary Speaking Part 3. Read out the following instructions for the sample task to the class:

   Your photographs showed people with letters. Now I'd like you to talk together about the type of letters you like to write or receive and other ways you keep in contact with people.

2. Explain that Part 4 is always a continuation of the topic in Part 3 so that candidates are already familiar with it and have some ideas about it. Show the **Part 3 photographs** again and elicit **what was on the photographs in this Part 3** *(people reading and writing)* and **what candidates now have to talk about** *(types of letters that you write or receive and other ways you keep in contact with people).* Brainstorm a few ideas of what they could talk about. Remind students that in Part 4 they have to work together with their partner again.

3. Put students in pairs, repeat the instructions for Part 4 and give them 5 minutes to discuss the topic.

4. Elicit or remind students of the assessment criteria. Explain that Interactive Communication is very important in this part again, as in Part 2. Elicit some examples of what interactive communication involves e.g. asking your partner's opinion, showing interest, continuing your partner's idea.

5. Hand out **student's worksheet 1** for students to work in pairs to match the phrases with the headings. Check with the whole class. Where appropriate, elicit an example of how a function could be used in

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Part 4. Then focus on pronunciation and drill the phrases a few times so that the students sound natural and feel confident using them.

6. Explain that as well as phrases, you can also show your communication skills by showing interest in what your partner is saying. Elicit some ways of doing this, e.g. listening noises (e.g. *mmmm),* nodding your head, eye contact, smiling.
7. Change the pairs of students. Ask them to repeat the task, this time focussing on maximising the interactive communication. Time the students for 3 minutes, monitor and take notes for laterfeedback.
8. At the end, ask students their opinions on their performance. Give them your feedback now or at a later stage.
9. Explain that they will now hear/see/read this task done by two candidates. Stress that this is not a model and that there are some good points and some weaker points compared to their own performances.
10. If you don't have access to the Speaking test video pack, you could record yourself and a colleague doing Part 4 as an audio recording, using the transcript provided here. If no recording is possible, hand out the transcript for students to read through. If you are using video or audio, play the recording of and give students the transcript (**student's worksheet 2**).
11. Ask students to consider briefly if the candidates had similar ideas to their own and to comment on their performance. Add your comments as appropriate.
12. Make sure each student has access to different coloured pens, or can highlight or underline in 6 different ways. Using the transcript, ask students to find and underline in different colour pens examples where the candidates are doing the following:
    - Agreeing (in blue)
    - Continuing your partner's idea (in red)
    - Disagreeing (in green)
    - Giving reasons (in brown)
    - Giving opinions (in pink)
    - Showing interest (in yellow)
13. Students compare what they have underlined in pairs and then check with the class using the key on an OHT if possible.
14. Play the recording one more time for students. Ask students to follow using their underlined transcripts and to listen to find out if there are **any examples of either candidate asking for their partner's opinion** *(no there aren't).* Discuss why this might be *(they both offer their opinion readily, they both seem to have similar ideas).* Point out that it would have been better if they'd asked for each other's opinion at least once.

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15. Summarise Part 4 by giving the following statements for students to decide if they are true or false.

- **The examiner sets up the task and then asks questions during the task. (***False. The examiner sets up the task and then takes no further part. Candidates are expected to keep the conversation going themselves, though the interlocutor will intervene if there is a complete breakdown of communication.)*
- **The theme from Part 3 is continued in Part 4.** *(True. This is so that the candidates have already thought about the topic.)*
- **It is more important to talk about your own ideas than to ask for the views of your partner and comment on those.** *(False. both are equally important)*
- **You will lose marks if you don't understand what your partner says.** *(False. This is ok as long as you can ask your partner for clarification or repetition)*

Suggested follow-up activities

1. Teach and practise questions asking for clarification and repetition so that students feel comfortable with these.
2. Discussion activities with roles e.g. a student who doesn't take turns, a student who only asks for opinions and never gives their own opinion, a student who never agrees with anything their partner says, etc.
3. 2 minute conversations on different topics with different partners.

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B1 Preliminary Speaking Part 4 – answer keys

Key to Student's Worksheet 1

Agree with your partner	I think so too
	Absolutely
Disagree with your partner	I'm not so sure about that
	I don't think so
Continue your partner's idea	Yes, and also…
	And another point is…
Give a reason	This is because
	as…
Give a new opinion	Another idea is…
	I think
Ask for your partner's opinion	Do you agree?
	What do you think about that?
Sum up what has just been said	So,
	In other words…
Showing interest	Mmmm

Key to Student's Worksheet 2

Relevant sections of text are underlined and indicated with the code below.

[A] = agreeing

[D] = disagreeing

[O] = giving opinions

[C] = continuing your partner's idea

[R] = giving reasons

[I] = showing interest

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Interlocutor:	Your photographs showed people with letters. Now I'd like you to talk together about the type of letters you like to write or receive and other ways you keep in contact with people.
Eva:	Okay. When I was in Spain, I..I I didn't used to to write letters.
Bertha:	Me neither [A].
Eva:	I use the computer always, always. But when I arrived at London my friends sent me every week one letter. So I have to…to ask them. So maybe monthly I write one letter for...for my friends.
Bertha	Yeah, for me the same [A]. I didn't…I didn't used to write letters because I'm so lazy [R] to write the letter, buy the .. the stamps and go to the post office. But here in London er because I miss a lot my friends and my family [R] I used to write letters, emails, call to my parents all the weeks and my friends. So, yeah, I I think it's a good idea [O]because the people lose the the um…use
Eva:	The habit [C]
Bertha:	The habit of write letters because you know internet is easier, it's faster [R] (Quickly [I]), Yeah, but I think that you miss a lot of…feeling if you write on the computer. I think it's good to see the the letter of the other person and you write more sincerely. [O] I think, I enjoy, I enjoy when I receive a letter from my parents or my (Yes [I]) my friends because you see the letter and you know that this paper, your friend touched this paper. [R] I don't know (Yes [I]) how to explain the…
Eva:	You feel better…[C]
Bertha:	Yeah you feel
Eva:	...when you receive a letter.
Bertha:	Yeah, sometimes it's good when you receive [O], you need to you receive notice about your (Uh-huh [I]) your friends and your family and it's better a letter than a call or an email.
Eva:	I prefer the email [D] because it's quickly [R] and in London I haven't...I don't have so many time to write letters.
Bertha	Yeah, it's true. [A] Yeah, maybe the email is the best form to keep in touch [O] with the people you...
Eva:	Because every day you use the computer so in five minutes you can write to your friend [R] so if you, if you have to write a letter you need more time.
Bertha:	Yeah now with the technology [R], it's very easy to keep in touch. Now, the computers can have a camera (Yes [I]) and you can see the person. It's very …it's very nice to see a person that you know is so far (Uh-huh [I]) and you can speak face to face.

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Eva:	Yes. [A]And the mobile is the best way….
Bertha:	Yeah, [A]with the message
Eva:	Nowadays. Yes [I]
Bertha:	It's very...
Eva:	Quickly and cheap. [C] Yes [I].
Bertha:	Yeah, and you meet a person you know one day or one night and you are side (sic) to speak with this person the message is very
Eva:	You text him. [C]
Bertha:	...are very funny and very
Eva:	Yes [A]
Bertha:	There are a lot of ways to keep in touch actually, actually.
Eva:	Uh-huh. [A]
Interlocutor:	Thank you. That's the end of the test.
Both:	Thank you

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B1 Preliminary Speaking Part 4 – Student's worksheet 1

Fill in this table using the phrases below. There are two phrases for each heading.

Agree with your partner	
Disagree politely with your partner	
Continue your partner's idea	
Give a reason	
Give a new opinion	
Ask for your partner's opinion	
Sum up what has just been said	

Another idea is…

In other words…

I'm not so sure about that.

This is because...

Absolutely!

I don't think so.

Do you agree?

What do you think about that?

I think...

I think so too.

Yes, and also…

as…

And another point is…

So,...

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B1 Preliminary Speaking Part 4 – Student's worksheet 2

Look at the transcript of a sample performance of Preliminary Speaking Part 4. Find and underline in different colour pens examples where the candidates are doing the following:

- agreeing (in blue)
- continuing their partner's idea (in red)
- disagreeing (in green)
- giving reasons (in brown)
- giving opinions (in pink)
- showing interest (in yellow)

Interlocutor: Your photographs showed people with letters. Now I'd like you to talk together about the type of letters you like to write or receive and other ways you keep in contact with people.

Eva: Okay. When I was in Spain, I..I I didn't used to to write letters.

Bertha: Me neither.

Eva: I use the computer always, always. But when I arrived at London my friends sent me every week one letter. So I have to…to ask them. So maybe monthly I write one letter for...for my friends.

Bertha: Yeah, for me the same. I didn't…I didn't used to write letters because I'm so lazy to write the letter, buy the .. the stamps and go to the post office. But here in London er because I miss a lot my friends and my family I used to write letters, emails, call to my parents all the weeks and my friends. So, yeah, I I think it's a good idea because the people lose the the um ...use

Eva: The habit

Bertha: The habit of write letters because you know internet is easier, it's faster (Quickly), Yeah, but I think that you miss a lot of…feeling if you write on the computer. I think it's good to see the the letter of the other person and you write more sincerely. I think, I enjoy, I enjoy when I receive a letter from my parents or my (Yes) my friends because you see the letter and you know that this paper, your friend touched this paper. I don't know (Yes) how to explain the…

Eva: You feel better…

Bertha: Yeah you feel

Eva: ...when you receive a letter.

Bertha: Yeah, sometimes it's good when you receive, you need to you receive notice about your (Uh-huh) your friends and your family and it's better a letter than

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	a call or an email.
Eva:	I prefer the email because it's quickly and in London I haven't...I don't have so many time to write letters.
Bertha:	Yeah, it's true. Yeah, maybe the email is the best form to keep in touch with the people you...
Eva:	Because every day you use the computer so in five minutes you can write to your friend so if you, if you have to write a letter you need more time.
Bertha:	Yeah now with the technology, it's very easy to keep in touch. Now, the computers can have a camera (Yes) and you can see the person. It's very …it's very nice to see a person that you know is so far (Uh-huh) and you can speak face to face.
Eva:	Yes. And the mobile is the best way….
Bertha:	Yeah, with the message
Eva:	Nowadays. Yes
Bertha:	It's very...
Eva:	Quickly and cheap. Yes.
Bertha:	Yeah, and you meet a person you know one day or one night and you are side (sic) to speak with this person the message is very
Eva:	You text him.
Bertha:	...are very funny and very
Eva:	Yes
Bertha:	There are a lot of ways to keep in touch actually, actually.
Eva:	Uh-huh.
Interlocutor:	Thank you. That's the end of the test.
Both:	Thank you.

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B1 Preliminary Speaking Part 4 – Sample task

Part 4 (3 minutes)

Interlocutor *Say to both candidates*

Your photographs showed people with letters. Now I'd like you to talk together about the type of letters you like to write or receive and other ways you keep in contact with people.

Allow the candidates enough time to complete the task without interruption. 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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