

B2 First for Schools Speaking Part 1

Aims of the lesson	<ul style="list-style-type: none"> to familiarise students with Part 1 of the Speaking test to give students strategies to participate in it successfully
Time needed	30–40 minutes
Materials required	<ul style="list-style-type: none"> Student's worksheet 1 (one copy for each group of three students) Student's worksheet 2 (one copy for each student)

Procedure

- Ask the students when they last met someone new or made a new friend.
 - Can you remember what you said to them?
 - Did you ask them any questions?
 - What kind of questions would you normally ask when you first meet someone?

Ask the students to think of 5 pieces of information they might ask about and give them 2 minutes in pairs. Feed back their ideas: e.g. *their name, where they're from, where they live, how old they are, where they go to school/college, hobbies, etc.*
- Tell the students that in Part 1 of the B2 First for Schools Speaking test they will be asked questions by the interlocutor. (*The interlocutor is the examiner who students talk to when they're taking the test, and who gives the instructions and sets up the tasks.*) They will answer questions about their everyday life and they will not have to talk to each other. This part lasts 2 minutes.
- Put the following topic areas on the board:
 - Likes and dislikes
 - School
 - Free time
 - Daily life
- Working in pairs, ask students to write two possible questions for each topic (e.g. *Do you do any sport? What sort of music do you listen to?*)
- Elicit feedback from the whole class and write some of their questions on the board. Ask a few students to ask you some of the questions on the board. Respond, giving only minimal answers to show them how **not** to answer questions (e.g. *Do you do any sport? Yes. What do you do in your free time? Tomb Raider. What did you do last weekend? Snap Chat.*)

6. If your class is of a good level, also introduce the idea of using cleft sentences or fronting here. It is very good spoken grammar:
What do you do in your free time? Well, what I most like doing is playing football. The one thing I enjoy doing is collecting stamps.
What do you want to do in the future? What I most want to do is go to university to study Biology.
7. Now demonstrate a pre-prepared answer (e.g. *My favourite sport is football. I like it because I'm on the school team and I enjoy playing with my friends*). Elicit what the problem is with this answer to the question *Do you do any sport?* (*It doesn't answer the question, it sounds rehearsed and unnatural.*) Point out that the questions in Part 1 vary and the interlocutor may ask follow-up questions based on what the candidates say. Although this part of the test is quite straightforward, the questions are not all predictable.
8. Divide the students into groups of three – one interlocutor and two candidates. Remind them that during the Speaking test a fourth person, the assessor, will be present, but that they won't speak.
9. Give out **Student's worksheet 1** to the students playing the role of interlocutor. This is the interlocutor's script from the B2 First for Schools Handbook. Before they begin, ask the students to read through the interlocutor's script to make sure they understand. Then ask them to ask you one or two questions so you get the chance to model the answers using cleft sentences if necessary.
10. Ask the students to role-play Part 1 of the Speaking test, using **Student's worksheet 1**. Monitor, paying attention to the length of responses. After 2 minutes, ask the students to swap round, so that a different student is the interlocutor.
11. Elicit why they think the Speaking test starts this way (*to put the candidates at their ease by asking them simple questions*).
12. Give out **Student's worksheet 2**. Working in pairs, ask students to decide if the statements are true or false, as a way of checking they have understood what they have to do. Feed back with the whole class (see **Answer key**).

Additional information

- The interlocutor does not respond to what candidates say in Part 1, but will interrupt candidates if they give long, prepared answers.
- The assessor's role is to evaluate the individual candidates' performances throughout the test, according to the assessment criteria. They do not join in with the conversation.

Answer key

Student's worksheet 2

1. **True** – Although candidates are not actively invited to interact with each other at this stage, they may if they wish and so should listen carefully to their partner's answers.
2. **False** – At no stage of the Speaking test are candidates given a copy of the questions.
3. **True** – Note: 3 minutes are allowed for groups of three.
4. **True** – The topic areas and types of questions candidates will be asked in Part 1 were discussed before the role-play activity.
5. **False** – Past, present *and* future circumstances can be tested.
6. **False** – Candidates need to extend their answers beyond the minimum. Assessment begins as soon as the candidates introduce themselves, and Part 1 is when examiners get their first impressions of the candidates. One-word answers are not usually adequate and candidates will lose marks for Interactive Communication if they give limited responses. Equally, candidates should not prepare long responses in advance. If a candidate does this, it often means that they don't answer the question appropriately. It is also not effective Interactive Communication and examiners spot it easily. It is much better for students to have as much practice as possible talking about themselves and their lives with different people and different focuses, so that they feel more confident.
7. **True** – Candidates will be asked roughly the same number of questions, but not necessarily the same questions. Candidates need to pay careful attention to the question they are asked and make sure they answer it appropriately. In this part of the test, the interlocutor leads the discussion so candidates don't need to worry about turn-taking.
8. **False** – Candidates must attempt to answer every question they are asked. They can ask for clarification if they don't hear or understand something and the interlocutor will repeat it. No marks are lost for asking for clarification, so make sure that your students know this and that they have the appropriate strategies for requesting clarification. Tell students that they **should** ask for clarification, if they have any difficulties understanding a question, before starting to answer. However, they will get no marks for silence (if they are afraid to admit that they haven't understood) and may lose marks for Interactive Communication if they answer a question inappropriately.

Student's worksheet 1

Part 1 2 minutes (3 minutes for groups of three)

Good morning/afternoon/evening. My name is and this is my colleague

And your names are?

Can I have your mark sheets, please?

Thank you.

- Where are you from (*Candidate A*)?
- And you (*Candidate B*)?

First of all we'd like to know something about you.

Select one or more questions from any of the following categories, as appropriate.

Everyday life

- What do you usually do in the evenings?
- Do you get a lot of homework every week? (When do you do it?)
- Is there something you do every week after school? (What do you do?)
- Who do you spend time with at the weekends? (What do you do together?)
- What are you going to do this weekend?

Likes and dislikes

- Do you ever go to the cinema? (Tell us about a good film you've seen.)
- Do you have any interests or hobbies? (What do you do?) (What do you like about [*hobby mentioned*]?)
- Do you play any sports? (What do you like about [*sport mentioned*]?)
- Have you been to any parties recently? (Tell us about it)
- What do you like doing when you're on holiday? (Why?)

Student's worksheet 2

How much do you know about Part 1 of the Speaking test? Look at the statements below and decide if they are True (T) or False (F).

In Part 1:

1. the interlocutor asks you questions which you answer individually.

T / F

2. you are given a copy of the interlocutor's questions.

T / F

3. it lasts approximately 2 minutes.

T / F

4. you are tested on your ability to give personal information about yourself.

T / F

5. you only need to talk about past and present circumstances.

T / F

6. you should keep your answers as short as possible.

T / F

7. you and your partner are given the same number of questions to answer.

T / F

8. if you don't hear or understand a question properly, you don't need to answer it.

T / F