

B2 First for Schools Speaking Part 4

Aims of the lesson	<ul style="list-style-type: none"> to encourage students to think about and formulate the type of questions and answers used in the Part 4 discussion to practise a sample Part 4 activity
Time needed	50 minutes
Materials required	<ul style="list-style-type: none"> one copy of the Student's worksheet per group of three students (cut up) one copy of the Sample task per group of three students

Procedure

- Before the class, copy the **Student's worksheet** so you have one for every group of three students. Cut up the table so you have a set of nine question word cards and five topic cards per group.
- Play the 'Yes/No' game with the class as a warmer. The students must ask you questions, and you can answer in any way you like, as long as you never use the words 'Yes' or 'No'. Try to avoid one-word answers, as this will model the type of longer answer the students are expected to give in Part 4. After you have made a mistake and said 'Yes' or 'No', Arrange the students into pairs and let them play the game for about 5 minutes.

The game might proceed as follows:

S: 'Are you ready?'

T: 'Indeed I am, I am completely ready.'

S: 'Have you ever been to Disneyland?'

T: 'I haven't, but I've been to Eurodisney.'

S: 'The one in Paris?'

T: 'Yes... aaarg! You got me.'

The more conversational is it, the more likely you will force someone into saying 'yes' or 'no'.

- Elicit question words from the class and put them on the board (e.g. who, what, where, when, why).
- Explain that you are going to look at Part 4 of the B2 First for Schools Speaking test, the discussion, which follows on from Part 3.
- Divide the students into groups of three, and give each group a set of five topic cards and nine question word cards (cut up from the **Student's worksheet**), asking them to lay them out in two piles, face down.

6. Tell the students that one student should turn up a topic card, and the next student should turn up a question word card. The second student should then think of a question as quickly as possible to ask the first student on their topic, using the question word on the card, e.g. on the topic of *free-time activities*, and the questions word *would*, possible questions are:

- Would you mind telling me about your hobbies?
- What activities would you like to do in your free time, if you had enough time and money?
- Are there any free-time activities that you would say were a waste of time?
- What hobby would you like to take up?
- What would you recommend me to do in my free time?

Before they start point out that, as in part 3, managing the flow of what they are saying is very important and phrases like:

- When it comes to...
- As far as ... is concerned

are very useful.

Also point out that some of these questions are quite strange and challenging and that instead of saying, 'Err...' they can use 'time buying' phrase like:

- Let me see...
- I've never thought about it...
- That's an interesting question...

Before they start it might be a good idea for you to demonstrate what you mean by being the candidate and using some of the language above. This will also give you the chance to make sure they are forming the questions properly.

7. When the first student has answered, the third student should pick up a different question word card and ask the first student a different question. Tell them that yes/no or one-word answers are not acceptable, and they must try to expand on their answers.
8. After 4 minutes, stop the groups and tell them that a different person in each group should pick a topic. Again, the other two should ask them questions until you stop them after 4 minutes.
9. Repeat once more so that each student in the group has had a chance to answer questions.
10. Monitor throughout, helping students to formulate correct questions when necessary.
11. Tell the students that they are now going to practise a Part 4 activity. This time, only one person will ask questions (the interlocutor), and the other two students in the group will be the candidates.
12. If you have done the Part 3 activity with your class, the Sample task activity follows on from that. If not, tell the students that the topic here is school, following on from a Part 3 activity about different things people do at school.
13. Give one student in each group of three a copy of the **Sample task**, and ask them to be the interlocutor in this role-play, asking the questions and trying to make sure each 'candidate' has an equal chance to speak. Tell them they must ask the questions in order.

14. Monitor the role-plays, looking for extended answers, an ability to organise ideas effectively and some complexity of language. After the students have spent about 5 minutes on this, stop the activity (in the exam, this part takes 4 minutes, but obviously your students may spend a little longer on this discussion in class).
15. Feed back your observations on their discussions, concentrating on the language skills given in Step 14. Discuss the following questions with the class:
 - Was it difficult to think of things to say?
 - Which questions were the easiest to answer? The answer should be the first questions as the later questions are designed to push the candidates and are a little more abstract and therefore challenging.

Then deal with any queries (see **Additional information** below).

Additional information

- The topic for Part 4 is a development of the theme established in Part 3. The interlocutor asks questions which broaden the theme. Students should be prepared to talk about a range of topics, such as: education; the past; the future; the environment; travel; transport; health; sport; holidays.
- This section lasts approximately 4 minutes (6 minutes for groups of three candidates).
- The interlocutor leads the discussion with both candidates and will ensure that both candidates are given equal opportunity to speak. However, if one candidate dominated in part 3, this will be the interlocutor's chance to redress the balance.
- This is now a three-way discussion – it is a development and expansion of Part 3. As the interlocutor now directs the discussion, students may wish to turn to face her/him again. However, candidates are also encouraged to ask questions of each other and to show their own discussion skills. These include: offering an opinion; extending their responses; agreeing and disagreeing with their partner; adding to or extending their partner's response; not waiting to be asked a question; not being afraid to ask a question; not dominating.
- Timing is important, so the examiner may have to interrupt to stop a lengthy discussion. Each group of candidates is given the same amount of time. Again, however, candidates should not worry if this happens as it means that they have spoken for long enough. The interlocutor may also interrupt if one candidate is dominating in order to give the other candidate the opportunity to speak.
- Candidates will not lose marks if they ask for clarification. It is much better to ask the interlocutor to repeat a question than to give an irrelevant reply.

- It is important for candidates to answer the questions as fully as possible in this part. They should offer more than minimal responses and show what they can do. In order to be able to make a full and accurate assessment of each candidate's performance, the examiners must be given a reasonable amount of language to assess and this part of the test gives candidates a final opportunity to show how capable they are. Teachers should help their students to be able to give full and natural answers and to be able to give opinions about everyday situations and current events, so they can participate fully. Candidates will be rewarded for making positive contributions to the development of the task, such as a willingness and ability to develop the topic.

Suggested follow-up activities

- In future classes, encourage students to develop their answers when taking part in discussion activities. Also encourage them to discuss current events of interest to them, new films, music, television programmes, computer games.

Student's worksheet

WHY		WHO		WHERE
WOULD		WHICH		WHAT
WHEN		HOW		DO
free-time activities		holidays		food
travel		school		

Sample task

Part 4

Interlocutor *Select any of the following questions, as appropriate:*

Which of these activities do you most enjoy doing at school? (Why?)

Some people say that school is for lessons and that students should do other activities after school. What do you think?

What do you think is the best thing about school life? (Why?)

Do you think it's true that students have to study too hard these days and don't have enough time to enjoy themselves? (Why?/Why not?)

Do you think we learn more in school or outside school? (Why?)

What age do you think students should be allowed to leave school at? (Why?)

Thank you. That is the end of the test.