

B1 Preliminary Speaking Part 3 – Teacher's notes

Description

To introduce and practise Part 3 of the Speaking test and to consider what makes a good performance in B1 Preliminary Speaking Part 3. Also to identify and practise some useful language for B1 Preliminary Speaking Part 3.

Time required:	60 minutes
Materials required:	▪ Sample task ▪ Student handouts 1 and 2 ▪ Student handout 2 Exercise 1 cut up into strips ▪ Projection/PowerPoint slide of assessment criteria ▪ Video recording of Mohammed and Kenza B1 Preliminary Speaking test
Aims:	▪ to introduce and practise Part 3 of the Speaking test ▪ to consider what makes a good performance in B1 Preliminary Speaking Part 3 ▪ to identify and practise some useful language for B1 Preliminary Speaking Part 3

Procedure

1. Introduce Part 3 of the Speaking test by eliciting any information that your students already know. Establish the basics by asking questions such as:
 - **Do you work alone or with your partner in Part 3?** (With your partner)
 - **Are there any visual materials?** (Yes, there are some pictures)
 - **Is this a roleplay?** (No, but you are given a situation to talk about)
2. Hand out the **sample task** and **Student handout 1**. Direct students to exercise 1 on the handout and ask them to discuss the questions with a partner by referring to the sample task.
3. Whole class discussion of the features of the task (see **Answer key**).
4. Elicit or remind students of the assessment criteria using the **projection/PowerPoint slide** with the assessment criteria. Point out that interactive communication is important in Part 3 but that candidates are assessed on their own performance, not in relation to their partner.
5. If possible, play the video or recording of Part 3. Ask students to consider the questions in exercise 2 while they watch/listen/read.
6. Class discussion of their answers.

7. Explain that they are now going to practise some of the functional language that might be useful in Part 3 and refer back to the examples used by Mohammed and Kenza to demonstrate what this is. Give students the cut-up strips from **Student handout 2** exercise 1 with one phrase on each strip and the separate headings. Students match the phrases and headings in pairs.
8. Give students **Handout 2** in its complete form. Students self-check the matching task.
9. Check if any phrases are unfamiliar and present and drill the pronunciation for these phrases and allow students a few minutes to practise by themselves.
10. Explain that students are going to practise a Part 3 task with their partner, and that during it they should use some of the functional language you've just been working on. Refer students to exercise 2 and allocate one situation to each pair. Ensure a similar number of pairs are doing each situation.
11. Ask the pairs to discuss the topic and to come to a decision only after they have talked about all options.
12. Go around the class, monitoring performance and language.
13. When they have finished the task, find out from each pair what they decided upon and give feedback on language and performance. You could highlight examples of both good language and language which needs improving or correcting and getting the students to do this themselves.
14. Divide the class into groups of three. Refer students back to the **sample task**. Allocate one student in each group to be the examiner and the other two students to be candidates. Students complete the sample task, with the examiner reading the instructions, timing 3 minutes and listening to the other two students completing the task.
15. Go round the class, monitoring performance and language.
16. Ask each examiner for some feedback about their candidates. Encourage them to comment in a positive way about use of phrases, turn taking and interesting vocabulary and grammar.
17. Put the following true/false statements about Part 3 on the board. Give students a few minutes to consider them before rounding off with a discussion about the answers.
 - **It's more important to look at the pictures as soon as you get them than to listen to the examiner's instructions.** (False, you must listen carefully to what you need to do in the task, so try not to look at the pictures immediately as you will probably get distracted and not hear the instructions properly.)
 - **If you don't know the correct vocabulary for one of the pictures, you should just ignore it.** (False, you should try to paraphrase what it is e.g. a wallet is something that you carry your money and credit cards in.)

- **You should try to talk more than your partner.** (False, a candidate who dominates the task and doesn't give their partner a chance to speak will lose marks. The aim is to work together and take turns.)
- **You should come to a decision as quickly as possible.** (False, the examiners can only give marks on the language they hear in the test. By coming to a decision too early, the candidates are not giving themselves the opportunity to show the examiner what they can do. Candidates should talk about all the options and give their reasons for selecting or rejecting them.)

B1 Preliminary Speaking Part 2**Answer key****Student handout 1****Exercise 1****a) Look at the instructions. What do you have to do?**

Talk with your partner about the things a friend of yours will need when she comes to spend six months in England.

b) What kind of language will you need to do the task?

- language for describing the objects in the pictures e.g. future tense – she will need, modal verbs – she might need
- superlatives and comparatives e.g. a camera is the most important thing to bring, a camera is more important than a stereo
- language for giving reasons e.g. because
- language for giving and asking for opinions e.g. I think..., What do you think?

c) Which of these speaking skills are needed for Part 3?

- Making suggestions: Yes
- Responding to suggestions: Yes
- Answering personal questions: No
- Discussing alternatives: Yes
- Making recommendations: Yes
- Negotiating agreement with your partner: Yes
- Roleplay: No
- Talking about your plans for the future: No

d) What do you think is more important, the discussion or the decision? Why?

The discussion. The examiners want to hear your language, not your ideas. They want to hear you talking about the topic and interacting with your partner.

Exercise 2**1. Do they discuss all options?**

Almost, they talk about all options except the second right (computer game?)

2. Do they both speak equally? Why/why not?

Mohammed talks slightly more and generally initiates each new item

3. Do they give reasons for their opinions?

Yes, there are lots of examples where they give reasons using 'because'

4. Does either candidate do the following?

- **Start the activity:** Mohammed mostly takes the lead 'I think the calendar is perfect or the t-shirt' students might feel that he dominates too much in this respect or feel that he is just more confident and that he is helping Kenza who is perhaps more shy.
- **Make a suggestion:** Both
- **Ask the other's opinion:** Mohammed asks, 'What about this bag, what do you think about this bag?'
- **Keep the discussion going:** both respond to each other's points, usually starting with the word 'but' – 'but at least you have it at home and you can see it even if you don't wear it'
- **Sum up:** No, the examiner stops them while they are discussing the items

B1 Preliminary Speaking Part 2

Assessment criteria

Grammar and Vocabulary

This includes how accurate and appropriate the candidate's grammar and vocabulary are as well as the range that is used.

Discourse Management

This is how coherent, long and relevant a candidate's answers are.

Pronunciation

This is how clear a candidate's English sounds are as well as their stress, rhythm and intonation. An accent is fine as long as the candidate can be understood.

Interactive Communication

This is how well a candidate uses their language to communicate with their partner, including such skills as initiating and responding, taking turns and keeping the task going.

Global Achievement

This is the interlocutor's assessment of how effective a candidate is in dealing with the tasks in all four parts of the speaking test.

B1 Preliminary Speaking Part 3
Student handout 1

Exercise 1

Look at the sample Part 3 and discuss the following questions with a partner:

- a) Look at the instructions. What do you have to do?
- b) What kind of language will you need to do the task?
- c) Which of these speaking skills are needed for Part 3?

making suggestions

responding to
suggestions

answering personal
questions

discussing
alternatives

making
recommendations

negotiating agreement
with your partner

roleplay

talking about your
plans for the future

- d) What do you think is more important, the discussion or the decision? Why?

Exercise 2

While you are watching/listening to/reading the sample Part 3, think about these questions:

1. Do they discuss all options?
2. Do they both speak equally? Why/why not?
3. Do they give reasons for their opinions?
4. Does either candidate do the following?
 - start the activity
 - make a suggestion
 - ask the other's opinion
 - show a preference
 - agree or disagree
 - keep the discussion going
 - sum up

Here are some useful phrases for B1 Preliminary Speaking Part 3. Practise saying and using them.

Starting	Shall we start with this one?
	Let's start with this one, shall we?
Suggesting	I think this would be good because...
	This wouldn't be such a good idea because...
Asking your partner	So, what do you think?
	Do you think that's a good idea?
Showing preferences	I prefer...
	I think this is better because...
Agreeing	Yes, that's a good point.
	I see what you mean.
Disagreeing	Well, I'm not so sure about that.
	I don't think that's such a good idea.
Choosing/ summing up	Which one shall we choose?
	So, shall we choose this one?
	Do we agree that this is the best one?

Exercise 2

Discuss the situation your teacher tells you to. Talk about all the suggestions.

Your class want to go out for an evening together. Where will you go?

- Cinema
- Restaurant
- Theatre
- Tennis
- Disco

You are planning a holiday, where will you go?

- Mountains
- Beach
- Lake
- City
- Home

Your town / city is going to build a new attraction. What should they build?

- Zoo
- Car park
- Cinema
- Museum
- Shopping centre

B1 Preliminary Speaking Part 3

Sample task

Speaking Test 1 (Work and Relaxation)

Parts 3 and 4 (6 minutes)

Part 3

Interlocutor Now, in this part of the test you're going to talk about something together for about two minutes. I'm going to describe a situation to you.

Place Part 3 booklet, open at Task 1, in front of the candidates.

A young man works very hard, and has only one free day a week. He wants to find an activity to help him relax.

Here are some activities that could help him relax.

Talk together about the different activities he could do, and say which would be most relaxing.

All right? Now, talk together.

Candidates

 *approx. 2–3 minutes*

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Interlocutor Thank you. (Can I have the booklet please?) *Retrieve Part 3 booklet.*

Activities to help the man relax

