

B2 First Speaking Part 2

Teacher's notes

Aims of the lesson	to give students an overview of Part 2 (the long turn) of the Speaking paper and to provide them with some controlled practice
Time needed	40–60 minutes
Materials required	Student's worksheet Sets of sentence strips (supplied) cut up

Procedure

1. Tell your class that you are going to look at Part 2 of the Speaking test. Briefly, elicit/tell them that it is known as the long-turn section. Ask them what they know about Part 2 of the Speaking test.
2. Give students the **worksheet** and ask them to match the questions to the answers (Activity 1). This should be relatively straightforward.
3. Check as a class, dealing with any queries (see key).
4. Now ask students to study the True/False questions (Activity 2). They should discuss these with another student.
5. Check answers in class, using the answer key as a basis for discussion if the students ask questions.
6. Divide your students into pairs/small groups. Give one set of cut-up sentence strips per pair/group and ask them to complete Activity 3. This will be quite challenging if they have no previous experience of the Speaking test, so monitor carefully and help if necessary.
7. Check answers in class.
8. In pairs, ask students to try the sample task from the handbook. They can take it in turns to act as interlocutor/timekeeper or candidate.

Part 2 preparation

See the B2 First Speaking Advice for Teachers section on the Teaching English website. This contains useful general suggestions for preparing your students.

B2 First Speaking Part 2 (long turn) – answer key to worksheet**Key to Activity 1****1. Question matching**

- c) **How long does it last?** 4 minutes
- d) **What skill is being assessed?** Your ability to organise your thoughts and ideas and express yourself clearly using appropriate language.
- b) **What is the interaction?** The interlocutor asks you questions which you answer on your own.
- a) **What is this task?** This is the individual long-turn part. You speak for 1 minute without interruption, comparing two photos which the interlocutor gives you.

Key to Activity 2**2. True/False**

- a) **False** – candidates should not speak during their partner's long turn.
- b) **False** – candidates should start talking immediately in order to make the most use of their time. They shouldn't use the time that the interlocutor is speaking to prepare, as they will then miss the second part of the question. It's important not to leave long silences, nor to say 'that's all' – the interlocutor indicates when the candidate has spoken enough. Students need to practise comparing photographs as much as possible to improve their observation skills and increase their confidence.
- c) **True** – candidates are asked to compare two different photographs. There is a thematic link between the visuals and this is explained to the candidates by the interlocutor. The important thing is that the candidate speaks clearly and coherently while sustaining a long turn.
- d) **False** – although candidates have to compare the visuals, they shouldn't describe them in detail. Rather, the interlocutor asks them to give some kind of personal reaction to them. Candidates must listen carefully to what the interlocutor says, and make sure that they answer this part of the question. If they don't, they will probably find it hard to talk for a full minute. Teachers must make sure that their students are prepared for this and give plenty of varied classroom practice. If a candidate finds that they haven't heard or understood the instructions, they shouldn't be afraid to ask the interlocutor to repeat them. They aren't penalised for doing this as long as they ask before they start answering. **N.B.** The question appears above the visuals.
- e) **False** – the listening partner is asked to make a brief comment on the speaking candidate's photographs after their partner's long turn. Partners are not asked to compare the same photos.
- f) **True** – because the test is timed, the examiner will stop candidates who talk for more than a minute. This is not a problem and shows the candidate that they have spoken enough. With timed practice, students will learn to time themselves well so that they can complete the task and fill 1 minute without needing to repeat themselves.

- g) **True** – after the speaking candidate has finished, the listening candidate is asked to make a brief comment. This comment is only 30 seconds or so. The listening candidate needs to listen carefully to what their partner is saying but must always remember not to interrupt during their partner's long turn.
- h) **False** – candidates who finish early will be penalised, and they shouldn't feel that they need to rush. They need plenty of timed practice in this activity so that they get a feel for how long a minute lasts. If they don't practise, they may find that they run out of things to say before the minute is up. It's good to avoid this, as candidates need to make the most of the time to show what they are capable of.

Key to Activity 3

3. Sentence strips

The correct order is: f, c, d, j, h, a, i, l, b, g, e, k

Additional information

The interlocutor will interrupt candidates when the time is up, and will wait for them to say more if their contribution is too short.

Sentence strips (to be cut up)

a) Candidate B speaks for approximately 30 seconds.
b) Candidate B speaks for about a minute about his/her photographs.
c) The interlocutor checks that Candidate A has understood what he/she has to do.
d) Candidate A speaks for about a minute about his/her photographs.
e) The interlocutor asks Candidate A a question related to the theme of the photographs.
f) The interlocutor gives Candidate A two photographs and briefly says what the photographs show. The interlocutor then asks Candidate A to compare the photographs and to answer a question related to them.
g) The interlocutor thanks Candidate B and retrieves the photographs.
h) The interlocutor asks Candidate B a question related to the theme of the photographs.
i) The interlocutor thanks Candidate B, then gives Candidate B two different photographs and briefly says what the photographs show. The interlocutor then asks Candidate B to compare the photographs and to answer a question related to them.
j) The interlocutor thanks Candidate A and retrieves the photographs.
k) Candidate A speaks for approximately 30 seconds.
l) The interlocutor checks that Candidate B has understood what he/she has to do.

B2 First Speaking Part 2 (long turn) – Student's worksheet

Activity 1

1. How much do you know about Part 2 of the Speaking test? Match the questions below to the correct part of the table below.

- | | |
|---------------------------|----------------------------------|
| a) What is this task? | b) What is the interaction? |
| c) How long does it last? | d) What skill is being assessed? |

1	4 minutes
2	Your ability to organise your thoughts and ideas, and express yourself clearly using appropriate language.
3	The interlocutor asks you questions which you answer on your own.
4	This is the individual long turn part. You speak for 1 minute without interruption, comparing two photos which the interlocutor gives you.

Activity 2

Now read these statements and decide if they are True or False. In Part 2:

- You talk to your partner for 1 minute.
T/F
- You are given time to prepare what you are going to say.
T/F
- Each candidate is given two different photographs.
T/F
- You have to describe the visuals in detail and compare what you see.
T/F
- Don't let your partner see your pictures.
T/F
- It's okay if the interlocutor interrupts you.
T/F
- You are asked to comment on your partners' visuals.
T/F
- You should try and finish the task as quickly as possible.
T/F

Activity 3

Your teacher will give you a set of sentences which describe the procedure of Part 2. Put the actions into the chart below in the order that you think they occur in the test. The first and the last have been done for you.

1.	The interlocutor explains the format of Part 2
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	The interlocutor thanks Candidate A and moves on to Part 3 of the test.