

## B2 First Speaking Part 3

### Teacher's notes

<b>Aims of the lesson</b>	to give students an overview of Part 3 of the Speaking paper, by giving them an insight into the procedure and format of Part 3, along with a sample task
<b>Time needed</b>	40–60 minutes
<b>Materials required</b>	sample Part 3 materials (see the B2 First handbook)

### Procedure

1. Tell your students that you are going to be looking at Part 3 of the speaking test (Paper 4). Briefly elicit/tell them that this is known as the collaborative task. Ask them what they know about Part 3 of the Speaking test.
2. Put the students in pairs (**A** and **B**). **A** writes down the names of four common everyday objects which begin with letters from A to M, and **B** writes the names of four objects beginning with letters from N to Z. Thus they end up with a combined list of eight different objects. Forexample:  
**A's** list: knife; mobile phone; keys; bag.  
**B's** list: pen; radio; tissues; soap
3. Set the following situation: "You are going on a desert expedition. For each object on your list, discuss how useful it might be and say why. Then discuss any drawbacks or problems in taking that object." Give them 3 minutes to do this.
4. When the three minutes are up, set the next part of the task: "Now decide which three objects are the most useful to take, and say why." Give one minute. Tell them that they must make a decision within a minute or they will fail the task.
5. Stop them after one minute and check to see which pairs have made a decision. Feed back to whole class, or groups of about eight if your class is large. Ask each student to name one of the objects they have chosen and justify the choice to the rest of the class or group. The class must decide if they accept the choice or not. Tell the class that the task they have just completed is very similar to a Part 3 task in the exam.
6. Give the worksheet out. Ask students to read through the guidelines for Part 3 and underline/tick anything that is different to the task they have just done. They then write down, in their own words, the four differences at the bottom of the page.

7. Get some feedback and deal with any queries.
8. Now give students a copy of the sample task(s) from the B2 First handbook. They attempt the task(s) either in pairs or in groups of four, taking turns to act as interlocutor, timekeeper, Candidate A and Candidate B respectively. If you have an odd number of students, one student could act as both interlocutor and timekeeper.
9. Get some feedback and deal with any queries.
10. Ask students to study the True/False questions. They should discuss these with another student.
11. Check answers in class, using the answer key as a basis for discussion if the students have any questions.

VARIATIONS: Using the same procedure as above, you can invent different tasks. Below are some suggestions:

item situation task	list five adventure sports a local sports association wants to offer a wider variety of activities – advantages and disadvantages of each sport – select the three most appropriate for the club to offer
item situation task	list five jobs two careers officers are preparing to talk to young people about their future – advantages and disadvantages of each job – which three should the careers officers suggest?
item situation task	five facilities at a university a university advertisement aimed at attracting new students – the importance of each facility – select three to include in an advert
item	five personal qualities and skills
situation task	a TV reality show in which people are left on a tropical island/an isolated mountain plateau – the usefulness/importance of each quality and skill for a participant select three qualities/skills you would look for in the participants
item situation task	five things to do on a Saturday/Sunday plan a family/school/work day trip – how enjoyable/feasible is each suggestion? select the three most appropriate

## B2 First Speaking Part 3 Collaborative task–answer keys

### Key to Classroom Activity 1

The three similarities are:

1. The prompts are written.
2. Instructions for the task are given at the beginning.
3. Candidates have 4 minutes for the task in the exam. Note: candidates in groups of three have 6 minutes to do this task.

### Key to Classroom Activity 2: True/False discussion questions

- a) **False** – Many candidates start talking in this part of the test without having fully taken in the task. If they do, the language they use will be inappropriate and they will lose marks. No marks are deducted for asking for instructions to be repeated, and it is better that students are sure that they know what they are being asked to do and perform to the best of their ability. Teachers can give their students the language that will help them to do this, as well as the practice, in order to give them confidence.
- b) **True** – This is a discussion between the candidates and they should not try to involve the interlocutor at all. They can ask for repetition of the instructions if they did not understand them clearly. It may help some candidates physically to turn towards their partner, so that they can turn-take, move the conversation forward, initiate and listen and respond to their partner. This is all important for Interactive Communication.
- c) **True** – They should try and use up all the time available as in Part 2. To do this they must carry out the task as directed by the interlocutor; the interlocutor will interrupt the discussion in order to ask them to come to a decision. They should try to continue talking about their decision until the interlocutor interrupts them again, which will probably mean they have filled the allotted time.  
  
Teachers should give their students as much practice as possible discussing in pairs and small groups, both timed and free.
- d) **False** – The students don't have to agree, but they should give a reason if they disagree. Students need strategies and appropriate language for disagreeing in a friendly way. Strong disagreement may undermine a candidate's confidence; an overbearing candidate may also lose marks for not taking turns appropriately.
- e) **True** – Candidates should take a full and interactive part here, making use of the range of written prompts available, expressing their own views clearly, listening to their partner and, where appropriate, developing their partner's comments. They also need to invite their partner to respond and make sure that both candidates take an equal part in the development of the interaction. Classroom activities which focus on turn-taking can help students to prepare for this, as well as learning the appropriate language. Students need to be taught and have practice in the following skills: turn-taking; negotiation; making suggestions; exchanging ideas and opinions; justifying opinions; ranking; evaluating; selecting.

- f) **True** – Candidates are asked to “talk about ...”, and in order to fill the time it will probably be necessary for candidates to discuss all the written prompts. The interlocutor will then interrupt in order to ask the candidates to reach a decision, for example to choose the best option for the scenario. Those who perform less well are those who run out of things to say. Candidates should listen carefully to the interlocutor setting the task and internalise what has been set.
- g) **False** – The aim of this part of the test is for students to have an opportunity to negotiate and demonstrate their skills of interaction. There is no right or wrong answer and as long as the candidates have interacted well, working towards an outcome, whether they complete the task or not is not important.
- h) **True** – As with other parts of the Speaking test, candidates should not worry if the interlocutor interrupts them. The interlocutor will need to interrupt in order to ask candidates to reach a decision. Another reason the interlocutor might interrupt is to ensure that the test is completed within the time frame.

### Additional information

The interlocutor will only repeat, not rephrase instructions. The interlocutor will also look down to avoid eye contact during the task so as to encourage the candidates to talk to each other. As much as possible, try to do this in class when practising Part 3.

**B2 First Paper 4 Part 3 Activity 1–Student’s Worksheet**

1. How much do you know about Part 3 of the Speaking test? Read through the information below. As you read, ask yourself the following question:
- How is this task that I am doing now similar to the exam task?

**What is this task?**

This is the **collaborative task** section. The interlocutor gives you and your partner some written prompts and asks you to discuss a situation and come to a decision.

**What is the interaction?**

You are expected to discuss each written prompt, expressing and justifying your opinions so that you can talk together to negotiate an agreement.

**Do you have to reach an agreement?**

You won’t be penalised if you fail to reach an agreement, as long as you demonstrate to the interlocutor that you are attempting to complete the task.

**How long does it last?**

4 minutes

**What skill is being assessed?**

You are tested on your ability to express opinions and invite and respond appropriately to the opinions and ideas of your partner. This task gives you the opportunity to show your range of language.

There are three main similarities between this task and the exam task. Write them here:

- 1 .....
- 2 .....
- 3.....

**B2 First Part 3 Activity 2–Student’s worksheet****2. Now read these statements and decide if they are True or False:**

In Part 3 ...

- |  |            |
|--|------------|
| a) you will lose marks if you ask for instructions to be repeated.                         | <b>T/F</b> |
| b) you should talk to each other and not to the interlocutor.                              | <b>T/F</b> |
| c) you should keep talking until the interlocutor stops you.                               | <b>T/F</b> |
| d) you must agree with your partner.   | <b>T/F</b> |
| e) it’s very important for you to listen to your partner in this section as well as speak. |            |
| <b>T/F</b>   |            |
| f) you should talk about all of the written prompts.                                       |            |
| <b>T/F</b>   |            |
| g) it’s important that you and your partner complete the task you are set.                 | <b>T/F</b> |
| h) it’s okay if the interlocutor interrupts you.   | <b>T/F</b> |