Cambridge English Qualifications

B1 Preliminary Speaking Part 2 – Teacher's notes

Description

Students use some a sample task to think about the content and language required in this part, before performing a practice task. They then consider the merits of a sample performance before doing their task again, trying to improve their own performance.

Time required:	55 minutes
Materials required:	▪ Sample task ▪ Student handout ▪ Audio or video recording of Part 2 of the **Speaking test**
Aims:	▪ to introduce Speaking Part 2 ▪ to help students understand what is required in this task ▪ to focus on and practise useful language

Procedure

1. Briefly review what the different parts of the Speaking test are and elicit or remind students what they have to do in Part 2. Add any missing information so that the following is established:

- the examiner gives both candidates a different picture
- each candidate has to talk on her/his own
- the task is to talk about the picture in detail

2. Hand out the pictures from the **sample task**. Explain that, while in the exam each candidate will just have to talk about one picture, for the moment they are going to look at both pictures. Elicit a few ideas about what they can see in picture 1A, then picture 1B.

3. In their pairs, ask students to speak about everything they see in the picture: the people, scenery and action in picture 1A, then picture 1B. Elicit examples with the whole class. Write examples of good language on the board.

4. Give out the **handout** and check students understand and know how to use useful phrases for describing, identifying/praising any that students already used in step 3.

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5. Explain that they are now going to practise Part 2 using the ideas and language they have just identified in the exercise and worksheet. Swap the students around so each student is working with a new partner. Assign one student in each pair to be the examiner and the other to be the candidate. Give out the instructions for the sample task (if not already done). The examiner gives the instructions on the sample task and the candidate talks about picture 1A for about a minute. Students then swap over for picture 1B.

6. Monitor and take notes of good language and add these to the board.

7. Review the language that there is on the board, eliciting correction of form, meaning and pronunciation where necessary.

8. Explain that they are now going to listen to/watch/read about two candidates doing the task.

9. Class discussion. Mohamed's answer is clearer because he describes the picture using phrases such as 'There is a…',whereas Kenza's answer mainly speculates about the woman in the photograph 'she is preparing for an exam'. At one stage the examiner tries to elicit more description of the photo 'Talk about the place' but after stating that the woman is in a library, Kenza continues to speculate more about why the woman is there

10. Ask students to listen to/watch/read Mohammed's answer again for examples of:

- **a phrase for describing the position of something** (on the floor, next to him)
- **relevant vocabulary used to describe the picture** (There is/There are: sofa/guitar/musician/tidy/flat)
- **an opinion** (Maybe he is live alone because there is no-one with him. His home is very tidy, there is no toys for his children)

Explain that these would mean Mohammed scores well on the assessment criteria of Discourse Management and Grammar and Vocabulary because his answers are easy to follow and he uses a range of language.

11. Change the pairs of students to practise the sample task again, this time focusing on how they organise their answer. Encourage students to keep the useful phrases in front of them and to use them in their answers. Time students for one minute. Ask the listening student to give feedback to their partner. Students change roles.

12. Finish by eliciting a summary of Part 2 with the following questions:

- **How long do candidates have to speak for in Part 2?** (For a minute. The examiner will politely stop you if you talk for more than a minute.)

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- **What should you do while your partner is speaking?** (You should be quiet but pay attention to what your partner is saying, perhaps by nodding and looking interested.)
- **What should you do if you don't know the word for something in the picture?** (You should use paraphrasing to describe the object and its function even if you don't know the name of it.)

Suggested follow-up activity

To practise the skill of paraphrasing unknown vocabulary, prepare cards with one target word on each. One student picks up a card and has to describe it to his/her team without using that word. Set a time limit to see how many words each team can guess. As students get better at this, add to the card a couple of other words related to the target word, which the student doing the describing is also forbidden to use.

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Student handout

Study the following useful phrases for Speaking Part 2. Practise using them when you do the task.

General description

In the picture I can see… There's…

There are… It looks like… (+ noun) It looks quite… (+ adj)

Giving an opinion

I think it's… I don't think…

Describing the person/people

He looks… (+ adj) The girl looks a bit… (+ adj) They seem...

Giving details about the picture

In the foreground there's… In the background you can see… On the left…

On the right… At the bottom… In this corner… In the middle…

Comparing

The girl looks much older than the boy. The yellow car is the biggest.

The mother isn't as pretty as the baby.

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Sample task

Speaking Test 1	**Part 2 (2–3 minutes)**

1A Learning a language

Interlocutor	Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph and I'd like you to talk about it. A, here is your photograph. It shows **people learning a language.** *Place Part 2 booklet, open at Task 1A, in front of candidate.* B, you just listen. A, please tell us what you can see in the photograph.
Candidate A *approx. 1 minute*	.....
	Back-up prompts • Talk about the people/person. • Talk about the place. • Talk about other things in the photograph.
Interlocutor	Thank you. (Can I have the booklet please?) *Retrieve Part 2 booklet.*

1B At a party

Interlocutor	B, here is your photograph. It shows **people at a party.** *Place Part 2 booklet, open at Task 1B, in front of candidate.* A, you just listen. B, please tell us what you can see in the photograph.
Candidate B *approx. 1 minute*	.....
	Back-up prompts • Talk about the people/person. • Talk about the place. • Talk about other things in the photograph.
Interlocutor	Thank you. (Can I have the booklet please?) *Retrieve Part 2 booklet.*

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1A



1B



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