

B1 Preliminary for Schools Speaking Part 4 – Teacher's notes

Description

Students listen to Part 4 instructions and discuss what they have to do for this part of the test. They read the script of a sample answer to identify useful phrases and functional language and discuss how good this answer is. They then do Part 4 in pairs, trying to use the phrases and language from the exercise.

Time required: 45 minutes

Materials required:

- Sample task Part 4
- Student handouts 1 and 2
- Part 4 instructions to display on board (if possible)
- Different coloured pens (if possible)
- Picture from Part 3
- Follow-up activity (optional)

Aims:

- to familiarise students with B1 Preliminary for Schools Speaking Part 4
- to analyse a sample answer
- to give students practice in answering a Part 4 task

Procedure

1. Explain to students that they are going to do an exercise similar to that in Part 4 of the B1 Preliminary for Schools Speaking test. Make sure that students have done the Part 3 activity already. Briefly elicit what they had to do, and the topic of the picture they described (a school trip). Show the Part 3 picture again. Explain that Part 4 is always a continuation of the topic in Part 3 so that candidates are already familiar with it.
2. Explain to students that the interlocutor sets up the task by asking questions which encourage them to discuss the topic more. The questions can be to one of them or both of them at the same time. They are expected to give their own answer and respond to their partner.
3. The questions will be on their likes/dislikes, habits and opinions. Give out **Handout 1** with the questions from Part 4, ask them to make notes about what they like/dislike in answer to each question and their opinion on it.
4. Remind students that in Part 4 candidates must talk together to answer one of the questions. Explain that it is important to show you are discussing the topic with your partner instead of just giving your opinion and you must try to keep the conversation going. Elicit how they can do this (e.g. ask for your partner's opinion, continue your partner's ideas, show you are listening and interested in your partner's ideas etc). Questions are also another good way to

keep the conversation going. Elicit from students question words they could use in the speaking task and write them up on the board (How, Why, When, What, Who, Where).

5. Now set up the class to do the sample Part 4 task. Put the students into groups of three, one person acts as the interlocutor reading out the questions and noting down how many times they asked a question or gave an opinion on their partner's conversation. Tell the class you are going to listen for how well they keep the conversation going. Time students for 2 minutes.
6. Ask students to change their roles so that the interlocutor is now taking part in the conversation and see if they can improve on the number of questions and opinions used. They should notice that they have used more language this time round.
7. Take notes on good and weak language used.
8. Give the language feedback to the class. Ask students to correct or improve the weak language.
9. Give students **Handout 2** and ask them to read the sample answer for Part 4 and to answer the questions. If possible, have students underline a) – g) in a different colour for clarity.
10. Whole class check. Go over any questions, issues or language points that arise. Establish that this is a good answer, but the candidates did not ask each other questions on their opinions. (If it is not long enough in the exam, the interlocutor will wait for the candidates to start speaking again. If they don't the interlocutor will prompt them to speak by repeating some aspect of the task.)
11. Now set up the class to do the sample Part 4 task again. Change the pairs of students so that everyone has a new partner and ask them to listen to the instructions which you read out before they begin. Tell the class you are going to listen for how well they keep the conversation going. Time students for 3 minutes.
12. Monitor the class and take notes on how well students interact and expand on both their own and their partner's ideas.
13. Take notes on good and weak language used.
14. Give the language feedback to the class. Ask students to correct or improve the weak language.

Suggested follow-up task

Ask students at the start of your lessons to discuss what they did at the weekend or previous evening and encourage them to use as many question words as possible and give opinions on what they have heard. To encourage them, tell them it is a competition between them and their partner on who has asked the most questions.

Answer key

Student handout 2

1.

Roberto: So, I think that the city, (a) there's more stuff to do.

Simone: Yeah, (b) it's better.

Roberto: And it's easier more stuff, in a small space.

Simone: Yeah, while the (f) countryside.

Roberto: You're in the middle of nowhere and you can't much to do. (d)

Simone: You can't do anything.

Roberto: Yeah, and I think it's easier also to stay in the city because (e) there's shops to buy things.

Simone: If you want to relax yourself you have to go to the countryside so you can hear the sound of the nature and you can relax. (g)

Please note the candidates did not ask each other any questions or ask for each other's opinions. (c)

3.

a) No, Roberto finishes off Simone sentences.

b) Yes

c) Yes

B1 Preliminary for Schools Speaking Part 4
Student handout 1

Write your notes for the following questions

	like	dislike	opinion
Where would you like to go on a school trip?			
What do you need to take when you go on a trip?			
Do you prefer to go on trips with your friends or your family?			
When do you think is the best time of year to visit a city?			
Which do you think is more interesting: visiting the countryside or visiting a city?			

B1 Preliminary for Schools Speaking Part 4
Student handout 2

1. Read this sample answer for Part 4. The two candidates are Roberto and Simone.

Examiner: Which do you think is more interesting: visiting the countryside or visiting a city?
(Candidates are asked to talk together)

Roberto: So, I think that the city, there's more stuff to do.

Simone: Yeah, it's better.

Roberto: And it's easier more stuff, in a small space.

Simone: Yeah, while the countryside.

Roberto: You're in the middle of nowhere and you can't much to do.

Simone: You can't do anything.

Roberto: Yeah, and I think it's easier also to stay in the city because there's shops to buy things.

Simone: If you want to relax yourself you have to go to the countryside so you can hear the sound of the nature and you can relax.

2. In the sample above, find and underline in different colours examples of the following:
- a) an opening phrase
 - b) phrases/words used to show you agree with your partner
 - c) questions which invite your partner to speak
 - d) examples where one of the speakers gives extra information about something
 - e) a word or phrase used for linking two ideas together
 - f) a phrase used to move on to the next topic
 - g) some interesting vocabulary
- 3.
- a) Do the candidates talk for about the same amounts of time?
 - b) Do the candidates answer the examiner's question?
 - c) Do the candidates discuss the topic together?

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Sample task

Part 4

Interlocutor

Use the following questions, as appropriate:

- **Would you like to have more school trips? (Where would you like to go?)**
- **What do you need to take when you go on a trip?**
- **Do you prefer to go on trips with your friends or your family? (Why?)**
- **What do you think is the best time of year to visit a city? (Why?)**
- **Which do you think is more interesting: visiting the countryside or visiting a city? (Why?)**

Select any of the following prompts, as appropriate:

- **How/what about you?**
- **Do you agree?**
- **What do you think?**

Thank you. That is the end of the test.