Cambridge English Qualifications

B1 Preliminary Speaking Part 4 – Teacher's notes

Description

After a brief introduction to Part 4, students practise a sample task. They then consider some language and other ways in which they can improve their interactive communication before repeating the task. They then look at a sample performance and evaluate the language used. Note: this activity should be done after the classroom activity for B1 Preliminary Speaking Part 3.

Time required:	60 minutes
Materials required:	▪ Images from the B1 Preliminary Speaking Part 3 classroom activity ▪ Student handout ▪ Sample task ▪ Audio or video recording of Part 4 of the **Speaking test** ▪ PowerPoint slide/projection of Answer key if possible
Aims:	▪ to introduce and practise B1 Preliminary Speaking Part 4 ▪ to focus on some appropriate language for B1 Preliminary Speaking Part 4

Procedure

1. If necessary, briefly remind students of the topic of the images used in the classroom activity for B1 Preliminary Speaking Part 3. Read out the following instructions for the sample task to the class: **Your Part 3 task was about helping a man relax – How do you like to relax?**

2. Explain that Part 4 is always a continuation of the topic in Part 3 so that candidates are already familiar with it and have some ideas about it. Show the **Part 3 images** again and elicit what was on the spread in this Part 3 (items relating to a football team) and what candidates now have to talk about (which sports they like). Brainstorm a few ideas of what they could talk about. Remind students that in Part 4 they have to work together with their partner again.

3. Put students in pairs, repeat the instructions for Part 4 and give them 5 minutes to discuss the topic.

4. Elicit or remind students of the assessment criteria. Explain that Interactive Communication is very important in this part as in Part 3. Elicit some examples of what it involves e.g. asking your partner's opinion, showing interest, continuing your partner's idea.

5. Give students the **handout** for them to work in pairs to match the phrases with the headings. Check with the whole class. Where appropriate, elicit an example of how a functional phrase could be used

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in Part 4. Then focus on pronunciation and drill the phrases a few times so that the students sound natural and feel confident using them.

6. Explain that as well as phrases, you can also show your communication skills by showing interest in what your partner is saying. Elicit some ways of doing this, e.g. listening noises (hmmmm), nodding your head, eye contact, smiling.

7. Change the pairs of students. Ask them to repeat the task, this time focusing on maximising the interactive communication. Time the students for 3 minutes, monitor and take notes for later feedback.

8. At the end, ask students their opinions on their performance. Give them your feedback now or at a later stage.

9. Explain that they will now hear/see/read this task done by two candidates. Stress that this is not a model and that there are some good points and some weaker points compared to their own performances.

10. Ask students to consider briefly if the candidates had similar ideas to their own and to comment on their performance. Add your comments as appropriate.

11. Ask students to listen more carefully and find examples where the candidates are doing the following:
    - Agreeing
    - Continuing your partner's idea
    - Disagreeing
    - Giving reasons
    - Giving opinions
    - Showing interest

13. Students compare their notes in pairs and then check with the class using the key on a projection if possible.

14. Play the recording one more time for students. Ask students to listen to find out if there are any examples of either candidate asking for their partner's opinion (no there aren't, but they are looking at each other, inviting a reaction/an opinion). Discuss why this might be (they both offer their opinion readily, they both seem to have similar ideas, they communicate non-verbally). Point out that it would have been better if they'd asked for each other's opinion at least once.

15. Summarise Part 4 by giving the following statements for students to decide if they are true or false.

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- **The examiner sets up the task and then asks questions during the task**. (True, the examiner asks a question then allows candidates time to discuss it together, or invites an answer from the second candidate if he/she has not taken the opportunity to offer an opinion. When both candidates have answered the question, she asks a further question. Candidates are not expected to keep the conversation going themselves but are welcome to do so. The interlocutor will intervene if there is a complete breakdown of communication.)
- **The theme from Part 3 is continued in Part 4**. (True, this is so that the candidates have already thought about the topic.)
- **It is more important to talk about your own ideas than to ask for the views of your partner and comment on those**. (False, both are equally important.)
- **You will lose marks if you don't understand what your partner says**. (False, this is ok as long as you can ask your partner for clarification or repetition.)

Suggested follow-up activities

1. Teach and practise questions asking for clarification and repetition so that students feel comfortable with these.
2. Discussion activities with roles e.g. a student who doesn't take turns, a student who only asks for opinions and never gives their own opinion, a student who never agrees with anything their partner says, etc.
3. 2-minute conversations on different topics with different partners.

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B1 Preliminary Speaking Part 4
Answer key

Student handout

Agree with your partner	I think so too. Absolutely!
Disagree with your partner	I'm not so sure about that. I don't think so.
Continue your partner's idea	Yes, and also… And another point is…
Give a reason	This is because as…
Give a new opinion	Another idea is… I think…
Ask for your partner's opinion	Do you agree? What do you think about that?
Sum up what has just been said	So, … In other words…
Showing interest	Mmmm

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B1 Preliminary Speaking Part 4
Student handout

Fill in this table using the phrases below. There are two phrases for each heading.

Agree with your partner	
Disagree politely with your partner	
Continue your partner's idea	
Give a reason	
Give a new opinion	
Ask for your partner's opinion	
Sum up what has just been said	

Another idea is…

In other words…

I'm not so sure about that.

This is because...

Absolutely!

I don't think so.

Do you agree?

What do you think about that?

I think...

I think so too.

Yes, and also…

as…

And another point is…

So, ...

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B1 Preliminary Speaking Part 4
Sample task

Part 4

Interlocutor

Use the following questions, as appropriate:

- What do you do when you want to relax? (Why?)
- Do you prefer to relax with friends or alone? (Why?)
- Is it important to do exercise in your free time? (Why?/Why not?)
- Is it useful to learn new skills in your free time? (Why?/Why not?)
- Do you think people spend too much time working/studying these days? (Why?/Why not?)

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.

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