

B1 Preliminary for Schools Speaking Part 1 – Teacher's notes

Description

Students look at the Part 1 sample task and discuss what they have to do. They do an exercise on how to give full answers, then role play Part 1 in pairs.

Time required: 60 minutes

Materials required:

- Sample task Part 1
- Student handout
- Copy of recorded/videoed Part 1 or a transcript of an example Part 1 (optional)
- Follow up activity (optional)

Aims:

- to familiarise students with B1 Preliminary for Schools Speaking Part 1
- to give students practice in giving full answers to Part 1

Procedure

1. Explain to students that they are going to do an exercise similar to that in Part 1 of the B1 Preliminary for Schools Speaking test. Ask students to briefly discuss with their partner what they know about the Speaking test then elicit some basic information e.g.
 - **Are you tested alone on in pairs/threes?** (In pairs, unless there is an odd number of candidates)
 - **How many examiners are there?** (2: the interlocutor and the assessor)
 - **How many parts are there?** (4)
 - **How important is the speaking test?** (it is equal to the other parts as it is worth 25% of the total marks for the exam)
2. Put the following questions on the board, and hand out the **sample task**. Ask students to read through it and then answer the questions.
 - **Do we find out the names of the examiners? Why do you think this is?** (Yes. At the beginning they say 'I'm X and this is Y', e.g. it could be 'I'm John Smith and this is Jane Brown'. It is natural and polite to be introduced and should make you feel more comfortable.)
 - **Have you ever been asked questions in English like the Part 1 questions in real life?** (Answers may vary but probably they will all have been asked similar questions in English).
 - **Are the questions about your daily life or about unusual topics?** (Daily life)
 - **Do you have to spell anything?** (No)

- **How long does this part last?** (2–3 minutes)
- **What do you think the aim of these questions is?** (To relax the candidate and to find out some general personal information about them)

3. Write the following question and two possible answers on the board. Ask students which they think is the better answer, and why?

- **Do you study English at school?**

Yes.

Yes, I study English twice a week at school and I really enjoy it.

Elicit that full answers are much better than one-word answers as they sound more natural and friendly and they give you the opportunity to show off your language. Full answers include details, feelings, reasons or examples.

Point out that this does not mean that they should learn answers by heart in preparation for questions. Examiners know when an answer has been rehearsed as they don't sound natural and you are not given any marks for them.

4. Give students the **handout** and ask them to look at the first exercise. Students discuss the questions in pairs then have a whole class discussion (see **Answer key**).
5. Direct students to exercise 2 on the **handout**. Explain that these are the questions from the Part 1 sample task. Ask the class for ideas of what candidates could talk about in their answers (see **Answer key** for ideas).
6. Demonstrate a full answer by asking a volunteer student to ask you one of the questions for you to answer in full. Continue as appropriate until you feel students are ready to answer the questions themselves.
7. Explain that they are going to practise the sample Part 1 in pairs, with one student asking the questions and the other one answering. Divide the class in half and ask one half to be the examiner and ask them to find a partner to be their candidate. Start the activity and monitor the length and content of answers given.
8. Stop the activity after a few minutes and comment on some good full answers you heard. For some of the shorter answers, repeat the questions and answer given, and elicit a fuller answer which expands on what was originally said.
9. Students swap roles and repeat the activity. Monitor and give feedback.
10. Direct students to the sample Part 1 again. Put students in pairs to answer the following questions:

- **What do you think the back-up prompts are for?** (They are used when a candidate hasn't understood the question, so the examiner asks the same question using different words. Candidates are not penalised for asking for repetition or clarification as long as they can form the appropriate questions to ask for them.)
- **Do both candidates have to answer the same questions in Phase 1?** (Yes, first Candidate A answers them and then Candidate B answers them).
- **What are the differences between Phase 1 and Phase 2?** (In Phase 2, Candidates A and B may have to answer different questions; the questions are chosen from a list of possible questions so there is more variation; Candidate A starts. Point out here that in Phase 1, in comparison, the questions are always about the candidate's name, hometown and family.)

11. Brainstorm a list of possible topics that could be covered in Phase 2 with the class and write them on the board. Examples are: family, home life, daily routine, likes/dislikes, studying English, teachers, holidays, weekends and hobbies.
12. Reiterate that during the Speaking test if they do not understand any question, then they are allowed to ask the examiner to repeat it for them. Reassure them that asking to have a question repeated will not affect their score. Elicit from students the question(s) they could use for this and write it (them) on the board

Possible question: 'Could you repeat that please?'

As you go through the next stage, deliberately mumble or speak fast at points and force students to ask you to repeat the question.

13. Round off with a quick fire session of the questions on the sample paper to individual students in the class. Give positive feedback to each response.

Suggested follow-up activities

- Use activities such as 'Just a Minute' where students have to speak on a familiar but random topic for a minute without preparation.
- Ask students to expand their answers when speaking in class by giving reasons and examples.
- Use the questions from Part 1 as regular warmers, e.g. telling your partner what you did last night.
- Play a video of a sample Part 1 or show students the audio script of one and ask them to read it.

Exercise 1

- How many questions did the candidate answer? (2)
- What other information did he add? (reasons for each answer)
- Is this a full answer? (Yes)

Exercise 2

1. **What's your name?** (My name is ...)
2. **How old are you?** (I am ... years old)
3. **Where do you live?** (Name of village/town/city/country. Some information about where it is, an adjective to describe it, the number of inhabitants.)
4. **Who do you live with?** (Give your family members e.g. mother and their job e.g. my mother is a housewife. For your brothers and sisters say if they are younger or older than you and how old they are.)
5. **Tell us about a teacher you like?** (Name, character, age, appearance, teaching methods)
6. **How often do you use a mobile phone?** (Why you use it; social media, apps etc. how long you use it for.)
7. **How do you get to school everyday?** (Do you walk, take the bus, are driven there, do you go with other people, if so who? Say how long it takes, is it a nice journey – describe it.)
8. **Which do you like best, the morning or the afternoon? (Why?)** (When do you have more energy? What activities do you do? Why don't you like the other one?)

B1 Preliminary for Schools Speaking Part 1
Student handout

Read the examiner's question and a candidate's answer to a Part 1 question; answer the questions below.

Examiner: Roberto, tell us about a teacher you like.

Candidate: 'So, I really like my Italian teacher, because she really makes us feel part of the lesson ...'

Examiner: How often do you use a mobile phone?

Candidate: 'I use it every day, and I use it just to chat with my friends and maybe sometimes watch some videos.'

Now answer these questions:

- How many questions did the candidate answer?
- What other information did he add?
- Is this a full answer?

Exercise 2

1. What's your name?
2. How old are you?
3. Where do you live?
4. Who do you live with?
5. Tell us about a teacher you like.
6. How often do you use a mobile phone?
7. How do you get to school every day?
8. Which do you like best, the morning or the afternoon? (Why?)

B1 Preliminary for Schools Speaking Test

Part 1 (2–3 minutes)

Phase 1 Interlocutor

To both candidates Good morning/afternoon/evening.
Can I have your mark sheets, please?

Hand over the mark sheets to the Assessor.

I'm and this is

To Candidate A What's your name? How old are you?
Thank you.

To Candidate B And what's your name? How old are you?
Thank you.

Back-up prompts

B, where do you live? Do you live in *name of town, city or region*?

Who do you live with? Do you live with your family?

Thank you.

And A, where do you live? Do you live in *name of town, city or region*?

Who do you live with? Do you live with your family?

Thank you.

Phase 2

Interlocutor

Select one or more questions from the list to ask each candidate.

Ask Candidate A first.

Back-up prompts

Tell us about a teacher you like.

Which teacher do you like? (Why?)

How often do you use a mobile phone?

Do you often use a mobile phone?

How do you get to school every day?

Do you walk to school every day?

Which do you like best, the morning or the afternoon?
(Why?)

Which is better, morning or afternoon? (Why?)

Thank you.