

Before you watch

1 Discuss statements 1–4 about the B2 First Speaking test and decide whether they are true (T) or false (F). Correct any false statements.

- 1 In Part 1, you ask your partner about himself / herself and his / her life. ___
- 2 In Part 2, you compare two photos and answer a question about your partner's photos. ___
- 3 In Part 3, you have to make a decision about something. ___
- 4 In Part 4, the examiner will ask you more questions about what you do. ___

While you watch

Part 1

2 Read the examiner's questions. In each case, the examiner asks another follow-up question in relation to the first one. Work with your partner to predict the second question in each case. Then watch Part 1 of the video, listen to the last question (5) the examiner asks and check your answers.

- 1 What sport do you enjoy playing? _____
- 2 Do you enjoy watching TV? _____
- 3 Do you ever meet your friends in the evenings after school? _____
- 4 Are there a lot of interesting things to do in your town at the weekend? _____
- 5 _____

3 Work in pairs. Ask and answer the questions in Exercise 2 with your partner. Then compare your answers.

Part 2

4 Look at the two pairs of photographs from Part 2 and decide what you think connects the photos in each pair and predict the missing words in the questions. Then watch the video and check your answers.

Pair 1:

- 1 Why do you think the people _____?
- 2 Would you like _____?



Pair 2:

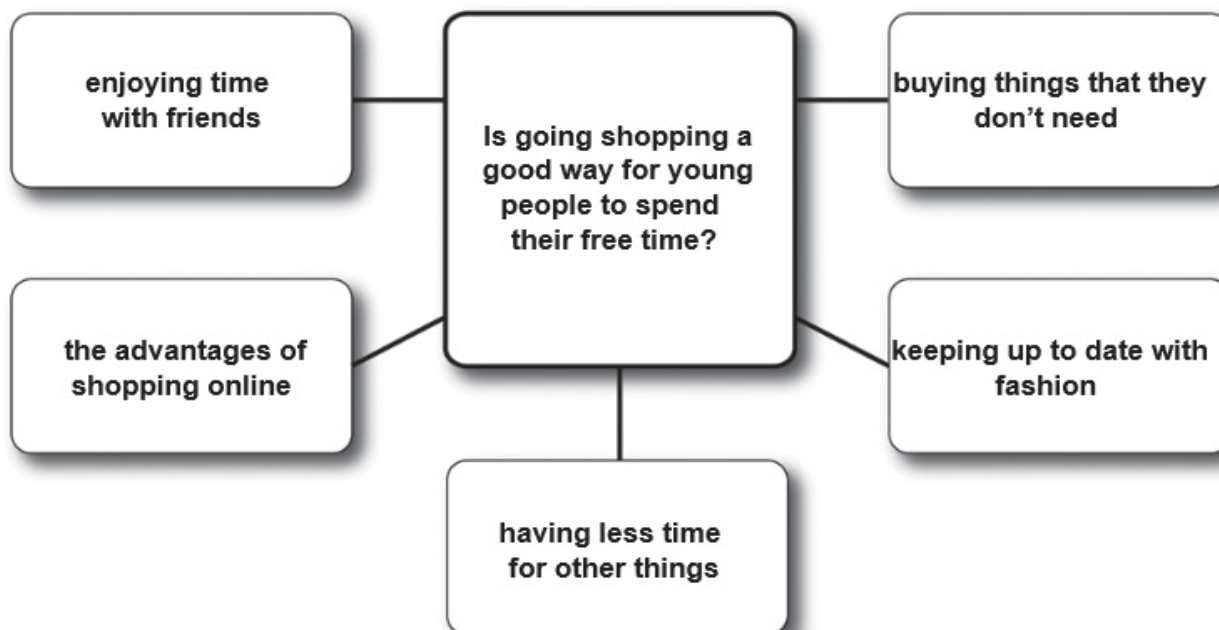
- 3 Why do you think the people _____?
- 4 Do you think it's _____?



- 5 Watch the video again. What reasons did the candidates give for questions 1 and 3? Can you think of any other reasons the people are doing these things in these situations? Discuss your ideas with your partner.

Part 3

- 6 Look at the task and watch Part 3. Make notes of any useful phrases the candidates use to talk about the topics below.



Enjoying time with friends: _____

The advantages of shopping online: _____

Having less time for other things: _____

Keeping up to date with fashion: _____

- 7 In the second part of the task, the candidates have to decide what the best reason is for young people not to spend their free time going shopping. Tick the ideas that the candidates mention. Then do the Part 3 task with your partner.

- | | |
|---------------------------------|---|
| 1 It's hard to earn money. ___ | 4 No everyone likes shopping. ___ |
| 2 You spend too much money. ___ | 5 It takes up a lot of time. ___ |
| 3 You can get into debt. ___ | 6 There are more interesting things to do with friends. ___ |

Part 4

- 8 Put the Part 4 questions into the correct order. Then watch the video and check your answers.

- much / do / think / you / spend / too / you / shopping / time?
- much / in / big shopping centres / it's / better / to / shops / go shopping / than / small shops / in / Some people say / What do you think?
- more / advertisements / makes people / on TV / to go / watching / want / shopping / often / Do you think that?

4 children / parents / buy / should / what / decide / their?

5 always / friends / same / want / as / people / their / the / things / young / Do you think it's true that?

6 Some people say that / future / towns / shopping / go / won't / in / any more / in / people. What do you think?

- 9 Watch Part 4 again and make notes of the candidates' answers to each question. Discuss whether you agree with their ideas with your partner.

After you watch

- 10 Work in groups. Watch the whole video again. Discuss what the candidates did well in the test and what they could improve. Think about:

- grammar
- use of vocabulary
- pronunciation
- interactive ability (how well did they maintain the conversation, take turns, ask their partner questions, respond to their partner and the examiner, give extended answers).

Before you watch

- 1 Students work in pairs to decide whether each statement about the Speaking test is true or false. Ask students to correct the false statements. Check answers with the whole class.

Answers

- 1 False – the examiner will ask each candidate questions about themselves and their lives.
- 2 True.
- 3 True – in the final section.
- 4 False – the examiner will ask more questions relating to the topic in Part 3.

While you watch

Part 1

- 2 Ask the students to read the questions and think about what the follow-up question could be in each case. Check answers with the whole class. Then play the video for them to watch and check.

Answers

- 1 Why do you like doing that?
- 2 What's your favourite programme?
- 3 What do you do together?
- 4 What do you do there?
- 5 Do you often have to do homework at the weekend?

- 3 Students ask and answer the questions from Exercise 2 in pairs. Encourage students to think of other follow-up questions. Monitor and help, if necessary.

Answers

Students' own answers

Part 2

- 4 Students look at the pairs of photos and establish the connection between the photos in each pair. Ask students to predict the

questions. Then play Part 2 of the video for them to watch and check their answers. Check answers with the whole class.

Answers

Pair 1: Music / playing an instrument; 1 are playing music in these situations 2 to be in a band?

Pair 2: Studying; 3 have decided to study in these places? 4 good to study with friends

- 5 Students watch Part 2 again and make brief notes on the candidates' answers. They compare their ideas with a partner and discuss other reasons why the people are doing these things in the different situations. Check answers with the whole class.

Answers

- 1 (photo 1) Maybe they want to be a band and have fun with each other. (photo 2) Maybe he hasn't learned music when he was small and wants to learn it as an adult. They both want to be better at music.
- 2 (photo 1) Students are doing some project work. (photo 2) A girl is doing her homework in her room.

Suggested answers

Pair 1: Perhaps they are practising for a concert or other musical event.

Pair 2: Perhaps the group is sharing ideas and the girl is working alone because she needs to concentrate.

Part 3

- 6 Play Part 3 of the video. Students watch and make a note of any useful phrases. Note that the candidate do not address the point about buying things they don't need. Students compare their notes with a partner. Then go through the points in turn, and write any useful vocabulary or phrases on the board for the students to make a note of.

Suggested answers

Enjoying time with friends: You can ..., in other ways..., It's better to ...

The advantages of shopping online: You don't need to ...

Having less time for other things: It's more important to ..., than ..., I agree ..., but ...

Keeping up to date with fashion: You should not ..., You should ...

- 7** Students watch Part 3 again and tick the ideas that are mentioned. Point out that the candidates use different words to express these ideas, so they should listen carefully. Check answers with the whole class. Students then do the Part 3 task in pairs. Monitor and help as they work. Then discuss the ideas as a whole class.

Answers

✓: 1, 2, 4 and 6

Part 4

- 8** Students order the words to make the Part 4 questions and check with a partner. Play the video and check answers with the whole class.

Answers

- 1 Do you think you spend too much time shopping?
- 2 Some people say it's much better to go shopping in big shopping centres than in small shops. What do you think?
- 3 Do you think that watching advertisements on TV makes people want to go shopping more often?
- 4 Should parents decide what their children buy?
- 5 Do you think it's true that young people always want to have the same things as their friends?
- 6 Some people say that in future people won't go shopping in towns any more. What do you think?

- 9** Students watch Part 4 of the video again and make notes of the candidates' answers to each question. Check answers with the whole class. Then have a class discussion about whether or not the students agree with the candidates' opinions and why / why not.

After you watch

- 10** Students discuss their ideas in small groups. Encourage each group to feed back and discuss each candidate with the whole class.

Answers

Anielka: She needs prompting a little more than Ruben, but she responds well to the examiner's questions and her partner. She uses a range of vocabulary and speaks clearly. She needs to work a little on grammatical accuracy.

Ruben: He speaks fluently and with ease, and responds well and at length to both the examiner and his partner. He uses some idiomatic language and a wide range of vocabulary at the level. He also has a high level of grammatical accuracy.