

Test Preparation

Speaking Part 4

Level: A2–B1

Aims: To become familiar with Speaking part 4, look at tips for completing the task successfully, practice the task

Timing: 45 minutes with ideas for extension

PPT slide		Interaction	Timing in mins.																																				
18	<p>Introduce Speaking Part 4</p> <p>The input for this part comes from watching a short video clip of a situation in a business context. The video is only shown once. In 4A, the candidate's task is 1. to summarize what happens in the video clip and 2. to identify the problem. In 4B the examiner asks the candidate what solution he/she would suggest for the problem and what could happen next. In a dialogue the examiner then encourages the candidate to come up with ideas and talk about the situation.</p>	Whole class	5																																				
19	<p>CEFR and finding solutions</p> <p>The Common European Framework of Reference (CEFR) has descriptors for Goal-oriented co-operation. The task and the marking criteria are based on these descriptors. Get students to read the descriptors.</p>																																						
20 Work sheet	<p>Introduce vocabulary for describing what happens</p> <p>Start off by talking about the picture on the slide. Where is this taking place? What are the two men wearing? - casual clothes, smart/business clothes. Who are they? What could they be talking about? - holiday, task to be done, a meeting. What could the problem be?</p> <p>Have students work in pairs to do the activities and then compare answers in class.</p> <p>Answers for activities</p> <p>1.</p> <table border="1"> <thead> <tr> <th>People</th> <th>Places</th> <th>Clothes</th> <th>Things in an office</th> </tr> </thead> <tbody> <tr> <td>manager</td> <td>kitchen</td> <td>suit</td> <td>boxes</td> </tr> <tr> <td>boss</td> <td>conference room</td> <td>tie</td> <td>conference table</td> </tr> <tr> <td>colleague</td> <td>break area</td> <td>skirt</td> <td>desk</td> </tr> <tr> <td>co-worker</td> <td>office</td> <td>jacket</td> <td>computer screen</td> </tr> <tr> <td>team member</td> <td>corridor</td> <td>blouse</td> <td>photocopier</td> </tr> <tr> <td>supervisor</td> <td>lift/elevator</td> <td>shirt</td> <td>projector</td> </tr> <tr> <td>customer</td> <td>reception</td> <td>jewellery</td> <td>counter</td> </tr> <tr> <td>client</td> <td>meeting area</td> <td>scarf</td> <td>files</td> </tr> </tbody> </table> <p>2. 1g, 2c, 3d, 4e, 5a, 6h, 7b, 8f</p> <p>3. This activity is only suitable for a class that has done Conditional II 1d, 2a, 3e, 4c, 5b</p>	People	Places	Clothes	Things in an office	manager	kitchen	suit	boxes	boss	conference room	tie	conference table	colleague	break area	skirt	desk	co-worker	office	jacket	computer screen	team member	corridor	blouse	photocopier	supervisor	lift/elevator	shirt	projector	customer	reception	jewellery	counter	client	meeting area	scarf	files	Individual / Pairs / Whole class	10
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21 **Watch video clip 1** Pairs / Whole class **15**

Show the video once. Have students work in pairs or small groups to talk about what they saw in the video, identify the problem and think about solutions. In class, compare answers and brainstorm solutions on the blackboard. You could show the video again to help the discussion.

The problem is that the man on the right has forgotten about the meeting and does not have the right clothes.

Possible solution: borrow a jacket from a colleague, quickly go home and get a tie and jacket, quickly go to the shops and buy something, etc. There are no wrong answers!

How can he prevent it happening again: Have a spare jacket at work.

Extra tips:

Candidates should be prepared to talk about the following.

- Why did the problem happen? What could be done to make sure it doesn't happen again?
- Can students give examples of similar experiences or do they know someone else, for example their parents, who had a similar experience?
- The more details and examples the candidate can give, the better.

22 **Watch video clip 2** Pairs / Whole class **15**

Show the video once. Have students work in pairs or small groups to talk about what they saw in the video, identify the problem and think about solutions. In class compare answers and brainstorm solutions on the blackboard. You could show the video again to help the discussion.

The problem is that the man on the right does not have the keys to storeroom. They are in his jacket at his parents' house.

Possible solution: drive to his parents to get the keys, get his parents to bring the keys, run after the boss and ask for his keys, etc. There are no wrong answers!

How can he prevent it happening again: Always keep his keys in the same place, always take the keys with him.

Extra Task

Use the clips "Born to create drama" that can be found on YouTube. These do not have a business context but are short clips that can be described by students and the clips end when the child has caused a problem. So, you can discuss what will happen next and how the problem can be solved.

Test Preparation

Speaking Part 4

1. Write the words in the correct column

boxes, manager, conference table, suit, kitchen, desk, tie, boss, conference room, skirt, computer screen, colleague, jacket, break area, co-worker, office, team member, corridor, lift/elevator, reception, photocopier, meeting area, blouse, supervisor, customer, shirt, jewellery, projector, client, scarf, counter, files

People	Places	Clothes	Furniture/Equipment

2. Find the opposites of possible problems and solutions

1 to drop something	a) to wipe up something
2 to break something	b) to be quick
3 to forget something	c) to repair something
4 to lose something	d) to remember something
5 to spill something	e) to find something
6 to be late	f) to correct a mistake
7 to be slow	g) to pick something up
8 to make a mistake	h) to be early

Other ideas:

3. Complete the sentences using conditional 2

1 If I needed some money,

2 If I didn't know what to do,

3 If I felt ill,

4 If I were late,

5 If I wanted a job,

a) I would ask a colleague for help.

b) I would apply for one.

c) I would apologise to my boss.

d) I would go to the bank.

e) I would go home.

VideoClip 1

What is the situation and the problem?

What could be the solution?

VideoClip 2

What is the situation and the problem?

What could be the solution?