

Speaking Test Getting together

Version A Conversation (pairs) Teacher's notes

12

Time	8–12 minutes (approximately)
Preparation	Check you are familiar with part 2 of the test so you can clarify for students, if necessary.
Materials	You will need: <ul style="list-style-type: none"> – One <i>Student Mark Sheet</i> – A different <i>Question Card</i> for each student – A different <i>Conversation Topic Card</i> for each student
Assessment	<p>There are a total of 20 marks for the speaking test.</p> <p>In this test, you will mainly be listening to your students':</p> <ul style="list-style-type: none"> – accurate use of basic vocabulary; – use of future forms; – use of intonation; – fluency in short sentences. <p>Students can ask for repetition and clarification, if necessary.</p> <p>The global mark (out of 4) is for you to give your students an overall mark. This is based on how well they do the three parts of the test, and their use of the language they have studied so far in the course. Use the box at the end of the mark sheet to make a note of what a student says (<i>well</i> and <i>not so well</i>) to help you reach a final mark and give feedback. If your students don't produce enough language for you to assess, or they are very difficult to understand, you can award zero on the scales.</p>

At the beginning of the test

Greet students and make them feel at ease.

Part 1

Time	2 minutes
Focus	Students answer four or five factual information questions.

Procedure Choose four or five follow-up questions to ask each student about their favourite festival or celebration. Ask: *What's your favourite festival or celebration?*

Possible follow-up questions:

- *What are people celebrating?*
- *Where and when does it happen?*
- *How long does it last?*
- *What does everybody do/wear?*
- *Why do you like it?*

Note Encourage students to give informative answers.

Assessment hints Tune into your students' fluency in short sentences.

Part 2

Time	2–4 minutes
Focus	Students exchange information about future arrangements.

Procedure Give each student a different *Question Card*. Check they understand the activity and that they should find two different occasions to meet.

Give them one minute to study the information.

Tell students they can ask for clarification if necessary.

Encourage students to look at each other (not at you!).

Part 2 Question Card Diary

A

Arrange to meet your partner. Find a time when you can have lunch and go out together one the evening.

	Lunchtime	Evening
Monday	working lunch	
Tuesday		concert
Wednesday		
Thursday		cinema with friends
Friday	meet Maribel for lunch	
Saturday	away	away
Sunday	away	back late evening

Part 2 Question Card Diary

B

Arrange to meet your partner. Find a time when you can have lunch and go out together one the evening.

	Lunchtime	Evening
Monday	business trip	business trip
Tuesday	back from business trip	
Wednesday	job interview	
Thursday		meet Rachel
Friday		dinner with Jon
Saturday	study for exam	
Sunday		cinema with friends

Assessment hints Listen to your students' use of intonation.

Listen for students' use of future forms.

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Part 3

Time	4–6 minutes
Focus	Students exchange opinions about hypothetical future situations.

Procedure Give each student a *Conversation Topic Card*. Check they understand the instructions and the activity.

Give students one minute to look at the *Conversation Topic Card* and think about the questions before they do the task.

Assessment hints Focus on your students' use of basic vocabulary, and whether they pause a lot whilst searching for the words they need.

Part 3 Conversation Topic Card Imagined future situations

A

- Look at the questions below. Make brief notes to answer the questions.
If your house was on fire, what would you take?
If you could change one thing about yourself, what would it be?
If you found 1,000 euros on the floor, what would you do?
If you could do any job, what would you like to do?
If you could go on holiday anywhere in the world, where would you go?
- Choose four questions to ask your partner. Listen to their answers and ask more questions if you want more information.
- Answer your partner's questions.

Part 3 Conversation Topic Card Imagined future situations

B

- Look at the questions below. Make brief notes to answer the questions.
If your house was on fire, what would you take?
If you could change one thing about yourself, what would it be?
If you found 1,000 euros on the floor, what would you do?
If you could do any job, what would you like to do?
If you could go on holiday anywhere in the world, where would you go?
- Answer your partner's questions.
- Choose four questions to ask your partner. Listen to their answers and ask more questions if you want more information.

At the end of the test

Thank students and say goodbye.

Follow-up

When you give students their mark, show them their *Student Mark Sheet*. Comment on what they did well, and explain where they need to do more practice.

Student marking guide

Does the student ...	mostly	often	sometimes	not really
Vocabulary use basic vocabulary accurately?	4	3	2	1
Grammar use future forms appropriately?	4	3	2	1
Pronunciation use appropriate intonation?	4	3	2	1
Fluency say short sentences without very long pauses?	4	3	2	1
Global mark: excellent = 4 very good = 3 adequate = 2 weak = 1				
Total /20				

English Result

Pre-intermediate Teacher's notes

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Part 2 Question Card Diary

A

Arrange to meet your partner. Find a time when you can have lunch and go out together one the evening.

	Lunchtime	Evening
Monday	working lunch	
Tuesday		concert
Wednesday		
Thursday		cinema with friends
Friday	meet Maribel for lunch	
Saturday	away	away
Sunday	away	back late evening

Part 2 Question Card Diary

B

Arrange to meet your partner. Find a time when you can have lunch and go out together one the evening.

	Lunchtime	Evening
Monday	business trip	business trip
Tuesday	back from business trip	
Wednesday	job interview	
Thursday		meet Rachel
Friday		dinner with Jon
Saturday	study for exam	
Sunday		cinema with friends

Part 3 Conversation Topic Card Imagined future situations

A

1 Look at the questions below. Make brief notes to answer the questions.

If your house was on fire, what would you take?

If you could change one thing about yourself, what would it be?

If you found 1,000 euros on the floor, what would you do?

If you could do any job, what would you like to do?

If you could go on holiday anywhere in the world, where would you go?

2 Choose four questions to ask your partner. Listen to their answers and ask more questions if you want more information.

3 Answer your partner's questions.

Part 3 Conversation Topic Card Imagined future situations

B

1 Look at the questions below. Make brief notes to answer the questions.

If your house was on fire, what would you take?

If you could change one thing about yourself, what would it be?

If you found 1,000 euros on the floor, what would you do?

If you could do any job, what would you like to do?

If you could go on holiday anywhere in the world, where would you go?

2 Answer your partner's questions.

3 Choose four questions to ask your partner. Listen to their answers and ask more questions if you want more information.

Speaking Test Getting together

Version B Presentation (pairs / groups of three) Teacher's notes

12

Time	8–12 minutes (pairs), 12–15 minutes (groups of three)
Preparation	Tell students to look at the questions for 12D on p.132. They choose three and write 8–12 key words on the My presentation card for Part 3 of the test. They will speak for about one and a half minutes. Stress to students that they shouldn't learn the text by heart, as they will lose marks. They can practise saying it before the test, using their notes. Check you are familiar with part 2 of the test so you can clarify for students, if necessary.
Materials	You will need: <ul style="list-style-type: none"> – One <i>Student Mark Sheet</i> – A different <i>Question Card</i> for each student Your students will need: <ul style="list-style-type: none"> – <i>My presentation</i> (notes they prepared beforehand for Part 3)
Assessment	There are a total of 20 marks for the speaking test. In this test, you will mainly be listening to your students': <ul style="list-style-type: none"> – accurate use of basic vocabulary; – use of future forms; – use of intonation; – fluency in short sentences. Students can ask for repetition and clarification, if necessary. The global mark (out of 4) is for you to give your students an overall mark. This is based on how well they do the three parts of the test, and their use of the language they have studied so far in the course. Use the box at the end of the mark sheet to make a note of what a student says (<i>well and not so well</i>) to help you reach a final mark and give feedback. If your students don't produce enough language for you to assess, or they are very difficult to understand, you can award zero on the scales.

At the beginning of the test

Greet students and make them feel at ease.

Part 1

Time	2 minutes (3 minutes for groups of three)
Focus	Students answer four or five factual information questions.

Procedure Choose four or five follow-up questions to ask each student about their favourite festival or celebration. Ask: *What's your favourite festival or celebration?*

Possible follow-up questions:

- *What are people celebrating?*
- *Where and when does it happen?*
- *How long does it last?*
- *What does everybody do/wear?*
- *Why do you like it?*

Note Encourage students to give informative answers.

Assessment hints Tune into your students' fluency in short sentences.

Part 2

Time	2–4 minutes (4–5 minutes for groups of three)
Focus	Students exchange information about future arrangements.

Procedure Give each student a different *Question Card*. Check they understand the activity and that they should find two different occasions to meet.

Give them one minute to study the information. Tell student A to talk to student B, B to C, and C to A.

Tell students they can ask for clarification if necessary.

Encourage students to look at each other (not at you!).

Part 2 Question Card Diary

A

Arrange to meet your partner. Find a time when you can have lunch and go out together one the evening.

	Lunchtime	Evening
Monday	working lunch	
Tuesday		concert
Wednesday		
Thursday		cinema with friends
Friday	meet Maribel for lunch	
Saturday	away	away
Sunday	away	back late evening

Part 2 Question Card Diary

B

Arrange to meet your partner. Find a time when you can have lunch and go out together one the evening.

	Lunchtime	Evening
Monday	business trip	business trip
Tuesday	back from business trip	
Wednesday	job interview	
Thursday		meet Rachel
Friday		dinner with Jon
Saturday	study for exam	
Sunday		cinema with friends

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Version B Presentation (pairs/groups of three) Teacher's notes

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Part 2 Question Card

Diary

C

Arrange to meet your partner. Find a time when you can have lunch and go out together one the evening.

	Lunchtime	Evening
Monday		meet Marcus
Tuesday	working lunch	concert
Wednesday		night school
Thursday	away on a course	away on a course
Friday	course finishes	
Saturday		
Sunday	birthday lunch	

Assessment hints Listen to your students' use of intonation.

Listen for students' use of future forms.

Part 3

Time	4–6 minutes (5–7 minutes for groups of three)
Focus	Students give a short presentation about hypothetical future situations.

Procedure Give each student one minute to study their notes.

Ask each one in turn to tell their partner/group about their views. Tell the other student(s) to write two questions while they listen to the presentation.

At the end of each presentation, nominate a student to ask the presenter a question about something they have said.

If you feel students have learnt their presentations or haven't spoken for long enough, ask one or two short questions at the end of the presentation. You could use the global scale to mark students down, if necessary

Name:

Part 3 Presentation Card

Imagined situations

Look at the questions for 12D on p.132 and choose three to answer.

Key words Write 8–12 key words.

Ask a question Write two questions to ask a partner about their presentation.

1 _____

2 _____

Assessment hints Focus on your students' use of basic vocabulary, and whether they pause a lot whilst searching for the words they need.

At the end of the test

Thank students and say goodbye.

Follow-up

When you give students their mark, show them their *Student Mark Sheet*. Comment on what they did well, and explain where they need to do more practice.

Student marking guide

Does the student ...	mostly	often	sometimes	not really
Vocabulary use basic vocabulary accurately?	4	3	2	1
Grammar use future forms appropriately?	4	3	2	1
Pronunciation use appropriate intonation?	4	3	2	1
Fluency say short sentences without very long pauses?	4	3	2	1
Global mark: excellent = 4 very good = 3 adequate = 2 weak = 1				
Total /20				

English Result

Pre-intermediate Teacher's notes

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Version B Presentation (pairs/groups of three) Students' cards

12

Part 2 Question Card Diary

A

Arrange to meet your partner.
Find a time when you can have lunch and go out together one the evening.

	Lunchtime	Evening
Monday	working lunch	
Tuesday		concert
Wednesday		
Thursday		cinema with friends
Friday	meet Maribel for lunch	
Saturday	away	away
Sunday	away	back late evening

Part 2 Question Card Diary

B

Arrange to meet your partner.
Find a time when you can have lunch and go out together one the evening.

	Lunchtime	Evening
Monday	business trip	business trip
Tuesday	back from business trip	
Wednesday	job interview	
Thursday		meet Rachel
Friday		dinner with Jon
Saturday	study for exam	
Sunday		cinema with friends

Part 2 Question Card Diary

C

Arrange to meet your partner.
Find a time when you can have lunch and go out together one the evening.

	Lunchtime	Evening
Monday		meet Marcus
Tuesday	working lunch	concert
Wednesday		night school
Thursday	away on a course	away on a course
Friday	course finishes	
Saturday		
Sunday	birthday lunch	

Part 3 Presentation Card Imagined situations

Look at the questions for 12D on p.132 and choose three to answer .

Key words Write 8–12 key words.

Name: _____

Ask a question Write two questions to ask a partner about their presentation.

1 _____

2 _____
