

# Speaking Test Health and safety

# 10

Version A Conversation (pairs) Teacher's notes

|             |   |
|-------------|---|
| Time        | 11–15 minutes (approximately)   |
| Preparation | Check you are familiar with Part 3 of the test so you can clarify for students, if necessary.   |
| Materials   | You will need: <ul style="list-style-type: none"> <li>– One <i>Student Mark Sheet</i></li> <li>– A different <i>Student Question Card</i> for each student</li> <li>– A different <i>Conversation Topic Card</i> for each student</li> </ul>  |
| 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"> <li>– use of a variety of words to talk about injuries and treatment, and use <i>get</i> appropriately;</li> <li>– use of <i>should, should have, ought to, had better</i>;</li> <li>– placing of main stress;</li> <li>– appropriate responses to suggestions and advice.</li> </ul> <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 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.</p> |

## At the beginning of the test

Greet students and make them feel at ease.

## Part 1

|                 |   |
|-----------------|---|
| Time            | 2 minutes   |
| Focus           | Students answer two or three factual information questions.                                 |
| Assessment hint | Listen to students' use of vocabulary for injuries and treatments and main sentence stress. |

**Procedure** Choose two or three questions to ask each student. Ask follow-up questions to encourage students to give more information where appropriate.

Possible questions:

- Have you or any one you know:*
- *twisted an ankle?*
  - *been stung by a bee?*
  - *spilt boiling water on a hand?*
  - *cut a finger on broken glass?*
  - *broken an arm?*

## Part 2

|                 |  |
|-----------------|--|
| Time            | 4–6 minutes  |
| Focus           | Students explain a situation and offer suggestions and advice.   |
| Assessment hint | Listen to the appropriacy of students' responses and their use of <i>should, should have, ought to, had better</i> . |

**Procedure** Give each student a different *Student Question Card*. Check students understand the activity and that they should give a short response to their partner's answer. Give them one minute to think about the questions and make notes. Tell students they can ask their partner to repeat the question if they don't understand. Encourage students to look at each other (not at you!).

### Part 2 Question Card

Talking about problems and solutions

A

- Choose a problem. Explain your problem to your partner. Respond to their questions and comment on the solutions they suggest.
  - You are on a boat and you can't start the motor. You haven't got any oars and it's getting dark.
  - You've been varnishing the wooden floor in the living room. You've nearly finished but you're trapped in the corner. The door is on the opposite side of the room.
  - A real problem you have now.
- Listen to your partner's problem. Ask for background information and offer two possible solutions.

### Part 2 Question Card

Talking about problems and solutions

B

- Listen to your partner's problem. Ask for background information and offer two possible solutions.
- Choose a problem. Explain your problem to your partner. Respond to their questions and comment on the solutions they make.
  - You walked across the beach to a grassy rock and fell asleep. You've woken up, the tide had risen. Now, the rock is an island and you're trapped.
  - You were walking home from a party and dropped your keys down the drain.
  - A real problem you have now.

# Speaking Test Health and safety

# 10

Version A Conversation (pairs) Teacher's notes

## Part 3

|                 |   |
|-----------------|---|
| Time            | 5–7 minutes   |
| Focus           | Students give a short presentation about their opinion. |
| Assessment hint | Listen to students' use of <i>get</i> .                 |

**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 activity before they start the task.

### Part 3 Conversation Topic Card Presenting an argument

## A

- Choose one of the statements below.
  - All cyclists must wear helmets.
  - Mobile phones should be banned from schools.
  - Children shouldn't be allowed to travel on buses without an adult.
- Take it in turns to give your own opinion on the statement you have chosen and argue for or against it. Ask your partner if they agree and why/why not.

### Part 3 Conversation Topic Card Presenting an argument

## B

- Choose one of the statements below.
  - All cyclists must wear yellow jackets.
  - Mobile phones should be banned from offices.
  - Dogs shouldn't be allowed to travel in cars.
- Take it turns to give your own opinion on the statement you have chosen and argue for or against it. Ask your partner if they agree and why/why not.

### At 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 |
|--|--------|-------|-----------|------------|
| <b>Vocabulary</b> have enough vocabulary to talk about injuries and treatment, and use <i>get</i> appropriately? | 4      | 3     | 2         | 1          |
| <b>Grammar</b> use <i>should</i> , <i>should have</i> , <i>ought to</i> , and <i>had better</i> accurately?      | 4      | 3     | 2         | 1          |
| <b>Pronunciation</b> place main sentence stress accurately?  | 4      | 3     | 2         | 1          |
| <b>Interaction</b> respond appropriately to suggestions and advice?  | 4      | 3     | 2         | 1          |
| Global mark: excellent = 4 very good = 3 adequate = 2 weak = 1   |        |       |           |            |
| <b>Total /20</b>   |        |       |           |            |

# English Result

Upper-intermediate

[www.oup.com/elt/teacher/result](http://www.oup.com/elt/teacher/result)

## Part 2 Question Card Talking about problems and solutions

### A

- 1 Choose a problem. Explain your problem to your partner. Respond to their questions and comment on the solutions they suggest.
  - You are on a boat and you can't start the motor. You haven't got any oars and it's getting dark.
  - You've been varnishing the wooden floor in the living room. You've nearly finished but you're trapped in the corner. The door is on the opposite side of the room.
  - A real problem you have now.
- 2 Listen to your partner's problem. Ask for background information and offer two possible solutions.

## Part 2 Question Card Talking about problems and solutions

### B

- 1 Listen to your partner's problem. Ask for background information and offer two possible solutions.
- 2 Choose a problem. Explain your problem to your partner. Respond to their questions and comment on the solutions they make.
  - You walked across the beach to a grassy rock and fell asleep. You've woken up, the tide had risen. Now, the rock is an island and you're trapped.
  - You were walking home from a party and dropped your keys down the drain.
  - A real problem you have now.

## Part 3 Conversation Topic Card Presenting an argument

### A

- 1 Choose one of the statements below.
  - All cyclists must wear helmets.
  - Mobile phones should be banned from schools.
  - Children shouldn't be allowed to travel on buses without an adult.
- 2 Take it in turns to give your own opinion on the statement you have chosen and argue for or against it. Ask your partner if they agree and why/why not.

## Part 3 Conversation Topic Card Presenting an argument

### B

- 1 Choose one of the statements below.
  - All cyclists must wear yellow jackets.
  - Mobile phones should be banned from offices.
  - Dogs shouldn't be allowed to travel in cars.
- 2 Take it turns to give your own opinion on the statement you have chosen and argue for or against it. Ask your partner if they agree and why/why not.

# Speaking Test Health and safety

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

# 10

|                    |   |
|--------------------|---|
| <b>Time</b>        | 11–14 minutes (pairs), 15–19 minutes (groups of three)  |
| <b>Preparation</b> | Tell students to look at exercise 15 on p.115. They will need to write 8–12 key words about their opinion on two laws on the <i>My presentation</i> card to prepare 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.  |
| <b>Materials</b>   | You will need: <ul style="list-style-type: none"> <li>– One <i>Student Mark Sheet</i></li> <li>– A different <i>Student Question Card</i> for each student</li> </ul> Your students will need: <ul style="list-style-type: none"> <li>– One <i>My presentation</i> card (notes they prepared beforehand for Part 3)</li> </ul>  |
| <b>Assessment</b>  | There are a total of 20 marks for the speaking test.<br>In this test, you will mainly be listening to your students': <ul style="list-style-type: none"> <li>– use of a variety of words to talk about injuries and treatment, and use <i>get</i> appropriately;</li> <li>– use of <i>use should, should have, ought to, had better</i>;</li> <li>– placing of main stress;</li> <li>– appropriate responses to suggestions and advice.</li> </ul> Students can ask for repetition and clarification, if necessary.<br>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 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

|                        |   |
|------------------------|---|
| <b>Time</b>            | 2 minutes (3 minutes for groups of three)   |
| <b>Focus</b>           | Students answer two or three factual information questions.                                 |
| <b>Assessment hint</b> | Listen to students' use of vocabulary for injuries and treatments and main sentence stress. |

**Procedure** Choose two or three questions to ask each student. Ask follow-up questions to encourage students to give more information where appropriate.

Possible questions:

- Have you or any one you know:*
- *twisted an ankle?*
  - *been stung by a bee?*
  - *spilt boiling water on a hand?*
  - *cut a finger on broken glass?*
  - *broken an arm?*

## Part 2

|                        |  |
|------------------------|--|
| <b>Time</b>            | 4–6 minutes (6–8 minutes for groups of three)  |
| <b>Focus</b>           | Students explain a situation and offer suggestions and advice.   |
| <b>Assessment hint</b> | Listen to the appropriacy of students' responses and their use of <i>should, should have, ought to, had better</i> . |

**Procedure** Give each student a different *Student Question Card*. Check students understand the activity and that they should give a short response to their partner's answer. Give them one minute to think about the questions and make notes. For groups of three, tell student A to ask student B the questions. Student B asks C, and C asks A. Tell students they can ask their partner to repeat the question if they don't understand. Encourage students to look at each other (not at you!).

### Part 2 Question Card

#### Talking about problems and solutions

**A**

- 1 Choose a problem. Explain your problem to your partner. Respond to their questions and comment on the solutions they suggest.
  - You are on a boat and you can't start the motor. You haven't got any oars and it's getting dark.
  - You've been varnishing the wooden floor in the living room. You've nearly finished but you're trapped in the corner. The door is on the opposite side of the room.
  - A real problem you have now.
- 2 Listen to your partner's problem. Ask for background information and offer two possible solutions.

### Part 2 Question Card

#### Talking about problems and solutions

**B**

- 1 Listen to your partner's problem. Ask for background information and offer two possible solutions.
- 2 Choose a problem. Explain your problem to your partner. Respond to their questions and comment on the solutions they make.
  - You walked across the beach to a grassy rock and fell asleep. You've woken up, the tide had risen. Now, the rock is an island and you're trapped.
  - You were walking home from a party and dropped your keys down the drain.
  - A real problem you have now.

# Speaking Test Health and safety

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

# 10

## Part 2 Question Card

### Talking about problems and solutions

- 1 Listen to your partner's problem. Ask for background information and offer two possible solutions.
- 2 Choose a problem. Explain your problem to your partner. Respond to their questions and comment on the solutions they make.
  - You're sitting on a bus and have trapped your fingers in the holes of a ventilator grill.
  - You've burnt a hole your shirt and don't have another on to wear for work.
  - A real problem you have now.



If you feel students have learnt their presentations, 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 My Presentation

### Presenting an argument

Look at exercise 15 on p.115. Choose **two** topics.

**Key words** Write 8–12 key words.

|       |       |       |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

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

1 \_\_\_\_\_

2 \_\_\_\_\_

## Part 3

|                        |   |
|------------------------|---|
| <b>Time</b>            | 5–7 minutes (6–8 minutes for groups of three)           |
| <b>Focus</b>           | Students give a short presentation about their opinion. |
| <b>Assessment hint</b> | Listen to students' use of <i>get</i> .                 |

**Procedure** Give each student one minute to study their notes. Ask each one in turn to give their presentation on their chosen topics. Tell the other student(s) to write two questions while they listen to the presentation(s). At the end of each presentation, nominate a student to ask the presenter two or three questions about something they have said.

## 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 |
|--|--------|-------|-----------|------------|
| <b>Vocabulary</b> have enough vocabulary to talk about injuries and treatment, and use <i>get</i> appropriately? | 4      | 3     | 2         | 1          |
| <b>Grammar</b> use <i>should, should have, ought to, had better</i> accurately?                                  | 4      | 3     | 2         | 1          |
| <b>Pronunciation</b> place main sentence stress accurately?  | 4      | 3     | 2         | 1          |
| <b>Interaction</b> respond appropriately to suggestions and advice?  | 4      | 3     | 2         | 1          |
| <b>Global mark:</b> excellent = 4 very good = 3 adequate = 2 weak = 1  |        |       |           |            |
| <b>Total /20</b>   |        |       |           |            |

# Speaking Test Health and safety

# 10

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

## Part 2 Question Card

# A

Talking about problems and solutions

- 1 Choose a problem. Explain your problem to your partner. Respond to their questions and comment on the solutions they suggest.
  - You are on a boat and you can't start the motor. You haven't got any oars and it's getting dark.
  - You've been varnishing the wooden floor in the living room. You've nearly finished but you're trapped in the corner. The door is on the opposite side of the room.
  - A real problem you have now.
- 2 Listen to your partner's problem. Ask for background information and offer two possible solutions.

## Part 2 Question Card

# B

Talking about problems and solutions

- 1 Listen to your partner's problem. Ask for background information and offer two possible solutions.
- 2 Choose a problem. Explain your problem to your partner. Respond to their questions and comment on the solutions they make.
  - You walked across the beach to a grassy rock and fell asleep. You've woken up, the tide had risen. Now, the rock is an island and you're trapped.
  - You were walking home from a party and dropped your keys down the drain.
  - A real problem you have now.

## Part 2 Question Card

# C

Talking about problems and solutions

- 1 Listen to your partner's problem. Ask for background information and offer two possible solutions.
- 2 Choose a problem. Explain your problem to your partner. Respond to their questions and comment on the solutions they make.
  - You're sitting on a bus and have trapped your fingers in the holes of a ventilator grill.
  - You've burnt a hole your shirt and don't have another one to wear for work.
  - A real problem you have now.

## Part 3 My Presentation

Presenting an argument

Look at exercise 15 on p.115. Choose **two** topics.

**Key words** Write 8–12 key words.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

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

1 \_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_