

PET - SPEAKING PART 3**Level:** B1 (Exam preparation)**Time:** 45-55 minutes

Lesson focus: This class focuses on getting students used to the structure and language needed to complete Speaking Part 3 - a pair discussion. Learners predict the prompts that may appear in the task, think about the advantages and disadvantages of each one, identify and classify language used to make suggestions, give opinions and agree/disagree with each other. In the end, learners write their tasks that best match the prompts. The class ends with feedback, during which the teacher explains the strengths of each learner and gives advice on how to improve.

Materials:

- Worksheet - PET - Speaking Part 3
- Speaking Part 3 - [B1 Preliminary Sample Paper](#)
- Speaking Part 3 - [B1 Preliminary for Schools Sample Paper](#)

Learning objectives:

- to understand Speaking Part 3
- to use appropriate language for suggestion making, giving opinions and agreeing / disagreeing
- to predict the visual prompts
- to predict the exam task
- to discuss the advantages and disadvantages of each prompt

Structure:**1. Lead-in (2'-4')**

Ask if the students have ever been on a school/work trip. What did they do on that trip? What was their best/worst trip they've ever been on? What kind of activities did they do?

2. Prompt prediction (5'-7')

Divide students into pairs/small groups. Hand out the worksheets and read the exam task (exercise 1). Students talk together and brainstorm six possible activities that some students from a small village school could do on a trip to the capital city.

Students share their answers with the rest of the class. You can write down some of the answers on the board.

3. Brainstorm - advantages and disadvantages (5'-7')

Explain that in the exam, students will have to discuss the prompts together and give the benefits and drawbacks of each one (exercise 2). Students work in small groups once again and think of advantages and disadvantages of the activities that the students from a small village could do in the capital city.

In the case of larger groups, you may give each only one activity to discuss. In smaller groups, students discuss all of the activities.

Collect the answers and write them down on the board.

4. Teach: Vocabulary (4'-6')

In the speaking exam, students need to make suggestions, give opinions and agree / disagree with each other. Learners need to know some useful expressions when taking the exam.

Students read the phrases shown in exercise 3 and divide them into three categories: giving / asking for opinions, making suggestions, agreeing / disagreeing. Check the answers and explain any new words.

5. Oral practice (4'-6')

Students work in pairs and agree on the answer to the exam task - which of the activities would be most interesting.

Make sure that learners use the vocabulary from exercise 3 and discuss the advantages and disadvantages of each activity. In the end, students share their decisions with the rest of the group and justify their answers.

6. Elicit vocabulary (3'-5')

Look at the seven prompts shown in exercise 5. As a group, elicit the vocabulary that best describes each activity.

7. Predict the exam task (4'-6')

Put students into new pairs, so they get to practise speaking with new people.

Students look at the seven prompts and use the example of the exam task in exercise 1 to write their exam task.

Check the answers and correct any spelling / grammar errors.

Read the actual exam task and see if students guessed the answer.

8. Exam task (4'-6')

Using the actual exam task taken from the *B1 Preliminary Sample Paper*, students work in pairs and discuss the prompts. Give everyone 2-3 minutes to agree on the answers. Collect the answers and ask for justification.

9. Feedback (2'-3')

Give a general error correction. Talk about the strengths and things that should be improved and how to get it done.