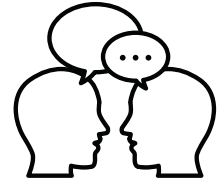
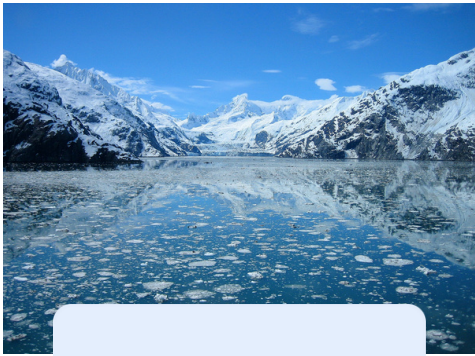


# B1 Cambridge Speaking Part 4



**EXERCISE 1** LOOK AT THE PICTURES OF THE TWO PLACES BELOW. WHICH COUNTRIES ARE THEY? WRITE TEN THINGS YOU WOULD TAKE ON A TRIP TO EACH PLACE.



.....



.....

Your answers

Erica's answers

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....
- 7.....
- 8.....
- 9.....
- 10.....

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....
- 7.....
- 8.....
- 9.....
- 10.....

Your answers

Erica's answers

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....
- 7.....
- 8.....
- 9.....
- 10.....

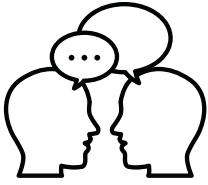
- 1.....
- 2.....
- 3.....
- 4.....
- 5.....
- 6.....
- 7.....
- 8.....
- 9.....
- 10.....

**EXERCISE 2** LISTEN TO ERICA TALKING ABOUT HER HOLIDAYS. WRITE DOWN THE COUNTRIES ERICA WOULD LIKE TO VISIT AND TEN THINGS SHE WOULD TAKE TO EACH ONE.

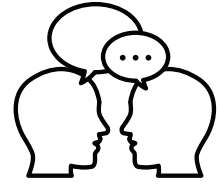
**EXERCISE 3** COMPARE YOUR LIST OF OBJECTS WITH ERICA'S. DISCUSS WHICH OF HER OBJECTS ARE A GOOD OR A BAD IDEA TO TAKE AND EXPLAIN WHY. USE THE VOCABULARY BELOW TO JUSTIFY YOUR ANSWERS.

I don't think it's a good idea to take a map of the city to Australia because she can use her cellphone as GPS. Do you agree?

I agree with you. I think it's impractical. / I don't think you're right. What if there isn't any access to the Internet?



# B1 Cambridge Speaking Part 4



**EXERCISE 4** WHICH OF THESE TWO COUNTRIES WOULD YOU RATHER VISIT? USE THE VOCABULARY BELOW TO JUSTIFY YOUR ANSWERS.

I would love to visit... because...  
I prefer to go to... because...  
I like Australia / Alaska more because...

I think I'd enjoy this place more because...  
I don't think this place is for me because...  
I love cold / hot countries, so the best option for me would be...

**EXERCISE 5** READ THE DIALOGUES BELOW AND GUESS THE QUESTIONS ANSWERED IN EACH ONE.

**Question:** \_\_\_\_\_

**A:** ..... . I think that it's best to go to Alaska in winter because you can get to experience the real snow. ....?

**B:** I'm afraid I don't agree with you. I believe that it may be too cold to go there in winter. It's much better to go there in the summer to experience extremely long days.

**Question:** \_\_\_\_\_

**A:** ..... . I prefer to visit a city as there are many more interesting things to do, such as sightseeing or eating at a restaurant. ....?

**B:** That's true. I enjoy going to the countryside, but I think it can be a bit boring.

**EXERCISE 6** READ THE DIALOGUES AGAIN AND FILL IN THE GAPS WITH THE MISSING PHRASES. MORE THAN ONE ANSWER IS POSSIBLE.

What do you think?  
Let me see.

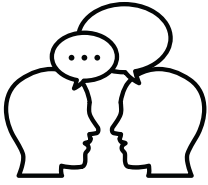
Do you agree?  
That's an interesting question.

**EXERCISE 7** LOOK AT ALL THE PHRASES USED IN THIS LESSON. DIVIDE THEM INTO DIFFERENT CATEGORIES.

*I (don't) think that...*  
*Do you agree?*  
*It's a good idea to...*  
*I'd love to...*

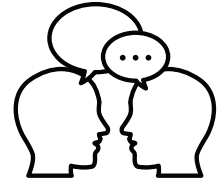
*I prefer to...*  
*I (don't) like / love...*  
*I (don't) enjoy...*  
*What do you think?*

*Let me see.*  
*That's an interesting question.*  
*I'm afraid I don't agree with you.*  
*I (don't) believe that...*



# B1 Cambridge

## Speaking Part 4



<b>Talking about likes/dislikes/preferences</b>	
<b>Stating your opinion</b>	
<b>Asking for someone's opinion</b>	
<b>Agreeing</b>	
<b>Disagreeing</b>	
<b>Giving yourself time to think</b>	

**EXERCISE 8** LOOK AT THE QUESTIONS BELOW AND ANSWER THEM USING THE PHRASES ABOVE.

1. What do you do when you want to relax? Why?
2. Do you prefer to relax with friends or alone? Why?
3. Is it important to exercise in your free time? Why (not)?
4. Is it useful to learn new skills in your free time? Why (not)?
5. Do you think people spend too much time working or studying these days? Why (not)?

# Teacher's notes

## **Exercise 1. Lead-in**

**7 mins**

Look at the two pictures and predict the places where they were taken. Students work in pairs and think about 10 things they would take on a trip to each place. Share and compare the answers with other groups.

## **Exercise 2. Listening**

**6 mins**

Listen to the recording [Erica: my suitcase for Australia / Alaska](#) and write down ten things Erica is taking to each of the places.

*Answers:*

*Alaska: coat, gloves, scarf, boots, hat, hot chocolate, money, cellphone, camera, computer*

*Australia: bathing suit, sandals, sunscreen, shorts, shirts, sweater, sneakers, backpack, book of attractions, map of the city, cellphone*

## **Exercise 3. Speaking - asking and expressing opinions**

**6 mins**

Students work in pairs and discuss which objects presented by Erica are a good or a bad idea to take to Alaska and Australia. Encourage students to use phrases to ask and express their opinions. Monitor the activity and elicit some answers at the end of the task.

## **Exercise 4. Group discussion - expressing likes, dislikes and preferences**

**5 mins**

Ask students which of the two countries they would prefer to visit. Firstly, elicit the answers with a show of hands. Students justify their answers using phrases used to express their likes, dislikes and preferences.

## **Exercise 5. Reading**

**4 mins**

Read two dialogues and predict the missing questions. Tell students not to mind the gaps just yet.

*Answers:*

*Question 1: What do you think is the best time of year to visit Alaska? Why?*

*Question 2: Which do you think is more interesting: visiting the countryside or visiting a city? Why?*

## **Exercise 6. Vocabulary - fillers and asking for opinions**

**4 mins**

Read the dialogues again and fill in the gaps with phrases used to give yourself time to think and ask for opinions. There is more than one answer possible.

*Answers:*

*Dialogue 1: That's an interesting question. or Let me see. / What do you think? or Do you agree?*

*Dialogue 2: That's an interesting question. or Let me see. / What do you think? or Do you agree?*

## **Exercise 7. Vocabulary - Speaking Part 4**

**5 mins**

Students read the phrases used in the class and divide them into six different categories: talking about likes, dislikes and preferences, stating your opinion, asking for someone's opinion, agreeing, disagreeing and giving yourself time to think. Elicit other phrases that could be used in each category.

*Answers:*

*Talking about likes/dislikes/preferences: I (don't) like / love..., I (don't) enjoy..., I prefer to..., I'd love to...*

*Stating your opinion: I (don't) think that..., I (don't) believe that...*

*Asking for someone's opinion: Do you agree?, What do you think?*

*Agreeing: It's a good idea.*

*Disagreeing: I'm afraid I don't agree with you.*

*Giving yourself time to think: Let me see., That's an interesting question.*

# Teacher's notes

## **PET - Speaking Part 4 - Explanation (optional)**

**3 mins**

If this is the first time doing this kind of task, explain each step of this exam task or refer the students to the [B1 Preliminary Exam Format](#) to find more information about it.

If you choose to do this explanation in class, there are a few things that need to be mentioned:

- a. Answer a few opinion-based questions.*
- b. Talk about your likes, dislikes, experiences, opinions, habits, etc.*
- c. This part lasts about 3 minutes (divided between two students).*

## **Exercise 8. Exam task - Speaking Part 4**

**7 mins**

Students work in pairs. Ask each question and allow students to answer it between each other in about 30-60 seconds. Make sure that all of them attempt to use the phrases presented in exercise 7.

## **Error corrections**

**3 mins**

Provide speaking feedback.