

## Speaking part 3 b1

In the PET speaking exam there are 4 parts. Obviously it is important to practise all of the parts, but PET Speaking Part 3 is a collaborative task where you discuss options with your partner. PET Speaking Part 4 continues on with the same topic from Part 3, but doesn't have any visual aid. In this post, we'll look at the topics to expect and the two classic task types in Parts 3 and 4 of the Preliminary exam. We also have 5 complete Preliminary (PET) Speaking exams as part of Breakout English's premium materials collection. The Preliminary (PET) handbook specifies a series of topics that can appear in the exam. Any of these could appear in the speaking exam. Clothes Daily life Education Entertainment and media Environment Food and drink Free time Health, medicine and exercise Hobbies and leisure House and home Language People Personal feelings, experiences and opinions Personal identification Places and buildings Relations with other people Services Shopping Social interaction Sport The natural world Transport Travel and holidays WeatherIn part 3 of the Preliminary (PET) Speaking Exam you will be asked to talk about a situation together with your partner for about 2 minutes. There are essentially 2 types of task for this part of the exam. The first and most common option is that you have to discuss a series of activities to do with a group of people. The topic of the task will be integrated in the options. The second option is to discuss a series of activities to do with a group of people. good, but there may be one or two bad ones mixed in. Don't worry about talking about all of the pictures, but you should try to talk about at least a few because it will create more variety and less repetition. Here is an example of a Preliminary (PET) Speaking Exam Part 3. Now, in this part of the test you're going to talk about something together for about two minutes. I'm going to describe a situation to you. A family with two teenage children is planning a holiday and they want to do some activities they could do together as a group. Here are some activities they could do together as a group. Here are some activities they could do together and say which would be most interesting for everyone. All right? Now, talk together. Approximately 2 minutes Thank you individually or ask you to talk together with your partner. They may or may not ask and they will ask you individually or ask you to talk together with your partner. They may or may not ask all of the questions. This part lasts for approximately 3 minutes. Here is an example of a Preliminary (PET) Speaking Exam Part 4. Use the following questions, as appropriate: Where is the last place to visit in (candidate's country)? What's the best place to visit in (candidate's country)? (Why?)• Is it better to travel in your own country or to visit another country? (Why?)• Some people say travelling is a good way to learn new things. Do you agree? (Why? / Why not?) Thank you. That is the end of the test. Practise with these PET Speaking Part 3 tasks and Part 4 questions. Either have your students practise in pairs or put them in groups of three with one examiner and two candidates.EXAM PART: Speaking EXAM SKILLS: Expressing opinions, making a decision, discussing everyday topicsTIME: 10 minutes per pair task + feedbackPREPARATION: One copy of the speaking script and tasks for each pair or group of threePreliminary (PET) Speaking Parts 3 and 4More Preliminary (PET) Materials In Part 3 of the Speaking test the candidates are each in turn given a colour photographs is clearly stated by the examiner, for example: 'I'm going to give each of you a photograph of people having a meal Candidates are expected to give only a simple description of what they can see in the photograph. This will include some description of people, objects, actions and place. The test takes three minutes in total, with one minute given to talk about the photograph. The following five tips will help improve students' performance: 1. Teach students paraphrasing strategies There is no need for the student to describe everything in the photo. There may be items in the photo for which the candidate does not know all the words. Students can either ignore them and concentrate on what they do know, or they may attempt to paraphrase. Ask students to look at a photo you choose and find an object for which they do not know or recall the word. They should try to explain what it is in their own words. For example, if you showed them the photo of a kitchen available to download at the bottom of this page, they may not know the words for the following items: kettle, frying pan, apron. They could then say: I don't know (don't remember) the word for this, but ... it is something you use to boil water / we use it to boil water. it is something you use to cook chips or fry eggs. it is something you wear when you cook, so your clothes don't get dirty / you can wear it when you wash up, so you don't get wet. Candidates should be made aware of the fact that they will be given credit for using the language they know to make themselves understood and they won't be penalised for not knowing or not remembering a word. Make a point of giving them practice with photographs that contain unknown items of vocabulary to get them used to paraphrasing or ignoring items. 2. Train them to use a variety of language Students do well in this part if they are relaxed and feel confident that there will be enough in the photograph for them to describe. However, if the photograph contains many objects they may be tempted to fill the minute with an enumeration, i.e. 'I can see ... and I can see ... Students need to be reminded that this is their opportunity to show the examiner that they can use a variety of language. But which language? Here are some examples of language they can try to use: Adjectives: colour, size, shape, quality, possessive (his, her, its, their), quantitative (some, many, much, a few, a lot, all, etc) Adverbs: manner (quickly carefully, etc), degree (very, too, rather) Comparisons: (regular and irregular) Connectives: and, but, or, because, so that Prepositions: to, on, inside, next to, at, during, by, with, like Verbs: Simple present to describe appearance, for example: The kitchen looks small. The woman is tall and slim. She has long brown hair. There is a large window. Present continuous to describe the activities you can see: The man and the woman are standing, and the children are at home, so are not sure: The girl is very young. She may be six years old / I think she is six years old. The children are at home, so maybe it's Sunday / I think it's Sunday. The woman is smiling, so I think she's happy. Pair work: Give a copy of the photograph to each pair and ask them to choose one or two categories from the list above and produce five utterances/sentences. 3. Show students how to organise their description: from the general to the particular Candidates have no time to think about how they are going to structure their description (no 'thinking time' is given), so they have to decide what they will say as they go along. However, it is a good idea to train students to start by describing the general scene before moving on to talk about particular details. Make it clear that although there is no right or wrong way to order the description, it should not be completely random, and that by following a certain order they can ensure that they do not repeat themselves or run out of things to say. Group work: Ask your students to decide in pairs or groups what they would say first about this photograph. Is it better to start by describing each person in detail? Or is it better to describe the scene first? Next you could give them a suggested order and ask them to group their sentences under these headings: a. A general statement about the photob. Describe the setting / roomc. The people: activitiesd. The people: activitiesd. The people: activitiesd. below, which they should feel free to agree or disagree with (giving reasons). a. Start with a general statement This photograph shows a family having lunch in the kitchen. b. Describe the setting / room The kitchen is rather small. There is a table with plates and glasses on it and a big fridge. There's a large window and you can see the garden through it. c. The people: activities There are two children, I think they are brother and salad bowl in her hand. She is smiling and she looks happy. I am not sure what the father is doing. He's got a piece of bread in his hand. Perhaps he is making a sandwich for the children. Maybe the parents are going to eat later. d. The people: detailed description The woman is slim and has long brown hair. She is wearing white trousers and a green top. She is wearing an apron because she is working in the kitchen. The man is fair and has a beard. He is wearing a blue jumper. The boy is older than his sister. He may be about 12 years old and the girl is about six. e. An opinion about the photograph because it shows a family at home. Students can time themselves saying all of this, and they will find that it takes them longer than one minute. The examiner will interrupt them when their minute is up. Teachers need to stress that a bit of organisation is good, as then they want to say next: they will have only a minute, so any time not used to produce language is time wasted. There is no 'added time', as in football! If they do stop, they should fill that space with language, if possible, e.g. 'Now, what else can I say about this photo?', 'Now, what else can I say about this photo?' Candidates should not waste time using expressions such as 'in the top right-hand corner'. It is enough to use 'on the left'. Remind students they can point at parts of the picture as they describe it, e.g. 'This building's very tall, but this one's much shorter.' 5. Show your students they can point at parts of the picture as they describe it, e.g. 'This building's very tall, but this one's much shorter.' 5. Show your students what to do if they run out of ideas They can refer to the absence of things, as long as it is relevant: I can see forks on the table but I can't see any knives. I can see some plants in the garden but there aren't any flowers. They can speculate using 'may', or 'I think': The man looks tired. Maybe he has too much work. The sun is shining. It may be lunch time. The children are at home and not at school. It may be Sunday. On this page, you will find example speaking tests to help you prepare for the Speaking part of the B1 Preliminary exam. The speaking section is divided into FOUR parts and involves both speaking - Example Test One Family and friends. Exercise Number: PET257 Cambridge B1 Preliminary (PET) Speaking - Example Test Two Hobbies and pastimes. Exercise Number: PET258 Exam Tip: Part 1 - Interview 1. Remember that the first questions about your daily life and free time, give answers that are 2-3 sentences long. For example Examiner: What do you like to do in your free time? Candidate: I enjoy playing football with my friends. We meet twice a week at the local park. Cambridge B1 Preliminary (PET) Speaking - Example Test Four Jobs and careers. Exercise Number PET260 Cambridge B1 Preliminary (PET) Speaking - Example Test Five You and the Internet. Exercise Number: PET261 Cambridge B1 Preliminary (PET) Speaking - Example Test Six Education. Exercise Number: PET262 Exam Tip: Part 2 - Photograph 1. When describing your photo, start with the main thing you can see, then give more details. You could say: "This picture shows... In the photo, I can see..." 2. Use words like "in the background", "on the left", "in the middle" to say where things are in the photo, I sten carefully but don't speak - it's their turn! Cambridge B1 Preliminary (PET) Speaking - Example Test Seven Town and country. Exercise Number: PET263 Cambridge B1 Preliminary (PET) Speaking - Example Test Eight Transport. Exercise Number: PET264 Exam Tip: Parts 3 and 4 - Discussion 1. In Part 3, talk with your partner about each option. You can start with simple phrases like "I think this is good because..." or "The problem with this is..." 2. In Part 4, listen carefully to the examiner's questions about socialising. If you don't understand, remember you can ask "Could you repeat that, please?" 3. Try to share you say something about each topic. In part three of the B1 preliminary speaking test you talk to your partner, not to the examiner. It lasts two to three minutes. At the beginning, the examiner will say: "Now, in this part of the test you're going to talk about something together for about two minutes. I'm going to describe a situation to you." Then, the examiner will give you a booklet with the task. You'll see several pictures. It might look something like this. Then, you'll hear the instructions. For example: "A family would most enjoy. All right? Now, talk together about the different places the family could visit and decide which trip the family would most enjoy. All right? Now, talk together." Listen to the examiner carefully, because the instructions won't be written on the task. If anything is not clear, ask the examiner to repeat the instructions. First point: remember that the situation is about other people, not about you. This task is not asking you to talk about where the family in the picture should visit. Don't say 'I think the castle is a good idea because I love history.' This trip is not for you. You are only recommending ideas for the family. Instead, say 'I think the castle is a good idea because it would be educational for the family.' Now let's look at another situation. Pause the video if you want more time to read and think. Remember also that the instructions will not be written on the task in your real B1 speaking exam! Let's look at how to begin. Do you know how you should start? A good way to start is to ask your partner a question. For example, for this task, you could ask 'Which present do you think is the best?' Or, 'What do you think of a question you could ask your partner to start? Pause the video and try to make one or two questions you could use to start this task. Do it now! Could ask 'What do you think about bringing a camera?' Or 'Do you think they should bring a guidebook?' Asking a question is a good way to start. What next? The conversation should be fifty per cent you speaking and fifty per cent your partner speaking. You don't get extra points for speaking more. Give your opinions on each idea should not be very long - one or two sentences maximum - then ask another question. Ask your partner to respond to your ideas. Let's go back to our first example. Remember: one or two sentences, then ask a question. For example: 'I think going to the beach?' Let's move on to our next point: linking your ideas when you speak. In part three of the B1 speaking exam, you need to link your ideas with comparisons and contrasts. Look at our second task again. Imagine you're in the exam. Your partner says 'I think the mobile phone is a good idea because our classmate could keep in contact with us. What do you think about the camera?' And then you reply 'I don't think the camera is a good idea because cameras are old-fashioned. What do you think about the book?' These are good answers and ideas, but as a conversation, it sounds unnatural. There's no connection between one answer and the other. Here's no connection between one answer and the other. classmate could keep in contact with us. What do you think about the camera?' You reply 'I don't think the camera is a good idea, because today all mobile phones have cameras. What do you think about the book?' This sounds better, right? Comparing and linking your ideas helps you to sound more like you're having a normal discussion. Our next point: you need to react to your partner's ideas and suggestions. How can you do that? When your partner speaks, you need to listen actively. Don't just sit there like a robot. React, nod your head, or say something to show how you feel. Watch our lesson on Active Listening for more tips. You can use phrases to agree or disagree in English. If you agree with what your partner says, you could say something like: I agree Good idea That's interesting You're right That's true I think so too If you disagree with your partner, remember to be polite. You could say: Really? I'm not sure about that. I don't think so too If you disagree with your partner, remember to be polite. give a reason, or an alternative suggestion. For example: if your partner says, 'I think the book is a good idea because books are not that expensive', and you disagree, you could reply 'I don't think I agree. I understand that a book would be a cheap present, but we want to get our classmate something special to remember us, like the watch.' When you've finished discussing your options, you should make a decision together. At the end, ask your partner something like 'what have we decided?' or 'shall we choose one?' Remember: you don't have to be honest. If your partner thinks that one idea is better, you can agree just to finish the conversation. It doesn't matter if you really agree or not. If your partner is unsure, try to lead the decision. Look at our first task. You could say, 'I think the family should go to the beach, because we agreed it has a lot of activities for all of the family.' This shows that you have control over the conversation. What about our second task? You could say, 'I think we can agree that the mobile phone is the best idea because our classmate can keep in contact with us.' Again, you're controlling the discussion, but also involving your partner. Doing these things can help your score. Make sure you leave enough time to reach a final decision together, but you also need to talk for the full two to three minutes. If you stop too early, the examiner will not say anything, and you will be sitting in uncomfortable silence. When preparing for the B1 speaking exam, try to get a feeling for how long you need to speak. Don't answer the question too quickly. After around two and a half minutes, start trying to reach a final decision. Now, you should understand how to do part three of the B1 Preliminary speaking exam. What about part four? In part four, the examiner will ask you questions, and you'll discuss the questions with your partner. This means you need to speak to both the examiner and your partner in part four. The questions will be on a similar topic to part three. Part four lasts around three minutes. For example, if the topic in part three was connected to travel, you might hear questions like: Do you prefer to travel with friends or alone? What can people learn from travelling to different countries? What do you like doing when you go on holiday? Think: how could you answer these questions? Here's a sample answer for the first question: 'I prefer to travel with friends. It's more interesting.' What do you think? Good answer? It's not terrible, but it could be better. This answer is just two short sentences, and it doesn't have many ideas. First, try to join your ideas together using words like 'but', 'although' or 'because'. For example: 'I prefer to travel with friends, because it's more interesting.' Next, try to use more specific vocabulary. 'Interesting' is very general. For example: 'I prefer to travel with friends, because it's more sociable,' Then, try to add more ideas to your answer, like this: 'I prefer to travel with friends, because it's more sociable, plus you always have people to talk to and hang out with.' Remember these three points: join your ideas to gether, use specific vocabulary, and add ideas to your answer. In this way, you can make your answers stronger! Like in part three, you should also talk to your partner. So, at the end of your answer, you can ask your partner a question like 'How about you?' or 'Do you agree?' Also, react to what your partner says. For example, imagine your partner says 'People can learn a lot from travelling to different countries. For example, they can see how things like culture, food and architecture are different around the world.' How could you react to this? First of all, you could agree or disagree. For example, you could say, 'Yes, I think so, too' or 'I'm not sure I agree with you.' Even better, try to add your own ideas. For example: 'Yes, I think so, too. Also, people can learn about different traditions, for example how festivals are celebrated.' Or, 'I'm not sure I agree with you. Travelling is a great experience, but I think you can learn about other countries' culture, food and so on even if you don't go there.' Let's try another one. Imagine that your partner says: 'When I'm on holiday, I just like lying on the beach and doing nothing all day.' How could you respond to this? Try to make two or three sentences. Say if you have the same opinion, or not, and add your own ideas. Pause the video and say your response aloud. Could you do it? There are many possible answers. Let's look at two. You could say 'I guess I'm the same way. My work's really busy, so when I'm on holiday, I just want to relax and forget about the stress of daily life.' Or, you could say 'I guess I'm quite different to you. I love active holidays, so I enjoy things like hiking, rafting, cycling, and so on. If I stayed on the beach all day, I'd get really bored.' In general, in part four, try to add reasons, details and examples to your answers. This will let you use a wider range of grammar and vocabulary, which improves your score! Let's put these ideas together. For each question the examiner asks, you should do one of two things. First, you can give your answer, then ask your partner for their opinion. You can also continue the discussion by reacting to what your partner speak, and then your partner speak, and then react to what they say. A good idea would be to take turns, so that you answer one question first, and then react to what they say. A good idea would be to take turns, so that your partner can control the discussion, rather than waiting for the examiner to speak. The examiner might stop you if you speak for too long or go off-topic, but that's not a problem. That's it. Good luck if you have a B1 Preliminary speaking exam soon! Make sure to watch the other Oxford Online English lesson B1 Preliminary Speaking Exam Parts 1 & 2 if you haven't already! Thanks for watching! In the PET speaking exam there are 4 parts. Obviously it is important to practise them together. PET Speaking Part 3 and Part 4 are always on the same topic, so it is a good idea to practise them together. PET Speaking Part 4 continues on with the same topic from Part 3, but doesn't have any visual aid. In this post, we'll look at the topics to expect and the two classic task types in Parts 3 and 4 of the Preliminary exam. We also have 5 complete Preliminary (PET) Speaking exams as part of Breakout English's premium materials collection. The Preliminary (PET) handbook specifies a series of topics that can appear in the exam. Any of these could appear in the speaking exam. Clothes Daily life Education Entertainment and media Environment Food and drink Free time Health, medicine and exercise Hobbies and leisure House and home Language People Personal feelings, experiences and opinions Personal identification Places and buildings Relations with other people Services Shopping Social interaction Sport The natural world Transport Travel and holidays WeatherIn part 3 of the Preliminary (PET) Speaking Exam you will be asked to talk about a situation together with your partner for about 2 minutes. There are essentially 2 types of task for this part of the exam. The first and most common option is that you have to discuss what gift or prize idea is the best option for a specific situation. Generally most of the options are good, but there may be one or two bad ones mixed in. Don't worry about talking about at least a few because it will create more variety and less repetition. Here is an example of a Preliminary (PET) Speaking Exam Part 3. Now, in this part of the test you're going to talk about something about at least a few because it will create more variety and less repetition. Here is an example of a Preliminary (PET) Speaking Exam Part 3. Now, in this part of the test you're going to talk about something about at least a few because it will create more variety and less repetition. Here is an example of a Preliminary (PET) Speaking Exam Part 3. Now, in this part of the test you're going to talk about at least a few because it will create more variety and less repetition. Here is an example of a Preliminary (PET) Speaking Exam Part 3. Now, in this part of the test you're going to talk about at least a few because it will create more variety and less repetition. Here is an example of a Preliminary (PET) Speaking Exam Part 3. Now, in this part of the test you're going to talk about at least a few because it will create more variety and less repetition. Here is an example of a Preliminary (PET) Speaking Exam Part 3. 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The examiner will have 5 questions to ask and they will ask you individually or ask you to talk together with your partner. They may or may not ask all of the questions. This part lasts for approximately 3 minutes. Here is an example of a Preliminary (PET) Speaking Exam Part 4. Use the following questions, as appropriate: Where is the last place to visit in (candidate's country)? (Why?)• Is it better to travel in your own country or to visit another country? (Why?)• Some people say travelling is a good way to learn new things. Do you agree? (Why?)• Is it better to travel in your students practise in your students practise in your own country? (Why?)• Some people say travelling is a good way to learn new things. Do you agree? (Why?)• Is it better to travel in your students practise in pairs or put them in groups of three with one examiner and two candidates.EXAM PART: SpeakingEXAM SKILLS: Expressing opinions, making a decision, discussing everyday topicsTIME: 10 minutes per pair task + feedbackPREPARATION: One copy of the speaking script and tasks for each pair or group of threePreliminary (PET) Speaking Parts 3 and 4More Preliminary (PET) Materials 0 ratings0% found this document useful (0 votes)79 viewsThis document provides an example task for a collaborative speaking exam. In the task, exam takers and their partner are given a situation and picture showing activities. They must have a 2-...AI-enhanced title and descriptionSaveSave Gold Exp B1 Speaking Part 3 For Later0%0% found this document useful, undefined B1 Preliminary (PET) >> B1 Preliminary (PET) esl-lounge.com and this is . What's your name? Where do you live/come from? Thank you. And what's your name? Where do you B1 Preliminary Here, you have a full Speaking test. What the examiner says is shown in italics. Speaking Part One: Interview 2-3 minutes Good morning/afternoon/evening. Can I have your mark sheets, please? I'm live/come from? Thank you. Phase 1 questions: Do you work or are you a student? [Follow up: What do you do/study?] Phase 2 questions (select one or more for each candidate): What sports are popular in your country? What kinds of sports or exercise do you enjoy? Do you watch sports on TV? Which ones? What do you do to stay healthy? Speaking Part Two: Extended Turn 3 minutes Now, I'm going to give each of you a photograph. I'd like you to talk about your photograph. A, here is your photograph. A, here is your photograph. It shows some people at a sports event. B, you just listen. A, please tell us what you can see in the photograph. It shows some people at a sport sevent. B, you just listen. A, here is your photograph. It shows some people at a sport sevent. B, you just listen. A, here is your photograph. It shows some people at a sport sevent. B, you just listen. A, here is your photograph. I'd like you can see in the photograph. I'd l are they doing? Thank you. Now, B, here is your photograph. It shows someone learning a sport. A, you just listen. Back-up prompts if needed: Who are they doing? Speaking Part Three: Discussion 2-3 minutes Now you're going to talk together. A community centre wants to start a new sports programme. Look at these different sports they could choose. Talk together about what's good and bad about each sport. Then choose the best sport for the programme. Speaking Part Four: General Discussion 3 minutes Now let's talk about sports. Questions selected from: Do you think people should be more active these days? Is it better to play team sports or individual sports? Which sports are becoming more popular in your country? Do you prefer playing sports or watching them? Would you like to learn a new sport? Which one? What role do you think sports play in society? Thank you. That is the end of the test. In Part 3 of the Speaking test the candidates are each in turn given a colour photograph and asked to talk about it for up to one minute. All photographs relate to the same topic. The topic of the photographs is clearly stated by the examiner, for example: 'I'm going to give each of you a photographs is clearly stated by the examiner, for example: 'I'm going to give each of you a photograph of people having a meal.' will include some description of people, objects, actions and place. The test takes three minutes in total, with one minute given to talk about the photograph. The following five tips will help improve students' performance: 1. Teach students paraphrasing strategies There is no need for the student to describe everything in the photo. There may be items in the photo for which the candidate does not know the word. This should not worry them as they are not expected to know, or they may attempt to paraphrase. Ask students to look at a photo you choose and find an object for which they do not know or recal the word. They should try to explain what it is in their own words. For example, if you showed them the photo of a kitchen available to download at the bottom of this page, they may not know (don't remember) the word for this, but ... it is something you use to boil water / we use it to boil water. it is something you use to cook chips or fry eggs. it is something you wear when you cook, so your clothes don't get dirty / you can wear it when you wash up, so you don't get wet. Candidates should be made aware of the fact that they will be given credit for using the language they know to make themselves understood and they won't be penalised for not knowing or not remembering a word. Make a point of giving them used to paraphrasing or ignoring items. 2. Train them to use a variety of language Students do well in this part if they are relaxed and feel confident that there will be enough in the photograph for them to describe. However, if the photograph contains many objects they may be tempted to fill the minute with an enumeration, i.e. 'I can see ...' Students need to be reminded that this is their opportunity to show the examiner that they can use a variety of language. But which language? Here are some examples of language they can try to use: Adjectives: colour, size, shape, quality, possessive (his, her, its, their), quantitative (some, many, much, a few, a lot, all, etc) Adverbs: manner (quickly, carefully, etc), degree (very, too, rather) Connectives: and, but or, because, so that Prepositions: to, on, inside, next to, at, during, by, with, like Verbs: Simple present to describe appearance, for example: The kitchen looks small. The woman is tall and slim. She has long brown hair. There is a large window. Present continuous to describe the activities you can see: The man and the woman are standing, and the children are sitting. The woman is making some food, and the children are eating. 'May' or 'I think it's Sunday. The woman is smiling, so I think she is six years old / I think it's Sunday. The woman is smiling, so I think she is six years old / I think she is six years old / I think it's Sunday. The woman is making some food, and the children are eating. 'May' or 'I think it's Sunday. The woman is smiling, so I think she is six years old / I think she is six y of the photograph to each pair and ask them to choose one or two categories from the list above and produce five utterances/sentences. 3. Show students how to organise their description: from the general to the particular Candidates have no time to think about how they are going to structure their description; from the general to the particular Candidates have no time to think about how they are going to structure their description; from the general to the particular Candidates have no time to think about how they are going to structure their description; from the general to the particular Candidates have no time to think about how they are going to structure their description; from the general to the particular Candidates have no time to think about how they are going to structure their description; from the general to the particular Candidates have no time to think about how they are going to structure their description; from the general to the particular Candidates have no time have to decide what they will say as they go along. However, it is a good idea to train students to start by describing the general scene before moving on to talk about particular details. Make it clear that although there is no right or wrong way to order they can ensure that they do not repeat themselves or run out of things to say. Group work: Ask your students to decide in pairs or groups what they would say first about this photograph. Is it better to start by describing each person in detail? Or is it better to describe the scene first? Next you could give them a suggested order and ask them to group their sentences under these headings: a. A general statement about the photob. Describe the setting / roomc. The people: activitiesd. The people: activi statement This photograph shows a family having lunch in the kitchen. b. Describe the setting / room The kitchen is rather small. There is a table with plates and glasses on it and a big fridge. There's a large window and you can see the garden through it. c. The people: activities There are two children, I think they are brother and sister, and a man and a woman who are the parents. The children are sitting at the table and eating a meal - it looks like some steak and salad. Their parents are standing. I think they are preparing some food. The mother has a salad bowl in her hand. She is smiling and she looks happy. I am not sure what the father is doing. He's got a piece of bread in his hand. Perhaps he is making a sandwich for the children. Maybe the parents are going to eat later. d. The people: detailed description The woman is slim and has a beard. He is wearing a blue jumper. The boy is older than his sister. He may be about 12 years old and the girl is about six. e. An opinion about the photograph / a general statement I like this photograph because it shows a family at home. Students can time themselves saying all of this, and they will find that it takes them longer than one minute. The examiner will interrupt them when their minute is up.Teachers need to stress that a bit of organisation is good, as then they can then be confident that they have more to say. 4. Train your students not to waste time should not stop to think of what they want to say next: they will have only a minute, so any time not used to produce language is time wasted. There is no 'added time' as in football! If they do stop, they should fill that space with language, if possible, e.g. 'Now, what else can I say about this photo?', 'Now, what else can I say about the people in th can point at parts of the picture as they describe it, e.g. 'This building's very tall, but this one's much shorter.' 5. Show your students what to do if they run out of ideas They can refer to the absence of things, as long as it is relevant: I can see forks on the table but I can't see any knives. I can see some plants in the garden but there aren't any flowers. They can speculate using 'may', or 'I think': The man looks tired. Maybe he has too much work. The sun is shining. It may be lunch time. The children are at home and not at school. It may be lunch time. The variable school are at home and not at school. It may be lunch time. The variable school are at home and not at school. It may be lunch time. The variable school are at home and not at school. It may be lunch time. The variable school are at home and not at school. It may be lunch time. The variable school are at home and not at a same topic, so it is a good idea to practise them together. PET Speaking Part 3 is a collaborative task where you discuss options with your partner. PET Speaking Part 4 continues on with the same topic from Part 3, but doesn't have any visual aid. In this post, we'll look at the topics to expect and the two classic task types in Parts 3 and 4. You can also download 2 example speaking papers for part 3 and 4 of the Preliminary (PET) handbook specifies a series of topics that can appear in the exam. We also have 5 complete Preliminary (PET) handbook specifies a series of topics that can appear in the speaking exam. Clothes Daily life Education Entertainment and media Environment Food and drink Free time Health, medicine and exercise Hobbies and leisure House and buildings Relations with other people Services Shopping Social interaction Sport The natural world Transport Travel and holidays WeatherIn part 3 of the Preliminary (PET) Speaking Exam you will be asked to talk about a situation together with your partner for about 2 minutes. There are essentially 2 types of task for this part of the exam. The first and most common option is that you have to discuss a series of activities to do with a group of people and holidays weather and most common option is that you have to discuss a series of activities to do with a group of people and holidays weather and most common option is that you have to discuss a series of activities to do with a group of people and holidays weather and most common option is that you have to discuss a series of activities to do with a group of people and holidays weather and most common option is that you have to discuss a series of activities to do with a group of people and holidays weather and most common option is that you have to discuss a series of activities to do with a group of people and holidays weather and most common option is that you have to discuss a series of activities to do with a group of people and holidays weather and most common option is that you have to discuss a series of activities to do with a group of people and holidays weather and most common option is that you have to discuss a series of activities to do with a group of people and holidays weather and holidays weather activities and holidays weather activities are essentially a group of the people and holidays weather activities are essentially a group of the people and holidays weather activities are essentially a group of the people and holidays weather activities are essentially a group of the people and holidays weather activities are essentially a group of the people and holidays weather activities are essentially a group of the people and holidays weather activities are essentially a group of the people and holidays weather activities are essentially a group of the people and holidays weather activities are essentially a group of the people and holidays we The topic of the task will be integrated in the options. The second option is to discuss what gift or prize idea is the best option for a specific situation. Generally most of the options are good, but there may be one or two bad ones mixed in. Don't worry about talking about all of the pictures, but you should try to talk about at least a few because it will create more variety and less repetition. Here is an example of a Preliminary (PET) Speaking Exam Part 3. Now, in this part of the test you're going to describe a situation to you. A family with two teenage children is planning a holiday and they want to do some activities together as a group.Here are some activities they could do.Talk together about the different activities the family could do together and say which would be most interesting for everyone. All right? Now, talk together about the same topic that you saw in the Part 3 task. The examiner will have 5 questions to ask and they will ask you individually or ask you to talk together with your partner. They may or may not ask all of the questions, as preliminary (PET) Speaking Exam Part 4. Use the following questions, as appropriate:• Where is the last place you travelled? (Why?)• Is it better to travel in your own country? (Why?)• Some people say travelling is a good way to learn new things. Do you agree? (Why? / Why not?) Thank you. That is the end of the test. Practise with these PET Speaking Part 3 tasks and Part 4 questions. Either have your students practise in pairs or put them in groups of three with one examiner and two candidates. EXAM PART: Speaking Part 3 tasks and Part 4 questions. Either have your students practise in pairs or put them in groups of three with one examiner and two candidates. EXAM PART: Speaking Part 3 tasks and Part 4 questions. Either have your students practise in pairs or put them in groups of three with one examiner and two candidates. EXAM PART: Speaking Part 3 tasks and Part 4 questions. 10 minutes per pair task + feedbackPREPARATION: One copy of the speaking script and tasks for each pair or group of threePreliminary (PET) Materials The B1 PET Speaking test has four parts. These parts have different tasks that show the speaking skills of the candidates. Here's some general information about the B1 PET Speaking test: It lasts for 10-12 minutes. It has 4 parts. Candidates take it in pairs. Two examiners, called the Interlocutor. The other examiner, the Assessor, only watches and does not talk. Now, let's understand each part: PET Speaking: Part 1 In the first part, you talk about yourself. You'll answer questions about your name, where you come from, what you do, and more. This part takes 2-3 minutes and has two phases. In Phase 1: The Interlocutor says hello and asks for the mark sheets. They introduce themselves and the Assessor. They start asking you questions. This part is always the same. So, you can think about your answers before the test. But don't memorize everything. If you do, you won't sound natural. In Phase 2, you get more questions about your self. PET Speaking: Part 2 In the second part, which is also 2-3 minutes, you describe a picture for about a minute. Each candidate gets a different picture without guessing too much. The pictures are of everyday things that B1 students should know. PET Speaking: Part 3 In the third part, you and the other candidate have a conversation to decide something. First, the Interlocutor provides instructions for the task and shows you a series of pictures to get ideas. Then, you and the other candidate engage in a conversation for 2-3 minutes. The Interlocutor may interrupt to finish this part and start the next one. It's essential for both candidates to talk together, engaging in a conversation rather than merely taking turns speaking. PET Speaking: Part 4 In the last part, the Interlocutor asks questions related to Part 3. They might ask only one candidate or both. This makes the conversation feel natural. Example of a real PET Speaking exam You can see how the exam works in this video: Tips before the exam Practice speaking English regularly Speaking English alone, with classmates, friends, or family regularly will help you improve your confidence and fluency. Try to practise talking about the different topics on the list above. When there is a word that you cannot say in English, look it up in the dictionary and write it in a list. Work on your vocabulary Try to keep a list of words you learn while practising your speaking. Also, learn new vocabulary about the topics on the list and try to use it when you are speaking. Read and listen regularly. Those students who can do that over a long time learn much faster. You don't need to spend hours reading or listening, just a few minutes, but do it every day or couple of days. Be prepared Review the exam format, questions, and language expressions in advance to feel more relaxed and confident on exam day. Tips during the exam Stay relaxed Take deep breaths, or use any technique that you find effective to be relaxed. When we are relaxed, we speak better. Try to speak as you would speak if you were with friends. Remember, the examiners are there to help you succeed. Don't pay too much attention to your mistakes It's important that you try to speak as you would speak if you were with friends. fluently and effectively. Some students think too much about the correct way of saying things and then they hesitate a lot and there are long and repeated pauses in their speech. You should concentrate more on what you want to say it correctly. Use complete sentences When the examiner or your partner asks you a question, answer using full sentences. For example, if they ask you whether you like fish, don't just say 'Yes.' You could say, 'Yes, I like it very much. I eat fish two or three times a week.' Or if they ask you whether you are from, don't just say, 'Yes, I like it very much. I eat fish two or three times a week.' Or if they ask you whether you are from, don't just say, 'I'm from Livorno.' You could say, the examiners' instructions and questions. It's important that you do exactly as they say. Useful Vocabulary for Part 2 of the exam Starting a description In this picture I can see a man/woman/group of people... This picture shows a couple/woman/man... Describing people's postures They're sitting They standing They're lying down Describing positions of objects and people Speculating I believe... My guess is... Perhaps they are... It appears to me that he/she/it is... They seem to be.... He/she seems to be.... My guess is... Perhaps they are... It appears to me that he/she/it is... They seem to be.... My guess is... Perhaps they are... Useful Vocabulary for Part 3 of the exam Initiating the conversation Do you want to start? / Would you like to start? Shall I start? Okay, I'll start. Giving your opinion I think/believe/feel (that)... I nmy opinion,... I guess (that)... I have no doubt that... I strongly believe that... I strongly believe that...? What's your opinion? Do you think (about...)? What's you think (about...)? What's you think (about...)? What's you disagreement Of course (not) I (completely) agree (with you) I think so too Exactly That's true You may be right, but... I don't think so... I don't think that... I don't think so... I don't think so... I don't think so... I don't think so... I don't think that... I don't think so... I don't think that... I don't think so... the B1 PET Speaking test: It lasts for 10-12 minutes. It has 4 parts. Candidates take it in pairs. Two examiners, called the Interlocutor. The other examiner, the Assessor, only watches and does not talk. 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Also, learn new vocabulary about the topics on the list and try to use it when you are speaking. Read and listen regularly. Those students who can do that over a long time. learn much faster. You don't need to spend hours reading or listening, just a few minutes, but do it every day or couple of days. Be prepared Review the exam format, questions, and language expressions in advance to feel more relaxed and confident on exam day. Tips during the exam Stay relaxed Take deep breaths, or use any technique that you find effective to be relaxed. When we are relaxed, we speak better. Try to speak as you would speak if you were with friends. Remember, the examiners are there to help you succeed. Don't pay too much attention to your mistakes It's important that you try to speak as you would speak if you were with friends. Remember, the examiners are there to help you succeed. effectively. 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Giving your opinion I think/believe/feel (that)... In my opinion,.... I guess (that).... I have no doubt that.... I strongly believe that.... Asking for your partner's opinion? Do you think (about...)? What's your opinion? Do you think .... I strongly believe that.... I strongly be (not) I (completely) agree (with you) I think so too Exactly That's true You may be right, but... I don't think so... I don't think that... I don't think so... I don't think so... I don't think so... I don't think so... I don't think that... I don't think so... I don't think so... I don't think so... I don't think so... I don't think that... I don't think so... I don't think so... I don't think so... I don't think so... I don't think that... I don't think so... them together. PET Speaking Part 3 is a collaborative task where you discuss options with your partner. PET Speaking Part 4 continues on with the same topic from Part 3, but doesn't have any visual aid. In this post, we'll look at the topics to expect and the two classic task types in Parts 3 and 4. You can also download 2 example speaking papers for part 3 and 4 of the Preliminary exam. We also have 5 complete Preliminary (PET) Speaking exams as part of Breakout English's premium materials collection. The Preliminary (PET) handbook specifies a series of topics that can appear in the exam. Any of these could appear in the exam. Environment Food and drink Free time Health, medicine and exercise Hobbies and leisure House and home Language People Personal feelings, experiences and opinions Personal feelings, experiences and buildings Relations with other people Services Shopping Social interaction Sport The natural world Transport Travel and holidays WeatherIn part 3 of the Preliminary (PET) Speaking Exam you will be asked to talk about a situation together with your partner for about 2 minutes. There are essentially 2 types of task for this part of the exam. The first and most common option is that you have to discuss a series of activities to do with a group of people. The topic of the task will be integrated in the options. The second option is to discuss what gift or prize idea is the best option for a specific situation. Generally most of the options are good, but there may be one or two bad ones mixed in. Don't worry about talking about all of the pictures, but you should try to talk about at least a few because it will create more variety and less repetition. Here is an example of a Preliminary (PET) Speaking Exam Part 3. Now, in this part of the test you're going to talk about something together for about two minutes. I'm going to describe a situation to you. A family with two teenage children is planning a holiday and they want to do some activities together as a group. Here are some activities they could do. Talk together about the different activities the family could do together and say which would be most interesting for everyone. All right? Now, talk together. Approximately 2 minutes Thank you. In Part 4 of the Preliminary (PET) Speaking Exam you will be asked to speak with your partner about the same topic that you saw in the Part 3 task. The examiner will have 5 guestions to ask and they will ask you individually or ask you to talk together with your partner. They may or may not ask all of the guestions. This part 4.Use the following guestions, as appropriate: Where is the last place you travelled? (When did you go?)• Do you prefer travelling with family or with friends? (Why?)• Is it better to visit in (candidate's country)? (Why?)• Is it better to travel in your own country or to visit another country? (Why?)• Is it better to travel in your own country? (Why?)• Is it be test. Practise with these PET Speaking Part 3 tasks and Part 4 questions. Either have your students practise in pairs or put them in groups of three with one examiner and two candidates. EXAM PART: Speaking EXAM SKILLS: Expressing opinions, making a decision, discussing everyday topicsTIME: 10 minutes per pair task + feedbackPREPARATION: One copy of the speaking script and tasks for each pair or group of threePreliminary (PET) Speaking Parts 3 and 4More Preliminary (PET) Materials

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