PET for Schools Speaking Part 1
Activity – Notes for teachers

Description
Students look at the sample paper Part 1 and discuss what they have to do. They do an exercise on how to give full answers, then role-play Part 1 in pairs.

Time required: 60 minutes

Materials required:
- Sample paper Part 1
- Handout of Activity worksheet
- Copy of recorded/videoed Part 1 or a transcript of an example Part 1 (optional)

Aims:
- to introduce Part 1 and its place in the speaking test
- to give students practice in giving full answers to Part 1 questions.

Procedure
1. Ask students to briefly discuss with their partner what they know about the speaking test (if they have done the Overview activity, remind them of this), then elicit some basic information: e.g.
   - Are you tested alone or in pairs/threes? (In pairs, unless there is an odd number of candidates)
   - How many examiners are there? (2: the interlocutor and the assessor)
   - How many parts are there? (4)
   - How important is the speaking test? (it is equal to the other parts as it is worth 25% of the total marks for the exam)

2. Put the following questions on the board or show them on an OHT, and hand out the sample Part 1. Ask students to read through it and then answer the questions.
   - Do we find out the names of the examiners? Why do you think this is? (Yes. At the beginning they say ‘I’m X and this is Y’, e.g. it could be “I’m John Smith and this is Jane Brown”. It is natural and polite to be introduced and should make you feel more comfortable.)
   - Have you ever been asked questions in English like the Part 1 questions in real life? (Answers may vary but probably they will all have been asked similar questions in English)
   - Are the questions about your daily life or about unusual topics? (Daily life)
   - Do you have spell anything? (Yes, your name)
- How long does this part last? (2 – 3 minutes)
- What do you think the aim of these questions is? (To relax the candidate, to find out some general personal information about the candidate, to test the language of simple social interaction)

3. Write the following question and two possible answers on the board. Ask students which they think is the better answer, and why.

Do you study English at school?

Yes.

Yes, I study English twice a week at school and I really enjoy it.

Elicit that full answers are much better than one-word answers as they sound more natural and friendly and they give you the opportunity to show off your language. Full answers include details, feelings, reasons or examples.

Point out that this does not mean that they should learn answers by heart in preparation for questions. Examiners know when an answer has been pre-rehearsed as they don’t sound natural and you are not given any marks for them.

4. Hand out the Activity worksheet and ask students to look at the first exercise. Students discuss the questions in pairs then have a whole class discussion (see key).

5. Direct students to exercise 2 on the Activity worksheet. Explain that these are the questions from the sample paper Part 1. Ask the class for ideas of what candidates could talk about in their answers (see key for ideas).

6. Demonstrate a full answer by asking a volunteer student to ask you one of the questions for you to answer in full. Continue as appropriate until you feel your students are ready to answer the questions themselves.

7. Explain that they are going to practice the sample Part 1 in pairs, with one student asking the questions and the other one answering. Divide the class in half and ask one half to be the examiner and ask them to find a partner to be their candidate. Start the activity and monitor the length and content of answers given.

8. Stop the activity after a few minutes and comment on some good full answers you heard. For some of the shorter answers, repeat the question and answer given, and elicit a fuller answer which expands on what was originally said.


10. Direct students to the sample Part 1 again. Put students in pairs to answer the following questions:

- What do you think the back-up prompts are for? (They are used when a candidate hasn’t understood the question, so the examiner asks the same question using different words. Candidates are not penalised for asking for repetition or clarification as long as they can form the appropriate question to ask for them)
- Do both candidates have to answer the same questions in Phase 1? (Yes, first Candidate A answers them and then Candidate B answers them)

- What are the differences between Phase 1 and Phase 2? (In Phase 2, Candidates A and B may have to answer different questions, the questions are chosen from a list of possible questions so there is more variation; Candidate B starts. N.B. Point out here that in Phase 1, in comparison, the questions are always about the candidate’s name, hometown and studies.)

11. Brainstorm a list of possible topics that could be covered in Phase 2 with the class and write them on the board. Examples are: family, home life, daily routine, likes/dislikes, studying English, teachers, holidays, weekends and hobbies.

11. Round off with a quick fire session of the questions on the sample paper to individual students in the class. Give positive feedback to each response.

Follow up activities
- Teach students how to ask for clarification or repetition
- Use activities such as ‘Just a Minute’ where students have to speak on a familiar but random topic for a minute without preparation.
- Ask students to expand their answers when speaking in class by giving reasons and examples.
- Use the questions from Part 1 as regular warmers, e.g. telling your partner what you did last night.
- Play a recording or video of a sample Part 1 or show students the tapescript of one and ask them to read it.

Key to Activity worksheet

Exercise 1
• How many activities did the candidate talk about? (three – watching TV, studying, reading a book)
• What other information did she add? (The length of time spent on each, where she was and that reading was a daily habit)
• Is this a full answer? (Yes)

Exercise 2
1. What's your surname? (My surname is….)
2. How do you spell it? (G-A-R-C-I-A)
3. Where do you live / come from? (Name of village/town/city/country. Some information about where it is, an adjective to describe it, the number of inhabitants)
4. Do you study English at school? (Yes/No, how often you study English, how many years you have studied English, if you also study English elsewhere, e.g. at a private language school, or if you study any other languages)

5. Do you like it? (Your feelings about it now and in the past, reasons)

6. What’s your favourite school subject? Why? (Name a subject, say how you feel about it, use an adjective, e.g. exciting, interesting, useful, fun, etc, give reasons – the teacher, the topics, how easy/difficult it is, how you can use it in the future)

7. Tell us about your English teacher. (Name, character, age, appearance, teaching methods)

8. What do you enjoy doing in your free time? (Name at least one activity, how often you do them, why you like them)

9. Tell us about your family. (Names, number of people, relationships, your favourite member of the family, their jobs, their characters, any pets)
PET Speaking Part 1
Activity

Exercise 1
Read the examiner’s question and a candidate’s answer to a Part 1 question: answer the questions below.

Examiner: Eva, what did you do yesterday evening?
Candidate: Yesterday evening…I was in home. And I … I was watching TV for one hour more or less and then I was studying for two hours and half more or less. And I always read a book before go to bed.

Now answer these questions:
• How many activities did the candidate talk about?
• What other information did she add?
• Is this a full answer?

Exercise 2
10. What's your surname?
11. How do you spell it?
12. Where do you live / come from?
13. Do you study English at school?
14. Do you like it?
15. What’s your favourite school subject? Why?
16. Tell us about your English teacher.
17. What do you enjoy doing in your free time?
18. Tell us about your family.
Sample Speaking Test Part 1

**Part 1 (2-3 minutes)**

**Phase 1**

Interlocutor

A/B Good morning / afternoon / evening.
Can I have your mark sheets, please?
(Hand over the mark sheets to the Assessor.)

A/B I'm ............, and this is ...........
He / she is just going to listen to us.

A Now, what's your name?
Thank you.

B And what's your name?
Thank you.

B Candidate B, what's your surname?
How do you spell it?
Thank you.

A And, Candidate A, what's your surname?
How do you spell it?
Thank you.

(Ask the following questions. Ask Candidate A first.)

Where do you live / come from?
Do you study English at school?
Do you like it?
Thank you.
(Repeat for Candidate B.)

Back-up prompts

How do you write your family / second name?

Do you live in ...?
Do you have English lessons?

**Phase 2**

Interlocutor

(Select one or more questions from the list to ask each candidate. Use candidates’ names throughout. Ask Candidate B first.)

What's your favourite school subject? Why?
Tell us about your English teacher.
What do you enjoy doing in your free time?
Tell us about your family.
Thank you.

(Introduction to Part 2)
In the next part, you are going to talk to each other.