

A2 Key Paper 3 Speaking Part 2 – Teacher's Notes

Description

Students will practise both phases of the Part 2 Speaking test. They will focus on language that will help them to discuss their ideas and keep the conversation going. They will then practise using this language in a timed speaking task. There is an optional follow up task where they practice a mock Part 2 exam.

Time required: 25–30 minutes

Materials required:

- Student handouts 1, 2 and 3
- Follow-up activity (optional)

Aims:

- to familiarise students with A2 Key Paper 3 Speaking Part 2
- to focus on useful language for expressing their ideas and keeping conversations going

Procedure

1. Explain to students that they are going to do an exercise similar to that in Part 2 of the A2 Key Paper 3 Speaking test. Elicit from students if they remember what they have to do in Part 2. Give students pictures of different places to eat (**Handout 1**). In pairs, ask them to say what they are (see **Answer key**).
2. Ask students to work on their own and put the pictures in order of preference and to think why they like or dislike them.
3. Explain that in this part of the exam students need to be able to discuss their ideas with their partner and respond to what their partner says. So, they are now going to focus on some language that will help them with this. Write the following randomly on the board:

Do you think _____ is _____?
 eating on the beach fun

Do you think _____?
 eating in a restaurant is expensive

Which one is your favourite?
 What don't you like doing?
 What do you think?
 What about you?

I think ...
I agree.
I love ...
I prefer ...
Yes, I think so too.
I don't think so
Maybe, but I ...
I don't.

Give out **Handout 2** and ask them to write the sentences or phrases in the correct column (see **Answer key**).

4. Ask students to go back to the pictures and the order they had put them in. Tell them to work in pairs and see if their partner has the same order. Tell them they have to find out as much as possible about their partner's answers. To encourage them to use the useful language on **Handout 2**, tell them that they will get a point every time they say one of the sentences or phrases. Tell them they have 2 minutes for this task. After 2 minutes, stop the activity and ask each student how many points they have.
5. Change their pairs and explain that this time it will be easier to do the activity and that they should be able to use more of the phrases. Again, give them 2 minutes for the task. After they have finished ask them again how many points they have so they can see that they have used more of the useful language the second time round.
6. Tell students that in the next phase they will be asked two questions by the examiner. Give students **Handout 3** and ask them to write good and bad things about each question.
7. Explain that during the Speaking test, if they do not understand any question then they are allowed to ask the examiner to repeat it for them. Reassure them that asking to have a question repeated will not affect their score. Elicit from students the question(s) they could use for this and write it (them) on the board
Possible question: 'Could you repeat that please?'
8. As you ask each student both questions, deliberately mumble or speak fast at points and force students to ask you to repeat the question.

Follow-up activity

Students can do a mock test in groups of three with one student acting as an examiner asking them questions. Students should take turns in being the interlocutor (examiner).

Answer key

Handout 1

- having a picnic
- having a barbecue
- eating in a restaurant
- eating at college/work
- eating at home

Handout 2

Questions	Opinion	Agreeing	Disagreeing
Do you think _____ is _____? eating on the beach fun	I think ...	I agree.	I don't think so.
Do you think _____? eating in a restaurant is expensive	I love ...	Yes, I think so too.	Maybe, but I ...
Which one is your favourite?	I prefer ...		I don't.
What don't you like doing?			
What about you?			
What do you think?			

A2 Key Paper 3 Speaking Part 2

Do you like these different places to eat?



Student handout 2

A2 Key Paper 3 Speaking Part 2

Questions and phrases to discuss your likes and dislikes

Questions	Opinion	Agreeing	Disagreeing

Student handout 3

A2 Key Paper 3 Speaking Part 2

Phase 2

Look at these sentences. Write down the good points and bad points for each one below.

- Do you prefer eating with friends or family? Why?
- Do you prefer eating at home or in a restaurant? Why?

	Good points	Bad points
Eating with family		
Eating with friends		
Eating at home		
Eating in a restaurant		

A2 Key Paper 3 Speaking Part 2

In groups of three complete Part 2 Speaking test, take turns to be the interlocutor (examiner)

Phase 1

Now, in this part of the test you are going to talk together.
Here are some pictures that show different places to eat.
Do you like these different places to eat? Say why or why not.
All right? Now, talk together.

Students talk for 2 minutes.

Do you think ...
eating on the beach is fun?
eating in restaurants is expensive?
eating at home is boring?
eating at college/work is cheap?
eating in the park is nice?

So **A**, which of these places to eat do you like best?
And you **B**, which of these places to eat do you like best?

Phase 2

Now do you prefer eating with friends or family **B**? (Why?)
And what about you **A** (Do you prefer eating with friends or family?) (Why?)

Do you prefer eating at home or in a restaurant, **A**? (Why?)
And you **B**, (Do you prefer eating at home or in a restaurant?) (Why?)

Thank you. That is the end of the test.