

A2 Key Paper 3 Speaking Part 1 – Teacher's Notes

Description

Students practise both phases of the Part 1 Speaking test. The activities give them supported practice of asking and answering questions about themselves before they combine both phases in a speaking task. There is an optional follow up task where they practise a mock Part 1 exam.

Time required: 25–30 minutes

Materials required:

- a ball (or an object than can be thrown and caught easily)
- a blank sheet of paper (and pencil if necessary)
- Handout 1 (copy one for each pair of students and cut along line)
- Follow-up activity (optional)

Aims:

- to familiarise students with A2 Key Paper 3 Speaking Part 1
- to highlight the importance of giving long answers

Procedure

1. Explain to students that they are going to do an exercise similar to that in Part 1 of the A2 Key Paper 3 Speaking test. Tell students that the examiner will always start with questions asking for their name and where they live. Write the following questions on the board and ask students in pairs to tell each other their answers. Tell them you are expecting full sentences and elicit the first answer.

Questions

- What's your name?
- Do you work or are you a student?
- Where do you come from?
- Are you from _____? (write up a different country from their own here)
- Where do you live?
- Do you live in _____? (write up a different city from their own here)

Answers

- My name's _____.
- I work (or) I'm a student.
- I come from _____.
- No, I come from _____.
- I live in _____.
- No, I live in _____.

2. Practise asking students the questions so they can refer to the board for the structure of the answer. As they become more comfortable with the exercise remove the letters from each word so that only the first letter is left.

Board work

M. n....
 I w... (or) I. a s.....
 I c... f...
 N., I c... f...
 I l... i.
 N., I l... i.

3. When you feel the students are comfortable with the exercise ask them to make a circle in the classroom and throw the ball (or equivalent) to one of the students asking them one of the questions. Keep the above support on the board so that the weaker students have it to refer to.

If your classroom does not have the space to do the circle and ball game exercise then ask students to work in pairs practising asking and answering the questions. Keep changing the pairs until they have spoken to everyone in the class.

4. Explain that was the first section of Part 1 and now you are going to practise the next section. Tell students that the examiner will ask them questions about friends and their home life.
5. Draw the table below on the board:

1	2	3	4	5
6	7	8	9	10

Each number represents a question:

- 1) How often do you see your friends?
- 2) What do you like doing with your friends?
- 3) Where do your friends live?
- 4) When do you see your friends?
- 5) Please tell me something about one of your friends?
- 6) Who do you live with?
- 7) How many bedrooms are there in your house/flat?
- 8) Where do you watch TV at home? (which room?)
- 9) What's your favourite room in your house?
- 10) Please tell me something about the things you like doing at home, at the weekends.

6. Students work in pairs, give them a sheet of paper with the questions written on them. Tell

students to take it in turns to choose a number. Their partner asks them the question their chosen number represents. Students must listen to each other's answers and write them down. They will get one point for a one-word answer and three points if the answer includes a reason or an example. This is to encourage them to give as full an answer as possible. Demonstrate the following question to the class and write it on the board so they have an example to follow. Encourage students to ask their partner to repeat the questions if they do not understand.

Example How often do you see your friends?
Possible answer: Every day (one point).
 I see my friends every day at work (three points).

Teacher monitors carefully and writes down any grammar mistakes to go through with the class after (do not interrupt the students when they are speaking).

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 questions: 'Could you repeat that please?' 'Would you mind saying that again?.' 'I didn't quite catch that.'

As you go through the speaking exercise, deliberately mumble or speak fast at points so that the students have to ask you to repeat the question.

8. To consolidate the questions above ask students to interview each other, including the questions from phase 1 e.g. Where do you come from? Students work in pairs with one using **Handout 1 Student A** handout the other using **Handout 1 Student B**.

Follow-up activity

Students can do a mock test in groups of four with one student acting as an examiner asking them questions and another student acting as the assessor giving them marks for each of their answers in phase 2. Students should take turns in being the assessor and interlocutor (examiner).

Handout 1

A2 Key Paper 3 Speaking Part 1

Student A

Interview your partner asking them the following questions:

- 1) What's your name?
- 2) Do you work or are you a student?
- 3) Where do you come from?
- 4) Where do you live?
- 5) How often do you see your friends?
- 6) What do you like doing with your friends?
- 7) Where do your friends live?
- 8) When do you see your friends?
- 9) Please tell me something about one of your friends?

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A2 Key Paper 3 Speaking Part 1

Student B

Interview your partner asking them the following questions:

- 1) What's your name?
- 2) Do you work or are you a student?
- 3) Where do you come from?
- 4) Where do you live?
- 5) Who do you live with?
- 6) How many bedrooms are there in your house?
- 7) Where do you watch TV at home?
- 8) What's your favourite room in your house?
- 9) Please tell me something about the things you like doing at home, at the weekends?

Follow-up activity

A2 Key Paper 3 Speaking Part 1

In groups of four complete Part 1 Speaking test, take turns to be the interlocutor (examiner) and the assessor

Example speaking test

Interlocutor

To both candidates

Good morning / afternoon / evening.
Can I have your mark sheets please?

Hand over the mark sheets to the Assessor.

I'm, and this is

To candidate A

What's your name?

To candidate B

And what's your name?

B do you work or are you a student?

Where do you come from?

Where do you live?

Thank you.

A do you work or are you a student?

Where do you come from?

Where do you live?

Thank you.

Phase 2

Interlocutor

Now, let's talk about friends.

A how often do you see your friends?

What do you like doing with your friends?

B where do your friends live?

When do you see your friends?

Now **A**, please tell me something about one of your friends.

(Student A gives answer)

Now, let's talk about home.

B, who do you live with?

How many bedrooms are there in your house/flat?

A, where do you watch TV at home?

What's your favourite room in the house?

Now **B**, please tell me something about the things you like doing at home,

at the weekends.