

Speaking Part 2 practice

There are ten sets of cards. Each set comprises of a description of a situation and visual prompts. These will need to be printed out and divided into two parts.

Procedure

Students work in pairs. In the exam, students will be given two to three minutes for Part 2.

Say to both students:

I'm going to describe a situation to you.

Read the description of a situation which is at the top of the page.

Here is a picture with some ideas for you.

Place the page with visual prompts in front of the students.

I'll say that again.

Read the description of the situation again.

All right? Talk together.

Give the students enough time to complete the task without intervention. Prompt only if necessary.

Thank you.

Evaluation

Although students do the PET speaking exam in pairs, they are evaluated on their individual performance only – not in relation to each other.

Exam assessment focuses on four areas:

- Grammar and Vocabulary
- Discourse Management
- Pronunciation
- Interactive Communication

While using these cards with visual prompts for exam preparation, you should focus on the same areas.

These are the grade descriptors used by the examiners.

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on familiar topics. 	<ul style="list-style-type: none"> Produces extended stretches of language despite some hesitation. Contributions are relevant despite some repetition. Uses a range of cohesive devices. 	<ul style="list-style-type: none"> Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly. 	<ul style="list-style-type: none"> Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	Performance shares features of Bands 3 and 5.			
3	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics. 	<ul style="list-style-type: none"> Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices. 	<ul style="list-style-type: none"> Is mostly intelligible, and has some control of phonological features at both utterance and word levels. 	<ul style="list-style-type: none"> Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
2	Performance shares features of Bands 1 and 3.			
1	<ul style="list-style-type: none"> Shows sufficient control of simple grammatical forms. Uses a limited range of appropriate vocabulary to talk about familiar topics. 	<ul style="list-style-type: none"> Produces responses which are characterised by short phrases and frequent hesitation. Repeats information or digresses from the topic. 	<ul style="list-style-type: none"> Is mostly intelligible, despite limited control of phonological features. 	<ul style="list-style-type: none"> Maintains simple exchanges, despite some difficulty. Requires prompting and support.
0	Performance below Band 1.			

For some very useful guidance on how to use these descriptors with your students as you prepare them for the exam, see the Cambridge ESOL Teacher Support website, particularly the Assessing Speaking Practice page (<https://www.teachers.cambridgeesol.org/ts/teachingresources/resourcedetails?resId=9016>) which has a downloadable pdf on 'assessing speaking level B1'. This includes suggestions on how to prepare your students for this part of the exam.

Eyes Open 3

Unit 1 Test



Eyes Open 3

Unit 1 Test

A friend going to live in a cold country

A friend of yours is going to live in a very cold country. She doesn't like cold weather. Talk together about the different ways in which she can keep warm and decide which of the things in the picture would be the best for her.



Eyes Open 3

Unit 2 Test



Eyes Open 3

Unit 2 Test

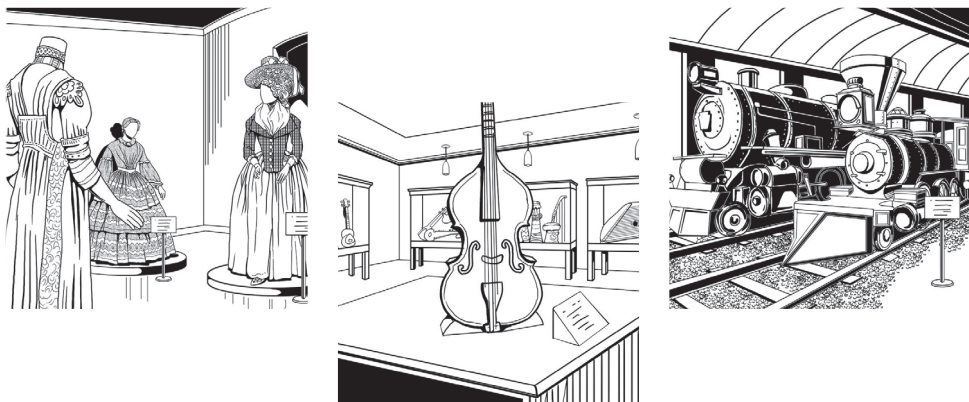
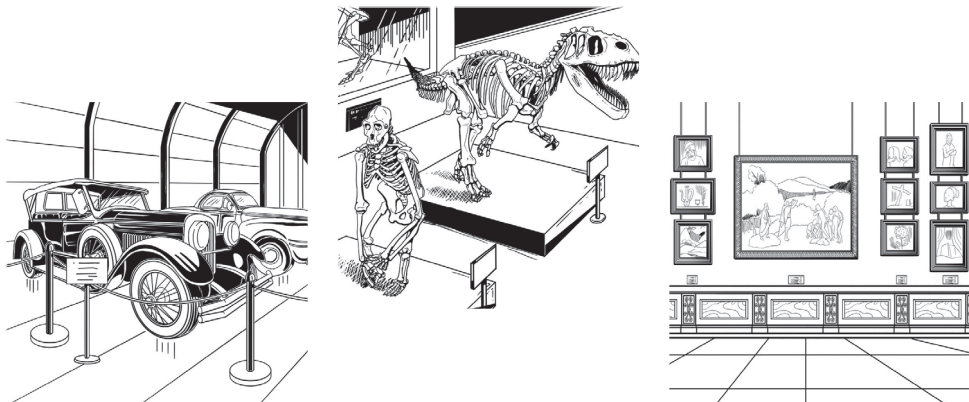
Joining an activity

Your friend Ben wants to join an activity. Look at the pictures and decide with your partner which options are the more convenient for your friend.



Eyes Open 3

Unit 3 Test



Eyes Open 3

Unit 3 Test

A visit to a museum

Your friend Lee is visiting and you want to take him to a museum. Talk together about the different types of museums. Look at the pictures and decide with your partner which is the best option.





Summer camp

You and your partner are going to spend the holidays in a summer camp in the mountains. Talk together about the things you should take and decide which ones are the most important.





Giving a presentation

You and your partner are going to give a music presentation at school. Talk together about the things you need and decide which are the most important ones.



Eyes Open 3

Unit 6 Test



Eyes Open 3

Unit 6 Test



Living in Paris

A friend of yours is going to spend one month in Paris to learn French. Talk together about the things he will need in Paris and decide which are the most important ones to take with him.



Eyes Open 3

Unit 7 Test



Eyes Open 3

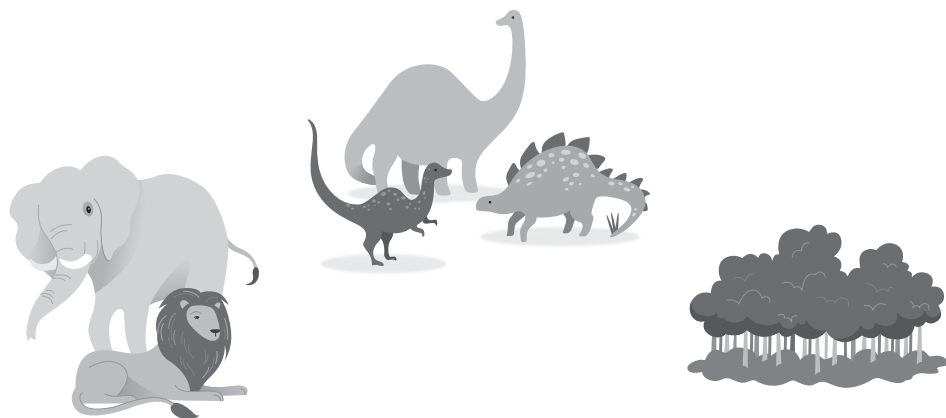
Unit 7 Test



Starting school

A friend of yours has asked you to help him to prepare for the first day of school. Talk together about the things he will need for school and decide which are the most important ones to take with him.

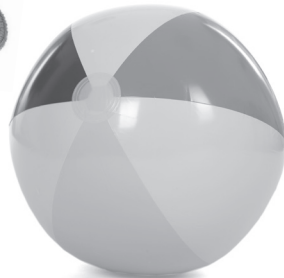




A Science project

You and your friend have to do a Science project for school. Talk together about the different possibilities. Look at the pictures and decide which option is the best one for you.

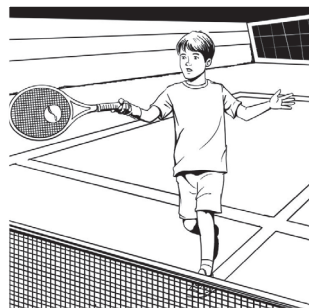
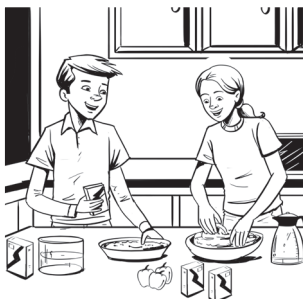
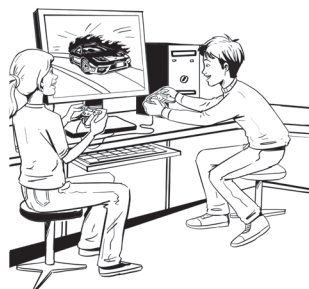
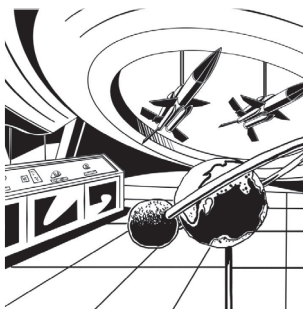




Going to the beach

Your friend Peter is going to the seaside on holiday. Talk together about the different things he needs to take and decide which are the most important. Here is a picture with some ideas to help you.





Spending your free time

You and your friend have the afternoon free and you want to discuss what to do with your time. Talk together and look at the photos and discuss what you can do.

