

Exam-style task

Warm up

The **exam-style** task itself should take only 2–3 minutes. Here are some warm up ideas and suggestions for developing the exam-style task into a longer activity.

- Individual students think of things they might take with them on a camping trip – things which they don't know the English word for. Instead of asking for a translation, they have to do a mime in front of the class. Tell any student who thinks he/she knows the English word or phrase for it not to say the word out loud but to come up and write it on the board. You confirm or correct it.
Variation: Instead of a mime, the student draws on the board a simple picture of the object. Again, anyone who thinks he/she knows the word, comes and writes it next to the picture.
- Draw on students' own experience. If anyone has been on a camping or walking holiday, ask them to describe how they prepared for it and what they took with them. What was **essential**, **useful** or **unnecessary** amongst the things they carried?

Exam-style task

Give out the activity sheets.

Students work in pairs. Read the situation to them and ask them to discuss it for 2–3 minutes. Remind them that they should try to discuss each option and, if possible, agree on five items for the two friends to take with them.

▶▶ When they have finished, play the model answer on the recording. See page 137 for the Tapescript. Tell them that it is above the language level expected of candidates at PET level, but it is intended to demonstrate how students should interact in a discussion about a situation and then bring the discussion to a close. You may want to give them photocopies of the Tapescript.

Developing the exam-style task

Give out the activity sheets.

Kim's game

Students look at the picture of the objects for 1 minute, and then turn the paper over. Working with a partner, they see how many objects they can remember.

During the recalling phase students can ask about vocabulary they don't know.

Matching verbs with nouns

Write these verbs on the board. Students have to say which object in the picture they most associate with each verb.

tie up shine cook listen to kick cut
eat navigate sleep sit

Answers

tie up: rope shine: torch cook: camping stove
listen to: radio kick: football cut: penknife
eat: plates and cutlery navigate: map
sleep: sleeping bag sit: folding chair

Variation: Make the task more challenging by choosing more 'cryptic' verbs, for example: climb (rope); switch on (torch or radio); zip up (sleeping bag).

Essential or unnecessary?

In pairs, students discuss all of the items pictured and have to decide whether each one is: **essential**, **useful**, **optional** or **unnecessary**.

EXAM PART
Speaking Part 2EXAM SKILLS
Discussing a
situationMaking and
responding to
suggestionsTOPIC
CampingTIME
30 minutesKEY LANGUAGE
Future with willModal verbs may,
might, could, etc.PREPARATION
One photocopy of
the activity page for
each studentOptional: photocopies
of the Tapescript of
the model recording
for the Exam-style
task (see page 137)

Structures

Practise useful structures for this type of discussion and negotiation using examples from the list. For example:

Sleeping bags are essential, I think.

If the weather's very hot, they may not need sleeping bags.

I don't think they'll need a radio – they can listen to the sounds of nature!

But it'll be nice for them to have some music in the evening.

A penknife will be very useful.

Folding chairs will be too big and heavy to carry.

Pyramid decision

In pairs, students have to choose the **five** most useful or important items (1–2 minutes). They join another pair, making a group of four, and have to agree on **five** items. Finally, they form a group of eight and again have to agree on **five** items. Groups report their final choices to the whole class.

Different items

Ask students to choose five **different** things that they might take on such a walking and camping holiday. They have to speak for 30 seconds each, explaining why they would take those items.

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Hints and tips for Speaking Part 2

What you have to do

- Listen to the interlocutor's instructions.
- Look at a picture containing a number of different items.
- Speak to your partner (the other candidate) for 2–3 minutes.

How to approach it

- The interlocutor will not take part in the discussion, so you and your partner must be ready to keep the conversation going.
- It isn't essential to finish the task in the time given, but try to discuss each option in the picture as fully as possible. In the exam, candidates are assessed on their ability to take part in the task, rather than on the outcome of the discussion.
- Listen to what your partner says and, where appropriate, respond with a comment or a question.
- Don't worry if you don't know what something is called in English. Try to

describe what people use it for: *I don't know what the name is in English, but it's a kind of small cooker with a gas bottle, and you use it when you go camping.*

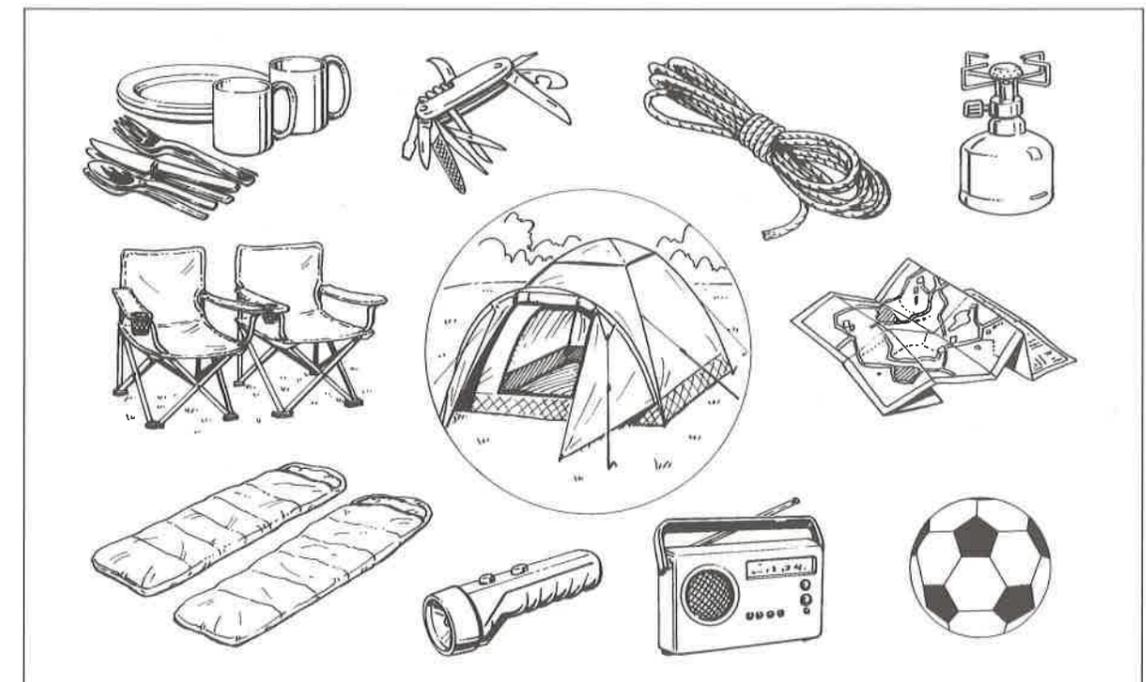
- Remember, in a test like this short answers are usually not enough. The interlocutor needs to hear some examples of *extended speaking* from the candidates.

How to prepare yourself

- Take part actively in classroom discussions in pairs or groups.
- Try to move the discussion forward by responding to other people's ideas and opinions.
- Learn and practise how to make suggestions, give your opinion, agree and disagree.
- When there is a question to discuss, don't 'rush to a conclusion': take time to talk about different aspects of the question.
- Listening and speaking practice, inside or outside the classroom, is the best way of preparing for the test, and one of the best ways of improving your English generally.

Situation

Two friends are going on a walking and camping holiday in a hilly area. They are going to take a tent with them. Here is a picture with some other items they could take. Choose five items that you think they should take.



▶▶ When you have finished, listen to a model answer on the recording.