

EXAM PART
Speaking Part 1

EXAM SKILLS
Giving personal information

Responding to questions

TOPIC
Personal information

TIME
30 minutes

KEY LANGUAGE
Describing present circumstances, past experiences and future plans

PREPARATION
One photocopy of the activity page and the Hints and tips for each student

One photocopy of the Tapescript for the Exam-style task for each group (see page 135)

Face to face

- 1 Give out the activity sheets. Students read extracts from two Speaking Part 1 scenarios and try to guess what words might fit in the blank spaces. (Any guesses should be written on a separate piece of paper at this stage.) Tell them that there are various alternatives and no definitive correct answers.
- 2 ▶▶ Play the recording. Students fill in the spaces, and then compare their answers with a partner. See page 135 for the complete Tapescript.

Answers

- 1 a town in northern
- 2 that's right
- 3 but only part-time
- 4 doing a course
- 5 training to become
- 6 kind of work does she do

- 3 In pairs, students read the dialogues aloud. The first time they read what is written; the second time they individualise the dialogues, keeping the basic questions but changing the names, the answers and other details to fit themselves.

Exam-style task

Students can do this in pairs with the recording or in groups of four without the recording. You may decide that they would benefit from doing both alternatives, perhaps in different lessons.

In pairs with the recording

▶▶ Students will hear an interlocutor asking them some questions. They should listen and then say their answers. See page 135 for the Tapescript.

In groups of four without the recording

Hand out one photocopy of the Tapescript (see page 135) to each group of four. Explain that they are going to do the exam-style practice twice, rotating the roles of candidates (x2), interlocutor and assessor. The interlocutor will read from the Tapescript and the assessor should make notes on the feedback form and time the interview.

The first time, A is the interlocutor, B and C are the candidates and D is the assessor. The second time, B is the interlocutor, A and D are the candidates and C is the assessor. With this arrangement, they each get to be a candidate but not everyone gets to be the interlocutor or assessor. You may want to remind students that in the exam the interlocutor is the examiner who asks the two candidates questions and the assessor is the examiner who doesn't speak and makes notes on the candidates' performance. (The assessor awards the detailed marks and the interlocutor gives a global impression mark.) Discuss how they felt about their performances when they have finished.

Hints and tips for Speaking Part 1

What you have to do

- Answer the interlocutor's questions.
- This is the introduction to the Speaking test so the interlocutor will ask you for simple personal information: your name, age, occupation, and so on.
- The interlocutor may also ask you about your family, your interests, how you feel about learning English, and your plans for the future.
- The interlocutor will ask you to spell all or part of your name.

How to approach it

- Try to say a bit more than 'yes' or 'no' in your answers.
- On the other hand, the interlocutor will not want long prepared 'speeches' about aspects of your life!

- It's all right to say, 'Sorry, could you repeat that, please?'
 - Remember that the interlocutor wants to find out if you can take part in a simple everyday conversation, giving information about yourself.
- How to prepare yourself**
- Make sure you can spell your name and the name of your home town, etc.
 - Practise talking about your hobbies and interests, likes and dislikes.
 - Be prepared to answer questions about you† past, present and future.
 - Become an expert on yourself – *in English!*

Face to face

- 1 Here are extracts from two interviews. Read the extracts and try to guess what the missing words are, but don't write anything in the spaces yet. Different alternatives are possible.

1 **INTERLOCUTOR:** Where are you from, Enzo?



ENZO: I'm from Piacenza.

INTERLOCUTOR: Where is that exactly?

ENZO: It's (1) Italy, between Milan and Bologna.

INTERLOCUTOR: Right. And are you a student?

ENZO: Yes, (2)

..... I'm studying economics and law at the University of Bologna.

INTERLOCUTOR: I see. How long have you been learning English?

ENZO: For five years, (3) two or three lessons a week.

2 **INTERLOCUTOR:** Do you have any brothers or sisters, Marta?



MARTA: Yes, I have an older brother.

Exam-style task

Now take part in an exam-style practice of Part 1 of the Speaking test. You can do this in pairs with the recording or in groups of four without the recording.

In pairs with the recording

▶▶ On the recording, you will hear an interlocutor asking you (Student A) and your partner (Student B) some questions. Listen and then say your answers.

In groups of four without the recording

You will take it in turns for two of you to play the parts of the candidates and the other two to be the interlocutor and assessor. The assessor should time the interview and use this form to make notes on the performance of one of the candidates. NOTE: Part 1 of the Speaking test lasts approximately 2 minutes. This practice should not last less than that.

INTERLOCUTOR: And what does he do?

MARTA: He's (4) at technical school. He's (5) an engineer.

INTERLOCUTOR: Tell me a bit about the rest of your family.

MARTA: Well, my father is a bank manager and my mother has a part-time job in a hotel.

INTERLOCUTOR: Oh, yes. What (6) ?

MARTA: She's a receptionist.

- 2 ▶▶ Now listen to the recording and fill the spaces in each dialogue.

- 3 Work in pairs and read the dialogues aloud, taking the part of the interlocutor and the candidate. Then read the dialogues aloud again, keeping the basic questions but the candidate should answer as him/herself, changing the names, answers and other details.

Assessor's feedback form

Candidate's name:

Interlocutor's name:

Candidate talked about:

Candidate said: Too much A lot
Enough Too little

Good points:

Things to work on:

Some things I noticed:

Time: