



## PET Speaking Overview – teacher's notes

### Description

Students look at a sample Speaking test and watch or listen to candidates performing a test. They discuss the features of the test and are introduced to the assessment criteria used.

---

**Time required:** 50 minutes

---

**Materials required:**

- Sample/past paper (e.g. from PET Handbook pp.56-58)
- Audio or video recording of the Speaking test (e.g. the PET Speaking test video pack, available from Cambridge ESOL)
- Student's worksheets 1 and 2

---

**Aims:**

- to introduce and familiarise candidates with the speaking test, its different parts and how the test is assessed

---

### Procedure

1. Hand out the copies of the **sample or past paper** and allow students a few minutes to familiarise themselves with it, then play the recording of the speaking test. If you don't have access to the Speaking test video pack, you could record yourself and two colleagues doing the test as an audio recording, using the transcript provided with the activities for Parts 1–4.
2. At the end, ask the following questions and provide the answers/extra information where necessary:
  - **How many candidates are tested at one time?** *Candidates are tested in pairs, unless there is an uneven number of candidates, in which case there will be a group of three.*
  - **How many examiners are there?** *Two – one examiner is the assessor and interlocutor who asks the questions and sets up the tasks, the other examiner is the assessor only and doesn't join in the conversation.*
  - **How long does the test last?** *10–12 minutes (13–15 minutes for the group of three.)*
  - **How important do you think the Speaking test is compared to the other papers?** *It represents 25% of the marks and so it is as important as Reading, Writing and Listening.*
3. Hand out **Student's worksheet 1** and ask students to complete it individually as far as possible from what they can remember from the recording.
4. Play the recording again for students to add further information to their worksheets. Stop after each section to allow students to fill in the table.
5. Put students into pairs to compare their information, then go through the answers with the class and answer any questions that arise.



6. Ask students to discuss in pairs which parts they think will be easiest and most difficult for them and why.
7. Introduce the assessment criteria by explaining that the interlocutor gives a global achievement score and the assessor (who doesn't speak) marks according to four criteria. Gloss what each one of these is (see Student's worksheet 2 or handbook page 59). Hand out **Student's worksheet 2**. Ask students to match the criteria with the descriptions.
8. Go over the answers with the class.
9. Round up the lesson with a full group discussion/brainstorm of what they could do to improve their speaking skills. Use this as an opportunity to establish English only in the classroom.



## PET Speaking Overview – answer keys

### Key to Student's Worksheet 1

Use this as a guide to check your students' answers.

	PARTS			
	1	2	3	4
Who do I talk to?	The examiner	My partner	My partner and the examiner	My partner
How long does it take?	2-3 minutes	2-3 minutes	3 minutes (1 minute talking about my photograph)	3 minutes
Do I need to look at any pictures?	No	Yes	Yes	No
What kind of things do I have to say / talk about?	Answer questions about myself, daily life, family, home etc., past experiences and future plans.	Make and respond to suggestions and recommendations, talk about different choices, giving reasons, and make a decision with my partner.	Find all the right vocabulary to describe a photograph and organise what I say so that it is easy to understand.	Talk about my opinions, likes and dislikes, my preferences, experiences and habits.
Do I have to ask any questions?	No	Yes	No	Yes
Do I have to listen to / for anything?	Examiner's instructions and questions. Listen to what my partner says.	Examiner's instructions. Listen to what my partner says.	Examiner's instructions. Listen to what my partner says.	Examiner's instructions. Listen to what my partner says.



**Key to Student's Worksheet 2**

1. Grammar and Vocabulary
  - b) This includes how accurate and appropriate the candidate's grammar and vocabulary are as well as the range that is used
2. Discourse Management
  - d) This is how coherent, long and relevant a candidate's answers are
3. Pronunciation
  - a) This is how clear a candidate's English sounds are as well as their stress, rhythm and intonation. An accent is fine as long as the candidate can be understood.
4. Interactive Communication
  - e) This is how well a candidate uses their language to communicate with their partner, including such skills as initiating and responding, taking turns and keeping the task going.
5. Global Achievement
  - c) This is the interlocutor's assessment of how effective the candidate is in dealing with the tasks in all four parts of the speaking test



## PET Speaking Overview – Student's worksheet 1

Complete the table with all the things you know about the PET Speaking test.

	PARTS			
	1	2	3	4
Who do I talk to?		My partner		
How long does it take?	2-3 minutes			
Do I need to look at any pictures?				No
What kind of things do I have to say/talk about?	Answer questions about myself, daily life, family, home etc., past experiences and future plans.			
Do I have to ask any questions?		Yes		
Do I have to listen to/for anything?			Examiner's instructions.  Listen to what my partner says.	



## PET Speaking Overview – Student's worksheet 2

### Assessment criteria

Match each assessment criteria with its description.

1. Grammar and Vocabulary
  2. Discourse Management
  3. Pronunciation
  4. Interactive Communication
  5. Global Achievement
- 
- a) This is how clear a candidate's English sounds are as well as their stress, rhythm and intonation. An accent is fine as long as the candidate can be understood.
  - b) This includes how accurate and appropriate the candidate's grammar and vocabulary are as well as the range that is used
  - c) This is the interlocutor's assessment of how effective the candidate is in dealing with the tasks in all four parts of the speaking test
  - d) This is how coherent, long and relevant a candidate's answers are
  - e) This is how well a candidate uses their language to communicate with their partner, including such skills as initiating and responding, taking turns and keeping the task going.