

# Speaking reference

## What to expect in the exam

The Speaking paper is Paper 3.

- It lasts 10–12 minutes.
- Sometimes it is on a different day from the written papers.
- You normally do Paper 3 in pairs.
- There are two examiners: one speaks to you and the other just listens.
- The Speaking paper has four parts.
- In Parts 1 and 3, you talk on your own. In Parts 2 and 4, you talk with your partner, not the examiner.
- You are not given time during the exam to make notes or think about your answer.
- Paper 3 is 25% of the marks for the whole PET exam.

## Part 1

You have practised Part 1 in Units 1 and 8. It lasts 2–3 minutes.

In Part 1:

- the examiner asks you some simple questions about yourself
- you don't speak to the other candidate
- you will be asked to spell a word such as your name or country
- questions may be about your life at present, things you've done in the past or your plans for the future
- you may also be asked about your interests, your likes and dislikes, your opinions, etc.

Part 1 tests your ability to:

- hold a simple conversation about everyday subjects
- give basic personal information.

## How to do Part 1

- 1 When you meet the examiners and the other candidate, be friendly and polite.
- 2 Listen carefully to the examiner when he or she asks you questions.
- 3 If you don't understand something, politely ask the examiner to repeat it.
- 4 Say more than just *yes* or *no* in your answers.
- 5 Speak clearly and loudly enough for the examiners and the other candidate to hear you.

- 6 Use a range of grammatical structures, including verb tenses.
- 7 Try to use as wide a range of vocabulary as you can.
- 8 Remember that one of the aims of Part 1 is to help you relax by getting you to talk about a familiar topic: yourself!

## Exercise 1

Read suggestions a–g and this transcript from a candidate during Speaking Part 1. Match the candidate's (Emilio's) answers 1–7 with a–g.

- a use future forms of verbs
- b use past tense forms of verbs
- c give one or more examples
- d give more information by adding detail
- e give one or more reasons
- f add more answers to a question
- g ask the examiner to say the question again

**Examiner:** Now, what's your name?

**Emilio:** My name's Emilio.

**Examiner:** Thank you. And what's your surname?

**Emilio:** Sánchez.

**Examiner:** How do you spell it?

**Emilio:** S-A-N-C-H-E-Z.

**Examiner:** Thank you. Now, where do you live?

**Emilio:** In Santiago. (1) *d* In a district called 'Independência', which is quite near *to* of the city centre.

**Examiner:** And do you work or are you a student in Santiago?

**Emilio:** I'm a student. I'm in my five year at secondary school.

**Examiner:** And what subjects do you study?

**Emilio:** Er ... (2) ..... could you repeat the question, please?

**Examiner:** What subjects do you study?

**Emilio:** Oh, um ... maths, science, history, geography ... things like that. (3) ..... And English, of course. I do that at the school, and I have lessons at home, too, with a teacher that comes to my house.

**Examiner:** Do you enjoy studying English, Emilio?



- Emilio:** Yes, I like learning it a lot (4) ..... because so many of the Internet is in English, and also because most of the music I enjoy is too.
- Examiner:** Do you think that English will be useful for you in the future?
- Emilio:** Yes, definitely. (5) ..... For instance, I'd really like to travel round Europe and North America, and for that (6) ..... I'll need to know English. Except in countries as Spain and Mexico, of course, where I'll be able to speak in Spanish.
- Examiner:** OK, Emilio. What did you do last weekend?
- Emilio:** Last weekend ... Oh yes, (7) ..... I was at the sports centre on Saturday. We were playing basketball against one of the best teams in Santiago, and in the end we beat them. We never did that before!
- Examiner:** Thank you.

## Exercise 2

Emilio makes six mistakes when he is speaking. Can you find and correct them?

## Exercise 3

14 Listen to the dialogue and decide whether these statements are true or false.

- 1 He sounds confident and relaxed. *True*
- 2 He speaks loudly and clearly enough.
- 3 He sometimes speaks too much.
- 4 He is polite when he speaks to the examiner.
- 5 His mistakes sometimes make it difficult to understand him.
- 6 He probably got a good mark in Part 1 of the Speaking paper.

## Exercise 4

Study the expressions below. Which would you use to:

- add more information?
- ask someone to repeat something?
- give examples?

*for instance    as well as that    sorry, I didn't catch that  
could you say that again, please?    like    for example  
also    could you repeat that, please?    and sometimes  
such as*

## Exercise 5

15 Listen to this extract from Part 1 with another candidate, Isabel. Which of the expressions does she use?

## Part 2

You have practised Part 2 in Units 3, 7 and 9. It lasts 2–3 minutes.

In Part 2:

- the examiner describes a situation and asks you and the other candidate to talk about it together
- there is a large page with pictures on it to help you with some ideas
- the examiner repeats the instructions
- you speak to the other candidate, not the examiner
- you give your own opinions about an imaginary situation – it isn't a role play
- you keep talking together until the examiner tells you to stop.

Part 2 tests your ability to:

- discuss a situation, taking turns with the other person
- do things such as *make suggestions, agree or disagree, and give reasons.*

## How to do Part 2

- 1 Listen carefully to the instructions both times the examiner gives them. You can ask to hear them again if anything is not clear.
- 2 Look quickly at the pictures, and then say something like: *Shall I start, or will you?* or *Would you like to start, or shall I?*
- 3 Start talking about one of the pictures. You might want to give your opinion or make a suggestion, and then ask what your partner thinks, and why.
- 4 Talk briefly about each picture in turn, replying to what your partner says and giving reasons for your own suggestions, opinions and preferences. You can choose to agree or disagree (politely) with what he or she says.
- 5 Move the conversation along quite quickly, for example by saying: *What do you think of this one?* or *Shall we go on to the next one?*
- 6 Bring the discussion towards a conclusion by saying, for instance: *So which shall we choose, then?* or *Which do you think would be best?*
- 7 Try to reach a decision by suggesting one of the options, e.g. *Shall we go for that one?* or *I'm in favour of doing that.*
- 8 If you both decide on one of them, end by saying something like *OK, we agree; That's the one we'll choose* or *Right, let's go for that one, then.* But it doesn't matter if you don't: you can agree to disagree! *OK, we've both got our own ideas – let's leave it at that, then* or *Shall we agree to disagree, then?*



### Exercise 1

Study the Part 2 instructions and pictures below, and answer these questions.

- 1 What do you have to imagine?
- 2 What two things do you have to do with your partner?
- 3 How many objects are in the picture? What is each one called?

**Examiner:** I'm going to describe a situation to you. A school friend of yours is going to live in another country. Talk together about the different things the class could buy him or her as a leaving present and decide which one would be best. Here is a picture with some ideas to help you. All right? Talk together.



### Exercise 2

16 Listen to Stella and Lee doing Speaking Part 2 and answer questions 1–6.

- 1 Do they ask the examiner to repeat anything? *No*
- 2 Do they take turns properly?
- 3 Do they listen and reply to what each other says?
- 4 Do they discuss all the pictures?
- 5 Do they agree to choose one of the objects? If so, which?
- 6 Which candidate do you think got a better mark? Why?

### Exercise 3

16 Listen again and look at the expressions below. Tick (✓) the ones that Stella and Lee use (they may not use exactly the same words).

#### Making suggestions

*How about ...?*

*What do you think of ...?*

*Why don't we ...?*

*Perhaps we should ...?*

*So shall we ... , then?*

#### Agreeing with suggestions

*Right.*

*Yes, that's true.*

*I think so, too.*

*Yes, I (completely) agree with you.*

*That's a (very) good idea.*

#### Disagreeing politely with suggestions

*I think it might be better to ...*

*I think I'd rather ...*

*I'm not so keen on ...*

*I'm not really sure about that.*

*You may be right, but ...*

#### Giving reasons

*... because ...*

*For one thing ...*

*For another ...*

*The thing is ...*

*I think the problem is that ...*

### Part 3

You have practised Part 3 in Units 4, 5, 10 and 12. It lasts 3 minutes.

In Part 3:

- the examiner introduces the topic (e.g. *people at work*) and asks both candidates to talk in turn about a colour photograph for about one minute
- each candidate has a different photograph to talk about
- the photograph shows everyday situations, e.g. people at work, at home, on holiday, etc.
- the examiner stops candidates after a minute
- candidates are not asked to comment on their partner's photograph.



Part 3 tests your ability to:

- describe everyday situations using a range of vocabulary and structures
- organise your language in a long turn.

### How to do Part 3

- 1 Listen carefully to the examiner's instructions as the examiner will tell you the topic of both photos, e.g. *people at work* or *teenagers at home*.
- 2 It is a good idea to imagine you are describing the photograph to someone who can't see it.

- 3 Talk about everything you can see in the photograph – the people, what they are doing, what they are wearing, their age, etc. Also talk about any other objects you can see, including their colour, size, etc.
- 4 Try to use a range of vocabulary and structures.
- 5 If you don't know the word for an object, use one of the *describing* expressions, e.g. *It's a thing for ...*
- 6 Avoid pointing at objects – use *next to*, *behind*, etc. instead.
- 7 Speak for a minute – the examiner will say *Thank you* when it's time to stop.
- 8 When it's the other candidate's turn to talk about their photograph, listen but don't say anything.

### Exercise 1

Read the example Speaking Part 3 task below and look at the photographs. Answer the question that follows.

Now, I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of people **enjoying their free time**.



Photo A



Photo B

Please tell us what you can see in your photograph.

Look at the two photographs. Which of these things could you talk about for Photo A and Photo B? Put a tick (✓) in the *You* columns.

	You		Sofia	Tania
Photo:	A	B	A	B
the place	✓	✓	✓	✓
the weather				
the time of day (morning, afternoon, etc.)				
the colours				
the food				
the transport				
the clothes				
the activities				



## Exercise 2

17 Listen to Sofia and Tania doing the Speaking Part 3 task. Tick (✓) the things they talk about in the correct column in the table on page 157.

## Exercise 3

17 Listen to Sofia and Tania again and decide if the following sentences are correct or incorrect for each one. Tick (✓) the box **if you think the sentence is correct**.

	Sofia	Tania
1 She describes things she can see in the photograph.	<input type="checkbox"/>	<input type="checkbox"/>
2 She uses a wide range of vocabulary and structures.	<input type="checkbox"/>	<input type="checkbox"/>
3 She uses expressions like <i>It's made of ...</i>	<input type="checkbox"/>	<input type="checkbox"/>
4 She describes the location of objects.	<input type="checkbox"/>	<input type="checkbox"/>
5 She speaks for about a minute.	<input type="checkbox"/>	<input type="checkbox"/>
6 She probably got a good mark in this part.	<input type="checkbox"/>	<input type="checkbox"/>

### Ways of talking about the photographs

*In this photo I/we can see ...*

*It looks like + noun / It looks + adjective*

*I think it ... / I don't think it ...*

*It could/might be ...*

*There seems/appears to be ...*

### Ways of talking about an object you don't know the word for

*It's a kind of ...*

*It's something like a ...*

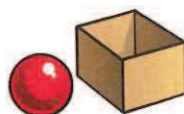
*It's made of metal/plastic/wood, etc.*

*It's used for ...-ing*

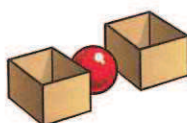
### Ways of describing location



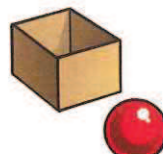
in



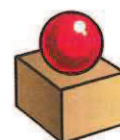
on the left  
(right)



between



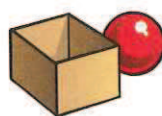
opposite



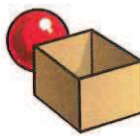
on



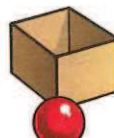
inside



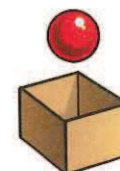
next to



behind



in front of



over

## Part 4

You have practised Part 4 in Units 2, 5, 6 and 11. It lasts 3 minutes.

In Part 4:

- the examiner asks you to talk together with your partner about something connected to the photographs in Part 3
- the examiner will introduce the topic for discussion. You will usually need to consider two parts, e.g. *places you would like to visit and activities you would do there* or *activities you like to do on your own and activities you like to do with other people*
- you have a conversation with your partner, not the examiner
- you need to take turns to speak by asking and answering each other's questions
- you keep talking together until the examiner tells you to stop.

Part 4 tests your ability to:

- talk about your own experiences, opinions, likes and dislikes, etc. with another person on a topic
- take turns with the other person by asking them about their experiences, opinions, likes and dislikes, etc.



## How to do Part 4

- 1 The examiner will ask you to have a general conversation with your partner about a topic which is connected to the photographs you both described in Part 3.
- 2 In this general conversation, you will need to talk about your own likes and dislikes, experiences and opinions and ask your partner about theirs.
- 3 Listen carefully to the examiner's instructions. You can ask the examiner to repeat them again if you do not understand, e.g. *Sorry, can you say that again, please?*
- 4 You will usually need to consider two parts in your discussion, e.g. *I'd like you to talk together about the types of television programmes you like to watch **and** when you like to watch them or the activities you like to do with your family **and** the activities you like to do with your friends.*
- 5 Turn your chair to face your partner.
- 6 Begin the conversation by talking about one part of the question but remember to invite your partner to join in, e.g. *What do you think?*
- 7 Listen carefully to what your partner says and reply in a suitable way, e.g. *I'm not so sure, I ...*
- 8 If you can't think of anything more to say, the examiner will ask you a further question.
- 9 After three minutes, the examiner will stop you by saying: *Thank you. That's the end of the test.*

## Exercise 1

Read the Part 4 instructions below and underline the two parts you will need to consider in your discussion.

**Examiner:** Your photos showed people enjoying their free time. Now I'd like you to talk together about the things you enjoy doing in your free time and the things you would like to try in the future.

## Exercise 2

Make a list of some of the things you could talk about in the *You* row below.

### Free-time activities

	now	in the future
You	<i>Sports like basketball/ hockey</i>	<i>I'd like to try volleyball/ skiing because ...</i>
Agnes		
Marcos		

## Exercise 3

18 Listen to Agnes and Marcos doing Part 4. Make some notes on what they talk about in the table above.

## Exercise 4

18 Listen again and decide if the following sentences are correct or incorrect. Tick (✓) the box **if you think the sentence is correct**.

- 1 They talked about their experiences, opinions, likes and dislikes, etc. ☐
- 2 They asked each other questions and gave each other plenty of time to speak. ☐
- 3 They showed they were interested in what their partner said. ☐
- 4 They talked about both parts of the task. ☐
- 5 They didn't change the topic completely. ☐
- 6 They got a good mark in this part of the test ☐

## Questions for taking turns

*What about ...?*

*What do you think?*

*Don't you think so?*

*Do you think ...?*

*Do you like ...?*

*Have you got ...?*

## Showing you are listening and interested

*I'm not so sure.*

*Maybe.*

*Yes and no.*

*Really!*

*Good point!*

*I agree/disagree.*