

## A2 Key for Schools Paper Part 2 – Teacher’s Notes

### Description

Students will practise both phases of the Part 2 Speaking test. They will focus on language that will help them to discuss their ideas and keep the conversation going. They will then practise using this language in a timed speaking task. There is an optional follow-up task where they practise a mock Part 2 exam.

---

**Time required:** 25–30 minutes

---

**Materials required:**

- Handouts 1–3
- Follow-up activity (optional)

---

**Aims:**

- to familiarise students with A2 Key for Schools Speaking Part 2
- to focus on useful language for expressing their ideas and keeping conversations going

---

### Procedure

1. Explain to students that they are going to do an exercise similar to that in Part 2 of the A2 Key for Schools Paper 3 Speaking test. Give students pictures of different hobbies (**Handout 1**) in pairs ask them to say what they are (See **Answer key**).
2. Ask students to work on their own and put them in order of preference and to think why they like or dislike them.
3. Explain that in this part of the exam students need to be able to discuss their ideas with their partner and respond to what their partner says. They are now going to focus on some language that will help them with this. Give out **Handout 2** and ask them to write the sentences or phrases in the correct column (see **Answer key**). Write the following randomly on the board (you could also dictate it):

Do you think \_\_\_\_\_ is \_\_\_\_\_?  
                             reading                      fun

Do you like \_\_\_\_\_?  
                             painting

**What do you like doing?**  
**What don’t you like doing?**

**What do you think?**

**What about you?**

**I think...**

**I agree.**

**I love ...**

**I prefer ...**

**Yes, I think so too.**

**I don't think so**

**Maybe but I ...**

**I don't.**

4. Ask students to go back to the pictures and the order they had put them in. Tell them to work in pairs and see if their partner has the same order. Tell them they have to find out as much as possible about their partner's answers. To encourage them to use the useful language on **Handout 2**, tell them that they will get a point every time they say one of the sentences or phrases. Ask them to make a note of the number of points they get. Demonstrate the activity with a couple of students first, so the class knows what to do. Tell them they have 2 minutes for this task. After 2 minutes, stop the activity and ask each student how many points they have.
5. Change the pairs so that the students get the opportunity to practise more. Explain that this time it should be easier to do the activity and that they should be able to use more of the phrases. Again, give them 2 minutes for the task. After they have finished, ask them again, how many points they have so they can see that they have used more of the useful language the second time round.
6. Tell students that in the next phase they will be asked two questions by the examiner. Give students **Handout 3** and ask them to write good and bad things about each question.
7. Explain that during the speaking test if they do not understand any question then they are allowed to ask the examiner to repeat it for them. Reassure them that asking to have a question repeated will not affect their score. Elicit from students the question(s) they could use for this and write it (them) on the board  
**Possible question:** 'Could you repeat that please?'
8. As you ask each student both questions, deliberately mumble or speak fast at points and force students to ask you to repeat the question.

### Follow-up task

Students can do a mock test in groups of three with one student acting as an examiner asking the other two students questions. Students should take turns in being the interlocutor (examiner).

### Answer key

#### Handout 1

- playing computer games
- playing a guitar/musical instrument
- playing football
- reading
- painting/drawing

#### Handout 2

Questions	Opinion	Agreeing	Disagreeing
Do you think _____ is ____? eating on the beach fun	I think ...	I agree.	I don't think so.
Do you think _____? eating in a restaurant is expensive	I love ...	Yes, I think so too.	Maybe, but I ...
Which one is your favourite?	I prefer ...		I don't.
What don't you like doing?			
What about you?			
What do you think?			

Do you like these different hobbies?



Student handout 2

Questions and phrases to discuss your likes and dislikes

Questions	Opinion	Agreeing	Disagreeing

## A2 Key for Schools Speaking Part 2

### Handout 3

#### Phase 2

Look at these sentences. Write down the good points and bad points for each one in the columns below.

- Do you prefer to spend your free time alone or with other people? Why?
- Which is more fun, playing sports or watching sports? Why?

	Good points	Bad points
spending free time alone		
spending free time with people		

	Good points	Bad points
playing sports		
watching sports		

**A2 Key for Schools Speaking Part 2**

In groups of three complete the Part 2 speaking test, take turns to be the interlocutor (examiner)

Example speaking test

**Phase 1**

Now, in this part of the test you are going to talk together.

Here are some pictures that show different hobbies

Do you like these different hobbies? Say why or why not.

All right? Now, talk together.

*Students talk for 2 minutes.*

Do you think .....

..... playing an instrument is difficult?

..... painting is easy?

So **A**, which of these hobbies do you like best?

And you **B**, which of these hobbies do you like best?

**Phase 2**

Now, do you prefer to spend your free time alone or with other people, **B**? (Why?)

And what about you, **A**? (Do you prefer to spend your free time alone or with other people?) (Why?)

Which is more fun, playing sports or watching sports, **A**? (Why?)

And you, **B**? (Which is more fun, playing sports or watching sports?) (Why?)

Thank you. That is the end of the test.