

Speaking practice

Smart Planet 2 corresponds to A1+–A2 of the CEFR. There are two types of activity in each speaking practice, referred to here as Part 1 and Part 2.

Part 1

Procedure

Students work in pairs. Each student will have some questions to ask the other student. These will be about general matters (e.g. age, nationality, school) and will allow students to exchange personal information and talk about daily life, interests, likes, etc.

Evaluation

Both students will have to show that they can use the English needed for when you meet someone for the first time. Assessment should focus on three areas: grammar and vocabulary, pronunciation and interactive communication (see table below).

Part 2

Procedure

Students work in pairs. In this part of the speaking practice, there are two pairs of prompt cards. Each pair comprises an information card and a question card with five question prompts. Hand out an information card to Student A and a question card to Student B. Say:

A, here is some information about a [TOPIC].

B, you don't know anything about the [TOPIC] so ask A some questions about the [TOPIC].

Now B, ask your questions about the [TOPIC] and A, you answer them.

After four or five questions have been asked, stop the interaction. Hand out the second pair of prompt cards so that Student A has the chance to ask questions and Student B has the chance to answer them.

Evaluation

Assessment should focus on three areas: grammar and vocabulary, pronunciation and interactive communication (see table below).

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations. 	<ul style="list-style-type: none"> Is mostly intelligible, and has some control of phonological features at both utterance and word levels. 	<ul style="list-style-type: none"> Maintains simple exchanges. Requires very little prompting and support.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	<ul style="list-style-type: none"> Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations. 	<ul style="list-style-type: none"> Is mostly intelligible, despite limited control of phonological features. 	<ul style="list-style-type: none"> Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	<ul style="list-style-type: none"> Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases. 	<ul style="list-style-type: none"> Has very limited control of phonological features and is often unintelligible. 	<ul style="list-style-type: none"> Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	<i>Performance below Band 1.</i>		

If your students are preparing for the Key for Schools speaking exam, you can find some very useful guidance on how to use these descriptors for assessment on the Cambridge ESOL Teacher Support website, particularly the Assessing Speaking Practice page (<https://www.teachers.cambridgeesol.org/ts/teachingresources/resourcedetails?resId=9016>) which has a downloadable PDF on 'Assessing Speaking – level A2'. This includes suggestions on how to prepare your students for this part of the exam.