

KET & PET WORKSHOP

Although this workshop deals with two levels that are quite different in both structure and content required, there are many activities that can be used in order to prepare for both exams. The main focus for the session will be the speaking part (as this is the part that candidates are most apprehensive about), however, there will also be tips for the other parts.

1) KET/PET Speaking - Part 1

Part 1 of the speaking exam is where candidates gain confidence for the rest of the exam. It is therefore vital that they are confident in their approach to it.

In order to get the participants involved in the session, some of them will be asked very basic questions to which they must answer in extended sentences (thus highlighting the importance of avoiding one word answers which often happens with candidates). In order to reinforce this, they then have to find their “partner” for the session by matching the question/answer on the piece of paper on their chair with the corresponding question/answer by mingling around the room.

2) KET/PET Speaking - Part 1

We have already touched on how to spell names in part 1 of the session. However this is an aspect that needs to be practised on a regular basis. Although this part of the exam is not worth specific marks, as an examiner you often see confidence drain away if they get this incorrect and then realize their mistake – it really can throw them!

Something that always works is not only to spell their name, but to do the same with a selection of words that either appear in lessons or that are frequent spelling mistakes. Another way of making this more interesting with them is to use technology at our disposal like *Socrative*.

3) KET Speaking - Part 2

We have already dealt with some forms of questioning in part one of the session, however this part of the KET exam is often a stumbling block for many. For those that know Richard Vaughan, he does have one technique which could be used here.

Show candidates how to get their students to convert indirect questions into direct questions. This isn't something that should be used constantly, but could be used as a warm-up activity in some classes. Then, use an example from a KET speaking exam in order to get the candidates to create their own questions.

4) PET Speaking - Part 1

In order to try and attain the highest possible mark in speaking, candidates must be able to extend their answers beyond short phrases. This can however become tedious if candidates merely practise those which are likely to appear in the exam (show examples).

Many candidates often fall into the trap of solely answering with “yes/no” when asked the following question combinations: *Do you/Are you/Have you?* These can be practised very simply by creating questions that can be interesting/funny that are adapted to the candidates' age/cultural background. Participants will then create some with their partner and they will then be shared as a group. These can be collated and shared afterwards (online?).

5) PET Speaking - Parts 2 and 4

In parts 2 and 4 of the PET speaking exam, candidates are often unable to either agree/disagree with each other (due to an absence of the necessary vocabulary) or to come to a conclusion.

Something that is always necessary before any exam is to brainstorm/create spider diagrams of the vocabulary that they need here. Candidates often ignore what the other person has said and so have to be trained to feign interest. What could we say? There is also the necessity in part 2 to come to a conclusion (even if you don't agree with the other person).

6) PET Speaking - Part 3

For this part of the exam, students need to talk for one minute about a photo that is presented to them. Many find this daunting and freeze after about 30 seconds.

In order to complete this task successfully, candidates need to be taught how to build up to it as it is simpler than it appears. Candidates will mainly use the present and past tenses and shouldn't worry too much if they make mistakes. Moreover, hypothesising isn't necessary, although it could lead to a higher mark being achieved due to them varying their tenses.

Practise this with 15 second, 30 second and then extended answers with a selection of photos/situations.

7) PET/KET in general

One issue that examiners encounter is the lack of appropriate vocabulary in order to complete the task effectively. Vocabulary is acquired if it is practised on a regular basis.

There are Cambridge vocabulary lists which provide the basis for all parts of the Cambridge exams. Also play "I went shopping and I bought" having shown them the vocabulary on the screen – this also exercises their memory.

8) PET listening – Part 1

Candidates often have difficulties retaining key ideas as well as deciding which the correct answer is.

In order to improve their listening skills, listening to a short excerpt which the participants have to summarise is a great idea. If they had to create 3 questions for this, what would they be?

9) PET writing - Part 1

This is one of the sections where the most mistakes are made as many candidates are unsure as to how to approach it.

Something that students find useful is working together in order to analyse the content that can appear in this part by firstly linking solutions and then analysing the grammar that has been encountered – candidates will then be able to use this a basis for their revision.

10) PET writing – Parts 2 and 3

Candidates need to be aware of the importance of proofreading in order to avoid unnecessary mistakes. This is always an issue at this level and candidates should be encouraged to stick to language that they are certain of.

Participants will be provided with a part 2 example which has errors within it. This will then be corrected and this then kills two birds with one stone as one can analyse the features that make this text successful/unsuccessful. This could even be linked to *shared writing* in class where students work together to improve the piece or even marking by using one aspect of the correction criteria (that has been simplified).

Extras:

- a) Things to avoid – repeated errors we encounter as examiners.
- b) Exam day tips – specifically for KET/PET.
- c) Useful websites.