

## C1 Advanced Overview of the Speaking Paper

<b>Aims of the lesson</b>	To familiarise students with the organisation of the Speaking test. To introduce students to the task types and format of the four parts of the Speaking test.
<b>Time needed</b>	30 minutes
<b>Materials required</b>	Classroom Handout 1 and 2 (1 per student)  C1 Advanced Handbook or access to the <a href="#">Cambridge English website with information for students</a>

1. Tell your class that you are going to look at the Speaking test part of the exam. Ask them what they think makes somebody a good English speaker (e.g. not making lots of mistakes, good pronunciation, being able to communicate...).

*Timing: 5 mins*

2. Give a copy of **Classroom Handout 1** to each student. Ask them to decide if each statement is true or false. Tell them to correct any false statements. Set a time limit for doing the task.

*Timing: 5 mins*

3. Ask them to discuss their answers in pairs or small groups. When students have finished, go through the answers together (**see Answer Key**) and discuss any questions which arise.

*Timing: 10 mins*

4. Give a copy of **Classroom Handout 2** to each student. Tell students to match the numbered information (1 – 4) under the table with the spaces (a – d) in the table. Set a time limit (e.g. 5 minutes).

*Timing: 5 mins*

5. Tell them to discuss and compare their answers in pairs or small groups. Go through the completed table, explaining each part and answering any queries (**see Answer Key**). Use the information in the Handbook for reference.

*Timing: 5 mins*

### Additional information

Refer to the Speaking test section of the Teacher's Handbook for a detailed description of the Speaking test.

## Classroom Handout 1

Decide if these statements are **true** or **false**. If false, correct the statement.

In the C1 Advanced Speaking test:

- 1 there are always three candidates.
- 2 there are usually two examiners but sometimes only one.
- 3 both examiners speak.
- 4 both examiners assess.
- 5 it doesn't matter if you know the examiner.
- 6 there are four parts.
- 7 the parts of the test are of equal length.
- 8 the whole test takes 14 minutes.
- 9 the candidates do not speak to each other, except in the collaborative task in Part 3.
- 10 Parts 3 and 4 are linked.

### Classroom Handout 2

The table below contains a general description of the Speaking test and its parts. Some sections have been removed. These sections are jumbled up at the bottom of the page.

Look at the sample Speaking test in the Handbook and decide which numbered section should go where to complete the table. Write the correct number in the spaces with letters.

Part	Task Type	Task format	What type of language is suitable?	Time
1	A conversation between the interlocutor and each candidate	a)	General, social language	2 mins
2	b)	Each candidate in turn is given a different set of three pictures. They comment on and react to the two of pictures. A prompt is given in the form of a direct question; this is written above the pictures. Each candidate talks for about one minute; the second candidate answers a question.	Organising a longer piece of speaking  Comparing, describing, expressing opinions, speculating	4 mins
3	Two-way conversation between the candidates	The candidates are given spoken instructions with written stimuli, which are used in a collaborative decision-making task.	c)	4 mins
4	d)	The topic area from Part 3 is opened up by discussing wider issues.	Expressing and justifying opinions, agreeing/disagreeing	5 mins

- 1 A discussion on topics related to Part 3.
- 2 Sustaining interaction, exchanging ideas, justifying opinions, agreeing/disagreeing, reaching a decision through negotiation.
- 3 Individual long turns, with brief answers from second candidate.
- 4 The interlocutor asks each candidate questions; candidates reply and listen to their partner.

## Answers to Classroom Handout 1

1. False – there are normally two candidates but if there is an odd number at the end of the session, then a group of three candidates will be examined together.
2. False – there are always two examiners. The test cannot take place if there is only one examiner except in pre-arranged and exceptional circumstances.
3. False – only one examiner (the interlocutor) speaks to the candidates throughout the test. The other examiner (the assessor) says hello but then just listens and does not take part.
4. True – although one examiner concentrates only on assessing, the other examiner also gives a mark. However, the two examiners assess using different scales.
5. False – examiners cannot examine a candidate they know, whether it is socially or because they are or were their teacher. If you know the examiner, tell the supervisor or Local Secretary immediately and they will arrange for you to be examined by another examiner.
6. True
7. False – Part 1 is 2 minutes, Parts 2 and 3 are 4 minutes and Part 4 is 5 minutes.
8. False – the whole test takes approximately 15 minutes.
9. False – The candidates also speak to each other in Part 4 when they discuss the topics with each other and the interlocutor.
10. True – they are linked by the topic.

Part	Task Type	Task format	What type of language is suitable?	Time
1	A conversation between the interlocutor and each candidate	<b>a)</b> The interlocutor asks each candidate questions; candidates reply and listen to their partner.	General, social language	2 mins
2	<b>b)</b> Individual long turns with brief answers from second candidate	Each candidate in turn is given a different set of pictures. They comment on and react to the pictures. A prompt is given in the form of a direct question; this is written above the pictures. Each candidate talks for about one minute; the second candidate answers a question	Organising a longer piece of speaking  Comparing, describing, expressing opinions, speculating	4 mins
3	Two-way conversation between the candidates	The candidates are given spoken instructions with written stimuli, which are used in a collaborative decision-making task.	<b>c)</b> Sustaining interaction, exchanging ideas, justifying opinions, agreeing/disagreeing, reaching a decision through negotiation	4 mins
4	<b>d)</b> A discussion on topics related to Part 3	The topic area from Part 3 is opened up by discussing wider issues.	Expressing and justifying opinions, agreeing/disagreeing.	5 mins