

## C2 Proficiency: Speaking Part 1

### Description

In this activity, students role-play a Part 1 Speaking task. This activity helps them both to familiarise themselves with the content and format of Part 1 and also to practise Part 1 questions. It also raises awareness of one of the assessment criteria, grammatical resource.

<b>Time required:</b>	20 minutes
<b>Materials required:</b>	<ul style="list-style-type: none"> <li>▪ Interlocutor's script (one copy per group of three students)</li> </ul>
<b>Aims:</b>	<ul style="list-style-type: none"> <li>▪ to familiarise students with the content and format of Speaking Part 1</li> <li>▪ to provide practice with Part 1 questions</li> <li>▪ to raise students' awareness of one of the assessment criteria, grammar</li> </ul>

### Procedure

- As a warmer, get students to brainstorm what they already know about Part 1. Students should work as a whole class, calling out information about Part 1. Write key points on the board.
  - two examiners: an interlocutor, who manages the Speaking test and tells the students what to do, and an assessor, who only marks the students' speaking.
  - interlocutor asks each candidate a series of questions by addressing one question to each candidate in turn.
  - Start with general information about themselves and move on to more open questions requiring speculation or an opinion.
  - Students should use general interactional and social language.
  - The conversation is between the interlocutor and each student. Students do not need to talk to each other but they may if they wish.
  - Part 1 takes approximately 2 minutes with a pair of students and 3 minutes with a group of three (only possible where there is an odd number of students at the end of a Speaking test session).
- Write/show the following questions on the board:
  - How many stages are there in Part 1?
  - How many questions are usually asked in each stage?
  - How are the stages different?

Students answer in small groups/pairs.

Feed back answers (see **Key**).

3. Divide your class into groups of 3. If there are 1 or 2 students left over, you may have up to 2 groups of 4.
  4. Explain to your students that they are going to role play the first part of the Speaking test. One of them will be the interlocutor and the other two /three will be themselves. Remind students that in the exam, there will be a second examiner, the assessor, who will give them marks for all the assessment criteria.
  5. Brainstorm with the whole class what good performance in this part is. Give some examples first if necessary; e.g.
    - Listen carefully to the question.
    - Don't give prepared speeches that don't really answer the question.
    - Use a range of grammatical structures. The question may encourage you to use a certain grammatical structure, e.g. *Do you think we will all be speaking the same language in 100 years' time?*
    - Speak clearly and audibly.
    - Answer promptly.
    - Answer as fully as possible using a range of grammatical forms and appropriate vocabulary.
  6. Give out copies of the **Interlocutor's script** to the student playing the interlocutor. Ask students to role play Part 1 using the interlocutor's script. Set a time limit of 2 minutes, the time they will have in the exam. (Give groups of 4 students 3 minutes as in the group-of-three format for the exam.) Once your students are used to the timing for Part 1, you may wish to allow them longer on this activity to help them do well.
  7. Regroup the students to give the interlocutor the chance to be a candidate. Repeat the activity, asking students to focus on the points discussed in Step 5.
  8. Remind students about the assessment for the Speaking test. The interlocutor gives a global mark, a general impression mark for each student. The assessor gives marks for grammatical resource, lexical resource, discourse management, pronunciation and interactive communication. Ask students to think about just the grammar they used when they did Part 1.
    - Did they use structures accurately?
    - Did they use a range of structures to show that they can use both simple and complex structures.
- If it's appropriate for your class, you could ask them to assess themselves, giving themselves a mark between 1 and 5. 1 represents a poor performance, 3 satisfactory and 5 very good.
9. Explain that you will focus on different assessment criteria when you talk about different parts of the Speaking test.
  10. Round up. Ask students what they liked or disliked about doing the Part 1 task and how they could improve their performance.

## Answer keys

### Procedure Step 2

- a) 3
- b) Stage 1: 2 questions '...and your names are?'; 'Could I have your mark sheets?'  
Stage 2: 2 questions for each candidate 'Where do you live?'; 'Are you working or studying at the moment?'  
Stage 3: 1 question for each candidate.
- c) Stage 1 is formalities (names and mark sheets).  
Stage 2 is introductions.  
Stage 3 is a warm-up question (often expressing opinions/speculating).

## Interlocutor's script:

**Interlocutor** Good morning / afternoon. My name is .... and this is my colleague ....

And your names are ...? Could I have your mark sheets, please?

Thank you.

First of all, we'd like to know something about you.

Where do you live (*candidate A*) ? And you (*candidate B*)?

[*address Candidate B*] Are you working or studying at the moment?

[*address Candidate A*] And you?

*Select a further question for each candidate*

- Can you tell us something about housing in your area?
- What do you look forward to most when you come home at the end of the day?
- How important do you think it is to have a routine when working or studying?
- Could you tell us something about your favourite foods?
- What opportunities are there for doing sports in your area?
- How important is it to speak a foreign language in your country?
- How good are you at organising your time?
- Do you have much opportunity to travel?
- If you could live in any country, apart from your own, which would it be? ...Why?
- What do you find is changing most in your country?
- Do you think that communications are better now than they used to be?
- With more shopping being done over the internet, what future is there for ordinary stores?
- Do you think people will still go to the cinema in 10 years' time?
- If you could afford to, would you take a trip in space?
- What would your dream job be?
- How important is the internet to you?

**Candidates** .....

**Interlocutor** Thank you.