

## C2 Proficiency: Speaking Part 3

### Description

In this activity, students fill in the gaps in the instructions for Part 3 of the Speaking test in order to familiarise themselves with what is required in this Part. They then practise a Part 3 task paying particular attention to one of the assessment criteria, discourse management.

<b>Time required:</b>	45 minutes
<b>Materials required:</b>	<ul style="list-style-type: none"> <li>▪ Student's worksheet (one copy per student)</li> </ul>
<b>Aims:</b>	<ul style="list-style-type: none"> <li>▪ to familiarise students with what is required of them in Part 3 of the Speaking test</li> <li>▪ to practise a Part 3 task</li> <li>▪ to raise awareness of one of the assessment criteria, discourse management</li> </ul>

### Procedure

1. As a lead in, play a version of the game *Just a minute*. Start by brainstorming up to five topics commonly discussed in the news/ among friends, e.g. new technology. Write them on the board.
2. Ask students to work in pairs. One is the speaker, the other is the time keeper. Explain that the speaker must speak for one minute without hesitation (*um, er*, long pauses) deviation from the topic (talking about something not directly linked to the topic), or repetition (repeating a key word, i.e. not words like auxiliary verbs, pronouns, prepositions, etc). The time keeper must stop the speaker after one minute exactly. The first speaker should select their topic from the board.

When students have talked about the first topic for one minute, ask them to change roles and select a second topic from the board. Repeat step 2.

If appropriate, students can change partners and repeat steps 2 and 3. Feed back from students what difficulties they had, or what they found easy.

3. Review what candidates have to do in Part 3 of the Speaking test (*each candidate speaks on a given topic for 2 minutes, followed by a discussion on related topics*). Point out that the rules of *Just a minute* don't apply! However, candidates need to avoid over-long pauses as at this level candidates should be able to speak "without undue hesitation". Give out copies of the **Student's worksheet**. Ask students to read through all the sample Part 3 task first, noting where the gaps are (highlighted).

While students are doing this, if possible, arrange 3 chairs and a table (candidates next to each other and opposite the interlocutor) at the front of the class to simulate the test room.

4. Explain that you are now going to roleplay the part of the interlocutor. You can either ask two students to come and sit in the chairs (they will not have to perform the test themselves) or invent two imaginary students who are taking the test. If doing the latter, give them names so you can use them in the test.
5. Use the **Sample task for teacher's role play**. While you are roleplaying Part 3 of the test, students should try to complete the gaps in their copy of the script. When one of the candidates would be speaking in the test, allow students the same amount of time to discuss their answers with a partner. Keep to the time limits shown on the sample test, as this will help to give students an idea of how long 1 and 2 minutes are.

When you have finished, go through the answers and encourage students to ask any other questions they may have about Part 3 (see **Key**). Make sure the additional information in the key is covered.

6. Review that one of the assessment criteria for the Speaking test is discourse management. (If necessary, review the other assessment criteria briefly first: grammatical resource, lexical resource, pronunciation and interactive communication). Discourse management refers to the extent, relevance, coherence and cohesion of speech.
  - **Extent** means that the contribution should be appropriate in length.
  - **Relevance** means what the student says must be relevant to the task, with clear organisation of ideas.
  - **Coherence and cohesion** mean that the student's contributions should be organised in such a way as to make it easy for the listener to follow the progression of ideas e.g. by using linkers. At Proficiency level students are expected to produce extended stretches of language with very little hesitation.
7. You, the teacher, could now role-play one of the long turns from the sample task. Ask a student to be the interlocutor and then talk for two minutes on one of the topics. Alternatively, you could prepare the long turn and record it so that you give a standard example of structuring the long turn by using linkers of sequencing, e.g. *at first, furthermore, and finally*.

Divide the class into pairs, and number each pair A, B or C. While students are listening to you performing a long turn, 'A' pairs evaluate the extent of your talk; 'B' pairs evaluate the relevance of your talk and 'C' pairs evaluate the coherence and cohesion of your talk.

8. When you have finished, allow the pairs 2 or 3 minutes to discuss their evaluation before regrouping the students into groups of 6 (one 'A' pair, one 'B' pair and one 'C' pair) to discuss their evaluation and what they observed about the long turn from your example. Monitor and feed back any useful or interesting observations to the whole class.
9. Students work in their pairs and role-play the long turn for the sample task, with the student playing the interlocutor following the script. They should change roles so that both students have the chance to talk for two minutes.
10. Put students into small groups and ask them to discuss for about 4 minutes the questions in the last box of the sample task. Allow them to enjoy discussing the topics without too much thought about exam tasks!
11. Finally, as a round up, ask students what they have learnt about Part 3.

**Additional information****PART 3 – LONG TURN and DISCUSSION**

This part tests the candidates' ability to develop and sustain discourse, and to engage in discussion on the topics of the long turns.

In this part of the test, each candidate is given the opportunity to speak for 2 minutes without interruption. Each candidate in turn is given a card with a question on it, and there are also some ideas on the card which the candidates can make use of if they choose.

Candidates need to pay attention while their partner is speaking as they are asked to comment (for about 1 minute) after their partner has spoken; a further question on the same topic is then directed to both candidates. Candidates should be aware that they must not speak during their partner's long turn.

In this part, candidates need to be able to organise their thoughts and ideas, and express themselves coherently in appropriate language in the given time.

Following both candidates' long turns and follow-up questions, the interlocutor leads a discussion which further explores the topics of the long turns.

**Suggested follow-up ideas**

- 1 Classroom activities which focus on linkers and functional language will be helpful preparation for Part 3.
- 2 Show a video of a good speaker, speaking for about two minutes. Ask students, while they are watching to notice two linkers, and two pieces of interesting vocabulary.

## Answer keys

### Student's Worksheet

#### 1 two minutes

It's important for students to get used to talking on their own for two minutes. There will be no interruptions from the interlocutor, and the listening candidate should not interrupt their partner. Some students find it helpful to read the question out loud as a way of getting started. Candidates shouldn't worry if the interlocutor stops them with 'thank you'; this means they've spoken for their allocated time.

#### 2 comment

Candidates have to listen carefully to their partner because they will be asked to comment when their partner has finished speaking. There are some typical questions after gap 4 in the sample task.

#### 3 question

Students should read the question on the card they are given very carefully. They can also use the ideas on the card to help them if they like, but they don't have to. Candidates may find that if they use the ideas on the card, it will help them structure their talk. Encourage students to focus on giving extended contributions, e.g. by linking, counter-argument and summing up. If a candidate doesn't know much about the topic they're given, it's fine to say this and then follow this with an opinion of some kind so that they provide enough language for assessment. This is better than floundering to find ideas for what to say.

#### 4 one of the following questions

The listening candidate will only be asked one question after their partner's long turn, but they should be able to show they have been paying attention and are able to respond to at least one of the points made. Point out that candidates are allowed only up to one minute, so they do not have to provide a lengthy response.

#### 5 up to 10 seconds

Remind students that they can allow themselves up to ten seconds before they need to speak. They could use this time to gather together some ideas or main points, so they can structure their talk appropriately.

#### 6 to Candidate A.

Point out that the candidate who has done the long turn (candidate A) will be invited to speak further after the comments by Candidate B. They should listen to their partner's answer and try to respond to this as well as to the question, so that they don't repeat the same points. The ability to pick up ideas in conversation and move them on is important at this level (see Interactive Communication assessment criterion in the C2 Proficiency Handbook).

## **7 in general**

This signals to the candidates that the topic is now going to be opened out. The interlocutor will ask questions addressed to both students. The interlocutor may not use the students' names so students must be prepared to take it in turns to answer the questions first without dominating the discussion. The second student can then develop the answer.

## **8 That is the end of the test.**

At this point the candidates can say goodbye and leave the room. The examiners keep the mark sheets for completion. No indication of marks can be given to students on the day of the test.

## Sample Task for teacher's role play

- Read the interlocutor's script, in bold below.
- Instructions for the interlocutor are in italics.
- Where the script uses 'Candidate A/Candidate B', use the candidates' names.
- Follow the timing indicated on the script as far as possible/appropriate.
- Numbered/highlighted phrases indicate where the gaps are on the student's worksheet.

**Part 3** (approximately 10 minutes)

**1 Decisions**

**Interlocutor**

**A**

**Now, in this part of the test you're each going to talk on your own for about (1) two minutes. You need to listen while your partner is speaking because you'll be asked to (2) comment afterwards.**

**So (Candidate A), I'm going to give you a card with a (3) question written on it and I'd like you to tell us what you think. There are also some ideas on the card for you to use if you like.**

**All right? Here is your card, and a copy for you (Candidate B).**

*Place Part 3 booklet, open at Task 1(a) in front of Candidate A*

**Remember (Candidate A), you have about two minutes to talk before we join in.**

*[Allow up to 10 seconds before saying, if necessary: **Would you like to begin now?**]*

**Candidate A**

*⌚ 2 minutes*

.....

**Interlocutor**

**Thank you.**

*Ask (4) **one of the following questions** to Candidate B:*

- **Generally speaking, do you think you are a decisive person?**
- **Who gives the best advice –friends, family or strangers? ... (Why?)**
- **Are you a good person to go to for advice? ... (Why?/Why not?)**

**Candidate B**

*⌚ up to 1 minute*

.....

**Interlocutor**

*Invite Candidate A to join in by selecting one of the following prompts::*

- **What do you think?**
- **Do you agree?**
- **How about you?**

**Candidates**

*⌚ 1 minute*

.....

**Interlocutor**

**Thank you. (Can I have the booklet, please?) Retrieve Part 3 booklet..**

## Task 1(a)

Which is preferable making your own decisions or asking others for advice?

- In education
- At work
- At different ages

**Interlocutor**



**Candidate B**

🕒 2 minutes

**Now (Candidate B), it's your turn to be given a question. Here is your card.**

*Place Part 3 booklet, open at Task 1(b) in front of Candidate B.*

**Please let (Candidate A) see your card. Remember (Candidate B), you have about two minutes to tell us what you think, and there are some ideas on the card for you to use if you like. All right?**

*[Allow (5) up to 10 seconds before saying, if necessary: **Would you like to begin now?**]*

.....

**Interlocutor**

**Thank you.**

*Ask one of the following questions (6) to Candidate A:*

- **If you had to depend on only on one of the media for information, which would you choose? ... (Why?)**
- **To what extent do you believe what you read or hear?**
- **What kind of decisions need to be made before TV programmes are broadcast to children?**

**Candidate A**

🕒 up to 1 minute

.....

**Interlocutor**

*Invite Candidate B to join in by selecting one of the following prompts:*

- **What do you think?**
- **Do you agree?**
- **How about you?**

**Candidates**

🕒 1 minute

.....

**Interlocutor**

**Thank you. (Can I have the booklet, please?) Retrieve Part 3 booklet.**

## Task 1(b)

How much are people's decisions influenced by the media?

- Spending habits
- Current affairs
- Entertainment
- Spending habits

Interlocutor

Now, to finish the test, we're going to talk about decisions (7) in general

*Address a selection of the following questions to both candidates:*

🕒 up to 4 minutes

- Nowadays, there are so many products to choose from that it's impossible to choose. To what extent do you agree?
- Who should decide how taxes are spent, government ministers or local people? ...Why?
- Why do jobs that involve taking difficult decisions appeal to some people?
- What difficult decisions do you think scientists will face in the future?
- What is the best way of deciding how a criminal is punished?
- How easy is it to repair a wrong decision?

Interlocutor

Thank you. (8) That is the end of the test.



## Student's Worksheet

1 Listen to your teacher role-playing Part 3 of the CPE Speaking test and complete the missing information for gaps 1 – 8 in the task below.

**Part 3** (approximately 10 minutes)

**1 Decisions**

**Interlocutor**



Now, in this part of the test you're each going to talk on your own for about (1) ..... You need to listen while your partner is speaking because you'll be asked to (2).....afterwards.

So (Candidate A), I'm going to give you a card with a (3) .....written on it and I'd like you to tell us what you think. There are also some ideas on the card for you to use if you like.

**All right? Here is your card**

*Place Part 3 booklet open at Task 1(a) in front of candidate A.*

**Please let (Candidate B) see your card**

**Remember (Candidate A), you have about two minutes to talk before we join in.**

*[Allow up to 10 seconds before saying, if necessary: **Would you like to begin now?**]*

**Candidate A**

⌚ 2 minutes

.....

**Interlocutor**

**Thank you.**

Ask (4)..... to Candidate B:

- What do you think?
- Do you agree?
- How about you?

**Candidate B**

⌚ up to 1 minute

.....

**Interlocutor**

*Address one of the following questions to Candidate B:*

- **Generally speaking, do you think you are a decisive person?**
- **Who gives the best advice – friends, family or strangers? ... (Why?)**
- **Are you a good person to go to for advice? ... (Why? /Why not?)**

**Candidates**

⌚ 1 minute

.....

**Interlocutor**

**Thank you. (Can I have the booklet, please?) Retrieve Part 3 booklet.**

## Task 1(a)

Which is preferable, making your own decisions or asking others for advice?

- in education
- at work
- at different ages

**Interlocutor**



**Now (Candidate B), it's your turn to be given a question. Here is your card.**

*Place Part 3 booklet, open at Task 1(b) in front of Candidate B*

**Please let (Candidate A) see your card. Remember (Candidate B), you have about two minutes to tell us what you think, and there are some ideas on the card for you to use if you like. All right?**

[Allow (5) ..... before saying, if necessary: **Would you like to begin now?**]

**Candidate B**

🕒 2 minutes

.....

**Interlocutor**

**Thank you.**

*Ask one of the following questions to Candidate A:*

- What do you think?
- Do you agree?
- How about you?

**Candidate A**

🕒 up to 1 minute

.....

**Interlocutor**

*Address one of the following questions (6) .....*

- If you had to depend on only one of the media for information, which would you choose? ...(Why?)
- To what extent do you believe what you read or hear?
- What kind of decisions need to be made before TV programmes are broadcast to children?

**Candidates**

🕒 1 minute

.....

**Interlocutor**

**Thank you. (Can I have the booklet, please?) Retrieve Part 3 booklet.**

## Task 1(b)

How much are people's decisions influenced by the media?

- spending habits
- current affairs
- entertainment

Interlocutor

Now, to finish the test, we're going to talk about 'decisions' (7) .....

*Address a selection of the following questions to both candidates:*

🕒 *up to 4 minutes*

- Nowadays, there are so many products to choose from that it's impossible to choose. To what extent do you agree?
- Who should decide how taxes are spent, government ministers or local people? ... Why?
- Why do jobs that involve taking difficult decisions appeal to some people?
- What difficult decision do you think scientists will face in the future?
- What is the best way of deciding how a criminal is punished?
- How easy is it to repair a wrong decision?

Interlocutor

Thank you. (8) .....