

Lesson plan – C1 Advanced Speaking Parts 3 and 4

Description

This lesson plan is designed to help students prepare for C1 Advanced Speaking Parts 3 and 4 – the collaborative task and discussion. It can be delivered face to face or online. The ‘online options’ column gives teachers ideas how the stages could be adapted for teaching online.

Time required:	60 to 90 minutes
Materials required:	▪ Copy of Student handout for each student ▪ Consider emailing a copy of the handouts to each student in advance if teaching online (excluding the Answer Key). ▪ Board and markers ▪ Presentation slides if teaching online
Aims:	▪ Boost students’ range of vocabulary related to transport and the environment. ▪ Review useful expressions to help students interact in Speaking parts 3 and 4 ▪ Practise exam strategies for Speaking parts 3 and 4 ▪ Reflect on strengths and areas to work on for Speaking parts 3 and 4

Procedure

Lesson Stages	Online options
Task 1 Warm-up To introduce the topic of <i>Transport and the Environment</i> set Student handout Task 1 as a race against the clock – negotiate a time limit with your class. Put students into small teams (2 or 3 students). They can put their hands up when they think they have the correct answers. Feedback: See Answer key. Make sure students have spelled answers correctly. Congratulate the winning team.	Show the question on the screen. Students work individually and post their answers in the chat box when they think they have got all of them. The winner is the first person to post all of the answers with the correct spelling.
Task 2 Building fluency Give students some time to ask and answer the questions in Task 2 in their group. Monitor discreetly and ask students to share any interesting answers with the class. This follow-on discussion activity gives students the opportunity to recall other vocabulary related to the topic that they know. During feedback try to elicit/introduce some of the more challenging vocabulary from Task 3 such as <i>carbon emissions</i>, <i>respiratory illnesses</i>, <i>asthma</i>, <i>greenhouse gas</i>.	If you have the option and it is safe to do so, students can work in breakout rooms to do Task 2. It’s easy to switch between breakout rooms if you have them. Turn off your video and audio to monitor more discreetly. You could also use an online tool like Padlet or Flipgrid so students can record and post answers.

Task 3 Focus on vocabulary and Task 4 Verbs to describe cause and effect Give students a few minutes to read the comments in Student handout Task 3 and discuss with a partner which situations they feel are similar to their own country. Alternatively, you could use mini-whiteboards or in-class technology to conduct a poll, (see online option). Students work individually to replace the verbs in bold with the verbs relating to cause and effect from the box in Task 4. Allow time for them to compare their answers in pairs and finally, check the answers with the answer key. To check students understand more subtle differences in meaning you could also ask concept-checking questions. For example: <i>account for</i> Do I use it to explain the reason for something (yes) or to say something has a particular result? (no) <i>add up to</i> Do I use it to explain the reason for something (no) or to say something has a particular result? (yes)¹ Also, point out features of form e.g., put <i>something</i> down to <i>something</i>, <i>lead to</i> / <i>led to</i> (irreg.)	This discussion could be turned into a poll using the poll function if your platform has one or an online tool such as Kahoot. Give students options to agree/disagree with e.g., • Most people in my country use public transport to get to work. • Air pollution is a problem in my neighbourhood. As feedback, students can post reasons for their answers in the chat box. The teacher can then correct or provide useful vocabulary as needed.
Exam strategies and Top tips Speaking Part 3 If your students are familiar with the exam format, you could elicit what they know about the format of Speaking Part 3 before they look at the information and tips in the Student handout Give students time to read the information and tips. Feedback: Check understanding by asking questions like <i>Why is it important to interact with your partner?</i> or <i>What would be the problem if you don't listen carefully?</i>	Show the information on a slide or direct students to their copy of the handout.
Task 5 Get ready for Speaking Part 3 Give students a copy of Task 5a. Put them into small groups. Give them time to discuss the benefits and drawbacks of each idea in their group. Clarify <i>cycle lanes</i> and <i>congestion charge</i> if necessary. Ask them to think about how they could use some of the verbs from Task 4 e.g., <i>Building more cycle lanes makes cycling safer and this could lead to more people choosing to cycle to work.</i> Feedback – ask students to share some of their ideas in open class. Guide the discussion by encouraging students to think about how they might politely agree or disagree with their classmates.	This could be done as a brainstorming activity in the chat box.

¹ Cambridge student dictionary online

Task 6 Analyse a model answer Distribute Task 6 from the Student handout. Give students time to read the model answer and answer the two questions individually. This focuses on the 'reach a decision' element of Speaking Part 3 which candidates often find challenging. Students can then compare their answers in pairs before checking together as a class (see Answer key) Task 7 Useful language Students read the task in the Student handout. They should work alone to match the phrases in bold from the model answer in Task 6 to the correct boxes in the table and then compare their answers. See Answer key for feedback.	If you have the option and it is safe to do so, students can work in breakout rooms to compare answers. Prepare a slide showing the table and phrases so you can reveal the answers during feedback.
Task 8 Practise Speaking Part 3 Distribute Task 8 from the Student handout. Now put students into groups of four made up of two pairs. One pair will do the task while the other pair observes and completes the Speaking Part 3 feedback checklist below. The observers could also time the activity. They then switch roles. Note: In the exam students may be tested in groups of two or three. If it is a group of three, you will need to add extra time for the third student. After they complete the first activity give them time to share their feedback. Monitor and praise students who are giving each other feedback that is realistic and helpful. To round off the activity you could elicit the main points from their discussion in open class: 1. Were they broadly in agreement? What points did they discuss? 2. Reflect on the tips – What worked well? What do they need to work on? How successfully do they think they interacted with their partner?	If you have the option and it is safe to do so, students can work in breakout rooms. You could also get students to do the speaking task individually as homework and record and post their answers using online tools such as Padlet or Flipgrid.
Exam strategies and Top tips Speaking Part 4 As above, elicit what students remember about Speaking Part 4 before they read the information and tips for Speaking Part 4 Feedback: Ask questions to check their understanding e.g. <i>How is Part 4 different from Part 3?</i>	Show the information on a slide or direct students to their handout.
Task 9 Practise Speaking Part 4 Distribute Task 9 to the students. Put them into pairs to discuss the questions. Set a time limit of 5 minutes. Monitor discreetly and let students know when 5 minutes is up. Note: In the exam, students may be tested in groups of two or three. If you have a group of three, allow 8 minutes for this task.	If you have the option and it is safe to do so, students can work in breakout rooms. You could also get students to do the speaking task individually as homework and record and post their answers using online tools such as Padlet or Flipgrid.

Round off the activity by sharing any good answers and opinions as a class and giving feedback on common errors.	
Task 10 Reflect and progress Allow time for students to read and reflect on Task 10 from the Student handout. Encourage them to self- or peer-evaluate using the <i>Reflect</i> column in the checklist and to choose some activities to help them progress. Encourage students to make their choice of activities S.M.A.R.T (<i>specific, measurable, achievable, realistic and time-bound</i>) e.g., by noting a date when they plan to complete them by and how they will get feedback.	If you have the option and it is safe to do so, students can work in breakout rooms.
Task 11 Extra practice – Speaking Parts 3 and 4 An additional sample question is included on the Student handout for further practice in this or a subsequent lesson.	

Useful links for teachers and students

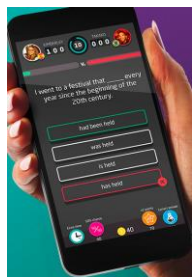
Learning English

Lots of resources to help your students keep practising!



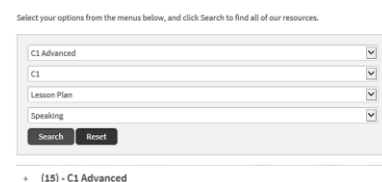
Quiz your English App

Motivate your students to review the grammar and vocabulary they need for the test with our latest App.



Teaching English

Find the teaching resources you need such as lesson plans and activities.



Speaking test videos

Show your students a real Speaking test so there are no surprises on exam day.



Cambridge English Speaking test - Raphael and Maude | Cambridge English

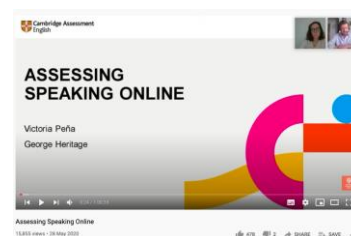
The Mock test toolkit

Includes links to sample papers, information booklets and preparation materials.



Webinars

Learn more about preparing students for the Speaking test in our webinars for teachers.



Student handout

Task 1 Warm-up

How quickly can you unscramble the letters to make six types of transport?



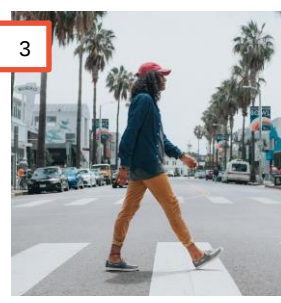
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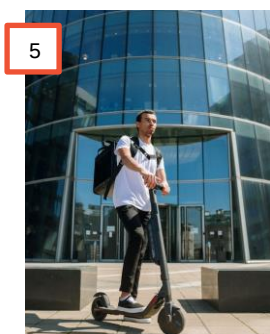
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Task 2 Building fluency

Discuss the questions with a partner.

- Which types of transport in Task 1 do you think have the lowest environmental impact? Why?
- How do people typically travel to work or school in your country?
- What could individuals and the government do to reduce air pollution from transport in your country?

Task 3 Focus on vocabulary

Read the comments from different students discussing the environmental impact of transport in their country.

How are the situations (a–d) similar or different in your country?

a.

Air pollution **1) causes** conditions such as asthma and other respiratory illnesses in the community and that **2) causes** increased pressure on public health services.

c.

I read that road vehicles **5) cause** more than half of the greenhouse gas emissions in my country. If everyone stopped driving to work and took public transport, cycled or walked instead, it would **6) cause** a significant reduction in carbon emissions.

b.

Only a small minority of people cycle to work in my country. This could be **3) caused by** the high number of road rage incidents and accidents **4) caused by** dangerous driving and cycling.

d.

A major challenge **7) is caused by** the fact that my country's population is increasing *and* becoming wealthier, so more and more people can afford to buy cars.

Task 4 – Verbs to describe cause and effect

The verbs in the box below can all be used to talk about *cause* and *effect*. Replace the words in **bold** in Task 3 with verbs from the box. Think about the meaning and the sentence structure. Sometimes more than one answer is possible.

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Exam Strategies and Top tips – Speaking Part 3

Speaking Part 3

★ Top tips

In Part 3 of the exam:

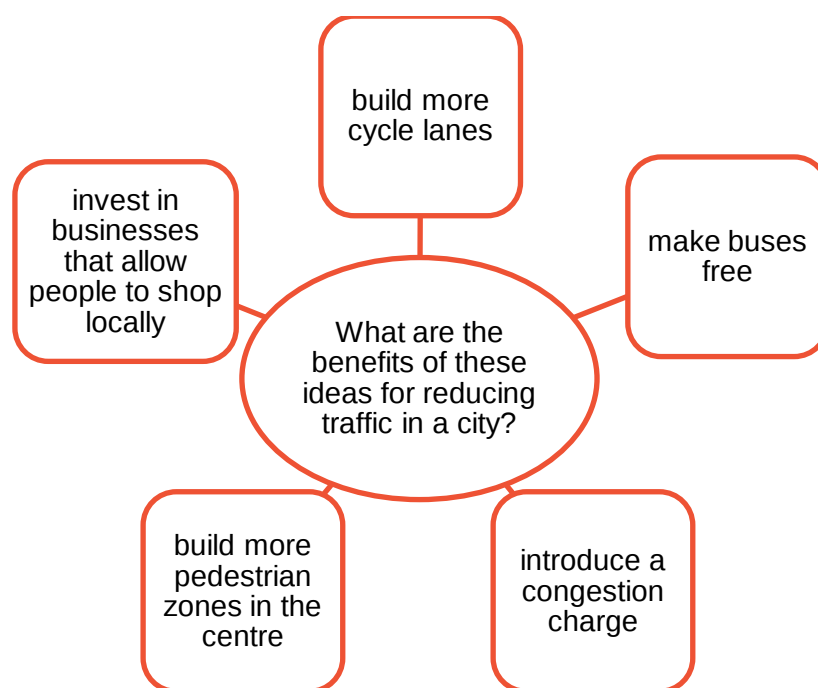
- The examiner will ask you to talk together with the other candidate for 2 minutes.
- The examiner will give you an imaginary situation and a question to discuss. You will have 15 seconds to read the question before you speak.
- After 2 minutes, the examiner will give you 1 minute to reach a decision together.

- ★ The question you need to talk about is written on the paper but listen carefully to the imaginary situation the examiner gives you too.
- ★ It is very important to interact with the other candidate in Part 3. You will get marks for this.
- ★ Try to use a range of expressions to agree or disagree politely, ask questions and move the discussion on.
- ★ It's okay if you run out of time to discuss all of the prompts or come to a final decision as long as you discuss the topic together.

Task 5 Get ready for Speaking Part 3

- Look at the example Speaking part 3 question below. Work with a partner and make a list of two benefits and two drawbacks for each idea.
- Make a note of how you could use some of the verbs from the box in Task 4 to describe some of the benefits.

Examiner: Now I'd like you to talk about something together for about 2 minutes. Imagine you have been asked to propose some ideas to reduce traffic in a city. First you have some time to look at the task. Now talk to each other about the benefits of these ideas.



Task 6 Analyse a model answer – coming to a decision

Look at the second part of the task and the model answer. Discuss the questions with a partner. Give reasons for your answers.

- Do the candidates come to a decision?
- How well do you think they completed the task?

Examiner: Thank you. Now, you have a minute to choose which three ideas to propose.

Model answer

Candidate 1: Well, **I am strongly in favour of** investing in small businesses so that people can shop locally – I think it can lead to a big difference in the quality of life in a neighbourhood too.

Candidate 2: **I'm with you on that but some people might say** it will take too long to implement and maybe we want to focus on things we could do more quickly like introducing a congestion charge. That can often give rise to substantial reductions in traffic. **How do you feel about** that one?

Candidate 1: **That's a very good point** and I think we should definitely include it **but going back to your point about** the length of time – **what about** putting forward a mix of long-term strategies and short-term strategies?

Candidate 2: **That's just what I was thinking.** So we agree on investing in small businesses and introducing a congestion charge. **Which one do you think is** the most beneficial of the other **ideas?**

(1 minute)

Task 7 Useful language

The phrases in bold help the candidates to interact effectively. Match them to the different functions in the table below.

Function	Phrase/s
Stating an opinion	
Asking for an opinion	
Agreeing	
Agreeing but considering other people's opinions	
Referring back to an earlier point	

Task 8 Practise Speaking Part 3

Now work in groups of four (two pairs).

Pair A: Practise answering both parts of the Speaking Part 3 question.

Pair B: Time pair A (2 minutes for the discussion then 1 minute to reach agreement) and make notes on how well they do the task using the checklist below.

After pair A complete the task, switch roles.

Speaking Part 3 Feedback checklist		
How well does each candidate...	Candidate 1	Candidate 2
understand and answer the question?		
use some of the phrasal verbs from Task 4?		

interact with their partner using phrases from Task 6?		
speak clearly and confidently for the full amount of time?		

Exam strategies and Top tips – Speaking Part 4

Speaking Part 4	★ Top tips
In Part 4 of the exam: • The examiner directs the interaction by asking questions related to the topic introduced in Part 3. • The questions are different from Part 1 in that they ask for opinions rather than for information. • This part of the test gives you the chance to show that you can discuss issues in more depth than in the earlier parts of the test.	★ Listen carefully to the question and ask the examiner to repeat it if you don't understand. ★ Listen to your partner and be prepared to comment or react to what they have said if asked. ★ Always give reasons for your answers but also consider the <i>What, Where and How</i> too. See example below. ★ Practise discussing different topics with a study buddy.

Task 9 Practise Speaking Part 4

a. Work with a partner. Discuss the following questions:

1. How effective are approaches taken to reduce traffic pollution in your country?
2. What challenges do governments face when they try to reduce traffic pollution?
3. What could individuals do to reduce air pollution from transport?
4. Would schemes such as car sharing work in your country? Why? Why not?
5. How confident were you and your partner in answering the questions?

★ Top Tip

If you have practised Parts 3 and 4 of the speaking and did not feel confident about the topic, this is an opportunity to go and find out more. Use a search engine to conduct research, practise reading in English and make notes.

Task 10 Reflect and progress

Tick the areas from the *Reflect* checklist that you feel you have improved on in this lesson.

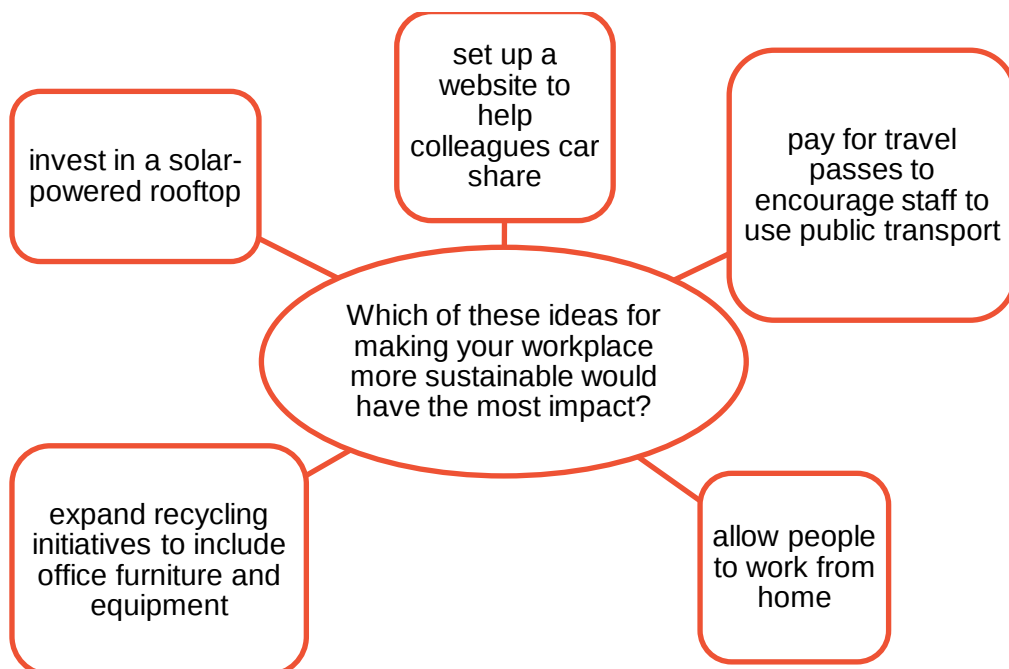
Is there anything you still need to work on? Choose three things or more in the *Progress* column that you will do to help you improve.

Reflect: How well did you...?	Progress: Suggestions to help you improve
☐ ...understand and answer each question	☐ look at sample tasks in your course book to get more familiar with the topics typically covered in Speaking Parts 3 and 4. ☐ improve your listening skills by watching TV shows, films or online videos in English or listening to podcasts.
☐ ... interact with your partner e.g., asked questions, agreed/disagreed, kept the conversation going	☐ write out a dialogue like the one in Task 5 for each sample question you practise – incorporate as many of the useful phrases as you can. ☐ try some of the free listening and speaking activities on the Cambridge Exam Preparation website to review useful language for making decisions, asking for opinions and agreeing and disagreeing.
☐ ... use a range of vocabulary e.g., different ways of referring to cause and effect	☐ make vocabulary cards to help you remember useful vocabulary and expressions. Include the meaning and an example sentence. ☐ find a study buddy to practise with outside class – try to think of a question to ask each other with the word on each card.
☐ ... speak for the full amount of time	☐ choose a topic to speak about and try to keep talking – for 30 seconds at first, then 1 minute and finally 2 minutes. ☐ search for <i>discussion questions</i> online – choose a question and try to discuss it with your study buddy for 2 minutes.
☐ ... speak clearly and confidently	☐ take a deep breath before you start speaking and smile – this can help you relax. ☐ do the same task more than once and record yourself so you can check how successful you were each time and identify points to work on. ☐ speak as much English as you can – the more practice you have, the more confident you will feel.

Task 11 Extra practice - Speaking Parts 3 and 4

Use these additional Speaking Parts 3 and 4 questions for extra practice.

Examiner: Now I'd like you to talk about something together for about 2 minutes. Imagine you have been asked to find ways to make your workplace more sustainable. First you have some time to look at the task. Now talk to each other about which ideas would have the most impact.



Examiner: Thank you. Now you have a minute to choose which two ideas to implement first.

Speaking part 4

- To what extent do you think it's important for companies to become more sustainable?
- Do you think your school or workplace does enough? What more could they do?
- What challenges do companies or schools face in becoming more sustainable?
- What could individuals do to reduce waste?

Answer key

Task 1 Warm up

1. electric vehicle
2. monorail
3. on foot
4. tram
5. electric scooter
6. double-decker bus

Task 4 Verbs to describe cause and effect

a.

Air pollution **1) gives rise to / leads to** conditions such as asthma and other respiratory illnesses in the community and that **2) leads to / gives rise to** increased pressure on public health services.

c.

I read that road vehicles **5) account for** more than half of the greenhouse gas emissions in my country. If everyone stopped driving to work and took public transport, cycled or walked instead, it would **6) add up to** a significant reduction in carbon emissions.

b.

Only a small minority of people cycle to work in my country. This could be **3) put down to** the high number of road rage incidents and accidents **4) resulting from** dangerous driving and cycling.

d.

A major challenge **7) stems from** the fact that my country's population is increasing *and* becoming wealthier, so more and more people can afford to buy cars.

Task 6 Model answer – coming to a decision

No, the candidates agree on two ideas but run out of time to agree on a third. This is not necessary, however. They complete the task very well – both candidates interact effectively by giving and asking for opinions in equal measure. They justify their opinions and use a range of accurate vocabulary and grammar to do so.

Task 7 Useful language

Function	Phrase/s
Stating an opinion	I am strongly in favour of ...
Asking for an opinion	How do you feel about ...? What about ...? Which one do you think is ...?
Agreeing	That's a very good point. That's just what I was thinking.
Agreeing but considering other people's opinions	I'm with you on that but some people might say ...
Referring back to an earlier point	... but going back to your point about ...

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