



Cambridge English Proficiency: Speaking Part 2

Description

In this activity, students analyse instructions for Part 2 of the Speaking test in order to understand what is required of them and how to go about doing the task. They practise a Part 2 task, paying particular attention to one of the assessment criteria, interactive communication.

Time required: 15–20 minutes

Materials required:

- Student's worksheet (1 copy per student, or on an OHT/IWB)
- Sample task (one copy per student)

Aims:

- to introduce students to what is required of them in Part 2 of the Speaking test
- to provide practice with a Part 2 task
- to raise students' awareness of one of the assessment criteria, interactive communication

Procedure

1. As a warmer, find a good photo or poster, large enough for everyone to see, of a topical subject, e.g., fast food, climate change, the media. If you have an IWB or similar, you could find a picture on the internet and show it easily to the whole class. Divide the class into groups of 5 and ask them to brainstorm vocabulary connected with the topic. Encourage students to suggest more than just basic vocabulary. Ask each group to give you their 'best' 3 pieces of vocabulary. e.g., climate change – global warming, greenhouse effect, rising sea level, carbon dioxide, drought, etc.

This type of activity is useful for preparation for Part 2 because the photos are connected to a topic and students need to have a good range of vocabulary at their finger tips in order to discuss the question about the topic fully.

2. Give out copies of the **Student's worksheet** and **Sample task**. Ask students to read the questions about Part 2 and then to answer the questions by finding the information in the sample task.

Go through the answers, dealing with any questions from students and adding any other information from the **Key** below.

3. Ask:

What do you think is going to be easy/difficult about doing Part 2?

Students discuss this question in pairs. Point out that there are no right and wrong answers to this question: it depends on the individual.

Feed back with the class. Make sure that the points in the **Key** are covered. Also make sure that you discuss solutions to any difficulties that are raised, so that students are left feeling confident about doing the collaborative task..



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4. Review what the assessment criteria for the Speaking test are (grammatical resource, lexical resource, discourse management, pronunciation, interactive communication). In order to discuss and raise awareness of one of the assessment criteria, interactive communication, ask:

What do you think makes a person a good communicator?

Students discuss ideas in small groups. Give them a couple of examples if necessary to start the discussion (See **Key** for suggestions). When they have finished, feed back their ideas and point out that this is one of the five equal assessment criteria.

5. Put students into groups of three; one is the interlocutor and the other two are candidates. They practise the Part 2 task. They could also focus on being a 'good communicator'.
6. They can then discuss again what was easy and what was difficult.

Additional information

PART 2 – COLLABORATIVE TASK

- This part tests the candidates' ability to engage in a discussion and to work towards a negotiated outcome of the task set.
- The candidates are given spoken instructions and are provided with a visual stimulus (one or several photographs/ artwork/computer graphics, etc.) to form the basis for a task which they carry out together.
- First, the candidates are asked a question which focuses on their reaction to aspects of one or more pictures, and they are given 1 minute to talk about this. After this, the interlocutor gives the candidates spoken instructions for a decision-making task.
- Candidates are expected to work together towards a negotiated completion of the task and are assessed on their speaking skills while doing this; there is no right or wrong answer to the task.
- The task gives candidates the opportunity to show their range of language (speculating, evaluating, comparing, giving opinions, eliciting, negotiating, etc.) and their ability to manage a discussion.



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Answer keys

Student's Worksheet Exercise 1

- a) 4 minutes (6 minutes for groups of 3)
- b) Students have to talk to each other. Students should make positive contributions to move the discussion forward. They should show a willingness to take turns, inviting others to speak, listening and responding, as well as initiating discussion themselves.
- c) Students have to respond to a question referring to two photos at first. They should answer the question and not simply describe the photos. Students speak for only one minute in this stage.
- d) There is a title at the top of the page. It's important because it helps students remember the interlocutor's instructions and it also helps students keep their discussion focused and to ensure that the outcome is appropriate.
- e) Because students have to respond appropriately. The first question also helps students begin to think about the topic before moving on to the second stage.
- f) The interlocutor describes a situation to the students and gives them a second task to do. Students have about 3 minutes for this.

Procedure Step 3: Suggested areas for discussion

It's going to be easy because:

- we work with a partner and we can get ideas from him/her
- we get time to think while our partner is speaking
- the title on the visuals page reminds us of the topic
- the visuals give us ideas; we don't have to think of them ourselves.
- the task is similar to the speaking pair work we do in class

It's going to be difficult because:

- we might not know when we can 'interrupt' our partner
- I may think my partner is speaking more than me.

These two points will be dealt with in the next question on interactive communication.

- we may not finish the task
- we may finish the task too early

These last two points are about timing. Solutions to these problems can be providing timed practice in class.

In the test, if students do not finish the task in time, but they have been negotiating towards an appropriate outcome, they will not be penalised. Of course, however, they should try to come to a conclusion if possible. The interlocutor will tell candidates when the time is up.

If they finish the task too soon, and the interlocutor looks at them, expecting more, students should give more reasons to support their choices and decisions.



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Procedure Step 4

A good communicator:

- listens to their partner
- uses eye contact and body language to show that they are interested in the discussion
- initiates conversation by giving an opinion, making a suggestion, etc.
- responds appropriately to their partner's opinions, suggestions, etc., by clearly linking their response to the contributions of their partner
- makes meaningful contributions to move the discussion forward
- says more than the minimum but does not dominate the discussion
- asks for repetition or clarification when necessary.

These qualities are what the assessor is looking for when giving a mark for interactive communication (except body language)



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Student's worksheet

Read carefully the instructions for the sample Part 2 Speaking task below and answer these questions.

- a) How long is Part 2 for a pair of students?
- b) Do you speak on your own or talk to your partner?
- c) How many photos do you have to talk about at first and for how long?
- d) What is written on the page of photos? Why is this important?
- e) Why is it important to listen to the question carefully?
- f) What happens in the second stage of Part 2 and what do you have to do?



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Sample Task

Certificate of Proficiency in English Speaking Test

Part 2 (approximately 4 minutes /
6 minutes for groups of three)

**1 TV documentary – Working in the
food industry**

Interlocutor Now, in this part of the test you're going to do something together. Here are some pictures of people in different situations.

*Place picture sheet 1 in front of the candidates.
Select two of the pictures for the candidates to look at*.*

First, I'd like you to look at pictures * and * and talk together about how common these situations are in your country.

You have about a minute for this, so don't worry if I interrupt you.
(2 minutes for groups of three)

Candidates

🕒 1 minute
*(2 minutes for groups
of three)*

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Interlocutor

Thank you. Now look at all the pictures.

I'd like you to imagine that a television documentary is being produced on working in the food industry. These pictures show some of the issues that are being considered.

Talk together about the different issues related to working in the food industry that these pictures show. Then decide which issue might stimulate most interest.

You have about three minutes to talk about this. *(4 minutes for groups of three)*

Candidates

🕒 3 minutes
*(4 minutes for groups
of three)*

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Interlocutor

Thank you. (Can I have the booklet, please?) Retrieve part 2 booklet.

TV documentary – Working in the food industry

A



B



C



D

