



CPE Speaking Paper Overview – Teacher’s notes

Description

Students familiarise themselves with how the Speaking test is organised by answering a set of True/False questions. They explore the task types and language required in the different parts of the Speaking test and are introduced to the assessment criteria.

Time required: 20 minutes

Materials required:

- copy of pp.62–63 of CPE handbook
- *student’s worksheets 1 and 2*

Aims:

- *to familiarise students with the organisation of the Speaking test*
- *to introduce students to the task types and assessment criteria.*

Procedure

1. Divide your class into 3, 6, 9, etc. groups, because each group is going to find out about one of the three parts of the Speaking test. Allocate a part of the Speaking test to each group so that all parts are covered.
2. Give out copies of pages 62 and 63 of the CPE Handbook. Each group is going to create a presentation about the part of the test that they have been allocated. They must decide what key information their classmates need to know and decide on the best way to present it to them.
3. Set a time limit, e.g., 8–10 minutes. Students read, discuss and highlight the key information **for their part only** from the handbook pages. Presentations should be only 2 minutes long, maximum.
4. Monitor students as they work and encourage them to ask about any unfamiliar vocabulary or to check their comprehension with you.
5. When students are ready to do their presentations, give a copy of the student’s worksheet to each student. Ask them to answer Exercise 1 questions 1–5 in their groups first, before they listen to the presentations, as these are general questions about the whole test. Check the answers to questions 1–5.
6. Now re-organise the class so everyone can hear a presentation on each part of the test. Depending on the size of your class, this may be in groups of 3 (one person each for Parts 1, 2 and 3) or there may be 2 or more large groups and only one representative from the original smaller groupings will actually give their presentation.

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7. As students listen to the presentations, they should decide if each statement 6–12 (Exercise 1 question 2) is True or False. Tell them to correct any false statements after they have heard the presentation.
8. When they have heard all three presentations, they should discuss their answers and any issues or points they'd like to make about the Speaking test. You may want to write the following questions on the board to help initiate a discussion:
 - a. Which part of the Speaking test do you feel most confident about?
 - b. What do you think will be most difficult for you in the Speaking test?
 - c. What could you do in the classroom to help your preparation?
 - d. What could you do outside of the classroom to help your preparation?
9. When students have finished, go through the answers together and discuss any questions which arise. Additional points which should be covered are made in the key below. The CPE Handbook also gives detailed information
10. In order to consolidate what they have learnt, in groups students can complete the table on student's worksheet 2, using the words and phrases from the box below the table. Set a time limit (e.g. 10–15 minutes). Only do this activity if you think your students need to. Alternatively, you could save it as a revision task just before the test.
11. Go through the completed table explaining each part and answering any queries. Use the CPE Handbook for reference.



CPE Speaking Paper Overview – answer keys

Key to Procedure steps

Step 8:

- a. and b. There are no correct answers to these questions. Encourage students to think about what they normally/often do in English, for example, talk about themselves. This may imply that Part 1 will be easier, as some of the aim of the part is to allow candidates a chance to warm up. Encourages students to think about how they participate in classroom speaking activities, and how this reflects their strengths and weaknesses.
- c. E.g., always speak in English, try to participate as much as possible, set themselves goals, e.g. to use certain phrases, to use specific vocabulary, to listen carefully to classmates and to respond to what they say, to try to use a specific area of language more/more accurately. They could ask the teacher to support them by letting you know what their goal is at the beginning of the class.
- d. E.g. listen to English language broadcasts or podcasts, participate in online discussions or use Skype, record themselves and play back to evaluate their pronunciation, range of language, etc; set up or join an English discussion group or set a time when they meet classmates to speak only in English.

Key to Student's Worksheet 1 Exercise 1

1. F. There are normally 2 candidates but if there is an uneven number at the end of the day/session, then a group of 3 candidates will be examined together.
2. F. There are always 2 examiners. One is the interlocutor, who manages the Speaking test, telling the students what to do in each part. The other is the assessor who gives marks out of 5 for grammar, vocabulary, discourse management, pronunciation and interactive communication. The interlocutor also gives a global mark, an impression mark. The test cannot take place if there is only one examiner except in pre-arranged and exceptional circumstances.
3. F. 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. T. Although one examiner concentrates only on assessing, the other examiner also gives a global mark
5. F. There are only 3 parts.
6. F. The examiner asks the candidates questions in turn.

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7. T. In Part 2, the candidates have to discuss something related to the visual(s) and come to a decision together.
8. F. The 2-minute individual long turn is in Part 3.
9. F. The candidates are given different topics, but these are related to the same overall theme.
10. F. After the long turns, the examiner broadens out the discussion by asking questions related to the general theme of Part 3. The questions can be answered either by one candidate or by both, or they can extend the discussion by talking together.
11. F. Part 1 is 3 minutes, Part 2 is 4 minutes and Part 3 lasts 12 minutes.
12. T. 19 minutes for the normal pair format, but if there is a group of three the test lasts 28 minutes.



Key to Student's Worksheet 2

Part	Task Focus	Interaction	Prompt	Time	Anticipated Response
1 interview	<u>identify self</u> give personal information	<u>interlocutor interviews both candidates</u>	questions	<u>3 mins</u>	giving personal information <u>talking about present circumstances, past experiences and future plans</u> expressing opinions
2 collaborative task	<u>collaborate and negotiate to exchange information and opinions</u>	candidate to candidate discussion	<u>visual(s)</u> verbal instructions	<u>4 mins</u>	exchanging information expressing, justifying & exchanging opinions <u>agreeing and disagreeing</u> discussing and speculating
3 long turn & discussion	impart information independently develop topic in discussion	<u>individual task</u> three-way discussion	<u>prompt cards</u> questions	12 mins	exchanging information <u>expressing, justifying & exchanging opinions</u> agreeing and disagreeing <u>discussing and speculating</u>

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CPE Speaking Paper Overview – Student’s Worksheet 1

Exercise 1

1. Read the following 5 statements about the CPE Speaking test and decide if they are True or False. If False, correct the statement to make it True.

1. Candidates are never examined in groups of 3.
2. There are usually 2 examiners but sometimes only one.
3. Both examiners speak.
4. Both examiners assess.
5. The test has 4 parts.

2. Now listen to the presentations on each part of the Speaking test and decide if these statements are True or False.

6. The candidates ask each other questions in Part 1.
7. There is a task where candidates have to decide something together.
8. The candidates have to speak on their own for two minutes in Part 2.
9. The candidates are given the same topic to speak about in their long turn.
10. At the end of the test the candidates discuss together a different topic to that of their long turns.
11. The various parts of the test are of equal length.
12. The whole test takes 19 minutes.

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CPE Speaking Paper Overview – Student’s Worksheet 2

The chart below contains a general description of the CPE Speaking test and its parts. Some words have been removed. These are jumbled up at the bottom of the page. Decide which words/phrases should go where to complete the chart. Write them in the spaces.

Part	Task Focus	Interaction	Prompt	Time	Anticipated Response
1 interview	..... give personal information	.....	questions	.....	giving personal information expressing opinions
2 collaborative task	..... .....	candidate to candidate discussion	..... verbal instructions	.....	exchanging information expressing, justifying & exchanging opinions discussing and speculating
3 long turn & discussion	impart information independently develop topic in discussion	..... three-way discussion	..... questions	12 minutes	exchanging information agreeing and disagreeing

4 minutes

interlocutor interviews both candidates

expressing, justifying & exchanging opinions

3 minutes

talking about present circumstances, past experiences and future plans

prompt cards

individual task

discussing and speculating

agreeing and disagreeing

visual(s)

identify self

collaborate and negotiate to exchange information and opinions

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