



CPE Speaking Paper Part 1 – Teacher’s notes

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, grammar.

Time required: 15 Minutes

Materials required:

- student’s worksheet,
- interlocutor’s script

Aims:

- to familiarise students with the content and format of Speaking Part 1
- to provide practice of Part 1 questions
- to raise students’ awareness of one of the assessment criteria, grammar

Procedure

1. 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 3 minutes with a pair of students and 4 minutes with a group of three. (only where there is an odd number of students at the end of a Speaking test session)



2. Give each student a copy of the student's worksheet. Allow a few minutes for them to read it through.
3. Elicit the answers to the questions in Exercise 1 See answers in the key below.
4. 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.
5. 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.
6. Give out copies of the interlocutor's script. Ask students to role play Part 1 using the interlocutor's script. Set a time limit of 3 minutes, the time they will have in the exam. (Give groups of 4 students 4 minutes as in the group-of-three format for the exam.) Before doing this, 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.

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 just discussed in 6.



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.



CPE Speaking Paper Part 1 – answer keys

Key to Student's Worksheet Exercise 1

- a) 3
- b) Stage 1: 4 questions '...and your names are?'; 'Could I have your mark sheets?'; 'Where are you from?'; + one more question for each student
Stage 2: 1 question for each student
Stage 3: 1 or more questions for each student.
- c) Stage 1 is introductions.
Stage 2 personal information
Stage 3 expressing opinions/speculating
The conversation widens out over the 3 stages.



CPE Speaking Paper Part 1 – Student’s Worksheet

Exercise 1

Read it through the interlocutor’s script and answer these questions.

- a) How many stages are there in Part 1?
- b) How many questions are usually asked in each stage?
- c) How are the stages different?

Exercise 2

1. Divide into groups of 3. If there are 1 or 2 students left over, you may have up to 2 groups of 4. One of you is the interlocutor and the other two/three are yourselves. Choose your roles.
2. Role-play Part 1 using the interlocutor’s script.



CPE Speaking Paper Part 1 – Interlocutor’s script:

Good morning / afternoon. What are your names please?

Could I have your mark sheets, please? Thank you.

First of all, we’d like to know something about you. Where are you from (*candidate A*) ?

And you (*candidate B*)?

select a further question for each candidate

- Is English your main subject of study?
- Do you spend most of your time studying alone or with friends?
- You said you’re from X. Have you lived there long?
- You said you’re from X. What is the most interesting place for visitors to see there?
- Do many tourists visit your area?

Candidates

Interlocutor *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?

Candidates



Interlocutor Thank you. Now we'd like to ask you what you think about one or two things.
select a further question for each candidate

- 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?

Candidates

Interlocutor Thank you.