



## FCE Speaking Overview Activity– teacher’s notes

### Description

A questionnaire activity to check knowledge of the format of the Speaking test

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**Time required:** 30 minutes

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**Additional materials required:**       ▪ None

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**Aims:**                                       ▪ This activity aims to give students an overview of Paper 5.

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### Procedure

1. Tell your class that you’re going to look at the Speaking paper.
2. Students can work individually or in pairs.
3. Give participants a copy each or per pair of the questionnaire. Ask them to fill in the questionnaire quickly, and to guess any answers that they may not be sure of.
4. When participants have answered, go through their answers together and discuss any difficulties.
5. Students look at the interaction chart and match the appropriate description to each part of the text.
6. Check answers.

### Variation

If you feel that your group should know the answers to the questionnaire, you could remove the options. Another alternative is to set a time limit for choosing answers, especially if you want to discuss each one at any length.



## CAE Paper 5 Overview – answer keys

### Key

1. B 14 minutes except if there are three candidates, then it lasts 20 minutes.
2. B two candidates, except if there is an uneven number at the end of the session/day when a group of three candidates is allowed.
3. B no, a three is only allowed when there is an uneven number of candidates.
4. B two examiners – the interlocutor who manages the interaction and directs the test, and the assessor who sits to one side and grades the candidates' language. Sometimes there might be another person in the exam room – this person is a team leader who is present to monitor the performance of the examiners (not the candidates) and who does not take any part in the test.
5. A yes, although using different scales. The Interlocutor gives a mark for global achievement (referring to the candidate's overall effectiveness in dealing with the tasks in the four separate parts of the test), whereas the assessor awards marks according to the following four analytical criteria:
  - Grammar and vocabulary  
Referring to accurate and appropriate use of a range of grammatical forms and vocabulary
  - Discourse management  
The candidate's ability to link utterances together to form coherent speech, without undue hesitation
  - Pronunciation  
The candidate's ability to produce intelligible utterances to fulfil the task requirements, including stress and intonation as well as individual sounds
  - Interactive communication  
The candidate's ability to take an active part in the development of the discourse, requiring the ability to participate in the range of interactive situations in the test and to develop discussions on a range of topics by initiating and responding appropriately
6. B No, only the interlocutor speaks. The assessor remains silent except for greeting and saying goodbye to the candidates.
7. D four parts – interview, long turn, collaborative task and discussion
8. A Yes, the interaction patterns vary during the test. In Parts 1 and 2, the candidates speak to the examiner but in Part 3 they must discuss something together, so here it is essential that they speak to each other and NOT to the examiner. In Part 4 they may speak to both the examiner and their partner.
9. B No. Each part has a different focus and is on a different topic or theme, except Part 4 which is linked to the topic of the discussion activity in Part 3.
10. A Yes, the assessment starts immediately the candidates introduce themselves.



**Interaction chart**

Part 1: C

Part 2: D

Part 3: B

Part 4: A



## FCE Paper 5 Overview– Student’s Worksheet

### Activity 1

Look at these questions about the FCE Speaking test (Paper 5). See if you can answer them by selecting the correct answer.

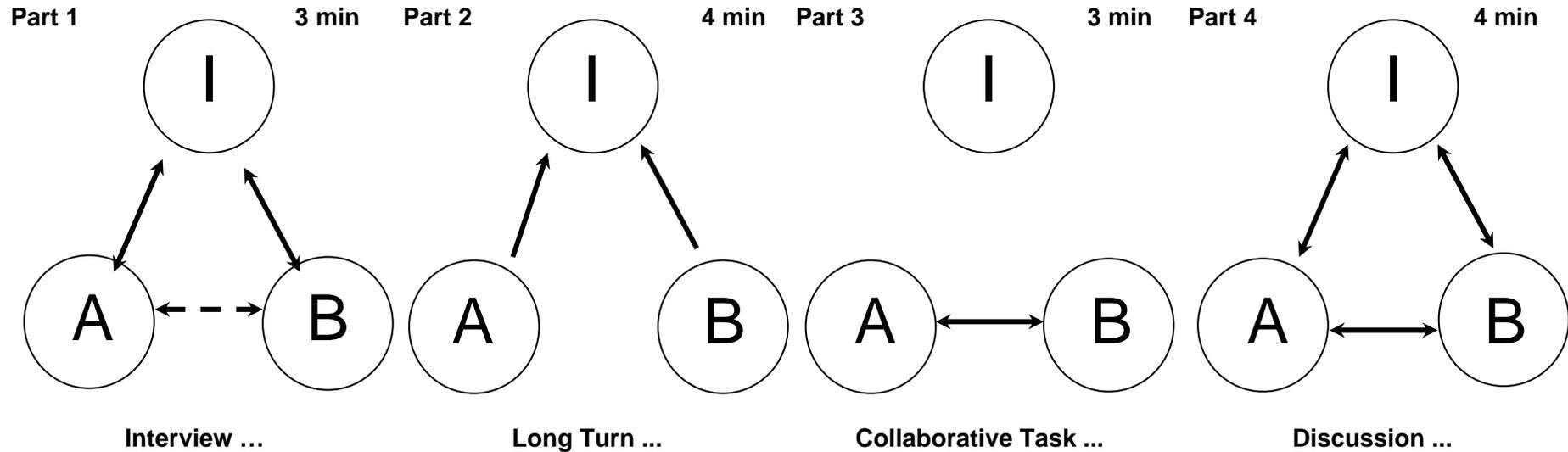
1. How long does the Speaking test usually last?  
a) 12 minutes      b) 14 minutes      c) 15 minutes      d) it varies
2. How many candidates usually take the test together?  
a) 1      b) 2      c) 3      d) 4
3. Can candidates choose how many partners they’ll have?  
a) Yes      b) No
4. How many examiners are there?  
a) 1      b) 2      c) 3      d) 4
5. Do both examiners assess the students?  
a) Yes      b) No
6. Do both examiners speak during the test?  
a) Yes      b) No
7. How many parts are there?  
a) 1      b) 2      c) 3      d) 4
8. Do the candidates speak to each other as well as to the examiner?  
a) Yes      b) No
9. Are all the tasks on the same topic or theme?  
a) Yes      b) No
10. Are all the parts assessed?  
a) Yes      b) No



**Activity 2**

Match the descriptions of the each section of the Speaking test to the interaction diagrams below.

Key: I = Interlocutor A = Candidate A B = Candidate B ↔ = Interaction



a) The interlocutor directs the interaction by asking questions which encourage the candidates to broaden and discuss further the topics from the previous section. This part of the test gives candidates an opportunity to show they are capable of discussing issues in more depth.

b) The task gives candidates the opportunity to show their range of language and their ability to invite the opinions and ideas of their partner. Candidates are expected to collaborate and negotiate with each other, sharing the interaction.

c) The candidates are not actively invited to talk to each other in this part of the test, though they may if they wish. This short social exchange with the interlocutor is a natural way to begin an interaction.

d) Candidates have the opportunity to show their ability to organise their thoughts and ideas, and express themselves coherently with appropriate language. The listening candidate should not speak during their partner's long turn.

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