



FCE Speaking Part 4 Discussion – teacher’s notes

Description

Brainstorming activity designed to raise students’ awareness of discussion questions followed by controlled practice and a True/False activity.

Time required: 30 minutes

Additional materials required: ■ None

Aims: ■ *This activity aims to give students an overview of Part 4 of Paper 5, and to help them understand how to respond to open questions.*

Procedure

1. Tell your students that you are going to be looking at Part 4 of the Speaking test (Paper 5). Briefly, elicit/tell them that this is known as the discussion. Ask them what they know about this part of the Speaking test.
2. If you have done the previous activity on Part 3, elicit what the task was. If you haven't done the sample task for Part 3, explain the following details:
You have just completed a Part 3 task where you had to imagine that you were going on a desert expedition and had to choose a few everyday objects to take with you.
3. Write the following questions on the board:
 - Do you like eating out in restaurants?
 - What sort of restaurants do you like eating out in?Elicit the difference between the questions (the first is a yes/no question, the second an open question) and ask which might be better in a discussion (the open question) and why (it encourages the speaker to give more information).
4. Give students the worksheet. Make sure that it is folded along the dotted line. Ask them to brainstorm questions that they might ask. They can do this alone or in pairs/small groups. Point out that the questions should encourage the explorer to give opinions and ideas, rather than simple yes/no answers. Elicit that the discussion questions should be different in terms of different tenses, different structures, different topics etc. Monitor, correcting question forms if necessary.
5. Get some feedback. Write five or six of your students’ questions on the board/OHT and ask them to think of how they would answer them if they were the explorer.



6. Students now fold out the worksheet to see if the questions they wrote are similar to the Part 4 questions. Elicit/point out that the questions in Part 4 are related to the task in Part 3.
7. In pairs, they should practise discussing the questions. Stress to each pair that they must both answer each question and not take it in turns to ask and answer. Give a time limit of 4 minutes, but let them speak for longer if they are enjoying the task.
8. Refer students to the eight statements. Tell them one is incorrect and they must find it and correct it.
9. Feedback. Use the answer key as a guide for any questions the class may have.



FCE Paper 5 Part 4 Discussion – answer keys

Key to True/False discussion questions

- a) **True** – It is a development of the theme established in Part 3, in this case, exploration and adventure. The interlocutor asks questions which broaden the theme. Students should be prepared to talk about a range of current events and topics, such as: education; the past; the future; the environment; travel; transport; health; sport; holidays.
- b) **True** – Note: 5 minutes for groups of three.
- c) **True** – The interlocutor directs the conversation and will ensure that both candidates are given equal opportunity to speak.
- d) **True** – This is now a three-way discussion – it is a development and expansion of Part 3. As the interlocutor now directs the discussion, students may wish to turn to face her/him again. However, candidates are also encouraged to ask questions of each other and to show their own discussion skills. These include: offering an opinion; extending their responses; agreeing and disagreeing with their partner; adding to or extending their partner's response; not waiting to be asked a question; not being afraid to ask a question; not dominating.
- e) **False** – As this is a three-way discussion, candidates should try to demonstrate their skills and take the opportunity to initiate discussion as well as answer questions. However, the interlocutor is responsible for directing the discussion in order to encourage the candidates to broaden and discuss further the topics introduced in Part 3.
- f) **True** – Timing is important, so the examiner may have to interrupt to stop a lengthy discussion. Each group of candidates is given the same amount of time. Again, however, candidates should not worry if this happens as it means that they have spoken for long enough. The interlocutor may also interrupt if one candidate is dominating in order to give the other candidate the opportunity to speak.
- g) **True** – It is much better for the candidates to ask for clarification than to give an irrelevant reply.
- h) **True** – Candidates should offer more than minimal responses and show what they can do. In order to be able to make a full and accurate assessment of each candidate's performance, the examiners must be given a reasonable amount of language to assess and this part of the test gives candidates a final opportunity to show how capable they are. Teachers should help their students to be able to give full and natural answers and to be able to give opinions about everyday situations and current events, so they can participate fully. Candidates will be rewarded for making positive contributions to the development of the task, such as a willingness and ability to develop the topic.

Suggested follow-up

You could provide further practice on Part 4 by using the sample tasks on pages 81 and 85 of the FCE handbook.



FCE Speaking Paper 5 Part 4 Activity – Student’s Worksheet

1. Imagine you are going to interview a famous explorer. Think of five questions you could ask. Your questions should encourage the explorer to speak as much as possible. Write your questions in the spaces below.

- 1.....?
- 2.....?
- 3.....?
- 4.....?
- 5.....?

----- fold here -----

2. Look at the following questions from Part 4 of the Speaking test. What do you think is the general topic of the questions? How similar are they to the questions you wrote in exercise 1? How are they different?

- Why do you think people choose to do things like this?
- What can we learn from a trip like this?
- If you could do something exciting like going to the Arctic, what would it be? Why?
- Which do you think is more important – trying to do something or being successful?
- How important is it to have places where nature is protected?
- Which is the most beautiful place you have been to, and why?



3. How much do you know about Part 4 of the Speaking test? Read these statements below. One of them is false. Which one?

In Part 4...

- a) The topic for Part 4 is the same as Part 3.
- b) This section lasts approximately 4 minutes.
- c) The interlocutor leads the discussion with both candidates.
- d) You should talk to one another.
- e) Only the interlocutor can ask questions.
- f) The interlocutor may interrupt you or your partner.
- g) You will not lose marks if you ask for clarification.
- h) It is important to answer the questions as fully as possible in this part.