



Practising CAE Speaking Part 4

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A. TEACHERS' NOTES

Description

Time required: 60 minutes

Materials required:

- One copy of *Classroom Handout 1* per student
- 1 error correction card from *Classroom Handout 2*

Aims:

- to improve students' fluency with the use of fillers
- to practice speaking about the type of topics that occur in Part 4 of the CAE Speaking test

A1. Lesson Plan

1. Give out *A2 Classroom Handout 1*.

In pairs the students look at Exercise A and discuss why the phrases in bold were used.

Feedback with the whole class to find out what they thought.

Explain to them that the student was using these words and phrases to give him time to think of what to say. These phrases are called 'fillers' because they fill the time while you are thinking.

Write the words and phrases from the exercise on the board.

right
let me see
well
OK
you see
you know

Tell the class that in this lesson they will

- review and practise some 'fillers'
- practise talking about a topic similar to those that occur in Part 4

Timing: 10 mins

2. In pairs or small groups the students work together to unscramble the phrases in Exercise B of *Classroom Handout 1*.

Monitor and assist as necessary.

Go through the answers with the whole class.

Answers

- a) *Let me think*
- b) *That's an interesting question*
- c) *That's a difficult question*
- d) *To be honest that's not a question I've thought about before*
- e) *I've never really thought about that before*

Timing: 10 mins



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3. Write the new phrases on the board underneath the phrases from stage 1, so the board now looks like this

right
let me see
well
OK
you see
you know
let me think
that's an interesting question
that's a difficult question
to be honest that's not a question I've thought about before
I've never really thought about that before

Drill all of the phrases, so that the students can say them confidently.

Underline the words in each sentence as below. To improve the students' intonation, encourage them to stress the underlined words. (Remember, a stressed word will be a little longer, louder and higher in pitch than the other words).

let me see

you see

you know

let me think

that's an interesting question

that's a difficult question

to be honest that's not a question I've thought about before

I've never really thought about that before

Encourage the students to try say the phrases without reading. If the students have problems remembering the phrases, encourage them to look up at the board and not down at the paper.

Timing: 10 mins



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4. Elicit from the students the content of Part 4 of the Speaking test

Answer: A discussion on topics related to the topic in task 3

Tell the class they are going to discuss the topic of computers.

In pairs or small groups, the students write down four controversial statements about computers. Make sure all of the students in each group write down the questions – they will need them for the next part.

Note : If your students cannot think of any statements, here are some:

Computers should not be used in schools

Computers stop people from developing social skills

Too much personal information is stored on computers

The computer is the greatest invention ever

A good knowledge of computers is vital to get a good job

Timing: 10 mins

5. Put the students in groups of three.

Tell the students that in the speaking activity that they are about to do, they are going to focus on using the fillers if they need time to think.

Tell the class to avoid sounds such as 'errr' and 'umm'. Show them the card from A3 *Classroom Handout 2*. Tell them that you are going to monitor them as they speak. If you hear anyone say the words 'errr' or 'ummm', you will show them the card to remind them.

One of the students acts as 'examiner' using the statements from stage 4. They should try to extend the conversation by asking the 'candidates' follow up questions such as

- What do you think?
- Do you agree?
- Why/Why not?

Each pair speaks for 4 minutes.

Then the next student becomes 'examiner' and uses their statements.

The activity is repeated until all of the students have been 'examiner'

Timing: 20 mins



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A2. Classroom Handout 1

EXERCISE A

A student was asked the question 'What's the most memorable journey you have ever made' Here is the first part of his answer.

*Look at the words and phrases in **bold**. With your partner, discuss why the student has used them.*

'**Right** . I'm going to tell you about a trip I made last Sunday to a beautiful lake which is, **let me see**, about 50 kilometres from my village. **Well**, we went there with my girlfriend and one of our friends from university.

OK, we had to set off really early, because of all the cars. **You see**, the traffic at the weekend is often really bad, especially if the weather is good like, **you know**, it was last week.'

EXERCISE B

Unscramble the words below to find some phrases that can be used as 'fillers'

- a) think / me / let

- b) a / difficult / that's / question

- c) question / that's / interesting / an

- d) not a / question / I've / before / to / honest / be / thought / that's / about

- e) really / about / before / never/ thought / I've / that



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A3. Classroom Handout 2

Error correction card

ERRR

UMMM



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A5. Suggested homework/self study activities

1. The students find additional 'fillers' and bring them to class.

They should look for examples of native speakers. They can find many different examples in text books, tv programmes, films and the radio. As well as the 'filler', they should also make a note of

- their new phrases
 - where they found it
 - the context the phrase was used in . e.g. an argument, a business meeting etc
2. Tell the student that you are going to do a similar activity later in the week. Ask them to prepare sentences for discussion as per stage 4 on the topic of your choice.



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B. GUIDANCE FOR FOLLOW UP ACTIVITIES

1. In this lesson we used a correction card to highlight when the students were saying 'errr' and 'ummm'. Using cards like this is a great way to highlight student's errors without interrupting the flow of a discussion.

One way that they can be particularly useful is to highlight any careless errors or slips that your students may have a habit of making.

Examples of this include

- not pronouncing '-s' on the end of words (use a correction card with '-S')
 - mispronouncing '-ed' (use a correction card with '-ed')
 - getting he/she confused (use a correction card with '-he/she')
 - using the present tense instead of the past. (use a correction card with 'past/present')
2. Whenever new words or phrases are introduced to students they should be drilled. In order to avoid students talking in a monotone, it is always a good idea to mark on the board where the stress occurs.

In this lesson we underlined the stressed words.

that's a difficult question

Here are some other ways you could mark the stress on the board

that's a difficult question

•
that's a difficult question

that's a difficult question